Instructor:
Professor Ross Angelella

Individual Section Details
(1) ENGL395.1001 Tuesdays & Thursdays 8:00 a.m. – 9:15 a.m. TWS 0201
(2) ENGL395.1401 Tuesdays & Thursdays 2:00 p.m. – 3:15 p.m. SYM 0209
(3) ENGL395.1501 Tuesdays & Thursdays 3:30 p.m. – 4:45 p.m. CSS 0201
(4) ENGL395.1505 Tuesdays & Thursdays 5:00 p.m. – 6:15 p.m. TWS 0214

Communication
Email: jrangelella@umd.edu
Follow these guidelines when writing emails to me:
(1) Begin the subject line with “ENGL 395” and your section number
(2) Complete the subject line with a concise phrase describing your question or concern
Office: Tawes Hall - 1210
(1) Open office hours are: Tuesdays & Thursdays from 11:30 a.m. – 1:30 p.m.
(2) I will also be available Tuesdays & Thursdays between 9:30 a.m. – 11:30 a.m. by appointment; please email me to set up a time outside of office hours.
Phone: 405-3762
(1) This is the PWP office phone number, not a private or personal line.
(2) I will not receive any messages right away, so do not assume because you left me a message that I received it.
(3) Most PWP professors use this line as well, so be polite.
Twitter: @jrangelella
Instagram: @jrangelella

Required Text
Writing in the Health Professions by Barbara A. Heifferon

Supplemental Texts: Provided & Recommended
(1) The Immortal Life of Henrietta Lacks by Rebecca Skloot – provided
(2) On Writing Well: the Classic Guide to Writing Nonfiction by William Zinsser – provided
(4) You will also need a notebook or laptop to write your daily writing exercises. These will not be graded, but you will be expected to keep them in one place, so you may reference them as needed.

Course Description
English 395 serves those students who are studying and preparing for careers in the health professions, from doctors, nurses, physicians assistants, and pharmacists to physical therapists, occupational therapists, and athletic trainers, to public health researchers and educators. These professionals need to make technical information available to those people who need it, whether those audiences be coworkers in the hospital or clinic, other experts in the field, government agencies and non-profit organizations, public policymakers, patients and their families, or the broader public. This advanced course in writing will give you the opportunity to identify and explore the discourse practices prized in your disciplinary, institutional, and professional communities—and help you to manage those discourse practices effectively in your own written work. In this way, you will learn and experiment with just some of the many writing strategies and tactics that medical and health professionals need in order to write successfully for their jobs.
Professional Writing Learning Outcomes and Course Goals

On completion of a Professional Writing course, students will be able to:

- Analyze a variety of professional rhetorical situations and produce appropriate texts in response.
- Understand the stages required to produce competent, professional writing through planning, drafting, revising, and editing.
- Identify and implement the appropriate research methods for each writing task.
- Practice the ethical use of sources and the conventions of citation appropriate to each genre.
- Write for the intended readers of a text, and design or adapt texts to audiences who may differ in their familiarity with the subject matter.
- Demonstrate competence in Standard Written English, including grammar, sentence and paragraph structure, coherence, and document design (including the use of the visual) and be able to use this knowledge to revise texts.
- Produce cogent arguments that identify arguable issues, reflect the degree of available evidence, and take account of counter arguments.

Major Writing Assignments

1. Targeted Application Package (15%)
2. Research Review Article (20%)
3. Health Education Materials (10%)
4. Grant Proposal (25%)

Minor Writing Assignments & Other

6. Reflective Essays (15%)
7. Oral Presentation (10%)
8. Class Participation/Group Work (5%)

Requirements and Policies: Written Work

All PWP students are required to fulfill six written assignments throughout the course, comprising a minimum of 25 pages of “original” writing. Students may not submit papers they’ve written for other courses to fulfill a PWP assignment.

You must complete all assignments to pass this class. This means that you cannot stop doing additional course work and stop showing up because you have received an A on each of the first three assignments. All graded assignments must be typed and an electronic copy of the assignment submitted on Canvas by the assigned date and time. Late papers will be subject to grade penalty, unless prior arrangements have been made. Hard copies may be turned into me, by request.

I will return graded student work at least one class period before the next assignment is due. The time frame varies among assignments, but I will do my best to have all grades and comments posted to Canvas within a 1 to 3 week time frame.

Regarding prior arrangements and/or extensions: It is your responsibility to communicate to and update me on any issues that may arise, causing a delay in your work. I am happy to accommodate students with an extension on an assignment, if the situation truly commands it (not demands it!) and the course schedule allows it. In order to receive an extension on any assignment, I expect to be treated with respect and courtesy in your request, i.e. do NOT ask me for an extension via email the day (or class) before the assignment is due. Meet with me during office hours. Email me to let me know you want to chat about an extension and ask to set up a time to meet. Do not assume I will simply grant you an extension.
Revision Policy
Revision is an important aspect of this course, and you will have the opportunity to revise weak assignments for higher grades. It is possible to revise two of the first three major assignments for a higher grade. This is contingent on “good standing” in the course. In order to revise an assignment, you must:

- Have completed all of the preliminary work and participated in all peer reviews;
- Submit a Revision Request Memo to me prior to your revision, detailing exactly what you plan to revise and how;
- Significantly revise the assignment, as opposed to merely making minor corrections and borderline improvements.
- Revisions will be due ten (10) days after the assignment has been graded and returned to you.

Writing Project Standards
In this course, you will be held to the professional standards that prevail both throughout the university and within the field of professional writing and editing.

Promptness: In this course, as in the working world, you must turn in your work on time. Digital copies of all major writing projects must be submitted to Canvas by the assigned time on the assigned date. Unless you have made arrangements with me in advance, major writing projects turned in late will be lowered one full letter grade for each day late (e.g., A becomes a B, B becomes a C, and so on).

Development: In all the writing you do for this course, strive to compose “substantive” writing. You should make your argument and your purpose clear to readers, and where appropriate, provide convincing evidence, concrete details, and relevant examples.

Rhetorical Strategy: Throughout this course, you will be learning various rhetorical theories and techniques for persuading your audience, from composing effective logos, ethos, and pathos appeal to creating a specific sentence-level style and tone. Your formal writing projects should reflect your efforts to apply these theories through your planning, drafting, and revising process.

Appearance: All work should be neatly prepared on a computer using spacing and design techniques that are conventional for the genre. Your communication documents should exhibit appropriate format. Documents without correct and appropriate headers, pagination, and other basic formatting will not be accepted for grading and marked one class period late.

Grammar, Spelling, Proofreading: At work, even a single error in spelling, grammar, or proofreading can jeopardize the effectiveness of some communications. Grading will reflect the great seriousness with which these matters are frequently viewed in the working world. If you would like special assistance with any of these skills, I can recommend resources for extra help.

Expectations:
In addition to the requirements outlined above, you are expected to work until the class period has ended; to complete all reading and writing assignments on time; to help your classmates learn by your participation in class discussions and group activities; to spend quality and substantive time out of class for research, writing, and class preparation; and to be courteous and considerate.

Conferences:
Meet with me when you have questions about an assignment, when you would like to try out some ideas before a document is due, when you have questions about a comment, or when you want to know where you stand in the course. You should also see me to get help with particular writing-related problems. If you would like me to read and comment on a draft, you must come to office hours or make an appointment (at least 24 hours in advance of the due date) to see me; I will not comment on drafts via email or Canvas. Finally, I am
open to your suggestions for improving the course, so please discuss with me your ideas on how the course is going. If you cannot make my scheduled office hours and would like to meet with me, we can work together to find a convenient time for conferencing. There will be two required conferences during the semester; the dates will be indicated on the Course Schedule. One will be at the beginning of the semester and the other toward the end.

Undergraduate Writing Center:
Please consider taking your ideas and your written work to the Writing Center, where trained peer tutors will consult with you about any piece at any stage of the writing process. The Writing Center is located in 1205 Tawes Hall. This is a wonderful resource and one that I will suggest to many of you. When I see students receiving help from services such as the Writing Center it shows effort and hard work. I am also notified via email by your Writing Center tutors, detailing when you went, how long the session was, what you worked on, problems that arose and so on.

You can schedule appointments with the Writing Center in three different ways:
- Phone: 301.405.3785
- Email: writadmin@umd.edu
- Scheduling Website: http://rich65.com/umd

Mini-Manifesto on Failure & Success
I have been writing professionally for the past 15 years, since I was your age. During that time, I have written and published a wide range of work: academic papers and research articles; international presentations on real estate and finance; numerous newsletters to parents on the Montessori method of educating 3 to 6 year olds; newspaper articles on crime, public policy, new business, and health and wellness; film, literature and music reviews for national magazines; over 20 short stories; three novels ghostwritten under another author’s name; and in 2012 I published my very own coming-of-age/horror/family drama/psychological thriller novel under my own name. I have faced mountains of rejection. Had a professor plagiarize and publish my original work as his own. Fired a literary agent. Been told I was never going to make it as a writer or teacher or business owner. That I wasn’t good enough at writing. That my creative ideas for my novels were too crazy. That no one would ever read my work. None of which has come true. My point? Whether it is writing a book or a grant proposal, getting into medical school or becoming a physical therapist, graduating college or finding true happiness, you will face countless obstacles and endless assholes telling you that you are not good enough, that you are doing it the wrong way, that you will never succeed, that you will fail, and should just give up. I am here to tell you that you ARE good enough, that I hope you ARE doing it the wrong way, that you WILL succeed, but in order to do so, you must fail along the way, fail YOUR way, learn from the failure, find the success in the failure.

- Fail flawlessly.
- Get radical.
- Action leads to inspiration.
- Fearlessness first, then patience.
- Five R’s of Writing
  - Read
  - Respect
  - Rewrite
  - Rest
  - Repeat
MAJOR GRADED WRITING ASSIGNMENTS

- **Assignment #1 | Targeted Application Package (15%)**: This project prepares you for a critically important task: promoting yourself for professional employment and/or post-graduate education and training (i.e., internship, graduate school, medical school). You will produce a package of documents to include a cover letter and resume combination and an application letter/personal essay and CV combination. Creating both combinations of documents will introduce the concept of translating information for multiple audiences, a core objective for the course.

- **Assignment #2 | Research Review Article (20%)**: You will choose a topic (more specifically, a problem you see that needs to be solved) in health and medicine that interests you and that has a potential audience and purpose that you can articulate clearly. (Your primary audience will not be me.) In choosing a topic, it is important to choose a problem for which there is a potential solution; furthermore, it is equally important to thoroughly analyze and define the problem before trying to find the solution. The Research Review Article will be an important step in helping you to thoroughly understand the topic/problem you have chosen/identified. Your review will consist of current research, knowledge, and opinion on the topic. The review must draw on a minimum of FIVE primary sources (i.e., medical research, professional journals, government White papers, health advocacy organization statements and reports). Your review must also utilize THREE secondary sources (i.e., newspapers, magazines, digital media documentaries). Your goal is to become the class content expert in your topic area.

- **Assignment #3 | Health Education Materials (10%)**: Now that you are a content expert in your topic area, you will translate your newfound expertise into a “text” written for a general reader (i.e., not an expert in your topic), and its purpose is to educate a specific audience about some aspect of your topic. The first step in this process will be to write a proposal that clearly defines the audience, the need/problem, and your proposed solution. You will then create the text. Depending on your topic and your audience’s needs, you will either create a technical description that describes a relevant concept or process to your readers, or you will compose a technical instruction set that teaches your readers how to perform an important task. You will learn how to determine a relevant aspect of your topic to write about; identify and analyze an audience that needs to read and make use of this information; select and design an appropriate genre and document type; and write in a way that presents complex technical concepts in a clear, logical manner.

- **Assignment #4 | Grant Proposal (25%)**: You will compose a grant proposal that aims to gain support for a hypothetical public health campaign that you have created. The purpose is to provide you experience with designing a health communication campaign, writing a communication strategy, and putting together a grant proposal. Your grant proposal will explain why and how your hypothetical public health campaign will be conducted. There are two key rhetorical goals for the grant proposal. First, present a precise description of the problem that you want to address. Second, you want to describe a solution to the problem that is both visionary but also pragmatic.

MINOR GRADED WRITING ASSIGNMENTS

- **Reflective Essays (15%)**: At three different points throughout the semester (beginning, middle, and end), you will be asked to complete reflective writing exercises. These reflective essays will ask you to critically examine, review, and write about your learning and writing experiences in the course.

- **Oral Presentation (10%)**: You will give a 5-7 minute presentation of your semester’ topic and grant proposal, pitching your grant proposal to your classmates, using any creative technique that best suits your purpose. You will be answering questions from your classmates at the end of your presentation.

- **Pop Quizzes**: There will not be any pop quizzes unless I feel the class is not prepared as a whole. Quizzes will not be announced. Quizzes will be designed to accomplish two goals: 1) to ensure that you are reading and, more importantly, understanding the assigned reading; and 2) that you are paying attention and taking stock of what is happening during class time. All quiz grades will be applied to your class participation grade.
**GRADING RUBERIC: OVERVIEW**

When grading each of your assignments, I will ask one overriding question: **"Does this document do its job successfully?"** The “job,” or purpose, of each document will be explained on the individual assignment descriptions I distribute to you during the semester, and we will spend ample time in class discussing how you can create a rhetorically successful text for each assignment. I will use the following criteria to evaluate your major writing projects:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Criteria</th>
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<tbody>
<tr>
<td>A</td>
<td><strong>Exemplary work.</strong> The text demonstrates originality, initiative, and rhetorical skill. The content is mature, thorough, and well-suited for the audience; the style is clear, accurate, and forceful; the information is well-organized and formatted so that it is accessible and attractive; genre conventions are effectively used; mechanics and grammar are correct. The text is well edited, well written, well argued, and well documented and requires no additional revisions. It is obvious from the text that the author spent significant time on invention, drafting, correcting, peer review, and revision.</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td><strong>Good work.</strong> The text generally succeeds in meeting its goals in terms of audience, purpose, and rhetorical skill without the need for further major revisions. The text may need some minor improvements in content, presentation, or writing style/mechanics.</td>
<td></td>
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<tr>
<td>C</td>
<td><strong>Satisfactory work.</strong> The text is adequate in all respects, but requires some substantial revisions of content, presentation, or writing style/mechanics; it may require further work in more than one area. For instance, central ideas may generally be apparent, but may often lack adequate explanations, rhetorical analysis, or documentation necessary for different audiences and purposes.</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td><strong>Unsatisfactory work.</strong> The text generally requires extensive revisions of content, presentation, writing style, and/or mechanics. The writer has encountered significant problems meeting goals of audience, purpose, and acquiring command of rhetorical principles.</td>
<td></td>
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<tr>
<td>F</td>
<td><strong>Failing work.</strong> The text does not have enough information, does something other than is appropriate for a given situation, or contains major and pervasive problems in terms of content, presentation, or writing style/mechanics that interfere with meaning. A failing grade is also assigned to plagiarized work.</td>
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Instructions for each assignment will be explained in assignment sheets distributed during the semester. I will use the following grading scale to calculate your grade for each assignment and the course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A-</td>
<td>100% - 95%</td>
</tr>
<tr>
<td>B</td>
<td>B+</td>
<td>94% - 90%</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>89% - 87%</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>86% - 83%</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>82% - 80%</td>
</tr>
<tr>
<td></td>
<td>C-</td>
<td>79% - 77%</td>
</tr>
<tr>
<td></td>
<td>D+</td>
<td>76% - 73%</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>72% - 70%</td>
</tr>
<tr>
<td></td>
<td>D-</td>
<td>69% - 67%</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>66% - 63%</td>
</tr>
<tr>
<td></td>
<td>D-</td>
<td>62% - 60%</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>59% - 0%</td>
</tr>
</tbody>
</table>

**REQUIREMENTS AND POLICIES: ATTENDANCE AND PARTICIPATION**

**Participation (5%)**

Effective class participation will require being prepared for class each day. On days when we have assigned readings, for example from *Writing in the Health Professions*, you should have the appropriate text with you. On days when we will be discussing readings from Canvas, you should print the readings and/or bring a laptop or e-reader (not a cell phone) to class with you (these can also be “checked out” from the library) so that you can follow discussion, point to pertinent passages, and participate effectively.

If it becomes obvious that you are disengaged during class sessions (e.g., due to sleeping, texting, Facebooking, or studying for an upcoming exam), you will be marked absent for the day. Behaviors that would not be acceptable in a professional working environment will not be acceptable in this class.
Repeated occurrences of arriving late or leaving early will affect your class participation grade. If your schedule indicates that you will not have enough time to travel between this class and another, please consider adjusting your schedule appropriately.

**Participation Grading in English 395**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Superior participation shows initiative and excellence in written and verbal work. The student helps to create more effective discussions through her or his contributions. Reading and writing assignments are always completed on time and with attention to detail. Interaction and collaboration with peers is tactful, thorough, specific, and often provides other students with a new perspective or insight.</td>
</tr>
<tr>
<td>B</td>
<td>Strong participation demonstrates active engagement in written and verbal work. The student plays an active role in the classroom but does not always add new insight to the discussion at hand. Reading and writing assignments are always completed on time and with attention to detail. Interaction and collaboration with peers is tactful, specific, and helpful.</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory participation demonstrates consistent, satisfactory written and verbal work. Overall, the student is prepared for class, completes assigned readings and writings, and contributes to small group and large class discussions. Reading and writing assignments are completed on time. Interaction and collaboration with peers is tactful and prompt.</td>
</tr>
<tr>
<td>D</td>
<td>Weak participation demonstrates inconsistent written and verbal work. The student may be late to class, unprepared for class, or may contribute infrequently or unproductively to classroom discussions. Reading and writing assignments are not turned in or are insufficient. Interaction and collaboration with peers may be lacking, disrespectful, or off-topic.</td>
</tr>
<tr>
<td>F</td>
<td>Unacceptable participation shows ineffectual written and verbal work. The student may be excessively late to class, regularly unprepared, and not able to contribute to classroom discussions or small group workshops. This student may be disruptive in class. Reading and writing assignments are regularly not turned in or are insufficient. The student has a pattern of missing class, being completely unprepared, or being disruptive.</td>
</tr>
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</table>

**Electronic Devices**
The only electronic devices allowed in my classroom are laptops and/or ipads for note taking purposes and accessing necessary reading material. The following are NOT allowed in my classroom: cell phones, phone calls, text messaging, Facetime, Facebook, Twitter, Instagram, Instant Messenger, GChat, Skype, listening to music, so basically using any electronic devices for anything other than note taking and reading course work. You get the idea, I hope.

**Attendance**
You are expected to attend class every day, and in addition to having completed any assigned reading or writing, you should also have the textbook or other assigned reading (or notes on those readings) with you. An occasional absence is perhaps understandable, but habitual absence is inexcusable. For any unexcused absence after three, you will receive an F for “Class Participation,” and I will lower your final grade by one grade (e.g., A becomes an A-, A- becomes a B+, B+ becomes a B, and so on).

I will follow the University of Maryland Faculty Senate’s policy on “excused absences” such that legitimate reasons for missing a class include regularly scheduled, University-approved curricular and extracurricular activities; medical illness; and religious observances.

**Missing Class Due to Illness**
Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that you must miss a class due to an illness, the policy in this class is as follows:
• For every medically necessary absence from class, you should make a reasonable effort to notify me in advance of the class.
• If you are absent more than two consecutive times for the same illness, upon returning to class, bring documentation signed by a health-care professional. Please note that this documentation should not disclose any details of your illness; it should only note that your illness prevented you from participating in class on the days noted.

REQUIREMENTS AND POLICIES: OTHER

Academic Integrity and Honor Pledge
The University has a student administered Code of Academic Integrity and Honor Pledge, which prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without permission of both instructors, buying papers, handing in fraudulent documents and forging signatures.

The policy on academic dishonesty is zero tolerance. As professional writers in a workshop course, the chief concern will be inappropriate use of the ideas and writing of others, or “recycling” material that you have written for another course. For this class, you must think your own thoughts and write your own words; all material produced for the course must be new. If I discover signs of academic dishonesty, I will refer the matter for investigation to the Student Honor Council. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.sbc.umd.edu.

On each paper you turn in for a grade this semester, please include the following: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment.” Including the statement on documents turned in electronically will be considered your electronic signature.

Class Communication
As upper-level college students, you’ve probably already experienced several different types of communication. In the electronic realm, for instance, you have realized that the emails you send to your friends from home contain a different level of formality than the ones you’ll send to potential employers and future coworkers.

In this class, we’ll practice becoming adept at communicating with each other in a professional manner. In other words, emails sent to your classmates and me should use correct grammar, spelling, punctuation, and capitalization, as well as proper salutations in the initial communication. I will attempt to answer in a timely manner, usually within 24 hours. Please include “ENGL395” and a short descriptive phrase in the subject line of your email. “Hi” or “question” are not descriptive phrases suitable for class emails.

Social Justice Statement
The University of Maryland is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

We all need some accommodations in this class because we all learn differently. If you need specific accommodations let me know. If you are a person with a disability, you can also seek accommodations through the following campus resource:

Office of Disability Support Services
0106 Shoemaker Building
Phone: 301.314.7682
Email: dissup@umd.edu
Library Modules and Instructional Sessions
Throughout the semester, as need arises, additional assignments may be added to the syllabus. In particular, the folks in the library have kindly created modules designed specifically to help PWP students with their specialized research needs. When we begin our research component of the course (the Research Review Article), you will be assigned library modules, in addition to any work that is already listed on the Course Schedule. The modules will be available in Canvas, and you are encouraged to explore this space throughout the semester. Additionally, the library instructional staff will be holding instructional clinics for any interested PWP students.

Acknowledgements:
The grading rubrics in this syllabus were created by PWP professors Scott Wible, Michelle Von Euw, Walter Knorr, and Marybeth Shea. Materials in this syllabus were adapted and adopted from past courses in order to ensure consistency between courses and curricula. Particular thanks go to Scott Wible, Dan Pendick, Tanya Paperny and Kisa Lape.