Writing in the Health Professions

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Office Hours: M/W, 3:20-4:50
Semester: Fall 2016
Course: ENGL 395-0601/0801/0901
Time: M/W, 2-3:15/5-6:15/6:30-7:45
Room: TWS 1105
School: UMD-CP

Description:
English 395 satisfies the Professional Writing requirement for undergraduates. It helps students interested in the health professions make the transition from college-level to professional-level writing and communication. The course covers the complex process writers need to learn to accomplish this goal, including how to accommodate information to specific audiences; how to use stylistic and visual devices to make information more accessible; and how to edit their own work as well as that of their peers. In doing so, it exposes students to advanced research resources and strategies particular to the health professions.
Assignments reflect the writing demands that you will face in the workplace and graduate school. Major assignments include: a professional or academic application; a research review; education materials; a conference presentation; and a research or campaign proposal.

Objectives:
On completion of this Professional Writing Program course, you 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 text 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.

Toward these ends, you are encouraged to openly participate in class, visit during office hours with questions, gather with your classmates for discussion, and fully take advantage of all that an academic campus has to offer.

Readings:
Course readings will come from the recommended (but not required) books listed below and other online material. All readings will be posted on the course page in ELMS (www.elms.umd.edu). Please bring the readings to class on the days listed in the schedule, as they will provide the basis for class discussions and course assignments.
Resources:
The following university resources are available to help you with the course:
- Professional Writing Program Library Resources: (go.umd.edu/pwp2) modules on information literacy, research tips, and finding information.
- The University of Maryland Libraries: (http://www.lib.umd.edu/) article and book databases and support in locating research and information.
- The Writing Center: (http://www.english.umd.edu/academics/writingcenter) help with developing writing skills and revising and editing assignments.
- The Health Professions Advising Office: (http://www.prehealth.umd.edu) information and support for applying to graduate and professional health schools.
- The Career Center: (http://www.careers.umd.edu/) assistance in preparing internship, job, and graduate school application materials.
- The Counseling Center: (http://www.counseling.umd.edu/index.php) counseling services, disability support, and learning assistance.

Grading:
Your final grade will be determined by the grades you receive for classroom performance and written assignments, according to the following weighting:
- Attendance, Participation, and Reflective Essays: 20%
- Professional or Academic Application: 15%
- Research Review: 15%
- Education Materials: 15%
- Conference Presentation: 15%
- Research or Campaign Proposal: 20%

Attendance and participation will be required throughout the duration of the course. This will include that you consistently complete the readings and assignments on time, and constructively contribute to class discussion and workshops. This type of involvement will be essential for learning together in a classroom setting.

You will be required to complete five major writing assignments encompassing approximately 6,500 words/25 pages, in addition to three self-reflective essays, peer reviews, group workshops, and oral presentations. Detailed instructions for each major assignment will be distributed in class and posted on the course page in ELMS.

I will use the following criteria to evaluate your writing assignments:
- Exemplary (A): 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.
- Good (B): 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.
- Satisfactory (C): The text is adequate in some respects, but requires substantial revisions of content, presentation, or writing style/mechanics; it may require further work in more than one area.
- Unsatisfactory (D): 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.
- Failing (F): 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.
Policies:

- **Attendance and Absences:** Students are expected to inform the instructor in advance of medically necessary absences, and present a self-signed note documenting the date of the missed class(es) and testifying to the need for the absence. This note must include an acknowledgement that (a) the information provided is true and correct, and (b) that the student understands that providing false information to University officials is a violation of Part 9(h) of the Code of Student Conduct. The university’s policies on medical and other absences can be found at: https://faculty.umd.edu/teach/attend_student.html. Prolonged absence or illness preventing attendance from class requires written documentation from the Health Center and/or health care provider verifying dates of treatment when student was unable to meet academic responsibilities. Absence due to religious observance will not be penalized, however, it is the student’s responsibility to notify the instructor within the first 3 weeks of class regarding any religious observance absence(s) for the entire semester. The calendar of religious holidays can be found at: http://faculty.umd.edu/teach/attend_student.html#religious.

- **Academic Integrity:** The student-administered Honor Code and Honor Pledge prohibit students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. On every examination, paper or other academic exercise not specifically exempted by the instructor, students must write by hand and sign the following pledge: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment.” Allegations of academic dishonesty will be reported directly to the Student Honor Council: http://www.shc.umd.edu.

- **Students with Disabilities:** The University of Maryland is committed to providing appropriate accommodations for students with disabilities. Students with a documented disability should inform the instructors within the add-drop period if academic accommodations are needed. To obtain an Accommodation Letter prepared by Disability Support Service (DSS), a division of the University Counseling Center, please call 301-314-7682, e-mail dissup@umd.edu, or visit the Shoemaker Building for more information.

- **Copyright Notice:** Class lectures and other materials are copyrighted. They are the property of the instructor - do not sell them, do not post them on a website. They may not be reproduced for anything other than personal use without written permission from the instructor. Copyright infringements may be referred to the Office of Student Conduct.

- **Emergency Protocol:** This syllabus is subject to change. Students will be notified in advance of important changes that could affect grading, assignments, etc. If the university is closed for an extended period of time, I will notify you by email about directions for proceeding with the course.

- **Course Evaluations:** Course evaluations are a part of the process by which the University of Maryland seeks to improve teaching and learning. Your participation in this official system is critical to the success of the process, and all information submitted to CourseEvalUM is confidential. (Instructors can only view group summaries of evaluations and cannot identify which submissions belong to which students.)

- **Academic Accommodations for Students Who May Experience Sexual Misconduct:** The University of Maryland is committed to providing support and resources, including academic accommodations, for students who experience sexual or relationship violence (as defined by the University’s Sexual Misconduct Policy). To report an incident and/or obtain an academic accommodation, contact the Office of Civil Rights and Sexual Misconduct at 301-405-1142. If you wish to speak confidentially, contact Campus Advocates Respond and Educate (CARE) to Stop Violence at 301-741-3555. Disclosures made to faculty are not confidential and must be reported to the Office of Civil Rights and Sexual Misconduct. For more information visit www.umd.edu/Sexual_Misconduct/.

- **Diversity:** The University of Maryland values the diversity of its student body. Along with the University, I am committed to providing a classroom atmosphere that encourages the equitable participation of all students regardless of age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation. Potential devaluation of students in the classroom that can occur by reference to demeaning stereotypes of any group and/or overlooking the contributions of a particular group to the topic under discussion is inappropriate.
Schedule:

Pt 1  Writing Professional and Academic Applications
8/29  Course Introduction & Preview
8/31  Assignment: Reflective Essay - “Establishing Expectations”
9/7   Reading: *Style for Students Online* (ELMS)
      Assignment: Professional or Academic Application Brainstorm
9/12  Assignment: Professional or Academic Application Draft
9/14  Assignment: Professional or Academic Application Revision
9/19  Assignment: Professional or Academic Application Final

Pt 2  Writing Research Reviews
9/21  Reading: *Writing in the Sciences*, Chapter 4 (ELMS)
9/26  Reading: *Writing in the Sciences*, Chapter 5 (ELMS)
      Assignment: Research Review Brainstorm
9/28  Assignment: Research Review Outline
10/3  Assignment: Research Review Draft
10/5  Assignment: Research Review Revision
10/10 Assignment: Research Review Final

Pt 3  Writing Education Materials
10/12 Reading: *Writing in the Health Professions*, Chapter 1 (ELMS)
      Assignment: Education Materials Brainstorm
10/17 Reading: *Writing in the Health Professions*, Chapter 6 (ELMS)
      Assignment: Education Materials Outline
10/19 Reading: *Writing in the Sciences*, Chapter 8 (ELMS)
      Assignment: Educations Materials Draft
10/24 Assignment: Education Materials Revision
      Assignment: Reflective Essay - “Mid-Term Self-Assessment”
10/26 Assignment: Education Materials Final

Pt 4  Writing Conference Presentations
10/31 Reading: *Writing in the Sciences*, Chapter 6 (ELMS)
      Assignment: Conference Presentation Brainstorm
11/2  Assignment: Conference Presentation Outline
11/7  Assignment: Conference Presentation Draft
11/9  Assignment: Conference Presentation Revision
11/14 Assignment: Conference Presentation Revision
11/16 Assignment: Conference Presentation Final

Pt 5  Writing Research and Campaign Proposals
11/21 Reading: *Writing in the Sciences*, Chapter 7 (ELMS)
      Assignment: Research Proposal Brainstorm
11/28 Reading: *Writing in the Health Professions*, Chapter 7 (ELMS)
      Assignment: Campaign Proposal Brainstorm
11/30 Reading: *Writing in the Health Professions*, Chapter 8 (ELMS)
      Assignment: Research or Campaign Proposal Outline
12/5  Assignment: Research or Campaign Proposal Draft
12/7  Assignment: Research or Campaign Proposal Revision
12/12 Assignment: Research or Campaign Proposal Final
      Assignment: Reflective Essay - "Revisiting Your Expectations"