

ENGLISH 325 WRITING IN THE HEALTH PROFESSIONS

Fall 2020

3 credits

Course Description

General Education Outcomes

Course Goals



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ENGL 325. Writing in the Health Professions. 3 Credits.

Study of and practice in language use and written conventions of the health professions for academic, scientific, and public audiences.

Prerequisites: ENGL 120 and Junior standing.

Students do not need to be admitted into the Schools of Pharmacy, Nursing, Allied Sciences, or other health-related programs in order to take this course as it has been approved for the General Education category Communication, and is organized around Gen Ed Outcome C:

- Effectively communicate analysis, knowledge, understanding, expression and/or conclusions.
- Skillfully choose high-quality, credible, relevant sources.
- Use appropriate conventions in a variety of communication situations.
- Demonstrate the ability to communicate effectively with diverse audiences in a variety of contexts.

Advanced course: As an integral part of your degree, strive to meet the tenets of the liberal arts education that NDSU offers, and the “improvement, discipline, or free development of the mind or spirit” by studying and practicing language and written conventions for public, academic, and professional audiences.

English Department’s Upper Division Writing Goals

- Students will be able to manage sophisticated writing and research projects, planning, documenting, completing, and assessing work on time and within the constraints of the project.
- Develop professionalism in self-direction, cooperation, civility, reliability, and care in editing and presenting the final product.
- Become well-versed in the discourse and generic conventions of writing in the health professions.

Course Specific Goal: Emphasizing Health Literacy:

- Increase students’ understanding of health issues in general and their chosen professions in particular, emphasizing health literacy.
- Read popular literature and web-based health information.
- Increase knowledge of health professions.
- Increase each student’s health literacy.
- Raise students’ awareness of the general public’s health literacy.

Section Specific Goal: Emphasizing Social Determinants of Health (SDH)

- Students analyze socio-medical scenarios.
- Raise students' awareness of SDH.
- Students practice generating solutions informed by SDH.

Anti-Discrimination: "North Dakota State University does not discriminate on the basis of age, color, disability, gender expression/identity, genetic information, marital status, national origin, public assistance status, sex, sexual orientation, status as a U.S. veteran, race or religion. Direct inquiries to the Vice President for Equity, Diversity and Global Outreach, 205 Old Main, 231-7708."

Policies

The academic community is operated on the basis of honesty, integrity, and fair play. [NDSU Policy 335: Code of Academic Responsibility and Conduct](#) applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the [Office of Registration and Records](#). Informational resources about academic honesty for students and instructional staff members can be found at www.ndsu.edu/academichonesty.

Plagiarism

Academic Dishonesty Defined: All work must "respect the intellectual rights of others. Statements lifted verbatim from publications must be cited as quotations. Ideas, summaries or paraphrased material, and other information taken from the literature must be properly referenced" (Guidelines for the Presentation of Disquisitions, 4).

English Department Policy about Plagiarism: Instructors in the English department try to distinguish between inadvertent and deliberate plagiarism. Initial instances of inadvertent plagiarism will be pointed out and revision will be expected; deliberate plagiarism may result in zero for an assignment, and possibly an F for the course. For more details:

<http://www.ndsu.edu/ndsu/english/view.php?ArtID=165>

Specific student populations

Veterans and Students in the Military: If you find you are needing assistance with anything pertaining to the course or your academic pursuits, I encourage you to get in touch with me or go to www.minnesota.edu/veterans

Americans with Disabilities Act for students with special needs: Any students with disabilities or other special needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and contact the [Disability Services Office \(www.ndsu.edu/disabilityservices\)](http://www.ndsu.edu/disabilityservices) as soon as possible.

Staying in communication

Email Responses: You can expect me to answer email M-F; I will check my email at least once a day during the workweek, but I might not on holidays or weekends. Paying careful attention to Bb announcements will be the most efficient way to find updates and answers to your questions.

Participation

Classroom conduct: Upper Division Writing classes are pre-professional classes; a significant amount of the work you do will be about learning to communicate as a professional. To further emphasize this point: treat the course as a professional environment, so act as you would in such situations and keep cell phones put away, communication civil, and emails formal.

Attendance

Attendance: According to NDSU Policy 333 attendance in classes is expected (www.ndsu.edu/fileadmin/policy/333.pdf). If class is missed it is the student's responsibility to get caught up on notes with the help of other students and/or by reviewing the content posted on Blackboard.

Writing Program Attendance Policy

Attendance is required in all NDSU writing program classes. All sections adhere to the following policy regarding attendance:

- A student may not miss more than 3 weeks of unexcused absences.
- A student may not miss more than 4 weeks of class total, due to a combination of unexcused and excused absences.
- If a student exceeds the limits delineated above, they will automatically fail the class.

In this section of English 325, the above policy translates to missing no more than 9 days of class for unexcused reasons, and no more than 12 days of class for a combination of excused and unexcused reasons. Exceeding these limits will result in automatic failure for this course. If you anticipate that absenteeism will be a problem for you, please consider taking a section of this course that will better work for your schedule, i.e., a section with a different daily schedule, an online section, or a section in a later semester.

Attendance Breakdown

Until the 4th excused absence, there is no penalty for excused absences. In addition to the previous requirements, a student's final grade will be affected as follows for unexcused absences:

Perfect attendance	+10 bonus points
2 nd , 3 rd , unexcused absence	-5 points each
4 th , 5 th , 6 th unexcused absence	-10 points each
7 th , 8 th unexcused absence	-20 points each
9 th unexcused absence	Automatic failure

Excused vs. Unexcused Absences

The writing program differentiates between excused and unexcused absences as follows:

- Unexcused absences include all other absences. Work missed during an unexcused absence may not be made up.
- Excused absences are covered by NDSU University Senate Polity, [Section 333: Class Attendance and Policy and Procedure](#). These absences include university sanctioned events, pregnancy, religious observations, and legal or military/veteran obligations or duties. Work missed during an excused absence may be made up within a reasonable amount of time.

If you have an unexcused absence:

I encourage you to contact me or your peers to find out about what you must do to stay caught up in the course. While some coursework may not be made up, I will still do my best to help ensure that you are on track to succeed in this

course if you reach out to me. No matter your reason for missing class, communicating with me (in person or via email) is always the best way to stay engaged in the course and increase your success.

For excused absences:

- Students must notify me of known excused absences within the first 3 weeks of the semester. If unexpected excused absences occur, students must notify me as soon as possible prior to the absence.
- In the case of all excused absences, students must establish with me, as soon as possible, amended due dates for missed coursework. While I will provide accommodations whenever possible, please note that the university policy recognizes that “sometimes an assignment is impossible to make-up.”

For an absence to be excused, you must follow this process:

- Notify me of an excused absence (or set of absences) within the first 3 weeks of the semester, or as soon as you know about the absence. If notification does not occur in advance and was foreseeable, the absence will be counted as unexcused.
- Notify me of your absence in person when documentation is required, and also via email. I will reply to confirm that I received your notification and to provide instructions/deadlines for missed work. If you do not receive a reply, please resend your email.
- For excused absences based on university-sanctioned events/activities, legally mandated activities, and military/veteran duties or requirements, you must provide documentation to me in advance in order to verify your participation.
- To receive credit for in-class writing/process work during excused absences, you must email me or meet with me at least one class day prior to your absence to determine the work you must complete and how it should be submitted.
- To receive credit for all other course requirements, you must email me or meet with me at least one week prior to your absence to determine how and what work you must complete.
- In general, all work for this course must be submitted on the day when it is due for the rest of the class. Some exceptions may be made on a case-by-case basis.
- If work is not completed according to the deadline we agreed upon, penalties will be applied as described elsewhere in this syllabus.

Procedure for Excused Absences

Why the Writing Program Values Attendance:

You may wonder why the NDSU writing program places so much value on attendance, so please note that regular attendance:

- Correlates positively with student success in our courses.
- Helps students achieve the goals of our courses.

Is a first step for true participation and engagement in our courses.

Fosters a positive classroom community, particularly in small classes such as ours where regular interaction with one’s peers is expected.

Develops professionalism. Students who attend class regularly are adopting habits of mind that enable them to succeed professionally.

Attendance Matters

In addition, research has shown that writing is a process-based, social activity. Our classes aim to create the kind of learning environment that will provide students the benefits of going through a writing process to produce larger written texts and interacting with peers to learn from one another, understanding that:

- Writing is a process and development occurs, in part, through regular writing practice—all acts of writing are not the same, so it's important to practice different concepts or skills over time. We provide many opportunities for writing practice in class. Subsequent homework, essays, or later class activities will presume that you have had that initial in-class practice with a key concept or skill. Missing class can set you back or confuse you when you are asked to draw upon previous in-class practice. Final written texts may not be as strong without knowledge of, and practice in, the key concepts introduced in previous class sessions.
- Writing is a social act. Writing development occurs, in part, through interaction with others. Talking through ideas for writing can help one develop ideas, identify new avenues for exploration, and recognize the benefits or limits of a particular line of thinking. Students in a writing class learn from each other and gain practice at being thoughtful readers. Our classes include many small-group activities and opportunities for peer review, which cannot easily be replicated outside of class. Missing class can affect the overall quality of final written texts, because they have not developed in response to the perspectives of other readers/ writers.

Phone Use

Cell phone use: Among other courtesies, practice professionalism and keep your phones turned to vibrate or silent, put it out of sight during class meetings, and refrain from texting or using social media on your other digital tools, unless I have specifically given you time to complete class work on your computer. Consequences for failing to adhere to this policy may include being marked absent for that day.

Bb Use

Logging onto Bb: I also expect you to log onto Bb and check announcements daily MWF, You should at least be checking announcements on each of those days, and although you might not see anything new, you will know you are not missing any important content, directions, or updates.

Use approved
formats; make sure
to complete your
posts

Submitting Assignments: All assignments need to be submitted to Bb.

- All assignments must be submitted in either .doc, or .docx.
- You will not receive credit for on-time submission if the file format is not approved by Blackboard. When you post, you can see what I will see and know if I won't be able to access the document. You are responsible for submitting correctly.

Turn in work on
time

Late Work: Late work is not accepted. Plan ahead to meet the deadlines. If you miss a due date, you will have earned a zero for that assignment. Please note you automatically earn a D in the course if you fail to submit either of the two major projects.

Follow the
extension
procedures

Revision is
assigned; be
prepared for the
time-consuming
work it requires

Expectations

Required Texts
and Materials

Extensions: You may request an extension and you do not have to wait to hear back from me—if it is **not** a DB or GDB assignment, I will approve your extension for up to one week. Make the request via email,

- at least one day prior to the due date,
- and include the projected submission date (no later than 1 week)
- copy/paste our email exchange into the Bb comments when you submit.

Once you have sent the email, you can consider your request approved. Please note that submitting work past the due date means that you will get feedback and grades later than students who turned in their work on time. If I notice that you are asking for several extensions, I might deny your request. Work to keep up with the schedule of the course.

Revision: **Mark all changes on all revisions.** Students can sometimes get caught up *editing* (trying to fix surface errors like commas), when they should be *revising* (focusing on things like including missing content or creating better transitions between ideas). Revise content first; only *after* completing global work should you look at local issues related to editing.

All writers need to get good at taking feedback from readers and applying those responses by adjusting their work. In this course, you will have several opportunities to get feedback both from me and your peers before your work is graded. Please note that although it is time-consuming and often challenging, submitting a revision does not guarantee you any additional points; you are graded on achievement.

In addition, I expect that you will

- Save ALL of your work; practice knowledge management.
- Back up all of your work (for this and other classes).
- Show respect for your classmates, their ideas, and writing. Learning to protect diverse perspectives is an important outcome.
- Take responsibility for your learning. I understand that assignments may not be clear to everyone at first—I am happy to help you, so take the initiative to ask for clarification.
- Take responsibility for your progress. It's my responsibility to provide you feedback. You are responsible to keep track of that feedback and improve your skills by making the adjustments.
- Work hard at giving and receiving constructive feedback. Classmates will appreciate your respectful criticism.
- Practice thinking more deeply about issues that matter to you, developing your intellectual curiosity.
- Be prepared to revise, and revise again. Revision is one of the most useful ways to grow as a writer.
- If you are confused or having trouble keeping up talk to me. I want you to succeed, so I need to know how to help.

Course texts:

- *Essentials of Health Justice* Tobin-Tyler & Teitelbaum (2019)
- Course specific readings and lessons available on Blackboard
- All announcements (both text and video) that I send via Bb
- Schedule and Due Dates: Please keep track of due dates.

Fixed Grading
Scale

Assignments

Grading

Assignments

Course total: 1000

Course materials:

- Computer with internet
- Email access
- Microsoft Word for all assignments (free to NDSU students)

You are earning your grade each day, not just at the end of the semester.

A 900-1000, B 800-899, C 700-799, D 600-699, F 599 and below.

Please focus on writing about and reflecting on the process of writing. Put forth your best efforts, focusing on learning about yourself as a writer. I hope you will be preoccupied with how writing works, not with your grade. In that case, more than 30% of your points will be full credit for completion to help you get comfortable focusing on composition without the pressure of a score.

Your final grade indicates which criteria you have achieved:

A=complete in content, perfected in editing, APA, and presentation.

B=complete in content, working on editing/APA and/or presentation.

C=partial content, working on editing/APA/ and/or presentation.

D=completely missing at least one element.

F=failure to attempt assignment or complete on time. Not revisable.

Full credit for completion:

Syllabus guide (15)

Email assignment (10)

(8) Lessons (80)

Section Drafts of the two main projects:

CP assignment sheet **and** article annotation (25)

Priority Health Conditions (PHCs) rough draft (RD) (15)

Bioethics RD (15)

Domains RD (15)

Socio-Medical Events (SMEs) RD (15)

Community Profile RD (50)

PA assignment sheet **and** article annotation (25)

Bill annotation (20)

Problem Statement RD (15)

3-4 Evidence-based Strategies RD (15)

Recommendation RD (15)

Executive Summary, Appendixes RD (15)

Policy Analysis RD (50)

Showcase of Student Writing Presentation (54)

Credit for achievement:

(3) Discussion board (DB)—no extensions available (45)

(3) DB responses (30)

(6) Group discussion board (GDB) / peer review (PR)—no extensions (96)

(8) Blackboard (Bb) Journal (80)

Final Portfolio with Final Assessment Letter (100)

Revisions as parts of the two main projects:

Final Community Profile (100)

Final Policy Analysis (100)

FALL 325 SCHEDULE

Assignments due **before you come to class**, on the day listed.

You are always free to work ahead as long as you work on assignments *in the order listed*.

The tasks are listed in the order you should complete them, to help you build on concepts.

<p>Week One Wednesday, 8.28</p> <p>Friday, 8.30</p>	<p>Class begins. Read the syllabus.</p> <p>Complete the syllabus guide to help orient yourself in the course. Send the email assignment. Read Introduction of the textbook. Study: Lesson 1: Implicit bias, privilege, oppression (in class).</p>
<p>Week Two Wednesday, 9.4</p> <p>Friday, 9.6</p>	<p>No class.</p> <p>Read chapters 1 and 2 of the textbook. Read, annotate, and upload the Community Profile (CP) assignment sheet <i>and</i> article. Respond in your Bb journal #1.</p>
<p>Week Three Monday, 9.9</p> <p>Wednesday, 9.11</p> <p>Friday, 9.13</p>	<p>Study Lesson 2: Reading with and against the grain Post on DB 1. Respond in your Bb journal #2.</p> <p>Respond on DB 1.</p> <p>Read chapter 3. Complete step 1 of the CP assignment; gather sources. Respond in your Bb journal #3.</p>
<p>Week Four Monday, 9.16</p> <p>Wednesday, 9.18</p> <p>Friday, 9.20</p>	<p>Read chapter 4 and “Black Mothers Keep Dying” (available on Bb).</p> <p>Read “Introduction to Bioethics,” <i>and</i> chapter 3 from AHL (available on Bb).</p> <p>Post on DB 2. Complete steps 2 of the CP assignment; gather sources.</p>
<p>Week Five Monday, 9.23</p> <p>Wednesday, 9.25</p>	<p>Respond on DB 2. Complete step 3 of the CP assignment; gather sources.</p> <p>Read <i>Private Bodies</i> (available on Bb). Reading quiz</p>

<p>Friday, 9.27</p>	<p>Research, compile and upload your best draft of the introduction and 1st section of your CP.</p>
<p>Week Six Monday, 9.30 Wednesday, 10.2 Friday, 10.4</p>	<p>Research, compile and upload your best draft of the introduction and 2nd section of your CP.</p> <p>Come to class; nothing is due.</p> <p>Research, compile and upload your best draft of the 3rd section and conclusion of your CP.</p>
<p>Week Seven Monday, 10.7 Wednesday, 10.9 Friday, 10.11</p>	<p>Research, compile and upload your best draft of the 4th section and conclusion of your CP.</p> <p>Study: Lesson 3: Revising, editing, proofreading. Begin revising, based on my feedback.</p> <p>Study Lesson 4: Peer review. Respond in your Bb journal #4. Introduce yourself on the group discussion board (GDB).</p>
<p>Week Eight Monday, 10.14 Wednesday, 10.16 Friday, 10.18</p>	<p>Revise and upload your complete CP to the GDB for peer review. Bring a hard copy to class</p> <p>Post your peer reviews.</p> <p>Respond in your Bb journal #5. Complete the midterm course evaluation. Begin revising for a final grade, based on all the feedback.</p>
<p>Week Nine Monday, 10.21 Wednesday, 10.23 Friday, 10.25</p>	<p>Revise and post your complete community profile for a grade.</p> <p>Read chapter 7.</p> <p>Read, annotate, and upload the assignment sheet and article. You can find this in the Policy Analysis (PA) folder under Assignments. Complete Lesson 5 in class, (post by class time on Monday).</p>
<p>Week Ten Monday, 10.28 Wednesday, 10.30</p>	<p>Read the 2 supplemental articles you chose. Class discussion</p> <p>Post on DB 3. Complete DB 3 response in class. Work on your Bb journal #6 in class.</p> <p>Subject Librarian visits to help with research</p>

<p>Friday, 11.1</p>	<p>Do step 1 of PA; gather sources (nothing to turn in).</p>
<p>Week 11 Monday, 11.4</p> <p>Wednesday, 11.6</p> <p>Friday, 11.8</p>	<p>Group discussion of the bill Do steps 2 and 3 of PA; gather sources (nothing to turn in).</p> <p>Read, annotate, and upload the bill. Complete Lesson 6: Audience in groups, (post by class time on Friday).</p> <p>Analyze sample PA in class Work on drafting problem statements.</p>
<p>Week 12 Monday 11.11</p> <p>Wednesday, 11.13</p> <p>Friday, 11.15</p>	<p>No NDSU</p> <p>Research, compile, upload your best draft of the problem statement. Peer review in class</p> <p>Complete: Lesson 7: Genre in class (post by class time on Monday). Work on drafting strategies.</p>
<p>Week 13 By Monday 11.18</p> <p>By Wednesday, 11.20</p> <p>Friday, 11.22</p>	<p>Research, compile and upload best draft of evidence-based strategies. Peer review in class Work on drafting recommendation.</p> <p>Research, compile and upload best draft of the recommendation. Peer review in class</p> <p>Work on, compile, upload best draft of “Extras” (post by class Friday). Introduce yourself on the new group discussion board (GDB) in class. Respond in your Bb journal #7 in class. Calibration before peer review</p>
<p>Week 14 By Monday 11.25</p> <p>Wednesday, 11.27</p> <p>Friday, 11.29</p>	<p>Revise and upload your complete PA to the GDB for peer review. Bring hard copies to class. Begin peer review.</p> <p>No NDSU Happy Thanksgiving ☺</p> <p>No NDSU</p>

<p>Week 15 By Monday 12.2</p> <p>Wednesday, 12.4</p> <p>Wednesday, 12.6</p>	<p>Post your peer reviews. Complete peer review in class.</p> <p>Respond in your Bb journal #8 in class. Work on Lesson 8: Style in class (post by class time on Friday). Sign up for optional work session, and for optional conferences.</p> <p>Optional work session in class Begin revising for a grade, based on all the feedback.</p>
<p>Week 16 By Monday 12.9</p> <p>Wednesday, 12.11</p> <p>Friday, 12.13</p>	<p>Revise and post your PA for a grade. Present either your CP or your PA at The Showcase of Student Writing (no class—attend the showcase during your class hour).</p> <p>No class; optional conferences</p> <p>No class</p>
<p>Week 17 By Monday 12.16</p>	<p>Final Portfolio and Assessment Letter due by 3pm. *Remember to leave me a note on the portfolio if you want it returned next semester. Final CP due in portfolio. Final PA due (with required documentation) in portfolio. Complete the formal course evaluation through the link in your email.</p>