ROSE STATE COLLEGE

Division Course Syllabus

Division: Humanities
Course Prefix and Number: ENGL 1913
Course Title: Writing for the Health Professions
Semester and Year Submitted: Spring 2014
Credit Hours: 3
Prepared by: Noelle Merchant
Hours Per Week: Class 3, Lab 0

Course Description (as it appears in Catalog)
ENGL 1913 is designed to help students interested in careers in the health professions transition from college-level writing to "real world" professional communication. The course exposes students to research strategies and writing conventions particular to the health professions in order to produce professional documents, including resumes, personal statements and review articles. The course covers the complex process writers need to learn to improve communication, including how to tailor information for specific audiences; how to use stylistic and visual devices to make information more accessible; and how to edit their work as well as that of their peers.
Prerequisite: ENGL 1113

Prerequisites

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<th>Text(s):</th>
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<th>Author</th>
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<td></td>
<td>Writing in the Sciences</td>
<td>Ann M. Penrose, Steven B. Katz</td>
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<th>Publisher</th>
<th>Longma-Pearson</th>
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<tr>
<td>Copyright Date</td>
<td>2010</td>
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<td>ISBN #</td>
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Supplemental Materials: (Other books, audio visual aids, etc.)
Non-copyrighted online reading selections.
Outline for Remainder of Syllabus:

Rationale:
Communication skills are essential in every profession, but writing in the health professions requires a special skill set and demands the highest level of clarity and accuracy. The well-being of human lives depends on clear and accurate messages. In addition to excellent written and verbal communication skills, professionals in health related fields must also adhere to strict ethical guidelines, navigate an ever-evolving field of practice, and meet the needs of several distinct audiences ranging from patient to administrator. English 1913 prepares students in health related programs for writing they will do to complete college coursework and fulfill their responsibilities in the field.

Expected Outcomes:
Upon successful completion of this course, the student will be able to

1. Explain how writing contributes to their development as health professionals and recognize the various roles that documents play in their particular fields.

2. Read and examine examples of medical research to extract important and relevant material and communicate that material to a variety of audiences.

3. Produce documents in a variety of forms common in health professions, such as case study, research article, instructions to patients, personal statement, and medical review.

4. Recognize when and how to incorporate visuals into texts.

5. Modify documents to address the needs of a variety of audiences, such as patients, colleagues, and the public.

6. Prepare and deliver an effective oral presentation.

7. Demonstrate the ability to work as a part of a team.

8. Identify and implement appropriate research methods for each writing task to develop ethically responsible professional documents, document research accurately, and evaluate texts for adherence to standards of ethics and reliability.

9. Write clear, concise, precise texts without grammar or mechanical errors.

10. Use a variety of technology to support online communication and the drafting of technical documents.

Methods of Instruction:
Methods vary by professor, but may include lecture, class dialogue, small-group work, individualized skill units, audiovisual aids, and computer-enhanced learning. Individual conferences with students are strongly encouraged, so for up to two class sessions each semester, rather than meeting with the entire class, the professor may instead use that time to hold brief, scheduled individual meetings with the class's students (provided these meetings are structured and collectively replace the entire duration of the scheduled class period).
Assessment (Including Critical Thinking measurements):

5% Comparing Health Facts to Media Reports

10% Annotated Bibliography

15% Literature Review

10% Pamphlet

10% Patient Instructions

5% Reporting Health Information

5% Public Health Campaign Proposal

5% Public Health Campaign Presentation

10% Personal Statement

5% Resume

5% Cover Letter

15% The remaining credit for the course will include other work relevant to the course expected outcomes as the individual professor determines to be the most effective. This may include, but is not limited to, discussions, homework, quizzes, attendance, and participation.

Learning Objectives:
Unit 1: Initial Assessment (Expected Outcomes 1, 7)
1. The student will complete an initial assessment for accuracy of placement and semester planning. (The initial assessment will assess grammar, punctuation, spelling, and mechanics as well as the student's ability to write an analytical essay in order to refer students who need more intensive review in these areas to the Tutoring Center, Writing Center, Composition Workshops, and/or ESL Workshops to meet the needed skill level.)

2. Learn strategies for effective teamwork.

3. Discuss the role documents play in health related fields.

Unit 2: Ethics and Accuracy (Expected Outcomes 1, 2, 8, 9)
1. Review and discuss ethics in medical writing, privacy laws, and patients' rights.

2. Compare health facts to media reports to evaluate the reliability and authority of information about health.

Unit 3: Literature Review (Expected Outcomes 2, 3, 8, 9, 10)
1. Identify and practice techniques of gathering research in the health professions.
2. Identify and practice techniques for critical reading of medical research.

3. Identify and practice summarizing, paraphrasing, and documenting research in an Annotated Bibliography.

4. Identify and practice techniques for synthesizing research in a formal Literature Review directed toward an audience of colleagues and experts.

Unit 4: Patient Health Literature (Expected Outcomes 1, 2, 3, 4, 5, 8, 9, 10)
1. Identify and discuss the differences between communicating with colleagues versus communicating with patients.

2. Analyze audience and context to determine specific needs of different readers in different situations.

3. Identify strategies for and practice modifying vocabulary, style, tone, format, paragraphing, logic structure, specificity, visuals, documentation, evidence, and rhetorical techniques.

4. Identify and practice effective strategies for creating patient health literature, including a Pamphlet and Patient Instructions

Unit 5: Health Information Reporting (Expected Outcomes 1, 3, 9)
1. Examine a variety of reporting tools in the health fields, including patient charts, encounter and intake forms, and procedural reports.

2. Identify and practice strategies for clear, concise, accurate reporting, including a review of grammar and punctuation.

Unit 6: Public Health Information Campaign (Expected Outcomes 1, 3, 4, 5, 6, 7, 8, 9, 10)
1. Examine and discuss effective public health campaigns.

2. In teams of 3 or 4, identify and propose a suitable topic for a public health campaign.

3. In teams of 3 or 4, draft a framework for a local campaign to change or modify a specific health-related behavior.

Unit 7: Job/Internship Application Package (Expected Outcomes 1, 3, 5, 9, 10)
1. Identify and practice effective strategies for preparing a Personal Statement.

2. Identify and practice effective strategies for preparing a Resume.

3. Learn job searching techniques and strategies for analyzing job postings.

4. Draft a targeted cover letter in response to a current job posting.