Health 218/Nursing 218 OL
Writing about Health
Syllabus
Spring 2016
Online

Moravian College
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Text

      Heifferon, Barbara. *Writing in the Health Professions.* New York: Pearson-Longman, 2005.

Course Description

      This is a course designed to offer practical skills in writing for students interested in a career in the health professions. As with most fields today, there is an increasing demand for skilled and competent professionals who can write and communicate well in these science-based disciplines. This writing intensive course includes a variety of types of writing for students in health professions, including but not limited to application materials, a literature review, brochures, patient education handout, reports, a PowerPoint or Prezi presentation, and health articles. Through online discussions, students will critique, evaluate, and describe issues related to writing in a health career.

Objectives

- Understand social and ethical dimensions of health care research and communication.
- Integrate scientific knowledge and ideas in a coherent and meaningful manner
- Communicate effectively in a variety of contexts and genres, using a variety of communication skills
- Examine the role of the health profession in public communication and debate
- Communicate specialist knowledge and information to non-specialist audiences
- Apply grammar and writing skills to "real world" medical communications, ranging from application materials to a literature review to a research article to an informative handout.
- Compose an informative presentation that utilizes research and voice notes.
- Utilize components of the writing process

Techniques and Use of Blackboard

This class is entirely online, and the class is accessed at blackboard.moravian.edu. The entire class is set up in Blackboard. Content comes from reading, online lectures, and discussions on the Discussion Board. Each week, you will have a discussion question and you must keep track of major assignments due under the Assignments tab.

Attendance

You are required to log into this class at least three times per week to make sure you are seeing new announcements and keeping up with the weekly discussions. You are responsible for every announcement posted under Announcements and for being fully aware of all assignment and discussion due dates.

Requirements

- You are required to log in to the class at least three times a week. You must complete all discussions each week (as well as respond to **TWO** posts from your classmates or instructor) as well as all assignments and readings.
- All required assignments are listed in the chart below.
- You are required to participate (10% participation grade).
- You are required to turn in all papers and assignments on time. This is not a self-paced course, so it is imperative that you hold yourself to the deadlines.
- When applicable, you must use APA citation to document your source(s). Whether it is a formal essay or not, any time you use borrowed information, it should be cited properly.

<u>Late Semester Remorse</u>

The time to come to class is now. The time to do all your assignments thoughtfully and carefully is now. Ask questions now. Start out doing well early in the semester. Start out caring about your grade from day one. If you do not listen to my advice, please do not come to me halfway through the semester or when there are three classes left and ask what you can do to pass. You will already know the answer. There is no way to undo weeks of poor effort and thoughtlessness, so accept the results of whatever actions you choose. You are the author of your own life story. Read this weekly.

<u>Grading</u>

To pass this course, you must satisfactorily meet all requirements. Here is the breakdown of points:

Assignment	Possible Points
Application Materials: Cover Letter and Resume	10
Profile of Someone in Your Chosen Health Field	10
Literature Review	10
Healthcare Research Article	15
Health Information Handout or Brochure	10
Grant Proposal	10
Final Project Proposal	5
Final PowerPoint Project with Voice Notes	20
Participation	10
Total	**100**

<u>Grading Judgment</u>

It is within the purview of the instructor to apply qualitative judgment in determining grades for an assignment or for a course.

<u>Grading Criteria</u>

<u>Evaluation Criteria for Essays and Written Assignments</u>
(Borrowed from The University of Southern Mississippi).
A: An excellent paper; the organization is tight; the argument is carefully controlled; the facts are correct and appropriate to the argument… It is written in clear sentences, in readable standard English, with paragraphs organized to express coherent thought, using the correct words to say precisely what is meant; avoids vagueness and lack of clarity.

B: A paper that is good to very good; it is well organized, factually correct, solidly documented, and thoughtfully argued; a solid piece of work…This kind of paper is written in clear sentences and readable thought; uses the correct words to say precisely what is meant; avoids vagueness and lack of clarity. However, this paper falls short in some areas and fails to fully explore the assignment in some sections. A "B" paper is a good start, but it does not finish solidly.

C: An adequate paper; the argument is somewhat routinely conceived; the organization is unwieldy or major points are omitted; some facts may be incorrect or inappropriate to the arguments…The paper has quite a few mistakes with sentence structure and grammar This paper incorporates few student and instructor comments from prior assignments or drafts into the paper. The paper needs much work and improvement before it could be considered to be submitted in the final portfolio.

F: A poor paper which is not for this class, badly organized; many facts are incorrect or inappropriate, or appropriate facts are missing…also, the English is poor and shows little or no adherence to rules of grammar and sentence structure. Such a paper answers a question that was not asked, or is a half-hearted act of desperation. Such a paper does not write clear sentences in readable standard English and/or does not organize coherent paragraphs; imprecise use of words. This paper reflects a poor attempt at college level writing.

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Technical Concerns

I cannot assume responsibility for computer or network technical problems. If you are experiencing problems in this area, please make alternate arrangements for completing the course work while your computer issues are being resolved. Deadlines still must be adhered to. No exceptions. Additionally, be sure to save an electronic copy and a printed copy of all work you submit in case I do not receive it. For your own protection, do not delete your file until you have received a grade for it.

Academic Honesty

This course abides by the policy on academic honesty set forth in the College's Student Handbook for academic year 2015-2016. All work submitted must be your own. All outside sources must be documented. Refer to the college's handbook for a full explanation regarding academic dishonesty and read the Hodges' book for a full explanation of plagiarism.

Office Conferences

I am happy to help you with any questions you may have or to review early drafts of an assignment if time permits. Please contact me via email at joellae@moravian.edu.

e2Campus

In the event of an emergency the system called e2Campus allows Moravian College to send text messages to the cell phones of registered members of the campus community with information about what is happening and/or what precautions should be taken. Up to two cell phone numbers and two e-mail addresses per user may be registered. This service is an integral part of the College's emergency response system. If you are not already registered on the system, please do so as soon as possible. To register for e2Campus visit http://intranet.moravian.edu/e2campus/index.asp from a computer on Moravian's campus.

Class Cancellations

This class will not be cancelled due to its online nature. Should a rare occasion arise where I am unable to check into Blackboard for more than one day, I will let you know via email and via an announcement in Blackboard.

Syllabus Status

This syllabus and the course contents are subject to change at the discretion of the instructor. Generally changes will be finalized only after discussion of the change with students in the class.

Workload

Students can expect to work at least four hours on average outside of class in reading, preparation, and project activities for each hour of class time.

<u>Disabilities</u>

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

<u>Schedule</u> (**All** readings and assignments are due by the date listed in the chart below; schedule is subject to chage)

WEEKLY OUTLINE
(you should also refer to the Assignments link in Blackboard)

Each week, all readings, assignments, and final discussion postings must be completed before midnight on the due date listed. For example, all the week one assignments must be completed by Sunday, January 24, at 11:59 p.m.

WEEK 1 **Due January 24**	Reading: Chapter 1, Audience Analysis and Social Context Discussion Board: Introductory Post and Discussion Question 1 (on discussion board)
WEEK 2 **Due January 31**	Reading: Chapter 3, Document Design Principles and Project Management Discussion Question 2 Assignment: Assignment 1 (Application Materials) due
WEEK 3 **Due February 7**	Reading: Chapter 11, Electronic Medical Writing Discussion Question 3 Work on Assignment 2 (Career Profile)
WEEK 4 **Due February 14**	Reading: Chapter 2, Ethics in Medical Writing Discussion Question 4 Assignment: Assignment 2 (Career Profile) due
WEEK 5 **Due February 21**	Reading: Chapter 5, Medical Forms and Reports Discussion Question 5
WEEK 6 **Due February 28**	Reading: Chapter 10, Presenting Written Materials Visually Discussion Question 6 Work on Assignment 3 (Literature Review)
WEEK 7	Reading: Chapter 4, Medical Diagnostic

Due March 6	Practices and Charting Discussion Question 7 Assignment: Assignment 3 (Literature Review) due
WEEK 8	Spring Break! Nothing is due.
WEEK 9 **Due March 20**	Reading: Chapter 6, Health Education Materials Discussion Question 8 Start working on Assignment 4 (brochure or handout); start thinking about topics for article and final presentation
WEEK 10 **Due March 29 (two extra days to account for holiday)**	Reading: Chapter 7, Public Health Campaigns Discussion Question 9 Ongoing: brochure/handout, exploring ideas for article and final presentation.
WEEK 11 **Due April 3**	Discussion Question 10 Assignment: Assignment 4: Brochure or handout (health education materials) due
WEEK 12 **Due April 10**	Reading: Chapter 8, Grants, Proposals, and Government Documents Discussion Question 11 Assignment 5: Healthcare research article due
WEEK 13 **Due April 17**	Reading: Find two sample grant proposals related to the health field and study them for style and structure Discussion Question 12 Prepare for Assignment 7: Grant proposal; prepare for final presentation; Assignment 6: final project proposal is due.
WEEK 14 **Due April 24**	Reading: Chapter 9, Multicultural and International Medical Writing Discussion Question 13 Assignments: Assignment 7 (grant proposal) due
WEEK 15 **Due April 29 (Friday)**	Reading: Pages 289-308 Final discussion board (wrap up) Prepare for final project
FINAL EXAM **Due Monday, May 2**	Final presentation project due (using either Prezi or PowerPoint)