

Fall 2015

ENC 2210 Technical Writing for Health Science

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ENC 2210.006 Professional and Technical Communication for Health Sciences
University of South Florida, Fall 2015

Instructor: Johanna Hillen	Course Time: M/W 8:00AM-9:15AM
	Classroom: CPR 121
Office Location: 301K	
Office Hours: M/W 9:30-11AM	Course Website: Canvas

Course Information

This is a 3 credit hour service-learning course. Prerequisites are ENC 1101 and ENC 1102 *or* ENC 1121 and ENC 1122. This course is offered through the Department of English in the School of Humanities, College of Arts and Sciences.

This is a Gordon-Rule 6A Communications course. Students in this course will engage in writing as a process, which means employing strategies such as pre-writing, co-authoring, document design, peer feedback, revising, and editing. Students will learn how to develop ideas and texts that follow academic/disciplinary conventions for different contexts, audiences, and purposes. An integral part of writing is revision in response to feedback, so students will be required to revise major course writing assignments (including one major assignment) after receiving feedback from the instructor. At a minimum, students will write 4500 words for this course. Students must achieve a proficiency level of at least C- in the course in order to receive Gordon Rule Communication credit. Please note that this course will require participation in communication and project delivery to off-campus partners in order to fulfill the service-learning component.

Course Description and Requirements

Catalogue: Effective presentation of technical and semi-technical information. Will not count toward the English major. Expanded description: In the health sciences, technical communication is a vital component of effective, efficient, and patient-focused health and healthcare systems. Health sciences practitioners must be able to analyze, interpret, and create a variety of communications, from patient charts to data visualizations of an aging population's healthcare needs. This course exposes students to a variety of communicative means for expressing technical and semi-technical information. Through smaller assignments and major projects, this course prepares students to pursue and engage with the communicative components of a career in the health sciences.

This is primarily a writing class, but students are also expected to read carefully, engage in meaningful in-class discussions, provide appropriate support to community partners, and conduct research for major projects. There will be both individual and collaborative work throughout this class, and all projects have a community engagement and reflection component attached to them. Students will complete three major writing projects (that include several deliverables each), complete reading and homework assigned, participate in class, and conduct regular document review.

Required Course Texts

- *A Rhetorical Approach to Workplace Writing Practices*. Available via MyReviewers at <http://myreviewers.usf.edu/>
- *A Rhetorical Approach to Workplace Writing: A Writing Commons Reader*. Available via Writing Commons at <http://writingcommons.org/>
- Wolfe, Joanna. *Team Writing: A Guide to Working in Groups*. Bedford/St Martins. 2010. ISBN-10 0-312- 56582-8. Available in print at the USF Bookstore or at Amazon.com.
- Course texts are provided via Canvas and information on weekly reading requirements can be found on the course homepage each week and in the detail schedule at the end of this syllabus.

Course Objectives

This course aims to provide students with strategies for and practice in:

- Composing professional/workplace documents and oral presentations for multiple audiences and specific purposes using appropriate technologies
- Collaborating and managing projects on multidisciplinary writing teams
- Designing documents, visuals, and data displays that are rhetorically effective, accessible and usable for specific audiences
- Developing information literacy strategies
- Recognizing ethical, legal and cultural issues health communication
- Applying/adapting business writing conventions, including genre, tone, and style for particular writing situations
- Developing an increased understanding of civic responsibility and community engagement in technical and professional writing genres, as well as a more general understanding of one's own civic knowledge, skills, and values.
- Engaging in a process to solve and increase awareness of a civic problem while collaboratively work across and within community contexts and structures
- Demonstrating a sense of efficacy as well as respect for diversity, justice, and equity
- Applying transferable skills, as well as learned facts and theories, from areas of academic study to community engagement

Student Learning Outcomes

Learning outcomes correlate directly with the course goals and are disbursed across the two main projects completed during the semester.

Project 1 Learning Outcomes, Weeks 1-5:

- analyze a writing situation;
- analyze audience(s);
- plan a document for a particular audience and situation;
- describe and distinguish between genres;
- apply visual design principles to single-page documents;
- organize content for readability and usability;
- apply stylistic conventions of a specific genre;

- use basic features of word-processing applications to design, draft, and edit documents;
- edit for tone and style;
- conduct web-based research;
- recognize and address ethical, legal, and cultural issues related to a particular writing situation;
- provide workshops to youth regarding one or several of the following: resume building, interviewing, cover letter writing, college application writing.

Project 2 Learning Outcomes, Week 6-16:

- plan a writing project as a member of a multidisciplinary team;
- create project management documents (Gantt charts, etc);
- track project progress;
- develop strategies for resolving conflict;
- analyze a writing situation for multiple stakeholder audiences;
- use visual design principles to structure information for readers in a multipage document;
- integrate visuals into a document;
- conduct primary and secondary research in response to a given problem;
- evaluate data and recommend an evidence-based solution;
- evaluate ethical, legal, and cultural issues related to a particular writing situation;
- plan a formal presentation with visuals as a member of a team;
- conduct secondary research on ethical, legal, or cultural issues of local or global concern;
- create a formal presentation on a business or professional topic for a non-specialist audience;
- use advanced design principles and technology to support an oral presentation;
- present technical data and information in visual form for a non-specialist audience;
- explain a legal, ethical, or cultural issue related to their field;
- solve and increase awareness of a civic problem;
- work across and within community contexts and structures
- demonstrate a sense of efficacy as well as respect for diversity, justice, and equity;
- apply transferable skills, as well as learned facts and theories, to community engagement.

Critical Assignments

The critical assignments in this course relate to and measure the Student Learning Outcomes. The critical assignments for this course are: (1) Employment Project, (2) Communication Enhancement Project, (3) Document Review in MyReviewers.

1. The Employment Project asks students to consider the rhetorical situation of applying for a job and produce deliverables that demonstrate rhetorical awareness.
2. The Communication Enhancement Project asks students to collaboratively articulate and research a communication and offer formal workplace recommendations for a nonprofit partner.
3. Document review is a peer-to-peer document review system and completed on MyReviewers. Document reviews ask students to learn about the usability of documents and appropriately articulate how documents could be improved. (Please note that document review is called “peer-review” in MyReviewers)

Due dates are listed on the schedule of assignments. Please refer to project-specific assignment sheets for more details.

Using MyReviewers

MyReviewers is the companion site to the University of South Florida's Professional and Technical Communication (PTC) Program and General Education writing courses. At MyReviewers, you can learn more about grading criteria, upload essays for review, conduct document review using the peer review function, access Community Comment stylistic and grammatical exercises, and view teacher feedback. For Projects 1, 2, & 3, this course requires students to upload up to three drafts of each project and conduct document review (using the peer review function) on My Reviewers. To login to MyReviewers, visit <https://myreviewers.usf.edu>

All PTC instructors will use My Reviewers when grading drafts of major projects and document review. The following should be considered:

1. It is the responsibility of the student to upload projects to the correct folders for grading.
2. Student documents must be uploaded as a .pdf file. There is a step-by-step instruction manual for uploading, viewing, and reviewing documents at MyReviewers.
3. It is the student's responsibility to ensure that they have uploaded the correct draft. No extensions will be given for students failing to upload the proper draft by the stated deadline.
4. Once instructors finish commenting on and grading students' projects, students can log on to MyReviewers to view their grades and instructor's comments.

Attendance Policy

Two absences are granted without question. Following the second absence, the student's grade will be lowered a letter grade per absence. Arriving more than three minutes late constitutes a tardy. Three tardies are equivalent to one absence.

If students will miss class for one of the following reasons, students should alert the instructor *prior* to the absence:

- Court Imposed Legal Obligations
 - Jury Duty, court subpoena, etc.
- Military Duty
- Religious Holy Days
 - Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting. Should an examination or the due date for an assignment fall on one of these dates, I will make arrangements with you for a make-up exam or an alternate date for submission of written work.
- Ongoing Medical Conditions.
 - A student facing extenuating circumstances, such as a debilitating illness or injury (physical or mental) that inhibits him or her from attending class or completing assignments, must work with the appropriate on-campus organization, which will then act as a liaison on behalf of the student and help the instructor determine appropriate action. These organizations

include the Center for Victim Advocacy & Violence Prevention, Students with Disabilities Services, and Students of Concern Assistance Team (SOCAT).

- USF Athletics' Participation
 - Any student who intends to miss class because he or she is participating in a scheduled USF athletics event is expected to present a schedule of such events to his or her instructor by the third week of the semester if he or she intends to be absent for a class or an announced examination.

Grading Policy

Assignment	% of Final Grade	Description
Participation	15%	<i>Individual:</i> Participation includes preparedness for class (homework), performance on in-class activities (class work), and engagement with the course.
Document Review	20%	<i>Individual:</i> For each major project, students will complete document reviews. Project 1 document review will be conducted in MyReviewers. Project 2 document review will be conducted in class.
Employment Project	15%	<i>Individual:</i> For the Employment Project, students will create application documents for a position they are qualified to fill. See assignment sheet for details.
Communication Technologies Project	50%	<i>Group:</i> Students will create multiple deliverables responding to a specific nonprofit partners determined needs and provide a formal, complete report at the end of the semester to both the instructor and the nonprofit representative. See assignment sheet for more details.

Grading Scale

A+ (97–100) 4.00	B+ (87–89.9) 3.33	C+ (77–79.9) 2.33	D+ (67–69.9) 1.33
A (94–96.9) 4.00	B (84–86.9) 3.00	C (74–76.9) 2.00	D (64–66.9) 1.00
A– (90–93.9) 3.67	B– (80–83.9) 2.67	C– (70–73.9) 1.67	D– (60–63.9) 0.67

Students may not take this course S/U (Satisfactory/Unsatisfactory).

PTC Assessment Rubric

MyReviewers employs a rubric to enhance accuracy and consistency in grading. Instructors will utilize the PTC Assessment Rubric on My Reviewers to provide feedback regarding five criteria: Analysis, Content, Project Management, Production, and Design – My Reviewers enables instructors to include comments on

students' documents. Students can learn more about the rubric that will be used to assess their writing by visiting the MyReviewers website at <http://myreviewers.usf.edu/>

Late Work / Missed In-Class Work

Late work is not accepted and missed in-class work cannot be made up.

Incomplete

A grade of "I" will be awarded only in the case of a medical or family emergency and, in conjunction with University policy, only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade.

Students with Disabilities

Students in need of academic accommodations for a disability may consult with the office of Students with Disabilities Services to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation. Contact SDS at 974-4309 or www.sds.usf.edu. For more information about student responsibilities related to disability accommodations, see <http://www.sds.usf.edu/students.asp>

Academic Integrity

Students attending USF are awarded degrees in recognition of successful completion of coursework in their chosen fields of study. Each individual is expected to earn his/her degree on the basis of personal effort. Consequently, any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, websites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own another person's work in part or in total.

A student who submits a plagiarized assignment will receive an "F" with a numerical value of zero on the assignment, and the "F" shall be used to determine the final course grade. The instructor has the right to assign the student a grade of F or FF in the course. An "FF" grade assigned to indicate academic dishonesty is reflected only on internal records and prevents the student from repeating the course using the Grade Forgiveness Policy. If a student who has been accused of academic dishonesty drops the course, the student's registration in the course may be reinstated until the issue is resolved. A student who is suspected of cheating may not drop a course to avoid a penalty.

See <http://ugs.usf.edu/pdf/cat1314/08ACADEMICPOL.pdf> for USF's definitions of plagiarism and its policy on academic honesty. Consult with your instructor if you have any questions about these issues.

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. The instructor reserves the right to submit assignments to this detection system. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

Academic Grievance Procedures

If a serious issue or conflict arises, the student should first make an attempt to reach a satisfactory resolution with the course instructor. If the instructor and student are unable to resolve the situation to their mutual satisfaction, the student may, *within three weeks of the incident*, file a letter of notification with Dr. Joyce Karpay, the Assistant to the Chair of the English Department.

Student Conduct

Students are expected to come to class prepared, having read or completed the day's assignment. Students may expect to be called on in class. Please silence all cell phones before class begins. Students are not permitted to record class lectures or discussions without written permission from the instructor. Also, students are not permitted to sell notes or tapes of class lectures. Being physically present does indicate students will be considered present. If it is clear that students are not engaging with course work, they may be marked absent.

Technology Requirement

Students are required to have regular access to a computer, the internet, a word processor, MyReviewers, Canvas, USF email, and a printer. There are many technology labs on campus that students can use at no extra cost, so students should have regular access to all required technology via the USF campus resources. The USF Library Digital Learning Studio is also available for student use. The DLS is an excellent and recently expanded "multimedia production area which provides equipment, instruction, space, and assistance" for students to use design equipment and software. <http://www.lib.usf.edu/digital-studio/>

In the event of a technology outage that affects all students, instructors will notify students how/when to submit assignments.

Writing Studio

USF's Writing Studio (<http://www.lib.usf.edu/writing/>) offers assistance to any student who wants to improve his or her writing skills. Students are encouraged to visit the Writing Studio at any stage during the writing process, from brainstorming and pre-writing to final polishing.

Emergency Policy

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor Canvas for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.