

English 422: Writing for the Health and Human Sciences

Instructor Information

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Course Information

Fall 2016
MWF 9:30 – 10:20 am in WTHR 214
Course Site: Blackboard
English Department: 765.494.3740

Course Description

ENGL 422 focuses on the rhetorical principles and writing practices necessary for producing effective charting, reports, policies and educational materials in the context of the healthcare industry. All assignments in this course have been developed in collaboration with medical professionals and though no specific medical knowledge is required to take this course, the material presented will most benefit those pursuing a career in medicine. The curriculum is informed by current research in rhetoric and professional writing and is guided by the specific needs and practices in hospitals, clinics, extended care facilities, and home health agencies, as well as by the expectations of Purdue students and programs. Like other sections, ENGL 422 is offered in networked computer classrooms to ensure that students taking the course are prepared for the writing environment of the 21st-century workplace.

ENGL 422 meets requirements for Purdue's Medical Humanities Certificate. Students interested in the Medical Humanities certificate should review the [website](#), contact the [Medical Humanities program](#), or contact their academic advisor for more information. Our section of ENGL 422 will also participate in Purdue's Cancer, Culture, & Community colloquium by reading and discussing selections from *How Cancer Crossed the Color Line* by Keith Wailoo and attending an address by the author.

Required Texts

Bonk, R. J. (2015). *Writing for today's healthcare audiences*. Toronto: Broadview Press.
ISBN: 9781554811496

Wailoo, K. (2011). *How cancer crossed the color line*. New York: Oxford UP. ISBN: 978-0195170177

Additional readings will be available for download on Blackboard.

Course Goals

This course aims to improve your writing in three ways:

1. By teaching you to use clear and unequivocal language, this course prepares you to communicate medical knowledge through writing without being misunderstood
2. By asking you to change your patterns of observation, this course asks you to think and write objectively about patients
3. By allowing you to practice medical style, this course familiarizes you with detail-oriented record-keeping

By the end of this semester, you should be familiar with:

1. Best practices and procedures for documenting patient care, including the goals, language and legal ramifications of this writing form
2. Adapting medical language and requirements for a non-specialist audience to provide educational material for patients and their caregivers with an emphasis on strategies for dealing with differing levels of comprehension and apprehension
3. Composing and delivering policies or new procedures to colleagues or co-workers, including in-services, grants, and office memos
4. Practical strategies for improving your resume, conduct, and online presence to get and keep a job in the healthcare industry

Writing in Context

Analyze professional cultures, social contexts, and audiences to determine how they shape the various purposes and forms of workplace writing, such as persuasion, organizational communication, and public discourse, with an emphasis on healthcare communications relating to both human and animal health.

Project Management

- Understand, develop and deploy various strategies for planning, researching, drafting, revising, and editing documents both individually and collaboratively.
- Select and use appropriate technologies that effectively and ethically address professional situations and audiences.
- Build professional ethos through documentation and accountability.

Document Design

Make rhetorical design decisions, including

- Understanding and adapting to genre conventions and audience expectations
- Understanding and implementing design principles of format and layout
- Interpreting and arguing with design
- Drafting, researching, testing, and revising visual designs and information architecture

Teamwork

Learn and apply strategies for successful teamwork and collaboration, such as

- Working online with colleagues
- Determining roles and responsibilities
- Managing team conflicts constructively
- Responding constructively to peers' work
- Soliciting and using peer feedback effectively
- Achieving team goals
- Writing in situations where legal and health concerns must be taken into account

Research

Understand and use various research methods to produce professional documents, including

- Analyzing professional contexts specifically in health- and medical- organizations
- Locating, evaluating, and using print and online information selectively for particular audiences and purposes

- Triangulating sources of evidence and working with healthcare professionals
- Selecting appropriate primary research methods, such as interviews, observations, focus groups, and surveys to collect data
- Working ethically with research participants

Technology

- Use and evaluate the writing technologies frequently used in the workplace, such as:
- Emailing, instant messaging,
- Image editing, video editing,
- Presentation design and delivery,
- HTML editing, Web browsing,
- Content management, and desktop publishing technologies.

Accessibility

Purdue University is committed to ensuring all students can fully participate in its programs. If you have a disability that requires accommodations, please see me privately within the first week of class to make arrangements. If a student has a disability and chooses to work with the Disability Resource Center (DRC), I will receive written notification early in the semester. The student should also contact me about any recommended academic adjustments. For more information, see the site, www.purdue.edu/odos/drc/welcome.php. Beyond official accommodations, I assume that everyone learns differently, and I encourage you to discuss your learning needs with me as early as possible so that we can work together to meet them.

Course Assignments

Project 1: Employment Project

The first unit asks you to choose a job opening or postgraduate program and tailor application documents to that opportunity. These documents include a print resume or CV, a cover letter or personal statement, and a web resume. This unit helps you prepare professionally useful documents while laying a foundation for rhetoric, document design, and concision on which subsequent assignments will build.

Project 2: Clinical Writing

The second unit has two parts. In the first part, you will write case notes based on mock patient/client interviews in order to develop your observation and interviewing skills, distinguish subjective and objective information, and practice a concise, client-centered, and goal-directed writing style. The second part involves writing a referral letter about a patient/client to another healthcare provider. Both parts of this unit will require keen audience awareness and attention to detail.

Project 3: Patient Education Materials

The third unit has you research a health topic of your choice and develop informational materials on it for a lay audience. As you develop these materials, you will also research health literacy and accessibility that will inform user-centered design choices for your materials. Deliverables include the patient education materials, a proposal, and a postmortem report.

Project 4: In-Service

For the fourth unit, you will work with a small group to conduct an in-service training on a workplace policy or procedure, including all necessary documentation and testing materials. Policies and procedures in medical facilities change quite often as the result of new medical findings, changing standards of care, or new laws. Information on these new policies is often disseminated amongst employees through in-service meetings where the new policy is explained and discussed.

Reading Responses

Throughout the semester, you will respond to discussion prompts posted on Blackboard about assigned readings. These reading responses are **due at class time** and should be approximately 200-300 words long. In addition to responding to the prompt, you are required to ask a question about the reading, point to something about it that confused you, or respond to a classmate's post. Reading responses should help all of us engage with the material, prepare for class discussion, and connect readings to course projects. They will not be accepted late.

Professional Ethos

For this class, *ethos* is defined as your persona, your reputation, and your attitude. This means that your ethos will be affected by 1) your behavior in class, 2) your interactions with your classmates, 3) your interactions with your instructor, 4) your work, and 5) your behavior outside of class. Developing a good *ethos* means coming to class prepared, being active and engaged in both small and large group discussions and activities, and being proactive about your writing development as well as seeking help from me for course assignments. More qualifications about a solid *ethos* are listed under the Professional Ethos rubric on Blackboard.

Grading

The assignments in this course impact your grade in the following proportion:

Project 1: Employment Project	15%
Project 2: Clinical Writing	20%
Project 4: Patient Education Materials	30%
Project 5: In-Service (collaborative)	20%
Reading Responses, Quizzes, Short Writing, & Semester Reflection	10%
Professional Ethos	5%
Total	100%

All major assignments will be graded on the standard plus-minus letter-grade scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
95-100	90-94	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	0-59

Here's the meaning behind the numbers I assign to your paper (you can use these statements as clues about how you might work toward a higher grade):

90-100 (A) – You did what the assignment asked at a high quality level, *and your work shows originality and creativity*. Work in this range shows all the qualities listed for a B; but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a unique verbal or visual style.

80-89 (B) – You did what the assignment asked of you at a high quality level. Work in this range needs little revision, is complete in content, is organized well, and shows special attention to style and visual design.

70-79 (C) – You did what the assignment asked of you and fulfilled the basic requirements of the assignment. Work in this range tends to need some revision, but it is complete in content and the organization is logical. The style, verbal and visual, is straightforward but unremarkable.

60-69 (D) – You did what the assignment asked at a low level of quality. Work in this range tends to need significant revision. The content is often incomplete and the organization is hard to discern. Verbal and visual style is often non-existent or chaotic.

Below 60 (F) – Don't go here. I usually reserve the F for people who don't show up or don't do the work. If you give an assignment an honest try, I doubt you would receive an F. If you feel you put in your best effort and still received an F, you might consider dropping the class.

Students **must** participate in all of the major projects and complete a majority of the shorter writing assignments in order to pass this class. Students with questions about final grades should review university policies regarding grade appeals, which are outlined by the Dean of Students here: <http://www.purdue.edu/odos/osrr/gradeappeal.pdf>. The University regulations are here: http://www.purdue.edu/univregs/pages/stu_conduct/stu_regulations.html. Additional grading information can be found on the assignment sheets for individual projects.

Technology

In order to participate fully in the course, you should be familiar with and have regular access to Microsoft Office (or equivalent), e-mail, web browsers, and Adobe Acrobat and Reader. You are responsible for checking your e-mail regularly and for reading and keeping current with all content posted to the course Blackboard site. You are also responsible for backing up all files and ensuring that technological difficulties (internet outage, lost files, etc.) do not keep you from submitting work on time. We will also use software with which you may not be familiar (such as Adobe InDesign. In such cases, I expect a willingness to work toward proficiency.

Collaborative Work

Teamwork is a required component of the course. You and your project team members are responsible for updating one another and me about assignment development and progress. In addition, you also are responsible for negotiating together all aspects of your work, including planning, drafting, revising, file managing, and scheduling of assignments. When a collaborative

project is assigned, you will receive explicit guidelines for successful collaboration. Individual group members will complete Team Performance Reviews.

Attendance

Attendance is required at all scheduled electronic and face-to-face (F2F) meetings. Since you will be working in project teams much of the semester, you also will be required to attend any scheduled out-of-class meetings with your team to complete course assignments. **More than four absences may result in your final grade being lowered by a partial grade for each absence. More than seven absences can result in a failing grade for the course.** Excused absences may be granted for religious holidays or university-sponsored events, provided you make a written request to me no less than two weeks in advance and that you complete any required work before the due date. Being excessively or regularly late for class or team meetings, both electronic and F2F, can also be counted as an absence. Being unprepared for class or excessively off task during class can be counted as an absence, as well.

Academic Integrity

Purdue students and their instructors are expected to adhere to guidelines set forth by the Dean of Students in "Academic Integrity: A Guide for Students," which students are encouraged to read here: <http://www.purdue.edu/odos/osrr/academicintegritybrochure.php>.

The preamble of this guide states the following: "Purdue University values intellectual integrity and the highest standards of academic conduct. To be prepared to meet societal needs as leaders and role models, students must be educated in an ethical learning environment that promotes a high standard of honor in scholastic work. Academic dishonesty undermines institutional integrity and threatens the academic fabric of Purdue University. Dishonesty is not an acceptable avenue to success. It diminishes the quality of a Purdue education, which is valued because of Purdue's high academic standards."

Academic dishonesty is defined as follows: "Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [University Regulations, Part V, Section III, B, 2, a] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]"

If you have any questions about this policy, please ask.

In Case of a Campus Emergency

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. You can acquire updated information from the course website, by emailing me, or by contacting me through the English Department at 765-494-3740.

Late Work

Work needs to be turned in by its deadline. Without prior approval, late work will receive a penalty. If I do not receive a rough draft of your project on time, I will deduct a **full grade** from your final project grade. Similarly, I will deduct a **partial grade** from your final project grade every day a final draft is late. After three days, I will no longer accept late projects. **I do not accept late reading responses.** If a problem arises that you foresee preventing your ability to turn in your work on time, let me know as soon as possible so we can work something out. Project management is vital to ensure potential problems are resolved in a timely manner.

Writing Lab

The Purdue Writing Lab offers one-to-one assistance with all document types at any stage of development. To make an appointment, visit the Writing Lab's website at <https://owl.english.purdue.edu/writinglab>.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

http://www.purdue.edu/sexual_assault/titleix/overview/index.html

Grief Absence Policy for Students

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student's family. A student should contact the ODOS to request that a notice of his or her leave be sent to instructors. The student will provide documentation of the death or funeral service attended to the ODOS. Given proper documentation, the instructor will excuse the student from class and provide the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments. If the student is not satisfied with the implementation of this policy by a faculty member, he or she is encouraged to contact the Department Head and if necessary, the ODOS, for further review of his or her case. In a case where grades are negatively affected, the student may follow the established grade appeals process.

Course Calendar

	Daily Activities	Readings and Assignments
Project 1: Employment Project		
Week 1 8/22- 8/26	M: Intro to Course	
	W: Intro to Employment Project Document Design Analyzing Job Descriptions	Bring two job descriptions or app guidelines Reynolds, "The Big Four"
	F: Resumes and CVs	Coffin, "Dynamic Job Search," p. 133-145 Marino, "Resumes for the Health Care Student" <i>Reading Response Due</i>
Week 2 8/29- 9/2	M: Personal Statements	Coffin, p. 145-153 "Core Competencies for Entering Med Students"
	W: Cover Letters	
	F: Peer Review	Resume/CV & Personal Statement/Cover Letter Draft Due at Class
Week 3 9/5- 9/9	M: No Class – Labor Day	
	W: LinkedIn & Social Media	Arruda, "How to Write the Perfect LinkedIn Summary"
	F: Style and Revision	Bonk, Ch. 12
Week 4 9/12- 9/16	M: Work Day	"Reflection"
	W: Mock Interview Activity	Employment Project Due
	F: Intro to Healthcare Writing	Bonk, Ch. 1-3 Bring 1-2 examples of writing in your field <i>Reading Response Due</i>
Project 2: Clinical Writing		
Week 5 9/19- 9/23	M: Intro to Case Notes Objective/Subjective Writing	Sullivan, Ch. 5, "SOAP Notes" <i>Reading Response Due</i>
	W: Detail, Usage, & Tone	Case Note #1 Due
	F: Case Note Examples	
Week 6 9/26- 9/30	M: Interviewing	Haftel, Lypson, & Page, "Patient-Doctor Communication" Ivey & Ivey, "Open and Closed Questions" <i>Reading Response Due Today or Wed.</i> Case Note #2 Due
	W: Health Records & Ethics	Tauber, "The Moral Domain of the Medical Record" (selections) <i>Reading Response Due Today or Mon.</i>
	F: Case Note Wrap-Up	Bonk, Ch. 11 Case Note #3 Due
Week 7 10/3- 10/7	M: Referral Letters	Wagman, "How to Write GP Referral Letters" Whitley, "Interprofessional Communication" <i>Reading Response Due</i>
	W: APA Style	APA Corrections Due
	F: No Class	Referral Letter w/Bibliography Due
Project 3: Patient Education Materials		
Week 8 10/10- 10/14	M: No Class – October Break	
	W: Intro to Patient Education Analyzing Examples	Bonk, Ch. 9 Aldridge, "Writing and Designing" Bring an example of a health ed. material <i>Reading Response Due</i>

Week 8 10/10- 10/14	F: Finding & Evaluating Sources Proposals	Bonk, Ch. 5 Johnson-Sheehan, "Proposals" Mid-Semester Survey Due Prof. Ethos/ Patient Ed. Pre-Proposal E-mail Due
Week 9 10/17- 10/21	M: Accessibility/Universal Design	Jarrett et al., "Designing for People" NC State, "The Principles of Universal Design" Just Ask, "User Group Profiles" <i>Reading Response Due</i>
	W: Audience Analysis	CDC, "Simply Put" (skim)
	F: InDesign I	Watch InDesign Video Tutorials Full Patient Ed. Proposal Due
Week 10 10/24- 10/28	M: InDesign II	
	W: Typography	Coffin, "Typography 101" Groeger, "When Typography Is a Matter of Life or Death"
	F: Disability & Healthcare	Dunn & Andrews, "Person First and Identity First Language" McCormack & Collins, "Can Disability Studies Contribute to Client-Centered OT Practice?" <i>Reading Response Due</i>
Week 11 10/31- 11/4	M: Visual & Textual Arguments	Bonk, Ch. 6-7
	W: Peer Review	Patient Materials Draft Due at Class
	F: Wailoo Discussion	Wailoo, Introduction & Ch. 1-2 <i>Reading Response Due</i>
Week 12 11/7- 11/11	M: Revision & Editing	Bonk, Ch. 4 & 8
	W: Work Day	
	F: Wailoo Discussion	Wailoo, Ch. 6 & Conclusion <i>Reading Response Due</i>
Project 4: In-Service		
Week 13 11/14- 11/18	M: Class Cancelled for Medical Humanities Symposium Attend Wailoo talk @ 7:30	Patient Materials Final Due
	W: Intro to In-Service Training Discussion of Wailoo Talk	Graup & Purrier, "4 Steps of Job Instruction" Bonk, Ch. 13 <i>Reading Response Due</i>
	F: Collaboration	UNC, "Group Writing" Phillips, "How Diversity Makes Us Smarter" Group In-Service Memo Due
Week 14 11/21- 11/25	M: Oral Presentations Procedures & Processes	Kolin, "Making Successful Presentations at Work" (skim) Kliff, "How Does an American Nurse"
	W: No Class--Thanksgiving	
	F: No Class--Thanksgiving	
Week 15 11/28- 12/2	M: Testing and Handouts	
	W: Peer Review	In-Service Materials Draft Due at Class
	F: Work Day	
Week 16 12/5- 12/9	In-Service Presentations	In-Service Due with Presentation Team Performance Review & Semester Reflection Due Saturday

This calendar is subject to change. Check Blackboard for a current version.