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Info

Request: ENC3467 Writing in the Communication Sciences
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Responses

Course Prefix and Number : ENC3467
Course Title: Writing in the Communication Sciences
Request Type: Change GE/WR designation (selecting this option will open additional form fields below)
Effective Term: Spring
Effective Year: 2016
Credit Hours : 3
Prerequisites: ENC 1101 or ENC 1102
Current GE Classification(s): None
Current Writing Requirement Classification : None
One-semester Approval?: No
Requested GE Classification: C
Requested Writing Requirement Classification: E6
Type of writing skill feedback provided : Grade
Description of other writing skills feedback: *No response*

ENC 3467: WRITING IN THE COMMUNICATION SCIENCES

Instructor:
Phone: 846-1138
Email: Instructor@ufl.edu
Office: 302 Tigert Hall
Office Hours: TBA and by appointment

On-line Syllabus: http://www.writing.ufl.edu/ENC3467Syllabus.doc

COURSE DESCRIPTION

Catalogue Description: Communication science professionals interact with a broad range of audiences–from school counselors to caregivers and colleagues–making excellent writing an essential skill. This course focuses on the writing students will do in graduate school and as practitioners: research-based reports, clinical documents, and career portfolios.

Credits: 3; Prereq: ENC 1101 or ENC 1102. ENC 3467 meets for 3 periods per week on Monday, Wednesday, and Friday or on Tuesday and Thursday.

According to the American Speech-Language-Hearing Association, "Audiologists, speech-language pathologists, and speech, language, and hearing scientists are professionals who evaluate, treat, and conduct research into human communication and its disorders. They work in schools, hospitals, businesses, in private practice, in universities, research laboratories, and government agencies, with infants and children, with adolescents and adults, and with older people." Given the range of professional circumstances and clientele, communication challenges are inevitable, and learning to meet those challenges is the broad goal of this course.

LEARNING OUTCOMES

In ENC 3467, students will learn to

- plan, draft, revise, and edit documents for use in the communication sciences
- adapt writing to different audiences, purposes, and contexts, in particular to professionals, patients, and clients
- synthesize and report on the professional literature in the communication sciences
- write and present communication-science information in a clear, coherent, and direct style appropriate to colleagues in a health setting
- understand and employ the various forms of writing, including an analysis and synthesis of literature, clinical documentation, a review paper, and job application documents
- avoid plagiarism

REQUIRED AND RECOMMENDED READINGS

Required Readings

Required readings are available here and on the course website. Students will also be reading extensively in the academic literature related to their literature review projects.

Reading 1 – Haynes, W. O., & Johnson, C. (2009). Overview of evidence-based practice. In *Understanding Research and Evidence-Based Practice in Communication Disorders. Boston: Pearson.*

Reading 2 – Haynes, W. O., & Johnson, C. (2009). Evidence-based practice: Blending patient values/preferences, scientific evidence, and clinical expertise. In *Understanding Research and Evidence-Based Practice in Communication Disorders.* Boston: Pearson.

Reading 3 – Meyer, S. M. (2004). Behavioral objectives: Background from *Survival Guide for the Beginning Speech-Language Clinician*, 2nd ed., Pro-Ed Publishing.

Reading 4 – Meyer, S. M. (2004). Behavioral objectives: Common writing problems from *Survival Guide for the Beginning Speech-Language Clinician*, 2nd ed., Pro-Ed Publishing.

Recommended Readings

Williams, J. (2014). *Style: Lessons in Clarity and Grace, 11th Ed.* New York: Pearson.

MAJOR PROJECTS AND ASSIGNMENTS

Review Paper (Literature Review)

All research begins with a thorough evaluation of the current state of affairs. This evaluation is written up in a "review paper" (also called a Literature Review). Review papers provide valuable critique for communication practitioners. For researchers, reviews are the foundation of effective introductions. Students will write a 5-7 page review of a topic of interest, in correct APA style. To prepare for this assignment, students will first read and synthesize a series of papers provided by the instructor. Then, students will prepare an annotated bibliography on a topic of their own choosing

Annotated Bibliography – Students will create an annotated bibliography with a minimum of 10 sources for their review paper. The Annotated Bibliography requires a mix of sources including case studies as well as primary research which students use to develop multiple perspectives on their topic. The Annotated Bibliography requires students to write summaries of each article demonstrating in-depth analysis of content in terms of their project. In addition, students provide an evaluation of the article for its direct contribution to their project, showing critical thinking about how information is used differentially according to the needs of a particular project.

Clinical Documents

Working in small groups, students will be given background and baseline testing results for a particular client. Together, each group will write one long-term goal and four short-term goals for the assigned client and explain, citing references, why the goals were chosen. Finally, they will present their clinical recommendations to their peers.

Professional Portfolio

Students will write a résumé, cover letter, and personal statement, three documents essential to beginning their profession. The résumé and cover will respond to an actual advertised position (paid or internship), and the personal statement will be tailored to a particular graduate school application packet.

GRADING

Grading for this course will be rigorous. Successful assignments will demonstrate understanding and practice of professional writing. Students are expected to follow the conventions of the discipline as specified in the appropriate manuscript form and illustrated in the major scholarly and professional publications in the field. To receive a passing grade in the course, each paper must reach the minimum assigned word count.

Assignment Values and Word Counts

Assignments	Points	Words
Synthesis Bullet Analyses (3@25)	75	600
Synthesis Paper	75	450
Annotated Bibliography	150	1500
Review Paper	250	2000
Topic Presentation	50	
Clinical Documentation Project	250	1000
Personal Portfolio	150	
Personal Statement –75		750
Resume –50		300
Cover Letter –25		250
Total	**1,000**	**6,850**

Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:
      https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#hgrades
      http://www.isis.ufl.edu/minusgrades.html

Revisions

At the teacher's discretion, major assignments may be revised for a higher grade.

Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

GENERAL EDUCATION OBJECTIVES

This course confers General Education credit for Composition (C). Composition courses provide instruction in the methods and conventions of standard written English (i.e., grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to your instructor for feedback before final submission and fulfill 6,000 of the university's 24,000-word writing requirement. Course content

should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

In Writing in the Communication Sciences, these objectives will be met in a variety of ways. Each major writing project, the review paper, the clinical documents, and the professional portfolio, constitutes a particular form of writing that requires a different writing style, approach, and format. Students will learn to adapt rhetoric to different audiences, purposes, and contexts in every writing assignment. For the application materials and the clinical documents, for example, students will be asked to define the primary readers and to tailor their work to that audience. All three projects require that students develop complex arguments. For example, an arguable claim will be established in the review paper and goals and recommendations will be presented in the clinical documents project. Successful work will offer convincing evidence that the claim or recommendation is well founded. As students examine the scientific literature, they will analyze errors of logic in methodologies as well as in the presentation and interpretation of data. Errors in logic will also be discovered and corrected in students' own work in peer review sessions. All written work will require clarity of expression, conciseness, and professional standards of presentation.

GENERAL EDUCATION STUDENT LEARNING OUTCOMES

Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.

Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Student Learning Outcomes will be assessed through the written assignments and presentations. Students will demonstrate content knowledge when they analyze the work of peers and the published work related to their fields. The communication outcome will be assessed primarily through the major writing assignments in which students are required to reason well and convey their knowledge and ideas clearly, as well as through collaborative activities both in-class and out-of-class, all in forms appropriate to the communication sciences. Critical thinking, a fundamental component of scientific writing, will be assessed by measuring the degree to which papers effectively analyze and synthesize information, develop reasonable explanations of scientific principles, and draw well-reasoned conclusions from clearly-presented data.

WRITING REQUIREMENT

This course also confers 6000 words towards the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence, and organization

Course grades have two components. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

COURSE POLICIES AND PROCEDURES

Attendance and Participation

Because Writing in the Communication Sciences is a skills-based class, regular attendance and participation is vital. Writing skills are gained by experience, so sessions often include in-class activities, which are difficult or impossible to replicate outside of class. Consequently, frequent absences will affect students' success in the course. For each 3 unexcused absences, students will lose one letter grade (100 points).

Repeated tardiness will also hurt students' grades, so come to class on time and be prepared for discussion. Arriving more than 15 minutes after class starts will count as an unexcused absence. If students are absent or tardy for any reason, they are still responsible for the work done in class and for the assignments given that day.

The policy of the University Writing Program is that if students miss more than six periods during the term, they will fail the entire course. Double periods count as two absences. The UWP exempts from this policy only those absences involving university-sponsored events, such as athletics and band, and religious holidays. For absences due to illness or injury, the instructor may require a signed doctor's note.

Since so much of professional writing is collaborative, participation is a crucial part of the class. Students are expected to work with their peers in a professional manner designed to support the success of the groups.

Academic Honesty

Student conduct at the University of Florida is governed by the UF Student Honor Code, (https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

Plagiarism

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

> Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:
>
> > 1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
> >
> > 2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.
>
> (University of Florida, Student Honor Code, 4.041[3] [a], 19 August 2014)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code. The University Writing Program takes plagiarism very seriously, and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. Students commit plagiarism when they present the ideas or words of someone else as their own.

Important tip: Never copy and paste something from the Internet without providing the exact location and citation information for the source.

If a student plagiarizes all or any part of any assignment, he or she will receive a failing grade on the assignment. Additionally, instructors may impose a course grade penalty and report any incident of academic dishonesty to the Office of the Dean of Students. Each student's work may be tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Other forms of academic dishonesty will also result in a failing grade on the assignment as a minimum penalty. Examples include cheating on a quiz or citing phony sources or quotations.

Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
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STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free	Papers contain so many

	presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Classroom Conduct

Much of this class is discussion-based, so it is vital that we show respect for each other's views. Students are required to set cell phones to vibrate during class. Ringing phones and text messaging are unprofessional disruptions, which may result in students being asked to leave the classroom and being counted absent.

Due Dates, Make-up Policy, and In-Class Work

Papers and drafts are due at the beginning of class or online at the assigned deadline. Late papers will not be accepted without a valid excuse as outlined above. In these cases, students should consult with the instructor to turn in the work as soon as is feasible given the situation. Note that failure of technology is not an excuse.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Readings

Reading assignments typically appear in the syllabus on the date on which they are due. Students should have completed these readings before coming to class that day.

Conferences and Writing Studio

Students are encouraged to use the instructor's office hours if there are questions about progress in the course, work underway, or any other course-related concerns. If there is a conflict with the posted office hours, please contact the instructor to schedule a better time. Having conferences on assignments is often the best way to improve the quality of final drafts.

The *Writing Studio* also offers one-on-one assistance on writing projects and is available to students of all levels.

Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu.

Students with Disabilities

Students with disabilities requesting accommodations should first register with the

Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Schedule of Classes and Assignments

Readings, activities, and assignments are listed in the learning modules portion of the website, and due dates are indicated in the website calendar. The online version of the schedule and due dates supersedes any paper copies.

Evidence-Based Medical Literacy

Week 1

M: Introduction to Course / Blog Intros
- In class, create a class blog on Sakai – create a professional profile
- In class, write Blog entry #1 – The "Writing Diagnostic" – answer the following question: What personal experience best illustrates why you want to be a communication science practitioner? Be specific about whether you are going the SLP or Audiologist route.
    - the blog post should have an appropriate title
    - blog posts are intended to be relatively short –3 paragraphs MAXIMUM

W: The Synthesis Series / The 5-step Analysis
- Read Overview of Evidence-Based Practice

F: Reading Science: The EBM Approach
- Read Synthesis Series Article #1
- Read Evidence-Based Practice: Blending Patient Values/Preferences, Scientific Evidence, and Clinical Expertise (we're only using the pages examining patient and context)

Week 2

M: EBP / Assess and Evaluate / Begin examining Synthesis Series Article #1
- Read Synthesis #2

W: Workshop: Bullet Analysis #1

F: Workshop: Bullet Analysis #2
- **Synthesis Bullet Analysis #1 DUE**

Week 3

M: Synthesizing Sources
- **Synthesis Bullet Analysis #2 DUE**

W: The Synthesis Paper / Work on Bullet Analysis for Article #3 in class

F: Workshop: Synthesis Paper
- **Synthesis Bullet Analysis #3 DUE**

The Health Communication Project

Week 4

M: Health Communication Project / Annotated Bibliography Assignment

W: Library Workshop
- **Synthesis Paper DUE**

F: From Topics to Research Questions – Submit paper ideas to blog
- Bring one article to class next Monday (electronic or paper)

Week 5

M: Annotated Bibliography – / AB #1 in class
- **1 AB entry DUE**

W: The Topic Presentation
- **2nd AB entry DUE**

F: The Topic Presentation

Week 6

M: Presentations (everyone should be ready to go!)
- **AB #3 and #4 entries DUE**

W: Presentations (everyone should be ready to go!)

F: The Review Paper
- **AB #5 entry DUE**

Week 7

M: Planning Reviews – Introductions to Review Articles
- **Annotated Bibliography DUE**

W: Reviews – Introductions (continued)

F: Draft of Introduction

Week 8

M: The Body of a Review Paper / **Peer review introduction**

W: Conclusions to Reviews / Outline Review Paper (class work)

F: Peer Discussion of Outlines

Week 9

M: Workshop: Review Paper

The Clinical Documentation Project

W: Clinical Documentation
- **Review Paper DUE**
- Read: Behavioral Objectives: Background from *Survival Guide for the Beginning Speech-Language Clinician*, 2nd ed., Moon Meyer, Pro-Ed Publishing, 2004.

F: Clinical Documentation

Week 10

M: Writing Objectives Read: Behavioral Objectives: Common Writing Problems from *Survival Guide for the Beginning Speech-Language Clinician*, 2nd ed., Moon Meyer, Pro-Ed Publishing, 2004.
- problems 1-3
- problems 4-6

W: Meet your group – and your patient

F: Analyze Patient Data

Week 11

M: Team Meetings

W: Organize presentations

F: Prepare presentation materials

Week 12
    M: Team Presentations
    W: Team Presentations
    F: Team Presentations

Applying to Graduate School

Week 13
    M: Graduate School Application Process
- **Clinical Documentation Project DUE**

    W: Personal Statements: Guest Speaker
    F: Finding a Position

Week 14
    M: Résumé
    W: Cover Letters
    F: Conferences

Week 15
    M: Conferences
    W: Workshop: Personal Statement, Résumé, and Cover Letter
    F: Class Evaluations **/** Class Closure
- **Final for Application Materials DUE**