



## English 106: Composition and Medical Literature

7.5 Weeks Online

Semester:

Day(s):

Time(s):

Classroom:

Instructor:

Office Hours:

Office Location:

Phone Number:

Email:

INSERT  
Professional  
Headshot Here

Prerequisite/Co-Requisites: None

### Course Description

This course focuses on the development of writing skills for the healthcare professional, emphasizing writing as an academic skill necessary to prepare students for entering the healthcare field. The course contains a particular focus on cultivating empathy and developing cross-cultural sensitivity in healthcare environments. In order to prepare students for successful written communication in their chosen field, students will learn to write in a way that targets specific audience members, such as the patient, family members of the patient and fellow healthcare professionals. The course also emphasizes questions and responses that stimulate thought, examine ethics, relate the material to broader universal issues, and necessitate critical interpretation. Students will be required to compile, organize, and logically present scientific and health information in research paper format, using citation and references. In addition, students will be expected to read literature related to healthcare issues and respond in journal and essay format.



### Course Goal

Students will build on the reading, writing, and critical thinking skills acquired in English Composition through readings and assignments specifically designed for the healthcare professional.

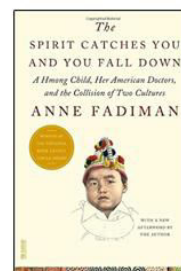
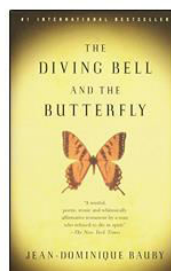


### Required Text

Bauby Jean-Dominique. *The Diving Bell and the Butterfly*. NY: Vintage, 1998. Print.

Fadiman, Anne. *The Spirit Catches You and You Fall Down*. NY: Farrar, Straus and Giroux, 1997. Print.

Gawande, Atul. *Complications: A Surgeon's Notes on an Imperfect Science*. NY: Henry Holt and Co., 2002. Print.



**Student Learning Outcomes and Assessment Methods**

<b><i>Learning Outcomes</i></b>	<b><i>Assessment Methods</i></b>
Practice active reading strategies to enhance comprehension	Reading quizzes, discussion board responses
Develop a writing process to improve writing skills	Evaluation of drafts and worksheets in the weekly units
Recognize the value of cultivating empathy and cultural competence in a medical environment	Discussion board responses
Recognize strategies for comprehending and analyzing multiple genres of writing, including nonfiction, poetry, drama, and narrative	Reading quizzes
Write a final paper with APA style citations	Evaluation of final draft of writing assignment



## Grading Policy

Your performance in this course is assessed using multiple, varied methods in the areas listed below and based on the expectations as described in the syllabus and outlined in assessment scoring guides or rubrics. If you do not understand the expectations, it is your responsibility to ask the instructor questions.

Blog Entries (6)	40%
Discussion board participation	30%
Research essay	30%
<b>Total:</b>	<b>100%</b>



## Coursework Expectations

This section of the syllabus contains a listing with brief descriptions of the assessment methods for this course. They are designed to align with the student-learning outcomes and provide you with varied ways to demonstrate mastery of the course content. ***Additional instructions and related scoring guides or rubrics are posted to Blackboard.***

**Blackboard**



## Discussion Board Participation

- The initial discussion questions will be provided each week.
- All students must post a response to the original discussion question by Friday of each week.
- Students must then post three responses to each other's responses (including the facilitator's) throughout the rest of the week – for a total of four postings per week.
- You are required to post a minimum of three separate days per week. These are minimum requirements: you can post to each question as many times as you'd like.
- Each post should contribute to the discussion as well as illustrate that you have read the readings and have learned something from the readings and/or discussion thread.
- Your first post of the week should be a minimum of two paragraphs in length and grammatically correct.

All subsequent posts should be a minimum of at least one complete, substantive paragraph.

## Course Outline\*

Week / Date(s)	Topics Covered	Summary of Activities	Assessment Schedule
<b>Unit 1</b>	Writing for professional development	Watch Introductory Lecture Design and launch your personal blog Compose introductory blog post Participate on the discussion board	Blog Post: Unit 1 Write an introductory blog post that describes a memorable experience you encountered as either a provider or recipient of healthcare. (400 words)
<b>Unit 2</b>	The healthcare provider's perspective	Read Gawande's <i>Complications</i> , with particular emphasis on the following chapters: <ul style="list-style-type: none"> <li>• "Education of a Knife"</li> <li>• "The Pain Perplex"</li> <li>• "A Queasy Feeling"</li> <li>• "The Case of the Red Leg"</li> </ul> Watch the video lecture Participate on the discussion board Write your Unit 2 blog post	Blog Post: Unit 2 Write your own Gawande-style personal essay about a difficult decision you have had to make as either a giver or receiver of healthcare (if you would rather write about a decision that has nothing to do with a healthcare situation, that's fine, too). What factors influenced how you made your decision? Did you rely on logic or intuition? In retrospect, did you make the right choice? Recommended: Consult a scholarly article on decision-making strategy and describe whether or not your own personal experiences correspond with the perspective represented in the article. (400 words)
<b>Unit 3</b>	The patient's perspective	Read Bauby's <i>The Diving Bell and the Butterfly</i> . Watch the video lecture Participate on the discussion board <ul style="list-style-type: none"> <li>• Write your Unit 3 blog post</li> </ul>	Blog Post: Unit 3 Read Bauby's chapters, "Dream" and "Wax Museum." Consider a dream that you remember having had, or that you had recently, and reflect on what it might mean about your state of mind at the time that you had the dream. Use the blog post as an opportunity to reflect on the value of dreams and how they relate to waking life. (400 words)
<b>Unit 4</b>	Cross-cultural encounters	Read <i>The Spirit Catches You and You Fall Down</i> , with particular emphasis on the following chapters:  Preface Birth Fish Soup The Spirit Catches You and You Fall Down Do Doctors Eat Brains?	Blog Post: Unit 4 How would you describe your own cultural identity? Remember that a cultural identity refers not principally to the color of your skin or your country of origin, but, more fundamentally, to the other people you find yourself identifying with. Your friends, your colleagues, your fellow Yankee fans or knitting

Week / Date(s)	Topics Covered	Summary of Activities	Assessment Schedule
		High-Velocity Transcortical Lead Therapy Government Property A Little Medicine and a Little Neeb The Big One Code X Gold and Dross The Eight Questions The Life or the Soul  Watch Unit 4 Lecture Compose a blog post Participate on the discussion board	enthusiasts: these are the kinds of group-relationships that constitute your culture. What aspects of your personality have been influenced by your racial, ethnic, social, geographic, generational, economic, professional, or political affiliation? Have you “chosen” this culture? Or has it “chosen” you? Do you identify whole-heartedly with this cultural identity? Or are you ambivalent in your feelings about it? <ul style="list-style-type: none"> <li>How do the attitudes and assumptions associated with this cultural identity impact your behavior as a student, an employee, and a family member?</li> </ul>
<b>Unit 5</b>	Research and Inquiry	Watch Unit 5 Lecture Post a research question to the discussion board and provide feedback to your classmates about their research questions Locate peer-reviewed sources using professional medical literature databases <ul style="list-style-type: none"> <li>Compile an APA-formatted abstract and references page and post them to your blog</li> </ul>	Blog Post: Unit 5 Post the following items to your blog: <ol style="list-style-type: none"> <li>A 300-word abstract of your research paper</li> </ol> <ul style="list-style-type: none"> <li>A References page that lists at least five sources that you intend to cite in the body of your paper. Each entry should be formatted according to APA standards.</li> </ul>
<b>Unit 6</b>	Writing	Watch Unit 6 Lecture Participate in the discussion on the discussion board Write a 1500-word APA-style research essay	Research essay: Unit 6 <ul style="list-style-type: none"> <li>Submit your 1500-word APA-style research essay</li> </ul>
<b>Unit 7</b>	Revising	Watch Unit 7 Lecture Revise your research paper Participate on the discussion board	Research paper revision

*\*This syllabus is subject to change at the discretion of the instructor.*



## Class Policies



**Class Meetings:** Arrive on time and be prepared for class with materials (e.g., pen, paper, laptop, textbook, assignments). Please refer to the course outline for schedule of meeting dates and holidays. Regular attendance and participation in class is expected. If you expect to be absent or late for a class meeting, email me **before** the beginning of class. If you need to leave class early, speak with me **before** the class session.



**Blackboard:** Blackboard contains class materials such as PowerPoints, worksheets, media, and links for submitting assignments. Be sure to **check Blackboard often** to stay up to date on announcements, new course materials, and other important information. **All assignments must be submitted on Blackboard.**



**Late Assignments:** Deadlines are an integral part of all professional careers. You must manage your time and complete all coursework thoroughly and on time (e.g., quizzes, exams, papers, projects, discussion board posts). Per department policy, any work submitted to the instructor after the due date will result in a zero for that particular assignment. Late assignments or make-up exams are not permitted except when there are documented extenuating circumstances (i.e., medical and family emergencies), and the instructor has been notified 24 hours before or after the deadline. In circumstances in which the instructor permits a make-up assignments or exams, the format of the task is at the discretion of the instructor.



**Laptops and Tablets:** Laptops and tablets are welcome in the classroom for academic purposes.



**Cell Phones:** As a courtesy to your classmates and the instructor, please set cell phones to vibrate. If you must take or make a call, please step out of the classroom to do so.



**Course Decorum:** We will create a positive learning environment in this course. There is an expectation of respect and professionalism. The

professional conduct policy includes, but is not limited to:

1. Attending each class session, including arriving promptly and leaving at the designated time; notifying me prior to class should an exception be needed.
2. Working on only this class during class time.
3. Planning outside activities to avoid conflicts with the activities outlined in the syllabus.
4. Being an attentive, engaged, and active participant in class activities and discussions.
5. Demonstrating respect for instructors, peers, and self and treating others in a professional manner.
6. Abiding by Goodwin's academic integrity policies.



**Communication and E-mail:** Students are expected to communicate in a professional manner (i.e., verbal, written, and electronic). I will send course updates and announcements through Blackboard so please **check your Goodwin e-mail account regularly.**



**APA Style:** This course follows APA style format for all written assignments. All written assignments must be produced using software that is compatible with Blackboard. Assessment of written assignments will include use of APA format, writing, grammar, quotations, and references. Academic Writer is also available at <https://goodwin.libguides.com/academicwriter> to help with APA formatting.



**Expectations for Written Work:** The following are basic expectations for all written work:

1. One-inch margin for all sides of the page (e.g., top, bottom, left, and right side of the page).
2. The font is 12 point.
3. The paper is double spaced.
4. The first page of the paper includes:
  - ✓ Your full name
  - ✓ The date of submission

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### **Goodwin University Policies and Services**

***This course adheres to all policies outlined in the Goodwin University catalog.***

General academic policies of Goodwin University may be found on the university web site at and in the university catalog at

<http://www.goodwin.edu/academics/catalogs.asp>.

Student services information may be found on the Goodwin University website at <https://www.goodwin.edu/student-affairs/> and <http://www.goodwin.edu/library/>.