



Advanced Writing for Health Professionals

ENG 320 (Section XX) – 3 Credits

Delivery Mode: XX

Semester:
Instructor:
Office Hours:
Office Location:
Phone Number:
Email:

Insert Photo Here

Prerequisite/Co-requisites: None

Goodwin University works towards an inclusive learning environment where all members of the Goodwin community are treated with respect and dignity. We strive towards universally designed learning environments that are equitable and inclusive. We work to denounce discrimination of any form and maintain a collaborative community with an awareness of global perspectives on social justice.



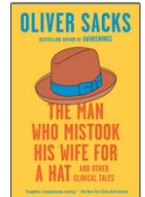
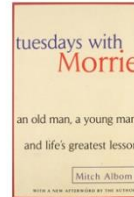
Course Description: This intensive writing course focuses on the development of writing skills for the healthcare professional, emphasizing writing as a communication skill necessary in the healthcare field. This advanced writing course centers on writing based on reading, interpretation, and discussion of academic and literary texts from personal, literary, scientific, and technological sources. The course also emphasizes questions and responses that stimulate thought, relate the material to broader universal issues, and necessitate critical interpretation. As an advanced writing course, it demonstrates how reading and writing in standardized English assist in enriching one's life and includes vigorous review of grammar, mechanics, paraphrasing, essay structure, and the development of stylistic strategies and techniques often using group and collegial critiques. The course also includes compiling, organizing, and logically presenting 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 essay format.



Course Goal: Develop student writing, research, and communication skills in preparation for the healthcare profession.




Required Texts:



- Albom, M. (1998). *Tuesdays with Morrie*. New York: Random House.
- Engel, M. (2006). *The other end of the stethoscope*. St. Louis: Phillips Press.
- Gawande, A. (2007). *Better: A surgeon's notes on performance*. New York: Henry Holt.
- Sacks, O. (2021). *The man who mistook his wife for a hat*. New York: Touchstone.

Student Learning Outcomes and Assessment Methods

Learning Outcomes	Assessment Methods
Demonstrate the ability to write effectively using critical thinking skills developed from discussion of course readings.	Evaluation of discussion boards
Demonstrate knowledge of the forms of writing particular to student professions.	Evaluation of drafts and final papers
Develop the ability to write for an academic audience, proving mastery of voice, diction, style, grammar, and mechanics for thesis writing or publication.	Evaluation of final draft of writing assignment
Demonstrate mastery of research techniques and documentation styles associated with thesis writing.	Evaluation of annotated bibliography, evaluation of final draft of final paper

 **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.

Class Participation	20%
Writing Assignments	40%
Final Research Paper	30%
Final Exam	10%
Total:	100%

Grading Key

93-100 = A	80-82 = B-	67-69 = D+
90-92 = A-	77-79 = C+	63-66 = D
87-89 = B+	73-76 = C	60-62 = D-
83-86 = B	70-72 = C-	Below 60 = F



Class Participation (20%): Weekly discussion board threads will allow you to collaborate with classmates in an effort to share critical insight and ideas regarding the course's readings and lessons on writing.



Writing Assignments (40%): Each of the course's weekly writing assignments will offer you the opportunity to engage in a different kind of writing scenario, allowing you to practice drafting documents such as a self-reflective journal entry, professional letter, and objective essay. The feedback provided on these weekly writing assignments will guide you in your development as a writer. These assignments will also serve to reinforce the idea that writing is a process, allowing you to prepare for the semester's final project.



Final Research Paper (30%): The final research paper represents the culmination of those critical conversations and writing techniques studied throughout the semester. In this final project, you will gather research in order to support an eight to ten-page analytical essay inspired by a current trend in modern healthcare.



Final Exam (10%): In the final exam, you will respond to two short essay questions that will prompt you to reflect on critical themes evident in the readings assigned throughout the semester.



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 Canvas.***



Course Outline / Class Schedule*

Modules	Topics	Readings & Lectures	Assignments & Assessments
Module 1 Due Date:	Introductions	<i>The Other End of the Stethoscope</i> by Marcus Engel. Module 1 Lecture: "Self-Reflection and the Writing Process"	Module 1 Discussion. Prepare a one to two-page self-reflective journal entry on a personal healthcare experience. Prepare a short reflection on your available resources.
Module 2 Due Date:	Patient Care	<i>Tuesdays With Morrie</i> by Mitch Albom. Video: "Morrie Schwartz: Lessons on Living"	Module 2 Discussion. Prepare a two-page letter in response to a healthcare article.
Module 3 Due Date:	Environment and Identity	"Introduction" (3-8), "The Man Who Mistook His Wife for a Hat" (9-26), and "A Matter of Identity" (127-136) by Oliver Sacks. Videos: Interviews with Oliver Sacks	Module 3 Discussion. Prepare a three-page objective essay on the significance of the environment in patient care.
Module 4 Due Date:	Research	Introduction and "Part I: Diligence" from <i>Better</i> by Atul Gawande (1-69). Module 4 Lecture: "Approaching the Final Research Paper"	Module 4 Discussion. Begin research and prepare an annotated bibliography for the final research paper.
Module 5 Due Date:	Outlining	"Part II: Doing Right" from <i>Better</i> (70-165). Review research articles. Module 5 Lecture: "Outlining"	Module 5 Discussion. Prepare an outline for the final research paper.
Module 6 Due Date:	Diligence	"Part III: Ingenuity" from <i>Better</i> (166-257). Video: "Atul Gawande: How Do We Heal Medicine?"	Module 6 Discussion. Prepare an eight-page research paper on a current healthcare topic.
Module 7 Due Date:	Final Exam		Complete the final exam.
Module 8 – Catch Up Week Due Date:	None	None	None – meet with your instructor if needed.

**This syllabus is subject to change. Changes, if any, will be announced on Canvas.
Be sure to check Canvas and your Goodwin email regularly.*

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.



Late Arrival/Registration: This course began on **XX** date. Participating in the course is vital to the learning process. If you arrive in the course after this date, your instructor recommends that you:

- Understand that required course assignments **cannot** be waived due to late arrival
- Thoroughly read and review the Timely Submission of Coursework Policy on this syllabus
- Meet with your instructor as soon as possible to discuss the course assignments and due dates



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



Academic Integrity: Goodwin University values the principles of academic integrity. This means that our class expects students to think critically, to share original ideas, and to be honest with respect to their intellectual efforts. Submission of work for academic credit must be original to this class, and it must be the student's own work. Goodwin University courses document sources in accordance with APA 7th ed. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and to avoid all forms of cheating and plagiarism. If you have questions about the university's Academic Integrity Policy or about what constitutes academic dishonesty, ask your instructor.



Timely Submission of Coursework: Balancing workload and meeting deadlines are an integral of the university experience and professional careers. All work in this course is due by **XX**. Assignment due dates are listed in the Course Outline and on Canvas, so be sure to make note of them and create a schedule of reminders to ensure assignments are submitted on time. Any assignments not submitted by the specified due date will result in a grade of "0" (zero) for that assignment, and a grade of "0" will be entered in the Canvas gradebook. This practice provides you with real-time information on your grade for the course and maintains the integrity of the gradebook. Because due dates are listed in this syllabus, the need for extensions should be extremely rare. Should you have a need to request an extension, email me by **XX** the week the assignment is due. Write Request for an Extension in the subject line of your email and explain to me your plan for completing your work. There is no need to share the reason for your request. You will have **XX** to complete this work. In addition, please note that **XX** extensions are possible in this course.



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 environment in the classroom. There is an expectation of respect and professionalism (i.e., demonstrate respect for instructors, peers, and self, participate in classroom activities, and follow course and college 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 Canvas 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 Canvas. 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

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/>.