

# ENGLISH 422: WRITING IN THE HEALTH AND HUMAN SCIENCES

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Welcome to English 422, Writing in the Health and Human Sciences. In this class, you will learn how to write professional documents that will be important to your career. We will also discuss the social, political, and ethical issues that are impacting this field. Communication networks are the nervous system of the health sciences and human sciences. My aim is introduce you to some of the common documents and communication strategies in these fields.

This class will be rather practical in nature. We will be developing a collection of real and realistic professional-level documents that you can add to your career portfolio. I'm looking forward to a challenging semester. At the 400-level, I assume you are thinking about your impending employment. This course should make you more competitive in your career.

## Assignments

Below are listed the assignments for the course. Here is the weight on each assignment, adding up to the final grade:

### Sequence One: Career Unit

- Briefing: Careers in My Field 10 percent
- Resume, Application Letter/Personal Statement 10 percent

### Sequence Two: Explainer Unit

- SOAP Note 5 percent
- Protocol/Instructions Makeover 10 percent
- Educational Materials 15 percent

### Sequence Three: Research Unit

- White Paper: What is...? 10 percent
- Poster Presentation 10 percent
- Research Proposal 20 percent

### Reading Quizzes

10 percent

Your documents should be professionally designed. That means your work should look like professionally designed documents, not double-spaced college essays.

At the end of these policies, I have included a description of each grade and what it takes to receive that grade on an assignment. If you are a person who wants or *needs* a particular grade in this course, start working toward that grade now. Don't wait until the end (or even the middle) of the semester to decide that you need a B or an A.

## **Course Texts**

You can find the following textbook at the local bookstores or through Amazon.

- *Writing for Today's Healthcare Audiences* (2015). R.J. Bonk. Broadview Press. ISBN-13: 9781554811496

For each unit, I will put a package of supplementary readings on the course's Blackboard site that you should read for that unit. They will be available at the start date of each unit.

## **Attendance, Late Work, and Late Arrivals**

These three items—attendance, late work, and late arrival to class—are strongly related. Once in a great while, it is fine to miss class, hand in late work, or show up a bit late. Life puts unexpected obstacles in our way. However, since this class is designed to help you be more competitive in the workplace, I will expect you to be consistently in class, on time, with your work finished. Employers expect that from you, and I will too.

If you need to be late or absent to class, please send me an e-mail telling me you are going to be late or absent. If you need to hand work in late, please send me an e-mail that tells me 1) the work will be late and 2) when you will have it completed. Late work will be assessed a 5 percent penalty each day its late.

Now, there are some people who are chronically late to class or absent. If you are one of those people, I invite you to see this class as an opportunity to add some discipline to your life (better here than at your job). Do it for yourself, not for me. You will be pleasantly surprised to see how many of life's annoyances evaporate when you are consistently present and on time.

Nevertheless, for those people who can't get to class or arrive on time, here are some guidelines I follow in these matters. Since this is a twice a week course, your fifth absence will cost you a whole letter grade for the course (e.g. A becomes B, C+ becomes D+). Your seventh absence will mean a "no pass" for the course. I hope you will drop the course before we reach that point.

Regarding late arrivals, your third late arrival to class will be marked as one absence. Afterward, every other late arrival will count as another absence.

No whining, no bickering please. I will try to warn you when you have reached four absences, but I can't promise you will receive a warning.

## **Grammar**

Let's hope you have mastered grammar by now. If you know you have a grammar problem or are weak in some area (like comma splices or run-on sentences) look it up on the Purdue OWL.

Typos and the rare grammar error happen to all of us, but consistent errors signal a lack of quality to supervisors and clients. Here's a hint: Run the spellchecker on your computer.

## **Equal Access**

I will make any reasonable accommodations if you have special needs. If you have a disability that might affect your performance in this course, please tell me about it during the first couple weeks of class. Your disability must be registered with Disability Resource Center through the Dean of Students for me to make accommodations.

## **Professionalism**

Please turn off and stow your mobile phone and any other electronic beeping menaces before you come to class. Please refrain from checking e-mail, monitoring Twitter, social networking, or reading websites that are not related to the class.

Also, if history is our guide, I expect us to have some passionate discussions in the class. Be mindful of situations where you might cross over into provocation or verbal abuse. Go out of your way to be courteous and respectful of the ideas and views of others.

## **Grading**

Personally, I'm not fond of grading. In my mind, a good grade is not a judgment about whether you are a good person or whether you are smart. It is merely a rating of your work in comparison to the work of others in the class. If you want a good grade in a course, work as hard as you can—grades have a way of taking care of themselves.

At all costs, I try to be fair when I put a grade on a paper. I don't even look at your name on a paper until I'm completely finished reviewing it. So, whether I like you personally or not doesn't factor into my decision on a grade. Don't get angry if you think I have misjudged or misinterpreted your work. Come to my office and talk to me about it. I will not talk to you about a grade in the classroom or in the hallway.

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

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

80 to 89 (B- to 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 to 79 (C- to C+)—You did what the assignment asked of you. 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 to D+)—You did what the assignment asked for at a low quality level. 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 from the class.

## **Academic Integrity and Plagiarism**

You will be responsible for producing original work in this course. If you hand in work that is not your own, you will be failed for the assignment and/or the course and reported to the Dean of Students. Here is the Dean of Students' definition of plagiarism:

Plagiarism is a special kind of academic dishonesty in which one person steals another person's ideas or words and falsely presents them as the plagiarist's own product. This is most likely to occur in the following ways:

- using the exact language of someone else without the use of quotation marks and without giving proper credit to the author
- presenting the sequence of ideas or arranging the material of someone else even though such is expressed in one's own words, without giving appropriate acknowledgment
- submitting a document written by someone else but representing it as one's own.

Source: <https://www.purdue.edu/odos/osrr/academic-integrity-brochure/>

## WRITING IN THE HEALTH AND HUMAN SCIENCES

Week	Subject	Readings and Assignments
Week One Jan. 10 & 12	Writing in Health and Human Sciences Writing Your Resume	TCT Chapter 5: "Starting Your Career" WTHA, Ch. 1
Week Two Jan. 17 & 19	Understanding Audience and Purpose Writing Application Letters and Personal Statements	WTHA, Ch. 2-3 Due: Draft of Resume (1/17)
Week Three Jan. 24 & 26	Writing Letters, Memos, and E-mail Ethics in Health and Human Sciences	Due: Draft of Application Letter or Personal Statement (1/24)
Week Four Jan. 31 & Feb. 2	Editing Workshop Writing a SOAP Note	WTHA, Ch. 4 Due: Final Career Materials (1/31)
Week Five Feb. 7 & 9	Conferences	Due: SOAP Note (2/10)
Week Six Feb. 14 & 16	Writing Protocols/Instructions Working in Teams	WTHA, Ch. 5-6
Week Seven Feb. 21 & 22	Using Plain Style Document Design	TCT Chapter 16: "Using Plain and Persuasive Style" Due: Protocol/Instructions Makeover (2/22)
Week Eight Feb. 28 & Mar. 2	Developing Educational Materials Using Persuasive Style	WTHA, Ch. 8-9
Week Nine Mar. 6 & Mar. 8	Creating and Using Graphics	WTHA, Ch. 7 Due: Educational Materials (3/8)
	<b>Spring Break</b>	
Week Ten Mar. 20 & Mar. 22	Writing a White Paper Research Methods	TCT Ch. 14, "Researching in Technical Workplaces"
Week Eleven Mar. 27 & Mar. 29	Developing a Research Proposal Developing a Methodology	WTHA, Ch. 10-11 Due: White Paper (3/29)
Week Twelve Apr. 4 & Apr. 6	Making a Poster Presentation Giving Presentations Persuasive Style	TCT Ch. 9, "Proposals"
Week Thirteen Apr. 11 & Apr. 13	Workshop Day for Posters HHS Showcase Presentations	Due: Poster Presentation (4/13)
Week Fourteen Apr. 18 & Apr. 20	Conferences	
Week Fifteen Apr. 25 & Apr. 27	Workshop on Research Proposals	
Finals Week	No Meeting	Due: Research Proposal due on May 1 by 5:00