ENC 3466: WRITING FOR COMMUNICATION SCIENCES

SECTION: DL04   **CLASS MEETING DAYS/TIMES:** Online

INSTRUCTOR: Jessica-Jean Stonecipher   **EMAIL:** jcasler@ufl.edu

OFFICE HOURS: TBA

COURSE DESCRIPTION

According to ASHA (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" (http://www.asha.org/students/professions/overview/consider-career.htm). Given the broad range of professional circumstances and clientele the CSD professional encounters, excellent writing is an essential career skill.

This course has been designed to improve your writing skills in areas that will be important to your career in Communication Sciences and Disorders. The course will focus on the kinds of writing you will do in graduate school and as a CSD professional. We will focus on three types of documents: research, clinical, and personal. The syllabus has been developed in collaboration with CSD faculty and targets specific writing skills identified by faculty members. Since this is a Gordon Rule Writing and Composition class, we will be concentrating on written communication, although you will find many of the principles of communication in writing are true for spoken exchanges as well.

OUTCOMES

In ENC 3466, students will learn to
   Content
- Identify features of academic and clinical reports
- Define the components of evidence-based medicine in communication sciences and disorders
- Describe how the three main genres of academic publication (research report, review, case study) contribute to the evidence-based medicine literature
   Critical Thinking
- Evaluate research for scientific validity and clinical utility
- Select appropriate treatment objectives based on credible sources
- Analyze the academic literature for project-specific information
   Communication
- Write effective clinical documents and treatment plans
- Write science prose to the standards expected of publication
- Create and manage personal documents for career advancement

Students must pass this course with a "C" or better to satisfy the CLAS requirement for Composition (C). The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. To receive University Writing Requirement (WR) credit (E6), a student must earn a course grade of C or higher and papers must meet minimum word requirements totaling 6000 words.

REQUIRED TEXT

- There are no required texts for this class. Required readings will be provided directly in units.
- Per CLAS policy, using Canvas is required in this class.
- The UWP adheres to the [UF Student Computing Requirements](.).
  - If you're in a noisy or distracting environment, we strongly recommend headphones with a microphone for synchronous classes.
  - All students should have access to a web cam of some kind.
- Synchronous classes will require that you access Zoom using your UF Gatorlink account.

Some portions of this course may be recorded. The instructor will announce when a recording is taking place. Students who keep a camera on and display a profile image are consenting to have these recorded as part of the session. Likewise, students who participate orally are consenting to have their voices recorded. If a student does not consent to being recorded, then the student should turn off the camera and microphone. The chat feature may be used for class activities. Chat content may be recorded but will only be shared with consent. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited. Students should inform instructors of accessibility or technology assistance before the course begins.

MAJOR ASSIGNMENTS AND ACTIVITIES

To achieve the goals of helping students to think and communicate like discipline practitioners, this class employs project-based learning. Each project culminates in at least one major writing assignment requiring discipline-specific original content. Within projects, we employ the "LEAP" model: Learn, Explore, Analyze/Activate, Perform/Publish.

- **Learn – readings, course lectures, and other learning materials that explain the genre and purpose of the project**
- **Explore – low stakes activities that help students identify and describe elements of the project**
- **Analyze/Activate – higher stakes activities in which students analyze, appraise, and critique authentic works**
- **Perform/Publish – content assignments for which students produce work relevant to their field**

Communicating Science: Literacy	This project sets the foundation for the entire class by practicing the process of evaluating different kinds of medical information. First, you will learn the foundations of evidence-based medical literacy. Second, you will produce a complementary pair of documents: a clinically-oriented analysis of 3 articles and a brief review paper offering a clinical opinion.
Communicating Science: Research	Evidence-based medical culture requires clinicians to be comfortable reading the medical literature. For this project, you will choose a topic in communications sciences that you wish to learn about and write a review paper suitable for colleagues.
Advancing Careers	Before you can be chosen to interview, you must apply to graduate school. To this end, you will get the opportunity to write (and rewrite!) the "personal statement," the essay which likely gets your foot in the door. Also, you will plan a chronological-functional resume designed to help keep information organized while filling out the CSDCAS.
Clinical Documentation Project	The class finishes with a team project for which each group will get a patient profile with diagnostic information. You will write short and long term goals, with brief explanations of the research supporting each goal. Students will write their own reports, but do a team presentation.
Activities	To support developing skills, each major assignment has activities associated with it.

GRADING

Grading for this course will be rigorous. Do not rely on the instructor for copy-editing, even on drafts. To receive a passing grade, each paper must reach the minimum assigned word count.

ASSIGNMENT VALUES

PROJECT 1	Value
Synthesis Series • Bullet Analyses -- 30 pts each (500 words ea.) • Synthesis Paper -- 75 pts (500 words)	150
PROJECT 2	
Annotated Bibliography (1000 words)	100
Review Paper (1500 words)	150
Review Presentation	50
PROJECT 3	
Personal Statement (500 words)	50
Resume (150 words)	35
Cover Letter (300 words)	35
PROJECT 4	
Report (1200 words)	125
Presentation	70
Presentation Review	25
ACTIVITIES (14) (500 WORDS)	210
TOTAL	**1000**

GRADING SCALE

The University Writing Program uses the UF recommended grading scale.

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%

D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 60.0%
F	< 60.0 %	to 0.0%

It is UWP Policy NOT to round grades up or down. An 89.9 is a B+.

GENERAL EDUCATION CREDIT

- **University Writing Requirement**: The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. To receive University Writing Requirement (WR) credit (E6), a student must earn a course grade of C or higher **and** assignments must meet minimum word requirements totaling at least 6000 words. Thus, to earn WR-E6 credit, students must complete all the major writing assignments and meet minimum word counts.
- **Composition Credit**: 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 the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement. Course content must include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

REVISION OF ASSIGNMENTS

During the course of the semester, you may rewrite one assignment (your new grade will replace the previous one). In addition to the revised project, you must also write a one-page memo addressed to the instructor in which you detail what, how, and why you've revised. Revised work is due two weeks from the day the assignment is first returned to the class and students are responsible for knowing the deadline. Instructors may limit the assignments that can be revised.

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.

GENERAL ASSESSMENT RUBRIC

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

SATISFACTORY (Y)	UNSATISFACTORY (N)
Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least 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.
Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	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.
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.
Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	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.
Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy 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.

COURSE POLICIES AND PROCEDURES

Attendance

Attendance is required. 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 due to university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed. For absences due to quarantine or illness, your instructor may require a signed doctor's note.

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

Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been taken, they are late, which disrupts the entire class. Two instances of tardiness count as one absence. This applies to both in-person and synchronous Zoom classes. When attending a Zoom class, make sure you join the class early enough to correct any technological issues you encounter. Make sure to mute your microphone upon entry.

Class Recording Policy

The State of Florida has passed a law regarding the recording of classes by students.

- A Student may record a **class lecture** for three specified purposes as outlined in House Bill 233/Section 1004.097, Florida Statutes:
  1. For the student's own personal educational use;
  2. In connection with a complaint to the University where the recording is made
  3. As evidence in, or in preparation for, a criminal or civil proceeding.
- Students may audio or video record a class lecture for a class in which the student is enrolled. Students do not need advance permission, or to provide notice, to record.
- A class lecture is defined as an educational presentation delivered by faculty (instructor of record) or guest lecturer, as part of a University of Florida course, intended to inform or teach enrolled students about a particular subject. Lecture is inclusive of faculty-led discussions that are integrated into the educational presentation.
- A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, **academic exercises involving student participation**, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
- A recording of a class lecture may not be published without the consent of the lecturer.
  - **Publish** is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section.
  - A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet.
- A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Classroom Demeanor

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write may engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

If attending class via Zoom, there are a few guidelines we expect you to follow.

- Avoid distractions during class time. Close unnecessary apps and put your phone away. Attend from an area with no distractions. (If circumstances require you to work from an area with distractions, let your instructor know. For example, if you have to share a room with family, let your teacher know that your mom might be walking in the background or your brother is doing his class at the dining room table at the same time.)
- Make sure that whatever is visible (your attire, the background) is reasonable for class. Would you wear it to

class? Would you show that poster in class? Would you bring that pile of dirty clothes to class?

- Zoom requirements: During class, you are expected to be visible to the instructor and be able to communicate with the instructor by audio or writing in the chat box.
  - **You will need a web cam and microphone for Zoom class. If you work in a noisy or distracting environment, we strongly recommend headphones with a microphone.**

In-Class Work

Active participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. In general, students are expected to contribute constructively to each class session.

Paper Maintenance Responsibilities

Students are responsible for maintaining copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

Submission Requirements

All papers will be submitted as **MS Word (.doc, .docx) documents** to Canvas. Sometimes, pdfs will be accepted, too. Final drafts should be polished and presented in a professional manner. Because professional communication varies in document design, all papers will have specific formatting guidelines to follow. Please read these carefully and ask questions early to avoid losing points.

Papers and drafts are due online at the assigned day and time. Late papers will not be accepted. Failure of technology is not an excuse. If illness or injury prevents a student from turning in a paper on time, the student should consult with the writing coach to turn in the work as soon as is feasible given the situation.

ACADEMIC HONESTY

As a University of Florida student, your performance 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 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, 8, October, 2013)

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. You commit plagiarism when you present the ideas or words of someone else as your own. If you are unsure if what you are doing is considered academic dishonesty, ask your instructor before turning in an assignment

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. You commit plagiarism when you present the ideas or words of someone else as your own. 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. Some (but not all!) examples of plagiarism are copying-and-pasting anything from the Internet without proper quotations and attributive tags, using work you have turned in to other classes without permission from the instructor, and insufficient paraphrasing.

If you commit academic dishonesty, you will receive a zero for the assignment, and the instructor will submit the incident to the Dean of Students Office as an Honor Code violation. Punishments can vary, but the instructor will recommend failing the course. (If you commit plagiarism in the workplace, at the very least you will be reprimanded. You could also be fired or even lose your career.)

Important tip: There should never be a time when you copy and paste something from the Internet and don't provide the exact location and citation information for the source.

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

The University of Florida complies with the Americans with Disabilities Act. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Students in Distress

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

U Matter We Care: http://umatter.ufl.edu, umatter@ufl.edu, 352-294-2273 (CARE)Dean of Students: https://dso.ufl.edu/, 202 Peabody Hall, (352) 392-1261Counseling and Wellness Center: https://counseling.ufl.edu/, 3190 Radio Road, (352) 392-1575

Field and Fork Pantry: https://fieldandfork.ufl.edu/, located near McCarty B, 352-294-2208Student Health Care Center: http://shcc.ufl.edu/, multiple locations, (352) 392-1161Aid-a-Gator: https://www.sfa.ufl.edu/aidagator/, S-107 Criser Hall, (352) 392-1275

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall*,* 352-846-1138. Help brainstorming, formatting, and writing papers. Online only for Fall 2020.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

Notes & Questions:

Week 1 -- Course Introduction

Readings

- [Evidence-Based Practice in Communication Disorders: An Introduction](#), ASHA Technical Report

Activities/Assignments

- Update Canvas Bio
- ASHA Activity

Week 2 – Career Communication

Readings

- [The Healthcare Student's Guide to Internships](#), Kaple & Kaple
- What about [S.T.E.P.?](#)

Activities/Assignments

- Finding Internships
- Resumes

Week 3 – Cover letters

Readings – none

Activities/Assignments

- Reading the job ad
- Cover Letter

Week 4 – Applying to Grad School

Readings – [CSDCAS](#)

Activities/Assignments

- Aha! Moments and other important stories
- Personal Statements

Week 5 – Evidence-Based Medicine Literacy

Readings

- [Evidence-based practice in communication disorders: what do we know, and when do we know it?,](#) Dollaghan (*Journal of Communication Disorders*)

Activities/Assignments

- Assessing Validity
- Synthesizing Sources

Week 6 – The Bullet Analyses

Readings – the 3 synthesis series articles

Activities/Assignments

- BA #s 1-3

Week 7 -- The Synthesis Paper

Readings – none

Activities/Assignments

- Reading Review Papers
- Synthesis Paper

Week 8 – Writing Evidence Based Medicine

Readings

- A Typology of Reviews, Grant & Booth (*Health Information and Libraries Journal)*

Activities/Assignments

- Select topic for Review paper
- Library Workshop

Week 9 – Annotated Bibliography

Readings – none

Activities/Assignments

- AB Entries 1-5

Week 10 – Writing Review Papers

Readings – none

Activities/Assignments

- Annotated Bibliography
- Outline the Review Paper

Week 11 – Writing Review Papers

Readings – none

Activities/Assignments

- Peer review
- Review Paper

Week 12 – Clinical Documentation Project

Readings

- [Clinical Documentation](#), ASHA

Activities/Assignments

- Meet your team
- Meet your client

Week 13 – Clinical documentation: short and long term objectives

Readings

- Behavioral Objectives: Background from *Survival Guide for the Beginning Speech-Language Clinician*, 2nd ed., Moon Meyer, Pro-Ed Publishing, 2004.

Activities/Assignments

- Write short and long term objectives

Week 14 – Clinical Documentation: writing the report

Readings

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

Activities/Assignments

- EBM research for objectives
- Group work on report

Week 15 – Clinical Documentation: presenting clinical information

Readings – none

Activities/Assignments

- Clinical doc presentation prep
- Clinical documentation report

Week 16 -- Clinical Documentation Report

Readings – none

Activities/Assignments

- Team Presentations