

## **English 105.014i: Writing in Health & Medicine**

**Fall 2018**

**Time: T-Th 8:00-9:15**

**Place: Dey 313**

**Instructor: Rachel Warner**

**Email: warnerr@live.unc.edu**

**Office: Dey 340**

**Office Hours: T 9:30-11:30**

### **Course Description:**

This course section is designed specifically for students interested in pursuing careers in the health sciences such as public health, pharmacy, nursing, and medicine. However, the writing students will do in this class will help prepare them for the various types of academic writing challenges they will encounter as students at Carolina. Throughout the semester, you will learn the conventions of various academic discourse communities and how to use these standards to effectively communicate your ideas. Furthermore, the emphasis on research methods will prepare you to conduct research across the disciplines and familiarize you with UNC's various resources. A strong emphasis will be placed on how to use sources within your own writing to strengthen your arguments and lend context to your writing. We will investigate how writing works across disciplines (specifically the natural sciences, social sciences, and humanities) and discover how different disciplines frame research questions, evaluate evidence, and make knowledge claims. You will participate in writing activities that call upon you to think about and place yourself in realistic rhetorical situations. Your writing will become dynamic by actively responding to practical situations common to academic communities and engaging with those communities. I want you to view your writing, as well as yourself as a writer, as a work-in-progress. This course is more than a series of essays for grades; it is a progression of encounters with rhetorical situations and genres that will prepare you to be a successful college writer.

**Course Objectives:** By the end of this course, you should be able to:

- Tailor compositions to specific audiences and rhetorical situations by analyzing and adapting genre conventions in multiple communities
- Identify, evaluate, and appropriately use secondary sources to support your compositions
- Compose across technologies and modalities in words, sounds, images, videos, charts, infographics, and hypertexts
- Develop writing strategies, awareness, and self-assessment skills to help you confidently approach future writing challenges that you encounter in your academic and professional lives at UNC and beyond
- Treat writing composition as a process and feel comfortable with writing at every stage: prewriting, composing, revising, etc.

- Become competent at revising your own work and offering critical feedback during workshops to assist your peers in their own revisions

### Required Texts:

*The Tarheel Writing Guide* (THWG)

All additional course readings will be uploaded to Sakai under the “Resources” tab

### Course Design:

To focus on your writing and your development as a writer, this course will be organized around the following principles:

**Student-centered:** My instruction will emphasize process: how to read, write, analyze, interpret, understand, and create oral, written, or multimedia texts. My role in this class is **not** that of a traditional teacher who stands at the front of the room and lectures. Rather, I am someone who offers structure, motivation, support, perspective, and feedback as you engage with your classmates and the course projects. While I will ultimately take on the role of the judge at the end of the semester, my main focus is on empowering you to make decisions about your writing because that’s when you learn the most.

**Workshop format:** Classes will be taught using a workshop approach that emphasizes the role of learning by writing and promotes interactive, experiential learning. Each of you will become a member of a small working group. These groups will serve as writing groups, discussion groups, and smaller cohorts in the larger classroom community. We will be using **Sakai** (UNC’s online course management system), **DropBox**, and **Google Docs** as forums for posting and responding to drafts in progress and as a communication system so that you can access the syllabus and daily homework assignments electronically.

**Process-based approach:** We will move through three units, each one containing two short “feeder” assignments that build into one substantial unit project. The feeder assignments are generally designed to give you practice with a particular skill (such as finding potential grants or analyzing secondary sources), while the unit projects will ask you to synthesize primary and secondary research. Using a process-based approach, you will write multiple drafts, receive ongoing feedback from your peers and instructor, and participate in evaluating your own and others’ projects throughout the composition process.

## **Course Policies:**

Please remember that the syllabus functions as a **contract** between the instructor and the students. You are responsible for knowing and abiding by these policies. Everyone has an “off” day now and then, but when you are here, your brain should be working.

### **Technology**

*Computers:* Please bring your computer to class every day. Be sure that it is fully charged because our classroom has limited and inconveniently placed outlets.

*Other Devices:* Tablets and any other devices are welcome as long as you are using them for work related to this course.

*Cell Phones:* Keep your cell phones off and out of sight when in class. Texting during class is obvious, disruptive and rude.

In this class, we will use **Sakai** ([www.sakai.unc.edu](http://www.sakai.unc.edu)), UNC’s online course management system for a number of course assignments. If you have difficulty accessing our Sakai page, please let me know ASAP.

**Remember:** If I notice that your participation is suffering due to technological distractions, I will ask you to come in for a conference so that we can discuss a plan of action.

**Assignment Formatting:** All of your papers (drafts and final copies) must adhere to appropriate style and format guidelines for the genre and discipline in which you are writing. As a general rule, assignments are expected to **maintain 1” margins, use 12-point Times New Roman font, double space lines**, and contain appropriate identifying information (name, course, instructor, date).

**Emails/Communication:** All email communication should have a subject line that begins with the course number followed by what the email is about (e.g. ENGL 105.001 Feeder 1.1 question). All emails should contain a separate salutation, body, and signature. Emails must be written in complete sentences and maintain a professional tone. **I will not respond to emails that do not meet these basic professional standards or ask questions that may be easily answered by looking at the syllabus (e.g. when my office hours are).**

**Attendance Policy:** Because the course is designed as a writing workshop, it is necessary for you to attend class. **You are permitted two absences**, no questions asked, without penalty. I make no distinction between excused and unexcused absences, barring emergencies and official university business. For each subsequent absence, you will lose .5% from your class participation grade. Per the UNC’s Writing Program policy, you may receive an F in this course if you miss more than seven class sessions. If you miss class for any reason, you are not excused from the assignments due or completed during that class period.

**Participation Policy:** Whether we are doing group work, peer editing, having a class discussion, or taking a trip to the library, **you should be alert and willing to participate in all the activities.**

Not being on task, checking Facebook, or failing to bring a draft to class will significantly lower your participation grade. Participation grades may also be lowered for inappropriate or disruptive behavior during class, repeated tardiness, or consistent failure to meaningfully participate in class activities.

**Due Dates: All assignments are due at the beginning of class.** For drafting workshops and other assignments, you will be directed to submit an electronic copy to Sakai before the beginning of class on its due date. For all feeders and final unit projects, submit an electronic copy to the proper tab on Sakai (“Assignments”) at the beginning of class unless otherwise directed.

**Late Assignments:** Each assignment should be completed and prepared in the correct format for submission on the day it is due. This includes homework, feeder assignments, drafts, presentations, and unit projects. **Feeders will not be accepted more than one class period late (and you will lose 50% for being one class late).** You cannot revise them. Please backup your work! I will provide extensions only if you notify me 48 hours before the assignment is due. Late work will hurt your final grade. If you anticipate difficulty meeting a deadline, please talk to me in advance in office hours or schedule an appointment through email. **Your Unit Project will be docked a letter grade for each day it is late.** I will not accept work more than two class periods late.

**Conferences:** There will be **two required conferences** during the semester. Please bring a hard copy of your current project to the conference. Failure to attend your appointed conference or to cancel at least two hours prior will result in an absence.

### **University Policies:**

**Honor Code:** Our work in this class will conform to the principles and procedures defined in the *Instrument of Student Judicial Governance* (<http://instrument.unc.edu/>). The research that we do this semester, whether primary or secondary, print or online, formal or informal, will require careful documentation on your part to ensure that you are accurately citing all materials. We will review citation guidelines early and often throughout the semester and you will be responsible for reading and understanding the honor code as outlined in your Student Guide. You must cite your sources in all your work, including drafts as well as final versions of your feeders and projects. If I suspect you of plagiarizing all or part of an assignment, I am required to report the offense to the Honor Court.

**Plagiarism:** At UNC, plagiarism is defined as “the deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.” ([Instrument of Student Judicial Governance](#), Section II.B.1.). Plagiarism consists of, but is not limited to, the intentional or even *inadvertent* submission of another’s work as your own. It is the student’s responsibility to be apprised of the UNC Honor Code and the proper methods for citation, paraphrasing, and synthesizing the words of others. I expect all the students in this course to have familiarized themselves with the university’s guidelines on plagiarism before handing in any piece of writing. Failure to adhere to, and respect

this policy will result in your failing of this course and possible suspension from the university. Therefore, if you have any questions regarding the university policy or format, I invite you to bring those questions to my attention for clarification before you hand in any written work.

**Students with Disabilities:** UNC ensures that no qualified person shall by reason of a disability be denied access to, participation in, or the benefits of, any program or activity operated by the University. In compliance with UNC policy and federal law, qualified students with disabilities are eligible to receive “reasonable accommodations to ensure equal access to education opportunities, programs, and activities” (<http://www.unc.edu/depts/lds/faculty-policies.html>). If you anticipate such accommodations, please notify me as soon as possible. You may also seek out student support services through the Learning Center (<http://learningcenter.unc.edu/>) and at the Department of Accessibility and Resource Services (formerly known as the Department of Disability Services) (<https://accessibility.unc.edu/>)

**\*\*Please note** that accommodations are not retroactive. However, as soon as you have obtained the proper documentation we can discuss accommodations accordingly.

**Non-Discrimination Policy:** The University is committed to providing an inclusive and welcoming environment and to ensuring that educational and employment decisions are based on individuals’ abilities and qualifications. Consistent with these principles and applicable laws, it is therefore the University’s policy not to discriminate on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation or veteran status as consistent with the University’s Policy on Prohibited Discrimination, Harassment and Related Misconduct. No person, on the basis of protected status, shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment, or retaliation under any University program or activity, including with respect to employment terms and conditions. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

## **Course Requirements:**

### **Unit 1: Popular Health Science Blog Post**

For feeder 1.1, students will compose an annotated bibliography listing all of their scholarly sources and providing evaluative descriptions of each. For feeder 1.2, students will compose the introduction and first body paragraph of their final article. Each student’s final unit project will then be published as a popular science blog post on our class WordPress site.

### **Unit 2: Health Justice Conference Presentation**

Students will begin this unit assignment by conducting preliminary research and completing a topic proposal for feeder 2.1. Students will then use this information and their ongoing research to craft a 3-4 minute oral presentation using some visual aid (i.e. powerpoint, prezi, etc.) for feeder 2.2.

Finally, students will deliver the final unit project as part of a multi-day mock undergraduate conference. I will organize the class into six different panels and all audience members will be expected to ask at least one question.

### **Unit 3: Health Humanities Journal Article**

For this final unit assignment, students will first complete a close reading analysis of a chosen cultural object (e.g. film scene, poem, painting/photograph, etc.) for feeder 3.1. Then, students will develop an annotated outline that gives an overview of their entire article, particularly addressing their final argument, for feeder 3.2. Students will then turn in a polished journal article as their final unit project.

### **Evaluation: Point Grading**

While you will be writing frequently, I will not be grading everything that you produce this semester. Often, you will rely on your groupmates for feedback. **I will provide a grade and written feedback for each feeder and unit assignment.** As a class, we will review the grading rubric that I will use to assess your writing.

Points break down as follows:

<b>Assignment</b>	<b>Percentage Per Assignment</b>	<b>Total</b>
<b>Unit 1</b>	Feeders – 5% each (x2) Unit Project – 15%	25%
<b>Unit 2</b>	Feeders – 5% each (x2) Unit Project – 15%	25%
<b>Unit 3</b>	Feeders – 5% each (x2) Unit Project – 15%	25%
<b>Participation and Attendance</b>		25%
<b>Total</b>		100%

I will calculate your final course grade as follows:

<b>Grade</b>	<b>Percentage</b>
A	93 – 100

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

I will use traditional rounding to determine grades that fall between whole values. Any mixed number with a decimal value of five tenths or higher will round up to the next whole number. (For example, 92.5 will round up to an A as a 93, but 92.4 will not.)

**Course Schedule:**

Our course schedule will be posted in a shared Google Drive folder. I reserve the right to make changes to the syllabus and course schedule, including due dates. These changes will be announced as early as possible. I may assign additional day-to-day reading or homework. I will announce any changes either in class or via an announcement on Sakai or email. **Be sure to check Google Drive before every class and after every class to get the most up-to-date information about readings, assignments, and due dates.**

**Health Sciences Unit Schedule:**

Date	Class Activities	Assignment Due
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Tues. 8/21	Syllabus review; writing group selection & activities  Introduction to college writing: genre	
Thurs. 8/23	Introduce unit project: Popular Health Science Blog Post  Exercises on writing & reading in the natural sciences	<i>THWG</i> Chapters 1-2; Chapter 7, "Writing in the Natural Sciences"  <b>Reflection paper due (Dropbox)</b>
Tues. 8/28	Working with sources  Introduction to annotated bibliographies & CSE style citation  Wordpress Review; complete first blog post	<i>THWG</i> Chapter 3, "Working with Sources" & Chapter 4, "Citation Guidelines"
Thurs. 8/30	Library Instruction Day	<b>Topic Selection homework due (Dropbox)</b>
Tues. 9/4	Workshopping 101: strategies & resources; brief CSE review; practice reading science articles  Workshop feeder 1.1	<i>TSIS</i> Introduction, "Entering the Conversation"; Chapter 1, "Starting with What Others Are Saying" & Chapter 2, "The Art of Summarizing"  Feeder 1.1 drafts due
Thurs. 9/6	Exploring the genre: popular science blogs & writing for a digital audience	<b>Feeder 1.1 due</b>
Tues. 9/11	Titles, introductions, and organization  Workshop feeder 1.2	Feeder 1.2 drafts due



Thurs. 9/13	IN-CLASS Library Day part 2: WordPress & blog posts  Style & grammar exercises	<b>Feeder 1.2 due</b>
Tues. 9/18	Workshop paper drafts; individual conferences	Blog post drafts due
Thurs. 9/20	Finalize infographics; post articles to class WordPress site & launch!  Unit review	<b>Blog posts due</b>

### Health Justice Conference Presentation

<b>Date</b>	<b>Class Activities</b>	<b>Assignments Due</b>
Tues. 9/25	Introduction to writing in the health sciences: methods, genres, values  Review unit project	<i>THWG</i> Chapter 8, "Writing in the Social Sciences" & <i>THWG</i> Chapter 6, "Presenting Research"
Thurs. 9/27	Topic selection exercises & exploring the genre  Review reading	<i>TSIS</i> Chapter 5, "Distinguishing What You Say from What They Say" & <i>TSIS</i> , Chapter 7, "Saying Why it Matters"
Tues. 10/2	APA style citations; integrating sources as evidence  Workshop feeder 2.1	Feeder 2.1 drafts due
Thurs. 10/4	Oral presentation exercises  Work on visual aids	<b>Feeder 2.1 due</b>
Tues. 10/9	Online Workshop feeder 2.2	Feeder 2.2 drafts due

Thurs. 10/11	Exercises on presenting research Overview of organization	<b>Feeder 2.2 due</b>
Tues. 10/16	Class workshop	Final project draft due
Thurs. 10/18	Fall Recess; no class	
Tues. 10/23	Panels 1 & 2 Presenting	<b>Final projects due</b>
Thurs. 10/25	Panels 3 & 4 Presenting	
Tues. 10/30	Panels 5 & 6 Presenting	

**Health Humanities Unit Schedule:**

<b>Date</b>	<b>Class Activities</b>	<b>Assignments Due</b>
Thurs. 11/1	Introduction to Health Humanities/finish up any remaining conference presentations Review Unit 3 project Topic selection exercises	<i>THWG</i> Chapter 9, "Writing in the Humanities" & Introduction to <i>Health Humanities Reader</i>
Tues. 11/6	MLA style citation Close reading exercises	<i>TSIS</i> Chapter 8, "Connecting the Parts" & <i>TSIS</i> Chapter 14, "Reading for the Conversation"
Thurs. 11/8	Workshop feeder 3.1	Feeder 3.1 drafts due
Tues. 11/13	Conducting research in the humanities In-class research	<b>Feeder 3.1 due</b>

Thurs. 11/15	Grammar exercises Integrating quotes into writing Structure & organization	<i>TSIS</i> , "The Art of Quoting" & "Three Ways to Respond"
Tues. 11/20	Workshop sample draft Workshop Feeder 3.2	Feeder 3.2 drafts due
Thurs. 11/22	Thanksgiving Recess; no class	
Tues. 11/27	Thesis Statements review	<b>Feeder 3.2 due</b>
Thurs. 11/29	Workshop final drafts *BRING PRINTED DRAFT	Journal article drafts due
Tues. 12/4	Unit review & semester wrap-up	<b>Journal Articles due</b>