COURSE DESCRIPTION:
This course, which examines the techniques of expository writing, is designed specifically for students preparing to enter any of the allied health professions. In it, we will examine how the body of medical knowledge and practice is constructed, focusing on the variety of audiences affected by these documents. All features of good writing emphasized in other writing courses are emphasized again with particular stress on style, clarity, technical correctness, and audience analysis.

Technical Writing for Medical Professionals will provide intensive practice in editing and in the writing of various types of documents, including proposals, instructions, medical descriptions, e-mail, memorandums, letters, and reports. Reading and analysis of appropriate medically based writing models will assist students in the development of these writing skills. Students will also study the regulations and laws surrounding their profession, including the system of ethics involved with medical discourse and decisions. Students will deliver a professionally-prepared oral presentation analyzing a complex issue involved in modern medicine. The course culminates with a formal report that integrates the skills gained throughout the semester.

The assignments will involve varying occasions for both non-technical (e.g., patients) and technical audiences, though the latter is stressed. In the professional world, the ability to communicate effectively gains positive rewards and recognition – as much as or more than any other criterion. Therefore, sharpening these skills, which are such highly prized assets, is imperative.

TEXTBOOKS:

GOALS FOR THE COURSE:
Students will--
• gain an overview of the kinds of technical writing commonly done in health professions and will practice the writing process as it relates to particular medical / health contexts
• be aware of the unique demands the audience requires in this communication triangle
• write assignments based on the strategies of description, definition, process, comparison and contrast, and persuasion
• produce electronic correspondence, reports, graphics, business letters, memorandums, syntheses / analyses, and proposals
• give an oral presentation of the proposal, which is also a written project
• collaborate within a group setting. Since much of the communication within the health environments derives from committee and group work, a major goal of this course is to promote collaborative work.

THE ROADRUNNER CREED

The University of Texas at San Antonio is a community of scholars where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.
As a Roadrunner,

I will:

- Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;
- Respect and accept individual differences, recognizing the inherent dignity of each person;
- Contribute to campus life and the larger community through my active engagement; and
- Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.

Guided by these principles now and forever, I am a Roadrunner!

UTSA’S MISSION

The University of Texas at San Antonio is dedicated to the advancement of knowledge through research and discovery, teaching and learning, community engagement and public service. As an institution of access and excellence, UTSA embraces multicultural traditions and serves as a center for intellectual and creative resources as well as a catalyst for socioeconomic development for Texas, the nation and the world.

UTSA’s Vision

To be a premier public research university, providing access to educational excellence and preparing citizen leaders for the global environment.

UTSA’s Core Values

We encourage an environment of dialogue and discovery, where integrity, excellence, inclusiveness, respect, collaboration and innovation are fostered.

The UTSA Academic Honor Code

A. Preamble

The University of Texas at San Antonio community of past, present and future students, faculty, staff and administrators share a commitment to integrity and the ethical pursuit of knowledge. We honor the traditions of our university by conducting ourselves with a steadfast duty to honor, courage, and virtue in all matter both public and private. By choosing integrity and responsibility, we promote personal growth, success, and lifelong learning for the advancement of ourselves, our university, and our community.

B. Honor Pledge

In support of the ideals of integrity, the students of the University of Texas at San Antonio pledge: “As a UTSA Roadrunner I live with honor and integrity.”

C. Shared responsibility

The University of Texas at San Antonio community shares the responsibility and commitment to integrity and the ethical pursuit of knowledge and adheres to the UTSA Honor Code.

COURSE EVALUATION:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>All written assignments</td>
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<tr>
<td>Oral presentations</td>
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<td>Quizzes</td>
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GRADING POLICY:

<table>
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<th>Grade</th>
<th>Score Range</th>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>D+</td>
<td>67-69</td>
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<td>D-</td>
<td>60-63</td>
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POLICIES / REQUIREMENTS:

1) MANDATORY ATTENDANCE. In complying with Department policy, I will require that you attend all classes and scheduled conferences throughout the semester. More than two absences will result in points being subtracted from your overall average. Any combination of three late arrivals and / or early departures will equal one absence. **Being absent, regardless of the reason, does not excuse you from the assignments for that day.** Never use absence as an excuse for not having completed an assignment. **YOU CANNOT RECEIVE CREDIT FOR THIS COURSE IF YOU MISS MORE THAN FOUR CLASSES, WHETHER EXCUSED OR UNEXCUSED!**

2) You are allowed one late assignment with a 10-point penalty. However, any late assignment must be submitted within one week following the date it was due. Thereafter, an automatic grade of “F” will be assigned the paper, except under very unusual circumstances, which will be addressed on a case-by-case basis. Projects are due at the beginning of each class, *when I call for them.* All papers submitted after I have collected them will be considered late.

3) For each assignment, all stages of the writing process must be submitted, the final draft to be typed and double-spaced. All in-class assignments will be typed. **ALWAYS KEEP A CLEAN COPY OF EACH PROJECT YOU TURN IN. FOR IN-CLASS ASSIGNMENTS, PRINT OFF A COPY FOR YOURSELF OR E-MAIL IT TO YOUR OWN ACCOUNT. GIVEN THE PROBLEMS ASSOCIATED WITH TECHNOLOGY, I DO NOT ACCEPT E-MAILED PROJECTS.**

4) Missed in-class assignments, as well as missed grammar quizzes, must be made up in my office, within one week of your return to class. It is YOUR responsibility to arrange for all make-ups. **NOTE: THESE MISSED PROJECTS WILL COUNT AS YOUR ONE ACCEPTABLE LATE PROJECT AND WILL BE GIVEN THE 10-POINT PENALTY.**

5) Just as you expect – and deserve–honesty and integrity from your instructors, so too I expect the same from all students. If I discover any plagiarism, collusion or cheating of any sort, I will give the project a 0; if such dishonesty occurs twice, I will fail the student for the semester and perhaps submit the plagiarized materials to the UTSA Judiciary Committee for further action.

6) CONFERENCES. I will occasionally request that you meet with me individually, but I encourage you to visit me any time you feel the need for assistance. You may schedule an appointment or simply drop by during my office hours. Naturally, all scheduled appointments receive priority over drop-ins.

7) Turn off all cell phones, pagers, iPods, etc., when you enter the class. When the computers are on, they will be used for class activities only!

SPECIAL NEEDS:
If any students have special needs or require additional considerations, they must inform me of their issues during the first week of class. I will accommodate their needs; however, they must present an official letter of documentation for my files.
Agenda: subject to changes as necessary.
You will need a packet of Scantrons—882-E—and a #2 pencil for quizzes, TBA.

1/17 Introduction to class, books, policies, syllabi. Student introductions. Group activity: oral vs. written communication. HW: Read Ch. 1, “Audience Analysis and Context Analysis”

1/24 Writing process, rhetorical triangle and rhetorical analysis. Group work: analyze sample personal statements for admission to graduate healthcare schools. Assign Essay 1: Personal statement. Peer evaluation of RD next class; bring a complete, typed essay. Editing review. HW: Read Ch. 2, “Ethics in Medical Writing”

1/31 Discussion of ethics and ethical practices / writing. Peer evaluation of Personal Statement. Editing activities. Read Ch. 10, “Presenting Written Materials Visually”


2/14 Group activity. Rhetorical analysis of health care brochures. Reports from “leads” on their collaborative project. Class work for input and design activities. In-class essay: critical evaluation of a healthcare brochure. HW: Take draft of project to Professor for critique/revision suggestions.

2/21 Report to class on Professor’s comments. Additional class work on the projects. HW: Present revised draft to the Professor for approval. Conferences with me during the week, if there are problems meeting expectations or deadlines. **Essay 3—in-class: Critical evaluation of a healthcare brochure or pamphlet**

2/28 Completion of project and presentation to class / guests. **Completion report due at the beginning of class.** HW: Read Ch. 8, “Grants, Proposals, and Government Documents”

3/6 Discussion of Ch. 8; group activity using web sites. Structure and assignment of Essay 4: Grants and Government Document Writing. Topic search and pre-writing activities.

3/20 Peer evaluation of Essay 4: Bring one complete typed copy to class. Discussion of media communication; group activities. HW: Read Ch. 11, “Electronic Medical Writing”

3/27 **Final draft of Essay 4: Grants and Government Documents due at the beginning of the class.** Group analysis of software-documentation genres and on-line tutorials. HW: Read Ch. 7, “Public Health Campaigns”

4/3 Assign Essay 5: The Proposal. Documentation review and activities. Read Ch. 6, “Health Education Materials”

4/10 Topic approval for the proposal essay. Discussion of process analysis; instruction sheets. **In-class essay 6: Instruction Sheets.**

4/17 Individual conferences to assess progress on the Proposal.


5/1 **Essay 5, Proposal due at the beginning of the class.** Oral presentations.

5/8 Final examination: 5:00-7:30.