***ENC 3459: Speaking and Writing in Medicine – Honors***

**TERM** | Fall 2017 **CREDITS** | 3 **SECTION NUMBERS** |1e32/1f47/1f49(H)

**LOCATION** | TURL 2322 **TIME** | Mon P 3 (9:35 am – 10:25 am) and Wed P2 and 3 (8:30 am – 10:25 am)

**INSTRUCTORS** | Dr. Carolyn Kelley (Writing) **EMAIL** |ckelley@ufl.edu

| Dr. Kellie Roberts (Speaking) **EMAIL** |robertsk@ufl.edu

**OFFICE HOURS** | DR. KELLEY

|  |  |  |
| --- | --- | --- |
| Day of Week | Time | Location |
| Mondays | 2 pm – 4 pm | 302 Tigert Hall |
| Fridays | 2 pm – 4 pm | 302 Tigert Hall |

**Or by appointment**

**OFFICE HOURS** | DR. ROBERTS

|  |  |  |
| --- | --- | --- |
| Day of Week | Time/Period | Location |
| TBA | To be announced | 402 Rolfs Hall |
| TBA |  | 402 Rolfs Hall |

**Or by appointment**

**Office hours are not in effect during official school holidays.**

**COURSE DESCRIPTION** |

Medical professionals have a special obligation to communicate without ambiguity, either in the written or spoken word; they depend on their communication skills to interact productively with other medical experts, their colleagues, clients and their families, and the public at large. This team-taught course will provide students with the opportunity to participate in a range of activities focusing on researching, processing, and sharing medical information with others.

Given our current evidence-based medical culture, students will learn to do research using medical databases and other research tools, as well as discovering how best to organize and present their findings to other medical professionals. The healthcare professional must often act as intermediary between the specialized world of scientific research and the more pragmatic world of the general public; consequently, we will also investigate how best to present technical medical information to the layperson.

This course is predicated on the idea that the ability to write and speak clearly are learned skills, not innate talents, which means that better communication can be learned by practice. Students will experiment with a range of communication strategies in class: lectures will be followed by focused written and oral activities that allow students to put theory and strategies into practice. We will read and dissect examples in order to learn from them, in addition to examining several types of medical writing. Students will also participate in a variety of speaking assignments in class. We will discuss techniques for improving public speaking, interviewing and listening skills, and patient-doctor communication.

**COURSE OBJECTIVES AND STUDENT OUTCOMES** |

By the end of this course, students will be able to:

* Plan, draft, revise, edit and proofread documents
* Develop papers and projects using critical thinking and problem-solving skills
* Identify and write to specific audiences with clear and unencumbered prose
* Summarize, analyze, and synthesize academic resources
* Outline, rehearse, and speak on prepared medical topics with confidence and professionalism
* Write and speak in clear, grammatically correct terms
* Utilize teamwork skills which will prepare them for future team-related tasks

**REQUIRED TEXTS**|

This course has no required textbook that must be purchased by students. Instead, all reading materials can be found under “PAGES” and “FILES” under CANVAS.

**MAJOR ASSIGNMENTS** |

### Speaking Assignments

**Informative Presentation:** One of the most common communicative tasks of a medical professional is giving information. Sometimes this information is being given to patients; just as often, you are informing colleagues about research or a patient's condition. Being able to deliver a well-organized, concise presentation of medical facts is a critical skill that this assignment gives you the opportunity to practice!

**Medical School Interview:** One of the (potentially) scariest hoops to jump on the way to becoming a doctor, the med school interview is also critically important to your success.  In preparation for this hurdle, you will receive training and get the opportunity to practice by participating in a mock panel interview both as the interviewee and one of the interviewers.

**Team CME Presentation:** All accredited professionals participate in continuing education to remain licensed.  These education units are called CMEs (continuing medical education), CEs (continuing education), and sometimes CMUs (continuing medical units).  CMEs cover a wide range of topics from disease to clinical practice.  However, CMEs are planned to be topically important -- this means dealing with a medical issue that is current and relevant (as opposed to an issue that is rare). For your final project, you will work in teams to plan and deliver a CME unit to your peers.

**Writing Assignments**

**Synthesis Series:** You will be writing an editor's summary for two of three articles on a related topic. Then, you will combine the three articles for the purpose of creating a one-page recommendation to your colleagues.

**Medical Communication Project:** This is a two-part assignment in which you get to explore the process of evaluating different kinds of medical information. **First**, you will dive into the web and analyze the kinds of health information found in cyber space. **Second**, you will produce a brief review paper targeted at medical professionals.

**Medical School Application:** Before you can be chosen to interview, you must apply to medical school.  To this end, you will get the opportunity to write (and rewrite!) the "personal statement," the essay that likely gets your foot in the door (along with your obviously stellar GPA and MCAT scores!).  Also, you will plan a chronological-functional résumé with prose descriptions that you can use to help you complete your AMCAS application and easily modify for a particular internship.

**Team CME Paper:** This is the written complement to the CME project. Your team will prepare a proposal, the CME paper itself, and an audience survey.

**ATTENDANCE** |

Attendance is required. **Students are allowed to miss 3 class periods (unexcused absences) without penalty** **to their grade.** Beginning with the 4th unexcused absence, students will lose 15 points off the final grade. Keep in mind that Wednesday’s class counts as 2 class periods.

The policy of the University Writing Program is that if a student misses more than **six** periods during a semester, he or she will fail the entire course. The UWP exempts from this policy **only** those absences deemed excused according to UF policy, including university-sponsored events (such as athletics and band) and religious holidays. If you believe you have an absence that could be excused, please present documentation for this absence to your instructor for review. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. **Three tardies count as one absence.**

Look under the “Attendance” tab on CANVAS to keep track of your attendance. If students are absent, they are responsible for making themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time. Please do not email your instructors asking for what was covered on the day you missed class. Instead, arrange to see one of them in office hours or make an appointment to discuss missed material or get the material from a classmate.

These requirements for class attendance, late papers, make-up exams, and other work are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**TURNING IN ASSIGNMENTS** |

1. All assignments are due at 8:30 am. Late written work will be deducted by 10% for every calendar day. Late points cannot be made up in revisions.
2. **Emailed assignment cannot be accepted at any time during the semester.**
3. All written work must be turned by uploading on CANVAS. All work must have: 
   1. Word count (put somewhere on the paper – suggestion: after your name in parentheses)
   2. Double spaced (so your instructor has room on CANVAS to input comments)
   3. **Exceptions:**

* Résumé, Personal Statement, and School information also must be turned in on paper
* Résumé should not be double spaced (format as you want it to appear)
* Self-evaluations and peer reviews may be turned in on paper OR on CANVAS

**REVISIONS** |

Some assignments may be revised for the better of or average of the two grades. See the table below for the revision/rewrite policy for each assignment. Revisions are due one week after the original paper is returned. Revisions must be uploaded on CANVAS by the due date and time:

* No late rewrite assignments can be accepted
* Late points cannot be made up through revisions

**CLASS PARTICIPATION** |

Although no points directly are assigned to “participation,” you are expected to, well, participate in class discussions and in-class exercises, which means, no texting, checking FB, sleeping, or general disengagement in class. If you are not engaged in class, it will affect your grade in that your grade will not be adjusted in your favor, even if you are only one or two points away from the next grade.

**PAPER MAINTENANCE RESPONSIBILITIES** |

Students are responsible for maintaining duplicate 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, the student is responsible to have and to make available this material.

**G R A D I N G** |

Successful assignments will demonstrate understanding and practice of professional writing. Students are expected to follow the conventions of the discipline as specified in the appropriate formats for each assignment. To receive a passing grade in the course, each paper must reach the minimum assigned word count.

**G R A D I N G S C A L E** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| A | 4.0 | 93-100 | 930-1000 |  | C | 2.0 | 73-76 | 730-769 |
| A- | 3.67 | 90-92 | 900-929 |  | C- | 1.67 | 70-72 | 700-729 |
| B+ | 3.33 | 87-89 | 870-899 |  | D+ | 1.33 | 67-69 | 670-699 |
| B | 3.0 | 83-86 | 830-869 |  | D | 1.0 | 63-66 | 630-669 |
| B- | 2.67 | 80-82 | 800-829 |  | D- | 0.67 | 60-62 | 600- 629 |
| C+ | 2.33 | 77-79 | 770-799 |  | E | 0.00 | 0 – 59 | 000- 599 |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**ASSIGNMENT TABLE: DUE DATES AND POINT VALUES**|

*This table provides a visual representation of our assignments this semester. See the assignment descriptions above for more details (as well as individual assignment information on CANVAS.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment** | **Point Value** | **Words (minimum)** | **Due Date**  **Time: 8:30 am** | **Candidate for Revision?** |
| **Synthesis Series**   * Bullet Analysis #2 * Bullet Analysis #3 * Synthesis Paper | 20  20  75 | N/A  N/A  600 | **Wed Sept 5**  **Wed Sept 13**  **Wed Sept 20** | No  No  Yes, for better of two grades |
| **Medical Comm. Project**   * AB 1 * ABs 2, 3, 4, & 5 * ABs 6, 7, & 8 * Informative Speech * Self Review   Peer Evaluation   * Review Paper | 10  40  30  125    5  5    150 | 200  800  600  N/A  N/A  N/A  1500 | **Wed Sept 27**  **Wed Oct 4**  **Wed Oct 11**  **Mon Oct 2, Wed Oct 4, Mon Oct 9**  **Wed Oct 11**  **Wed Oct 11**  **Wed Oct 18** | No rewrites for ABs  N/A  No rewrite for Peer/Self Reviews  Yes, for average of two grades |
| **Medical School Application**   * Résumé * Pers Stmt * Interview * Thank you note * Peer-Eval * Self-Review | 50  65      125    5  5  5 | 500  *5300 characters*  n/a    25  n/a  n/a | **Wed Oct 25**  **Wed Oct 25**  **Mon Oct 30, Wed Nov 1, Mon Nov 6, Wed Nov 8**  **Mon Nov 13**  **Mon Nov 13**  **Mon Nov 13** | Yes for better of two grades  Yes for better of two grades  n/a  No rewrite for Thank you notes/ Peer/Self Reviews |
| **Continuing Med. Education**  **Writing:**   * Proposal Memo * Team CME Paper   **Speaking:**   * Team Pres   [Indiv 100 points  Group Shared 25 points]   * Aud Survey * Peer-Eval of Another Team * Individual Self-Evaluation | 25  100  125      5  5    5 | 300  2100  n/a  n/a  n/a  n/a | **Mon Nov 30**  **Wed Dec 6 at 11:59 pm**  **Mon Dec 4 and**  **Wed Dec 6**  **Wed Dec 6 at 11:59 pm**  **Wed Dec 6 at 11:59 pm**  **Wed Dec 6 at 11:59 pm** | No rewrite  No rewrite  n/a  No rewrite for Peer/Self Reviews |
| **Totals** | **1000** | **Approx. 7500** |  |  |

**ACADEMIC HONESTY and PLAGIARISM** |  
Plagiarism is a serious violation of the [Student Honor Code](http://www.dso.ufl.edu/judicial/honorcode.php). 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):

a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.  
b.) 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, 15 Aug. 2007 <http://www.dso.ufl.edu/judicial/honorcode.php>)

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](http://www.dso.ufl.edu/judicial/honorcode.php).  
  
Important Tip: You should never copy and paste something from the internet without providing the exact location from which it came.

If you are caught committing plagiarism, you will receive a zero for the assignment in question and you will be reported to the student honor board.

**GENERAL EDUCATION LEARNING OUTCOMES** |

This section of ENC 3459 satisfies the requirements for General Education Credit in the following area: Composition- E6 (6,000 words). Course grades now have two components: To receive writing credit, a student must receive a grade of “C” or higher and a satisfactory completion of the writing component of the course to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

PLEASE NOTE: a grade of “C-” **will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement. 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. Please see the following web site for more information:

<http://www.registrar.ufl.edu/catalog1011/policies/advisinggordon.html>

**STUDENTS WITH DISABILITIES** |

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202 or online at [http://www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/%20) The office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.

**CLASSROOM BEHAVIOR** |

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will study 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.

**COURSE EVALUATION** |

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>

**NOTIFICATION LETTER FROM THE DEAN OF STUDENTS’ OFFICE** |

Students who experience a family or personal emergency (death in the family, unplanned hospitalization, etc.) may contact the Dean of Students Office and request notification letters be sent to their professors.  Students are required to provide faculty members with appropriate documentation to support their absence unless, due to the nature of the issue, the information is provided to and verified by the Dean of Students’ Office.

**STUDENT COUNSELING AND MENTAL HEALTH** |

Campus resources are available for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include:

• UF Counseling & Wellness Center (CWC): (352) 392-1575 for documentation, stress and wellness,

mental health screening, concerns about a classmate, self-help, sexual or physical abuse

<http://www.counseling.ufl.edu/cwc/>

• Career Resource Center: 392-1601, First floor, Reitz Union, career development assistance

**For Emergencies**

University Police Department : 352-392-1111

**SCHEDULE** |

*This schedule is subject to change. New versions of the syllabus, if needed, will be posted on CANVAS.*

Assignments/Readings are due on the date they are listed.

***Evidence-Based Medical Literacy***

# Monday, August 21

Introduction to class

**Wednesday, August 23**

Class “Discussion” and Scientific Communication in Medicine: The EBM Approach

The Synthesis Series & the EBM Pyramid/Bottom Line literacy

* Assignment Synthesis Series : 1A Reading about The Synthesis Series

**Monday August 28**

Synthesis Series

* 1B Instructions for the Synthesis Series Assignment
* Discuss Bullet Analysis (BA) Article #1

**Wednesday, August 30**

Synthesis Series

* 1C The Structure of the Science Research Report
* Review BA of Article #1 in class
* Discuss Article #2

**Monday, September 3**

**No class – Labor Day**

**Wednesday, September 5**

* **DUE**: Bullet Analysis of Article #2

Synthesis Series

* Discuss Article #3
* How do you synthesize?

#### The Medical Communication Project

**Monday, September 11**

Medical Communication Project

* 1A Overview of Project
* Research Report versus Review Paper

**Wednesday, September 13**

* **DUE**: Bullet Analysis of Article #3

Med Comm Project:

* 1B Annotated Bibliography and Choosing a Topic for Review paper

# Monday, September 18

Med Comm Project

* 1D Review Paper

**Wednesday, September 20**

* **DUE**: The Synthesis Paper

Medical Comm Project

* 1C Informative Presentation

**Monday, September 25**

Medical Comm Project

* 1C Informative Presentation

**Wednesday, September 27**

Library Workshop

* **DUE**: AB 1

**Monday, October 2**

* **DUE**: Informative Presentations - Upload speech outline on CANVAS if you are speaking today

**Wednesday October 4**

* **DUE**: Informative Presentations Upload speech outline on CANVAS if you are speaking today
* **DUE**: ABs 2, 3, 4, and 5

##### Monday, October 9

* **DUE**: Informative Presentations Upload speech outline on CANVAS if you are speaking today

Medical School Application Project

* 1A Overview (if time)

**The Medical School Application Project**

**Wednesday, October 11**

* **DUE**: Annotated Bibliographies 6, 7, and 8: Upload on CANVAS
* **DUE**: Self Evaluation and Peer Reviews of Informative Speech – upload on CANVAS or on paper

Medical School Application Project

* 1A Overview
* 1C: Personal Statements

**Monday, October 16**

Medical School Application Project

* 1B Résumés

**Wednesday, October 18**

* **DUE:** Review Paper: Upload on CANVAS

Medical School Application Project

* 1D: Medical School Interviews

# Monday, October 23

Medical School Application Project:

* 1D: Medical School Interviews

**Wednesday, October 25**

Medical School Application Project

* Form interview groups
* Practice interviews
* **DUE**: Résumé
* **DUE:** Personal Statement
* **DUE:** Provide **paper** copies of personal statement, résumé, and med school info for your interviewing committee:
  + 3 hard copies of each
  + made into 3 “packets” -- each packet has a copy of the application materials in the following order: résumé + personal statement + med school info
  + staple each packet BEFORE coming to class

**Monday, October 30**

* **DUE:** Interviews

Remember to send thank you note to someone **within 24 hours of finishing interview** -- thank you note can be addressed to anyone who interviewed you:

* + Email thank you note to a person on your interview committee
  + Upload same thank you note on CANVAS

# Wednesday, November 1

* **DUE:** Interviews

**Monday, November 6**

* **Due:** Interviews

***The Continuing Medical Education (CME) Project***

**Wednesday, November 8**

* **Due:** Finish Interviews (if needed)

Continuing Medical Education Project (CME)

* 1A Writing Assignments
* Look over examples of CME proposals and CME papers
* Get group assignments for CME project

**Monday, November 13**

* **DUE**: Self Evaluation and Peer Reviews of Medical School Interview – upload or turn in on paper
* **DUE:** Last chance for Thank You Notes – upload on CANVAS
* Brainstorm topics – work on CME Team Proposal
* Work on Medscape with group

**Wednesday, November 15**

Continuing Medical Education Project (CME)

* 1B Speaking Assignment for CME Project

**Monday, November 20**

Continuing Medical Education Project (CME)

* **DUE*:*** CME Team Proposal: upload on CANVAS – only one person from team uploads
* 1B Speaking Assignment for CME Project

**Wednesday, November 22 and Friday, November 24**

**No class – Thanksgiving break**

**Monday, November 27**

No class meeting/no attendance taken: Drs. Roberts and Kelley will be in classroom if you choose to work on any aspect of the CME project and want feedback/assistance.

Schedule:

* **Mandatory** appointment with Dr. Roberts for practice session of team presentation
* **Optional** *meeting* with Dr. Kelley to review CME paper

**Wednesday, November 29**

No class meeting/no attendance taken: Drs. Roberts and Kelley will be in classroom if you choose to work on any aspect of the CME project and want feedback/assistance.

Schedule:

* **Mandatory** appointment with Dr. Roberts for practice session of team presentation
* **Optional** *meeting* with Dr. Kelley to review CME paper

**Monday, December 4**

* **DUE:** CME Presentations 1 and 2

**Wednesday, December 6**

* **DUE:** CME Presentations 3, 4, and 5
* **DUE:** Team CME Paperincluding audience survey  **at 11:59 pm**
* **DUE:** Peer Evaluations of team presentation **at 11:59 pm**
* **DUE:** Self-Evaluation Report of team presentation **at 11:59 pm**

Class evaluations   
**No final exam**