

ENC 3459: Writing in the Medical Sciences
Writing in Medicine (Honors)
Section 19798 (G396), Spring 2025

Instructor: Dr. Scott C. Thompson
Email: sc.thompson@ufl.edu
Class times: (MWF) Period 5: 11:45am-12:35pm

Class location: Materly 151
Office location: 2325 Turlington Hall
Office hours: MW 11:00am-11:30am; by appt.
R 11:30am-12:30pm

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.

Learning Outcomes

Content

- Identify features of research reports, reviews, and case reports
- Define the components of evidence-based medicine
- Describe how the three main genres of academic publication (research report, review, case study) contribute to evidence-based medicine practice

Critical Thinking

- Evaluate research for scientific validity and clinical utility
- Appraise practitioner-oriented health information for pedagogical purposes
- Analyze the academic literature for project-specific information

Communication

- Create effective health science messages for various audiences
- Write science prose to the standards expected of publication
- Present health sciences to a peer audience

Required Texts

All required readings will be provided.

Assignments

Detailed assignment sheets will be provided at appropriate intervals throughout the semester.

Project 1: Medical Communication Project

This is a two part project in which you get to explore the process of evaluating different kinds of medical information. First, you will learn the foundations of evidence-based medical literacy in the Synthesis Series assignment. Second, you will produce a complementary pair of documents: a brief review paper targeted at medical professionals and a presentation suitable for educating patients/public.

1. Synthesis Series

- Bullet Analyses (x3) (500 words each; 25 points each)
- Synthesis Paper (500 words; 75 points)

2. Annotated Bibliography (1000 words; 100 points)
3. Review Paper (1500 words; 200 points)
4. Presentation (50 points)

Project 2: 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 which likely gets your foot in the door (along with your obviously stellar GPA and MCAT scores!). Also, you will plan a chronological-functional resume designed to aid you in filling out the 15 "job and/or experience" spaces available for this information on the AMCAS application. Finally, you'll get to record an answer to the "why do you want to do this?" question.

5. Personal Statement (500 words; 50 points)
6. Resume (150 words; 75 points)
7. Audio Statement (script: 200 words; 25 points)

Project 3: Continuing Medical Education (CME) Project

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.

8. Proposal (500 words; 50 points)
9. CME Written Project (1000 words; 150 points)
10. CME Presentation (150 points)

Grading

The course will be graded on a points scale of 1,000. Successful students will participate regularly in the class and complete all of the assignments completely and on time. As this is a writing course, the expectations for writing are rigorous: students will be expected to submit polished writing, respond appropriately to feedback (from both instructor and peers), and work within the standard generic conventions for language, syntax, and grammar.

To fulfill the CLAS Composition requirement, students must pass this course with a "C" or higher. To fulfill the University Writing Requirement, students must earn a grade of "C" or higher, write 6,000 words or more, and complete all major writing assignments.

Grading Scale

A	4.0	94-100	940-1000	C	2.0	74-76	740-769
A-	3.67	90-93	900-939	C-	1.67	70-73	700-739
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	84-86	840-869	D	1.0	64-66	640-669

B-	2.67	80-83	800-839	D-	0.67	60-63	600-639
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

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

Attendance and Participation

Writing is a collaborative, community-shaped process. As such, regular attendance and participation 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 involving university-sponsored events, such as athletics and band, and religious holidays.

Academic Honesty and Plagiarism

Academic honesty is expected in every aspect of the class. Plagiarism is not allowed in any form. UF students are governed by the UF Student Honor Code, which stipulates that students can neither give or receive unauthorized aid in completing any and all assignments. A full description of the Honor Code can be found here: <https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>

Any undocumented use of artificial intelligence or Chabot software is considered academic dishonesty. As indicated in the Honor Code, “A Student must not submit as their own work any academic work in any form that the Student . . . obtained from an outside source.”

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.

Late Work

Late work will be evaluated on a case-by-case basis. Depending on the circumstances, late work may be accepted.

Accessibility Statement

I am fully committed to creating an accessible and inclusive learning environment in my classroom at all times. I highly encourage all of my students to discuss with me any type of accessibility or accommodation that would improve their experience in the class. I'm happy to have this conversation before or after class, during office hours, or over email—whatever works best for the student. Additionally, students are encouraged to register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/).

Notification Letter from 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.

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.

Writing Assistance

Writing is a process and requires drafting, feedback, and revision. All students are encouraged to visit me during my Office Hours to discuss their writing (or other aspects of the course). If my OHs don't work for your schedule, we can coordinate an appointment at an alternative time. I'm happy to begin conversations about writing feedback via email, also.

The Writing Studio is another great resource for writing, and I highly recommend using their services. They offer one-on-one writing assistance and are available to all levels of students at all stages of the writing process.

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 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) 392-1261

Counseling 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, 352-294-2208

Student Health Care Center: <http://shcc.ufl.edu/>, multiple locations, (352) 392-1161

Aid-a-Gator: <https://www.sfa.ufl.edu/aidagator/>, S-107 Criser Hall, (352) 392-1275

Class Schedule [Subject to Change]**UNIT 1: Medical Communication Unit**

Week 1: Introductions

- Monday (Jan 13)
 - In Class: Syllabus review; class introductions
- Wednesday (Jan 15)
 - In Class: Finish introductions; discuss contemporary medicine, careers in health care, and current topics
- Friday (Jan 17)
 - Read for Class: “How and Why Biologists Write”; “Woodford’s “Sounder Thinking Through Clearer Writing”
 - In Class: Research strategies; library databases; discuss readings

Week 2: Reading Good Science

- Monday (Jan 20)
 - NO CLASS
- Wednesday (Jan 22)
 - Read for Class: Sur and Dahm’s “History of Evidence-Based Medicine”; Sherman et al.’s “Real World Evidence”
 - In Class: Reading medical articles; what makes “good science”; discuss readings
- Friday (Jan 24)
 - In Class: Group work on Bullet Analyses

Week 3: Analysis and Synthesis

- Monday (Jan 27)
 - In Class: Secondary research; analysis
 - **DUE: Bullet Analysis #1**
- Wednesday (Jan 29)
 - In Class: Synthesis

- **DUE: Bullet Analysis #2**
- Friday (Jan 31)
 - In Class: Synthesis Paper
 - **DUE: Bullet Analysis #3**

Week 4: The Review Paper

- Monday (Feb 3)
 - In Class: Introduce Annotated Bibliography and Review Paper; reading Review Papers
 - **DUE: Synthesis Paper**
- Wednesday (Feb 5)
 - In Class: Developing a Review Paper topic
- Friday (Feb 7)
 - In Class: Review Paper Introductions
 - **DUE: Source List #1 (15 sources)**

Week 5: Review Paper Introductions

- Monday (Feb 10)
 - In Class: Review Paper Introductions
 - **DUE: Source List #2 (10 sources)**
- Wednesday (Feb 12)
 - In Class: Review Paper Body Paragraphs
- Friday (Feb 14)
 - In Class: Review Paper Introductions Peer Review
 - **DUE: Source List #3 (5 sources)**

Week 6: Review Paper Body Paragraphs

- Monday (Feb 17)
 - In Class: Review Paper Body Paragraphs
 - **DUE: Annotated Bibliography**
- Wednesday (Feb 19)

- NO CLASS
- Friday (Feb 21)
 - In Class: Review Paper Body Paragraphs Peer Review

Week 7: Review Paper Conclusions

- Monday (Feb 24)
 - In Class: Review Paper Conclusions
- Wednesday (Feb 26)
 - In Class: Review Paper Conclusions Peer Review
- Friday (Feb 28)
 - In Class: Discuss Presentations

Week 8: Presentations

- Monday (Mar 3)
 - In Class: Presentations
 - **DUE: Review Paper**
- Wednesday (Mar 5)
 - In Class: Presentations
- Friday (Mar 7)
 - In Class: Presentations

UNIT 2: Medical School Application Unit

Week 9: Personal Statements

- Monday (Mar 10)
 - Read for Class: Rachel Naomi Remen, *Kitchen Table Wisdom* [Except]
 - In Class: Centralized Application Services; discuss reading
- Wednesday (Mar 12)
 - In Class: Personal Statements
- Friday (Mar 14)

- In Class: Personal Statements

Week 10: Spring Break

Week 11: Résumé, CVs, and Interviews

- Monday (Mar 24)
 - In Class: Résumé and CVs
 - **DUE: Personal Statement**
- Wednesday (Mar 26)
 - In Class: Interview Strategies; Audio Statement of Motivation
- Friday (Mar 28)
 - In Class: Mock Interview

UNIT 3: Continuing Medical Education (CME) Unit

Week 12: CME Project and Proposals

- Monday (Mar 31)
 - Read for Class: Maranopolous et al.'s "Effectiveness of Continuing Medical Education"
 - In Class: Introduce CME Project; develop CME Teams; discuss reading
 - **DUE: Resume AND Audio Script**
- Wednesday (Apr 2)
 - Read for Class: Telner et al.'s "Game-Based Versus Traditional Case-Based Learning"; Bucklin et al.'s "Making It Stick"
 - In Class: Discuss readings; CME Proposals
- Friday (Apr 4)
 - Read for Class: Price et al.'s "What are the Implications of Implementation Science for Medical Education?"
 - In Class: Group work on CME Project and Proposal; discuss reading

Week 13: CME Structure of Final Paper

- Monday (Apr 7)
 - In Class: Discuss CME Final Paper
 - **DUE: CME Proposal**
- Wednesday (Apr 9)
 - In Class: Discuss CME Final Paper
- Friday (Apr 11)
 - In Class: Group work on CME Project and Presentation

Week 14: CME Presentations

- Monday (Apr 14)
 - In Class: Presentations
- Wednesday (Apr 16)
 - In Class: Presentations
- Friday (Apr 18)
 - In Class: Presentations

Week 15: CME Presentations

- Monday (Apr 21)
 - In Class: Presentations
- Wednesday (Apr 23) (Last Day of Class)
 - In Class: Presentations

DUE: CME Written Project (Due April 25th, 11:59pm)