

Writing 1030G: Writing for Professional Success in Nursing Winter 2020/21

Section #: 003
Day/Time/Room:
Instructor: Claudia B. Manley

Email: cmanley2@uwo.ca
Office: Virtual
**Office hours: email or by Zoom
appointment**

Course Objectives

This course introduces the basic grammatical and stylistic principles of good, clear, written English in the particular academic and professional context of Nursing. As the calendar description of the course points out, emphasis will be put on “practical work and the development of writing skills for a variety of . . . genres appropriate to the profession” as well as integral to your progression as a Nursing student. Among these genres will be patient case notes and formal researched writing. More generally, the course aims to help you develop “the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences” (Ontario Council of Academic Vice Presidents’ statement on University Undergraduate Degree Level Expectations, 24 October 2005).

Students who successfully complete Writing 1030G should be able to do the following:

- Write with a greater degree of clarity, confidence, and critical self-awareness
- Understand what constitutes effective and correct written communication in a variety of rhetorical situations (and why)
- Distinguish between primary and secondary sources (research vs. review materials) and grasp the methods of finding and sorting through such sources
- Understand what is at stake in conducting a review of scholarly literature and produce an annotated bibliography
- Integrate source materials into written assignments both ethically and correctly, using APA documentation
- Develop and deliver a brief presentation based on research
- Work effectively with classmates, giving and receiving useful, constructive feedback

Required Texts

Arntfield, M., & Johnston, J. (2016). *Healthcare Writing: A Practical Guide to Professional Success*. Peterborough: Broadview Press.

Messenger, W., et al. (2017). *The Canadian Writer’s Handbook: Second Essentials Edition*. Don Mills: Oxford University Press Canada.

Note: The two required textbooks are available through the Western Bookstore. You can purchase physical copies there, or you can order copies to be shipped to your address (in Canada). Shipping rates and information can be found at this link:

<https://bookstore.uwo.ca/shipping-information>

Both texts are also available in ebook form for purchase or rental through RedShelf and VitalSource at the following links:

<https://redshelf.com/book/1569071/healthcare-writing-1569071-9781460405840>

<https://www.vitalsource.com/products/the-canadian-writers-handbook-kobo-william-e-messenger-jan-de-v9780199025596?term=9780199025596>

Course Requirements

Quizzes (2x 7.5%)	15%
Assignment #1: Critical Analysis Essay (500 words)	10%
Assignment #2: Patient Report (750 words)	10%
Assignment #3: Scholarly Essay (1250-1500 words)	20%
Literature Review	5%
Research Presentation (5 minute recorded voice-over, 5-7 slides)	10%
Participation (Discussion postings/responses)	10%
Final Exam ("Take-home" Critical Analysis Essay)	20%

Assignment Format

Written assignments are to be typed and double-spaced. All assignments must have your name, course name, section number, and instructor's name on the first page. When using sources in a paper, you will be expected to follow APA standards for documentation, as detailed in *The Canadian Writer's Handbook* sections 37B, or Chapter 8 of *Healthcare Writing*.

Submitting Assignments

Assignments are due, uploaded to our OWL site by the date specified on the schedule. **Late assignments will be penalized a full letter grade unless I have granted you an extension.** You must talk to your instructor about extensions ahead of the due date; they are not automatic.

In this course you will be required to submit the final version of each of your written assignments electronically, through OWL, to Turnitin.com. Do not email assignments. Also, be aware that **you are responsible for keeping copies of all assignments submitted.**

When submitting assignments on Owl, please title your papers thusly: Last Name_Essay # (for example, Manley_2).

Attendance and Participation

It should go without saying that attendance at class is required to improve as a communicator. The most successful classrooms—physical or online—have students and instructors equally engaged in thinking about and discussing the readings, assignments, and weekly topics. **You are expected to complete the assigned readings each week.** As the current circumstances require this class to be fully online, we do not meet formally; thus, attendance and participation on your OWL discussion board are connected. Online courses are typically asynchronous (and this one is no different), but they are not wholly self-paced. You must attend and participate in class (defined as logging into your OWL section and interacting with your peers and instructor by posting responses to questions and/or prompts in the relevant weekly topic sections under the "Forums" link).

Your class discussion grade will be based on whether you have sufficiently fulfilled the posting requirements, which are listed in more detail below. In general, the grade will be determined by 1) the quality of your posts each week and 2) the number of quality posts you make.

1) Quality of Posting

All posts on your tutorial discussion forum must

- Contribute something meaningful to the board.
- Support your response with sufficient reasons and/or evidence.
- Demonstrate that you have either completed the assigned lecture and/or textbook reading (and/or that you have read your classmates' posts).
- Display good grammar and organization.

Posts should not

- Employ disrespectful, insulting, or offensive language. **Note in particular that the use of racist language or any language that works against the values of Equity, Diversity, and Inclusion will not be tolerated.**
- Be unrelated to the weekly topic.
- Be too long (more than one screen length) or too short (a sentence or two).
- Consist (in the case of responding to classmates) only of statements like "I agree with you" or "Great comment!" Such posts do not contribute any substance to the discussion; thus, they do not count as posts.

2) Frequency and Number of Posts

You must post **at least two posts** covering that particular week's discussion prompt (in addition to meeting the standards defined under "Quality of Posting," above). At least **one post must initiate a new thread** to the discussion, and at least **one post must be a reply to either your instructor or another student**. For the purposes of the class discussion, all weeks run from Monday to Sunday; late posts (i.e., posts that appear after the discussion concludes on Sundays at 11:59 pm) will not count toward your participation grade.

Diversity & Inclusion Statement

It is my intention that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Important note: Given the possibly sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. **It is critical that each class member show respect for all worldviews expressed in class. The use of racist or any language that works against the values of Equity, Diversity, and Inclusion will not be tolerated.**

Some of the material in this course may evoke strong emotions; please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very

important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

Communication

All students are required to have an active UWO e-mail account and to check it regularly between class meetings. It is the primary way that I communicate with you outside of class. There will be no accommodations made for students who miss assignments or important messages because their UWO account is full and not receiving new e-mails. You are also to have a working knowledge of our Owl website. There will be required online discussions assigned throughout the semester.

Students should also carefully consider how they address me via email as well as the content of said email. While we may engender an informal community in class, email is a mode of professional communication and should be treated that way. Therefore, addressing me as "Yo, Teach!" should be recognized as inappropriate. [Please read this post on proper email etiquette: medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-afcf64ae0e4087#.oaxpj163i](https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-afcf64ae0e4087#.oaxpj163i)

Please note that I only check my UWO e-mail Monday through Thursdays (10am – 6pm), and it may take up to 24 hours to receive a response. I will neither be reading nor responding to e-mail on Fridays, Saturdays, or Sundays.

Scholastic Offences, including Plagiarism

All essays and assignments must be written **in your own words**. Whenever you take an idea or a passage of text from another author, you must acknowledge this debt by using quotation marks where appropriate and by properly referencing all quotation, paraphrase, and summary via in-text citations. **Please note that plagiarism also includes double submission: submitting work from one course for credit in another without written permission from both instructors.** Plagiarism is a major academic offence. Scholastic offences such as plagiarism are taken very seriously and attended by academic penalties that may include expulsion from the program. You may read the appropriate policy on what constitutes a scholastic offence by following this link:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

As noted, in this course you will be required to submit an electronic copy of the final version of each of your written assignments to turnitin.com through your tutorial section's OWL homepage.

Prerequisites

"Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites."

Medical Accommodation Policy

Note: the official Western Accommodation Policy appears below. This is currently in effect, but may be modified temporarily by the university during the academic year as conditions change.

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors by email within 24 hours of the end of the period of the self-reported absence. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see:

[Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#). For the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Students who are in emotional/mental distress should refer to MentalHealth@Western: (<https://www.uwo.ca/health/psych/index.html>) for a complete list of options about how to obtain help.

Religious Accommodation

Students should consult the University's list of recognized religious holidays and should give reasonable notice in writing (by email), prior to the holiday, to the Instructor and to an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Lecture, Reading, and Assignment Schedule

An Important Note: I am the owner of the Intellectual Property in my lecture materials. Even when those lecture materials are posted to OWL, students are strictly prohibited from posting or sharing them to any other websites or platforms or from using the lecture materials for any other purpose outside of the work of this course without my consent.

Note also: Quiz dates are tentative and may change depending on how much material we have (or have not yet) covered since the previous quiz. Quizzes will never be moved up—only back—and advance notice will be given if/when such a scheduling change occurs.

Date	Meeting focus	Readings
Week 1: Jan. 11-15	Introduction to the course/syllabus Introduction to grammar basics: Word classes [Discussion]	<i>Canadian Writer's Handbook (CWH)</i> : Chapters 6 (all), 7a, 8a-d, 10-13 (all) <i>Healthcare Writing (HW)</i> : Chapter 1 (pg. 1-11), Chapter 6 (pg. 111-25)
Week 2: Jan. 18-22	The writing process: Planning and drafting Paragraphs, Thesis statements [Discussion]	CWH : Ch. 1a-g, 2 (all) HW : Ch. 7 (pg. 147-60, 164-70)
Week 3: Jan. 25-29	Assignment 1 Due (Friday by before midnight) APA basics: A (very) brief overview Grammar basics continued: Sentence elements and types Sentence Boundary Errors	CWH : Ch. 3 (all), 4a-d, 5a-c; Ch. 37b HW : Ch.6 (pg. 123-5, 136-9), Ch. 8 (pg. 186-92)
Week 4: Feb. 1-5	Quiz 1 The writing process: Editing and revising; Writing in a professional health care setting Effective Sentences: Agreement [Discussion]	CWH : Ch. 1h-i; Ch. 7c, 9 (all) HW : Ch. 1 and 2, Ch. 6 (pg. 133-6)

Week 5: Feb. 8-12	Effective Sentences: Active vs. Passive Voice, Parallelism Commas, Semicolons, Colons [Discussion]	CWH: Ch. 4e-i, 5h, 8h; Ch. 15-17, 25 (all) HW: Ch. 6 (pg. 125-31, 142-4)
Reading Week		
Week 6: Feb. 22-26	Assignment 2 Due (Friday by before midnight) Effective Sentences: Modifiers, Diction Dashes and apostrophes Plan your research: Literature review	CWH: Ch. 5d-g; 18-24 (all), 32l-n; Ch. 7e, 14 (all), Ch. 33 (all) HW: Ch. 6 (pg. 131-3, 139-41), Ch. 8 (pg. 173-82)
Week 7: Mar. 1-5	Taylor Library Research Information Session [Discussion]	
Week 8: Mar. 8-12	Assignment 3 Literature Review Due (Friday by before midnight) Pronoun Case/Reference Evaluating and Incorporating Sources	CWH: Ch. 34-36; 7b, d HW: Ch. 8 (pg. 176-86)
Week 9: Mar. 15-19	Quiz 2 Evaluating and Incorporating Sources (continued) Preparing the Research Presentation [Discussion]	CWH: Ch. 34-36 HW: Ch. 2 (pg. 37-41), Ch. 6 (pg. 115-18)
Week 10: Mar. 22-26	Assignment 3 Oral Reports Due (Friday by before midnight) Preparing the Research Presentation (cont.)	HW: Ch. 2 (pg. 37-41)
Week 11: Mar. 29-Apr. 2	Documenting sources/APA formatting [Discussion]	CWH: Ch. 37b, 26-31 HW: Ch. 8 (pg. 186-91)
Week 12: Apr. 5-9	Essay tips and preparation and Exam review	
"Week" 13: Apr. 12	Assignment 3 Research Essay Due	