

Undergraduate Council
 New Course Course Change
 Core Category: WI-ID Effective Fall 2009

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall __

RECEIVED OCT 21 2008

1. Department: COMD College: CLASS
2. Person Submitting Form: Sandra Gold-Singleton Telephone: 3-2893
3. Course Information on New/Revised course:
 - Instructional Area / Course Number / Long Course Title:
COMD / 3380 / Professional Writing in Communication Disorders
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
COMD / 3380 / PROFESSIONAL WRITING IN COMD
 - SCH: 3.00 Level: JR CIP Code: 51.0201.00 14 Lect Hrs: 3-0 Lab Hrs: 0-0

4. Justification for adding/changing course: To more accurately reflect course content/level
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
____ / ____ / ____
 - Content ID: ____ Start Date (yyyy3): ____

6. Authorized Degree Program(s): BA/BS CAMD
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - ~~Are special fees attached to this course?~~ Yes No
 - Can the course be repeated for credit? Yes No

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
COMD / 2380 / Professional Writing in Communication Disorders

• Start Date (yyyy3): 20063 Content I.D.: 016133

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3-0). Prerequisites: ^{CAMD major and} Completed COMD Core or ^{consent} permission of instructor. Description (30 words max.): Designed to prepare students majoring in Communication Sciences and Disorders, this course
^{Review of} reviews mechanics and style. It involves ^{DI} intensive writing and critical reading/thinking about topics relevant to the discipline

10. Dean's Signature: _____ Date: 10/21/08

Print/Type Name: Dr. Sarah Fishman

U N I V E R S I T Y of H O U S T O N

CORE CURRICULUM COURSE REQUEST

Originating Department/College: Communication Sciences and Disorders

Person making request: Martha Dunkelberger Telephone: 3-2923

Dean's signature: [Redacted] Date: 10/23/08

I. General Information:

Course number and title: COMD 3380 Professional Writing in Communication

Disorders

Complete catalog description (NOT required if attached to CBM 003 form):

Category of Core for which course is being proposed (mark only one):

- Communication
- Communication: Writing Intensive Experiences in the Disciplines
- Mathematics
- Mathematics/Reasoning (IDO)
- Natural Sciences
- Humanities
- Visual/Performing Arts Critical
- Visual/Performing Arts Experiential
- Social/Behavioral Sciences
- U.S. History
- American Government

II. Objectives and Evaluation (respond on one or more separate sheets):

Call 3-0919 for a copy of "Guidelines for Requesting and Evaluating Core Courses" or visit the website at www.uh.edu/academics/corecurriculum

- A. How does the proposed course meet the appropriate Exemplary Educational Objectives (see **Guidelines**). Attach a syllabus and supporting materials for the objectives the syllabus does not make clear.
- B. Specify the processes and procedures for evaluating course effectiveness in regard to its goals.
- C. Delineate how these evaluation results will be used to improve the course?

Core Curriculum Request: Objectives and Evaluation:

A. How the course meets the Exemplary Educational Objectives.

See attached syllabus.

B. Procedures and Processes of Evaluation

This course has been evaluated extensively via student survey and faculty perception of improved written products in later courses.

C. Implementation of Evaluation for Greater Course Effectiveness.

1. This course was originally team taught by faculty in the CLASS writing center and a number of clinical and academic faculty in the department. Student survey indicated that a single instructor in conjunction with the writing center was preferable.

2. Faculty perception of completed tasks indicated that students were not prepared to write clinically oriented products before graduate school. Therefore, the course requirements currently focus on research writing, peer review, revision processes and writing for specific audiences.

COMD 2380
Writing in Speech-Language Pathology
Spring 2008
Mon/Wed 3:00-4:30
207 AH (writing center)

Dr. Peggy Blake Office: 117 CRS Phone: 713-743-2894 Email: mtblake@uh.edu	Office Hours: Tuesday 1-2pm Wednesday 1-2pm <i>or by appointment</i>
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Required Textbooks:

Harris, RA (2005). Using sources effectively (2nd Edn). Glendale, CA: Pycszak.
Galvan, JL (2006). Writing literature reviews (3rd Edn). Glendale, CA: Pycszak.

Course Description:

This course is designed to reinforce basic writing skills that are the foundation for any type of good writing, and to provide extensive practice with the writing process. You will also learn and practice using the scientific writing style, according to the fifth edition of the Publication of the American Psychological Association (2001) (the APA style), that is the accepted standard for scientific writing in speech-language pathology.

The course will be taught in conjunction with the University of Houston Writing Center.

Learning Objectives:

- Students will become familiar with the writing process.
- Students will recognize errors in basic rules of usage given examples of written material that is in need of revision.
- Students will engage in a research writing process that will include extensive revision and feedback from both peers and instructors.
- Students will engage in writing for different purposes and audiences.

Students with disabilities:

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please contact the Center for Students with DisABILITIES (C.S.D.) in Room 307 of the Student Service Center (743-5400/voice, 749-1527/ TDD). Any student with a documented disability needs to talk to me during the first week of class to discuss appropriate accommodations.

Academic Integrity:

"Academic dishonesty" means employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by the university or a course instructor to fulfill academic requirements. (UH Student Handbook). Plagiarism found in written assignment will negatively affect the grade for that paper, decreasing that student's grade by at least 10%, and may result in a ZERO for that assignment.

Grading:

Grading will be based on written work and participation in the peer-review process.

There will be a total of 130 points possible. Letter grades are assigned on a traditional 70/80/90 scale. Plus/Minus grades will be *approximately* 2-3 points above/below (e.g., 82/83 = B-)

Assignments:

The major assignment of the course will be a research paper on a topic relevant to speech-language pathology. Interim assignments will be drafts of components of that research paper: a summary, an analysis piece, and a synthesis of two articles. Additionally, there will be a paper that will require clinical writing.

Draft 1 of each assignment will be peer-reviewed. Each person is expected to read and comment upon the papers of each other member of his/her group. Two points out of the five possible for the Draft will be given for the peer-review process. (e.g., if you turn in Draft 1, but do not comment on your peers' papers, you will receive a maximum of 3 points for that assignment).

Draft 2 of the paper also will be submitted for peer-review.

The assignments will involve the following components:

- * Mechanics of writing
- * Identify Good vs. Bad writing
 - Grammar
 - Word choice (conveying what you mean)
 - Style (person-first language, non-stigmatizing language, appropriate for audience)
- * Paraphrasing
- * Exposure to different types of writing
 - Research (summaries; articles)
 - Clinical (reports)
- * Practice, practice, practice!!

Course work

After the course is complete, I may use any course work (e.g. exams, papers) handed in for future instruction (e.g. I may use a copy of your paper to help students in future courses). Your name will be erased from these copies, unless I receive explicit permission directly from you to keep your name on the work.

Extra Credit: *Do not expect any extra credit opportunities.*

It is extremely rare that I find something that I consider worthy enough to offer. You are expected to learn the material presented in class. Every semester I am asked (by students who are not learning the material) for extra credit opportunities. If I offer extra credit to one student, I must offer it to all, thus making extra work for me, in order to help a few students who have not been able to do the expected work. If you feel you are not performing up to your potential or your expectations, talk to me as early as possible to determine ways to improve your performance.

COMD 2380 - Spring 2008

BOLD = assignments due

Italics = Topic presented by Michelle Miley (writing center)

	MON	WED	Assignment/Reading
Jan 14 - 16	<i>Overview of Writing in COMD</i> select topics & groups		
21-23	MLK DAY No Class	sick day	
28-30	Analysis of journal articles; Paraphrasing	Analysis of journal articles; Paraphrasing	Harris Ch 2, 4
Feb 4-6	APA format Summary D1	APA format Summary D1	summarize 1 article (5pts) D1: focus on content
11-13	Analysis Summary D2	Analysis Summary D2	Galvan Ch 4 summarize 1 article (10pts) D2: content + mechanics
18-20	<i>Revising Workshop</i> Analysis D1	<i>Revising Workshop</i> Analysis D1	Analyze 1 article (5 pts) D1: focus on content
25-27	Synthesis, APA Analysis D2	Synthesis, APA Analysis D2	Galvan Ch 7-8 Analyze 1 article (10 pts) D2: content + mechanics
March 3-5	<i>Strength in Writing Workshop</i> Synthesis D1	<i>Strength in Writing Workshop</i> Synthesis D1	Synthesize 2 articles (5 pts) D1: focus on content
10-12	Editing Synthesis D2	Editing Synthesis D2	Galvan Ch 11 Synthesize 2 articles (10pts) D2: content + mechanics
17-19	SPRING BREAK		
24-26	conference	<i>Grammar Workshop</i> Paper D1	Galvan Ch 12 Analysis/synthesis of 3 articles D1: rough sketch of topic & organization (10 pts)
31-April 2	<i>Grammar Workshop</i> Paper D1	Proofing Paper D2	Harris Ch 5 Analysis/synthesis:3 articles D2: content + mechanics (20 pts)
April 7-9	Proofing Paper D2	<i>Clinical Writing Overview</i> Paper Final Due	Analysis/synthesis of 3 articles Final product (50 pts)
14-16	<i>Clinical Writing Overview</i> Paper Final Due	Clinical Writing Draft 1 Due	Clinical Writing 1 (10 points)
21-23	Clinical Writing Draft 1 Due	Clinical Writing Draft 2 Due	Clinical Writing 2 (15 points)
28-30	Clinical Writing	NO CLASS	

	Draft 2 Due	
May FINAL EXAM	Clinical Writing Final Draft Due	Clinical writing final product (30 points)

Assignments:

1. **Summary:** select one scholarly article on your topic. Summarize the main topics. Be sure to remain objective – state what is in the article, do not evaluate it. Use APA format to cite your article. **1 page**
2. **Analysis:** analyze the article you summarized. Use the Galvan book (Chapter 4) to guide you in the analyzing process. Use APA. **1 page**
3. **Synthesis:** find a 2nd article on the same topic. Write a synthesis of the 2 articles. (see Galvan chapter 7-8). Use APA format to cite the articles within the text and on the reference page. **2 pages**
4. **Paper:** find a 3rd article to complement the two you've already synthesized. Write a new paper (don't just try to revise your previous synthesis) reviewing and analyzing the information in all three articles. Be sure to synthesize the information – don't simply summarize/analyze each independently. Use APA format to cite the articles within the text and on the reference page. **5 pages.**
5. **Clinical Writing:** Practice writing objective statements
6. **Clinical Writing Final:** More details will be provided.