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

Graduate/Professional Studies Council  
New Course ☐ Course Change  
Effective Fall ___

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
   - 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: Completed COMD Core or permission of instructor. Description (30 words max.): Designed to prepare students majoring in Communication Sciences and Disorders, this course reviews mechanics and style. It involves 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

- Created on 8/23/2008 6:50:00 AM -
UNIVERSITY of HOUSTON

CORE CURRICULUM COURSE REQUEST

Originating Department/College: Communication Sciences and Disorders

Person making request: Martha Dunkelberger Telephone: 3-2923

Dean's signature: 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?

SVP. Effective 9/20/05. Replaces all previous forms, which may no longer be used.
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
or by appointment

Required Textbooks:

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