

ENGL 42201—Writing for the Health & Human Sciences



CRN: 68573

Days & Time: Mondays, Wednesdays, Fridays @ 1:30-2:20 pm

Course location: Heavilon (HEAV) Hall, room 227

Instructor: Adrianna Deptula (she/her)

Email: adeptula@purdue.edu

Office hours: Mondays from 9-10 and 12:15-1:15 pm, or by appointment in Heavilon 327E or my [personal Zoom room](#)

Course Description

Welcome to Writing for Health and Medicine! ENGL 42201 focuses on the rhetorical principles and writing practices necessary for producing effective charting, reports, policies, and educational materials in the context of the healthcare industry. All assignments in this course have been developed in collaboration with medical professionals and though no specific medical knowledge is required to take this course, the material presented will most benefit those pursuing a career in medicine. The curriculum is informed by current research in rhetoric and professional writing and is guided by the specific needs and practices in hospitals, clinics, extended care facilities, and home health agencies, as well as by the expectations of Purdue students and programs. Like other sections, ENGL 42201 is offered in networked computer classrooms to ensure that students taking the course are prepared for the writing environment of the high-technology medical workplace.

This course recognizes the interdisciplinary purposes of writing for the health sciences, as well as the variety of goals and levels students bring to this course. Therefore, assignments are flexible, enabling you to focus on topics of interest and work on projects that connect to your areas of expertise and professional goals. Overall, the course is designed to provide you with practice in a range of written and visual communication while improving your ability to both produce and critique various modes of writing in health and medicine.

My hope for you is that you become a communicator who sees the whole picture beyond biology and physiology, who asks questions other people aren't considering, and who shows up fully for themselves and others in a healthcare setting. The healthcare system and healthcare education, quite frankly, are not set up for genuine, authentic encounters. Patients long for them. Healthcare providers go into medicine to

have them. But healthcare structures do not encourage them. This class will prepare you to do medicine and healthcare differently, whether you're a patient, caretaker, advocate, clinician, or researcher.

Course Outcomes

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

1. Use theories and approaches from medical and science writing to analyze and solve problems individually and in teams.
2. Communicate information, processes, and procedures about healthcare and public health via a variety of media, genres, and technologies to a range of technical and non-technical audiences and stakeholders.
3. Innovate written and digital genre conventions and expectations to both expert and non-expert audiences with changing organizational and community needs.
4. Apply primary and secondary research methods and strategies to produce healthcare documents, public health documents, and other materials.
5. Design documents with an awareness of the human needs of patients, providers, and community members, paying special attention to accessibility, cultural diversity, and global sensitivity.
6. Interpret, contextualize, explain, and visualize data sets in specific rhetorical contexts or problems.

Required Materials

- eBook of *Writing for Today's Healthcare Audiences* – the Second Edition (2022) by [Robert J. Bonk](#), ISBN is 9781554815128 / 1554815126. Purchase available in Purdue bookstore or [publisher website](#). Estimated cost \$24
- *Lifelines: A Doctor's journey in the fight for public health* by M.D Leana Wen (eBook, print, or audiobook) Purchase available through [Barnes & Noble](#) or [Amazon](#). Estimated cost \$8-13

If you have any financial concerns about purchasing these texts, please reach out to your instructor.

Teaching Philosophy

Through a pedagogy of inclusivity, I strive to bridge the gap between the instructor and student by teaching modes of thinking that will help students to critically examine the world and professional discourses around them as writers, professionals, and people. Our class community will serve as a “brave space” in which there is no such thing as a silly question or response, “failing forward” is a path to self-actualization, and expectations are set high with a high level of teacher-to-student support. I am committed to facilitating a classroom community where all students feel comfortable bringing their whole selves to the classroom.

I learn a great deal from my students across ENGL 106, 420, and 422. I enjoy hearing your thoughts in both in--class discussions and written deliverables--I feel as if I am traveling with you as you uncover new ideas and link those ideas to your professional and personal goals. It is my goal that students will also understand the purpose of each assignment and how each unit will benefit you and your future endeavors.

While there will be short lecture “bursts,” you won’t hear 50-minute lectures in my class. We will frequently engage, interact, and actively learn with and from one another. I will expect you to take notes that are helpful to you during our short interactive lectures, but you will also need to actively read assigned readings and then put your knowledge into practice during our class time as we

engage in discussion, brainstorming, problem-solving, writing, and group work, among other activities.

Technologies

In order to participate in course activities, the following technologies are required:

- A high-speed internet connection, which you will access daily for course communication through email and Brightspace access.
- A program that can open PDFs (such as Acrobat or Preview)
- Microsoft Office, Apple's Office suite, or open-source equivalents (please save documents in .doc, .docx, or .pdf formats—no .pages files, please!)

Course Work and Major Assignments

You will receive more detailed assignment instructions as the semester progresses. You will turn in first and final drafts of each project component. You will be given individual feedback for first drafts and final drafts will receive a rubric and a numerical score.

Unit 1: Targeted application portfolio (15% of grade)

- Career memo
- CV or resume
- Personal statement or cover letter

The purpose of this project is to create and articulate not only your wishes to be considered a viable candidate for a job, but to also express your values concerning your field and either your scholarly contributions or patient advocacy.

The first project in this course involves a professional portfolio for job positions in the medical field. To complete this unit successfully, students will need to research a potential place of employment or graduate school and consider the institutional culture. In addition, this project emphasizes professional ethos and potential contributions students can give to a medical subfield.

Unit 2: Clinical Writing for Professionals (20% of grade)

- Patient interview
- Patient case note
- Referral letter
- Reflective memo

Successful interprofessional communication is vital to medical practice for ensuring quality patient care, reducing error, keeping workflow efficient, maintaining positive relationships between healthcare professionals, and reducing stress.

This genre will require students to develop record-keeping skills and foster descriptive writing. Although medical records are typically digitized through standardized computer interfaces, descriptive writing is still a useful skill for medical documentation. The focus in this unit will be strategies for narrative writing. Much of the stylistic and narrative composing for this unit will involve tactics to maintain patient privacy. As a practice exercise, students will work with one classmate as their patient and chart medical information over time. At the completion of the project, students will write a referral letter based on the information from their patient case notes.

Unit 3: Writing for Public/Patient Audiences (25% of grade)

- Audience/demographic report
- Design plan
- Data visualization
- Patient education material
- Reflective memo

Healthcare professionals often need to use and negotiate rhetorical strategies when communicating to non-specialists (e.g., patients and the general public) as well as to specialists.

Project 3 will require students to compose and develop patient information materials for a public audience on a health disparity, illness, or condition. The challenge of this project is to write materials that are accessible for a lay audience who may not understand medical terminology. In preparation for this project, students will identify a population based on the following characteristics (diagnosis, age, race, gender, etc.). Students will also use design principles with InDesign, Microsoft Word, or Adobe to create their pamphlets and other materials.

Unit 4: Public Campaign (completed in teams) (30% of grade)

- Team charter
- Grant proposal (4 sections: introduction, methods, results, discussion)
- Progress memos (5 total, completed individually)

Because innovative research and sustained change is often made possible by multiple parties and interdisciplinary collaboration, the final project is a grant proposal intended for funding public health campaigns or medical research.

As a group, students will develop and write a grant proposal to fund research and/or patient outreach program addressing a particular concern or condition. The beginning stages of this project include identifying an appropriate health agency, patient demographic, and a community or scholastic need that has been traditionally overlooked or neglected. The grant should be structured in an adapted IMRD form (introduction, methods, results, discussion).

We'll focus on one section per week, after taking one week to formalize team charters, which will help students manage the collective time and labor needed to complete the project. Students will also complete a series of progress memos recording their contributions to the project, as well as a final reflective memo commenting on their overall experience with their team.

Unit discussion posts & low stakes activities (10% of grade)

You will compose a total of 10 informal discussion board posts throughout the term to further prompt in-class conversations. In addition, low stakes writing activities may be assigned during class.

Grading and Evaluation

In this class, grades reflect the sum of your achievement throughout the semester. You will accumulate points as described in the assignments portion above, with each assignment graded according to a rubric.

A+ 97-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 0-59%
A 93-96%	B 83-86%	C 73-76%	D 63-66%	

A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%	
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Late work

Deadlines are an unavoidable part of being a professional, and this course is no exception. I do not accept late work unless arrangements have been made with me at least **48** hours prior to the due date. (I will not always say yes). I understand problems can arise, but the key to their successful resolution is communication. Keep me informed and I will likely work with you; avoid simply not showing up or not turning in assignments.

Attendance

Because both anticipated and unanticipated absences do occur, it is your responsibility to inform me in a timely fashion, whenever possible, of your absence or lateness; it is also your responsibility to complete work in advance of an absence or in a timely manner after an unanticipated absence. It is not reasonable to expect the instructor to give one-on-one lectures or instruction to catch you up; please reach out to a fellow member of the class. Students may not Zoom into class remotely. Because this is a face-to-face class, physical attendance is required.

This class works best when every student participates in discussions and in class activities. For this reason, you are allowed **4** free unexcused absences to use (as you need) with no questions asked. Think of these as personal days. After your 4th absence, your final calculated grade will be docked 2% per accruing absence. **If you miss 8 or more classes, you will not pass the course.**

If you have an extenuating circumstance (family illness/emergency, personal illness, etc.) contact me as soon as possible. I can work with you throughout the semester to help. If you fall ill and find yourself too sick to progress in the course, notify your adviser and notify me via email or Brightspace. We will make arrangements based on your particular situation. If you disappear for weeks on end without talking to me, however, I will not be able to assist you. If you miss class for a week and I do not hear from you, I will file a Student of Concern report. This is NOT a punishment but rather a measure to ensure you are okay. I deeply care about my students' health and wellbeing. If you think this attendance policy may be a problem for you, please come and talk to me.

Under academic regulations, excused absences may be granted for cases of grief/bereavement, military service, jury duty, religious observances, parenting leave, emergent or urgent medical care, and many University-sponsored events. For details, see the [Academic Regulations & Student Conduct section](#) of the University Catalog website.

Tardy Policy

Sometimes we're late. It happens. If you must arrive late, please come in quietly and do your best not to disturb the other students. If you arrive more than 25 minutes late to class, you will be marked absent. For every **4** tardies (arriving after class activities have begun), you will receive **1** absence.

Grade Inquiry Policy

After receiving feedback on an assignment, it is expected that you wait **24 hours** to contact me if you would like to discuss the grade you received. I ask that you send a professional email to me that informs me of the assignment that you would like to discuss. We will then set up an individual meeting time to discuss your questions and concerns.

Office Hours

You all enter this classroom with unique strengths and skills. In virtue of this fact, I open my office to you as an extension of the classroom. I am here to assist you with any portion of the course, your writing, general questions/challenges you might have as a student, in addition to any group work conflicts. To enter my office and ask for help is an act of bravery. Students who attend office hours and develop working relationships with their professors often succeed and build greater confidence throughout the course.

Office Hours will be held in person in HEAV 327E or in My [Personal Zoom room](#). If your schedule prohibits you from attending regular office hours, I encourage you to reach out to me so that we can schedule a meeting time that works for the both of us.

Accessibility & Accommodation

Purdue University strives to make learning experiences as accessible as possible. This class respects and welcomes students of all backgrounds, identities, and abilities. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options, regardless of whether you are *officially registered with* the Disabilities Resource Center. The best I can accommodate you is by having open channels of communication—so please do write to me and we can set up a meeting. I will always respect confidentiality. You are also encouraged to contact the [Disability Resource Center](#) at: drc@purdue.edu or by phone: 765-494-1247.

Artificial intelligence policy

You may use AI programs e.g. ChatGPT to help generate ideas, brainstorm, and copyedit at the end of the writing process throughout the course. In fact, you will be encouraged to learn more about the affordances and drawbacks of AI used in your specific field of practice. However, you should note that the writing content generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking, creativity, and unique strengths when drafting.

You may not submit any work generated by an AI program and pass it off as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Please come and talk to me if you have any questions of when to use or not use AI during your writing process.

Email Communication

I will send occasional emails to the course list or to individual students, so please check your Purdue email regularly. I expect you to write a subject line and proofread the text. If you send an attachment, please write something appropriate in the body of the text, such as an explanation of what you are sending. These are good practices for the multitude of situations in which you use email in formal or professional capacities. Every career and job will ask you to utilize these skills.

When you send me an email, I will do my best to respond within 24 hours. In general, after 6pm on weekdays and during the weekend, I will not send emails and will probably not reply to your emails. Similarly, I wouldn't expect you to reply to an email outside of business hours.

Formatting and File Naming Conventions

Refer to assignment sheets for formatting requirements for each assignment. Filenames for electronic documents must include your name and the title of the assignment. Don't save your project as "Essay.doc." Save it as: First Name Last Name_RhetoricalAnalysis_FirstDraft.doc or something similar, so that your (and my) files stay neatly organized. (Ex. Adrianna Deptula_CV_First Draft.doc)

Nondiscrimination Policy

All class participants are expected to conduct themselves in a respectful and sensitive manner towards others and the course material. Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Go to Purdue's [nondiscrimination policy](#) for more information.

Respect and Tolerance

Students are required to treat their peers respectfully, even when a student's background, identity, ideology, etc. may be at odds with one's own. Our classroom will not be a place for hate speech or other discriminatory behavior, including but not limited to sexism, racism, classism, ableism, sanism, homophobia, transphobia. Rudeness will not be tolerated. If you have questions about how to avoid these behaviors, please feel free to work with me. If, for whatever reason, you use a name other than that on the official roster, please let me know using the method with which you feel most comfortable. I will expect that you respect your classmates' identities in this and other matters.

Inclusivity, Diversity, Equity, and Accessibility (IDEA)

In our discussions, structured and unstructured, we will explore a variety of issues that can enhance our understanding of different experiences and perspectives. While striving to meet these goals, we should remember that:

- We all come to the class with a variety of experiences and a range of expertise, we should respect these in others while critically examining them in ourselves.
- We are all in the process of learning about others and their experiences. Please speak with me, anonymously if needed, if something has made you or a colleague uncomfortable and I will work with you to determine the most appropriate response.
- Intention and impact are not always aligned, and we should respect the impact something may have on someone even if it was not the speaker's intention.
- All students should take on the responsibility of advocating for the needs and safety of their classmates. This not only includes incidents of overt discrimination, but also instances of accidental exclusion or disrespect in group works contexts.

I do not mandate official documentation for reasonable accommodation requests for this class. also do not require you disclose specifics, unless you are comfortable; however, some notice of needing alternative, equivalent requirements or extensions will generally be helpful.

Academic Honesty, Plagiarism, & The Purdue Honor Pledge

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor's discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university may be considered.

Plagiarism

When writers use material from other sources, they must acknowledge this source. Not doing so is called plagiarism, which means using without credit the ideas or expression of another. You are therefore cautioned (1) against using, word for word, without acknowledgment, phrases, sentences, paragraphs, etc. from the printed or manuscript material of others; (2) against using with only slight changes the materials of another; (3) against using the general plan, the main headings, or a rewritten form of someone else's material. These cautions apply to the work of other students as well as to the published work of professional writers.

Since we will be discussing how to acknowledge and cite sources, you should be able to learn to avoid accidentally plagiarizing anyone else's work. If you are in doubt, please ask me since the consequences for plagiarism are severe. The university policies about plagiarism include penalties ranging from failure of an assignment to expulsion from the university. In this class, anyone who plagiarizes will fail the course and will be reported to the Office of Student Rights and Responsibilities. The Department of English & ICAp consider the previous explanation to be official notification of the nature and seriousness of plagiarism.

If you are tempted to plagiarize to save time or get a good grade, please see me instead before the assignment is due. I would rather grant you a short-term extension than have your academic record jeopardized.

Purdue Writing Lab

Want input on your writing for this class or any others? Did you know working with a tutor, whether for English or any other discipline, leads to better course grades, high GPAs, greater academic success? Sign up to share any writing from this course or any other at <https://cla.purdue.edu/wlschedule/>. They also have evening hours, and you can get feedback virtually without leaving your dorm or apartment. The Writing Lab will work with you where you are, support your writing in your major, and help you learn what you need to become more effective whatever the context.

Center for Advocacy, Response, & Education

CARE provides free and confidential advocacy services to Purdue students who have experienced interpersonal violence (e.g., sexual violence, sexual exploitation, relationship violence, and stalking). Our goal is to provide non-judgmental and survivor-focused services to empower survivors to make informed decisions that help them heal. Appointments can be scheduled by calling our office at 765-495-CARE (2273) or emailing us at care@purdue.edu. Walk-in appointments are also available on Monday-Friday from 8am-5pm.

Caps & Mental Health Resources

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or through its

counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

If you find yourself in an emergency, please let me know when you are able, and refer to our late work and extensions policy.

If you need support and information about options and resources: Please contact or see the Office of the Dean of Students. Call 765-494-1747. Hours of operation are Monday through Friday, 8 am to 5 pm.

If you find yourself struggling to find a healthy balance between academics, social life, stress, et cetera: Sign up for free one-on-one virtual or in-person sessions with a Purdue Wellness Coach at RecWell. Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on Boiler Connect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

Immediate support for anxiety, suicidal ideation, and personal crisis are available via the local Mental Health America Crisis Line: 765-742-0244 as well as the National Suicide Prevention Line (dial 988).

Course Calendar

Our course schedule is subject to change based on our section’s needs. You can find the most updated schedule on our weekly content modules in Brightspace.

Week	Topic	Readings/Videos	Assignments
Week 1 (Aug 21-27)	Writing in the Health & Sciences	TCT Ch. 5— starting your career”	Draft of Project 1 Career Memo due Sunday before 11:59 pm
Begin Unit 1	Writing your resume/CV	WTHA Ch.1- Preliminaries of healthcare writing Dertkatch/Segal— Realms of Rhetoric in Health & Medicine	<i>Submit informal discussion board post by Wednesday before 11:59 pm if you opt in this week. (You need 10 total throughout the term.)</i>
Week 2 (Aug 28-Sep. 3)	Understanding Audience & Purpose Writing Application Letters & SOP’s	Damon—“Passion & mastery in balance” WTHA Ch. 2 –Ethical & legal responsibilities WTHA Ch. 3 –Preparation for collaboration Chapters 1-2 of <i>Lifelines</i>	Draft of Project 1 CV/resume due Sunday before 11:59 pm <i>Submit informal discussion board post by Wednesday before 11:59 pm if you opt in this week. (You need 10 total throughout the term.)</i>

<p>Week 3 (Sep. 4-10)</p>	<p>Writing letters, memos, emails</p>	<p><i>BCT</i>—Chapter 5— “Writing business messages”</p> <p>Email etiquette for healthcare professionals</p> <p>Chapters 3-4 of <i>Lifelines</i></p>	<p>Draft of Project 1 personal statement or cover letter due Sunday before 11:59 pm</p> <p><i>Submit informal discussion board post by Wednesday before 11:59 pm if you opt in this week. (You need 10 total throughout the term.)</i></p>
<p>Week 4 (Sep. 11-17)</p> <p>Begin Unit 2</p>	<p>Project 1 peer response workshop</p> <p>Writing S.O.A.P notes</p>	<p><i>WTHA</i> Ch.4— Audiences of healthcare information</p> <p>Charon, Narrative medicine</p> <p>Chapters 5-6 of <i>Lifelines</i></p>	<p>Bring Project 1 drafts in for Wednesday’s Peer Response Workshop</p> <p>Final Application Portfolio due Sunday before 11:59 pm</p> <p><i>Submit informal discussion board post by Wednesday before 11:59 pm if you opt in this week. (You need 10 total throughout the term.)</i></p>
<p>Week 5 (Sep 18-24)</p>	<p>Audience analysis & clinical writing</p> <p>Patient interview discussion</p>	<p>Readings on bias in clinical notes</p> <p>From heart disease to IUDs: How doctors dismiss women’s pain</p> <p>Dermatology faces a reckoning.</p> <p><i>Lifelines</i> Ch. 7</p>	<p><i>Submit informal discussion board post by Wednesday before 11:59 pm if you opt in this week. (You need 10 total throughout the term.)</i></p>
<p>Week 6 (Sep 25-Oct. 1)</p>	<p>S.O.A.P notes & patient interviews in class</p>	<p><i>Lifelines</i> Ch. 8</p>	<p>Project 2 S.O.A.P notes draft due Sunday before 11:59 pm</p> <p><i>Submit informal discussion board post by Wednesday before 11:59 pm if you opt in this week. (You need 10 total throughout the term.)</i></p>

<p>Week 7 (Oct. 2-8)</p>	<p>Evidence & diagnostic writing</p> <p>Patient referral workshop</p>	<p>WTHA Ch. 6— Techniques with complex strategies</p> <p>WTHA Ch. 5</p> <p>Kaiser, diagnostic reasoning</p> <p>Lifelines Ch. 9</p>	<p>Project 2 Referral letter due Sunday before 11:59 pm</p> <p><i>Submit informal discussion board post by Wednesday before 11:59 pm if you opt in this week. (You need 10 total throughout the term.)</i></p>
<p>Week 8 (Oct 9-15)</p> <p>Begin Unit 3</p>	<p>Project 2 Peer response workshop</p> <p>Writing for public audiences</p> <p>No in-person class on Friday</p>	<p>WTHA Ch. 7— Generalist background of lay audiences</p> <p>WTHA Ch. 9— Scientific duality of practitioners</p> <p>Lifelines Ch. 10</p>	<p>Bring Project 2 drafts for Wednesday’s peer response workshop</p> <p>Project 2 Final S.O.A.P notes and referral letter due Sunday before 11:59 pm</p> <p><i>Submit informal discussion board post by Wednesday before 11:59 pm if you opt in this week. (You need 10 total throughout the term.)</i></p>
<p>Week 9 (Oct. 16-22)</p>	<p>Accommodating public & cultural beliefs</p> <p>Scholarly literature & social media language activity</p> <p>Data visualizations</p>	<p>RHM article TBD</p> <p>Gastel, Ch. 6-- Evaluating information</p> <p>WTHA Ch. 4— Evidence as visual representation</p> <p>Lifelines Ch. 11</p>	<p>Project 3 audience/demographic report due on Sunday before 11:59 pm</p> <p><i>Submit informal discussion board post by Wednesday before 11:59 pm if you opt in this week. (You need 10 total throughout the term.)</i></p>
<p>Week 10 (Oct. 23-29)</p>	<p>Document design & readability</p>	<p>Beauchamp, Designing for healthcare</p> <p>Bloom-Pojar & Devasto visualizing Trans spaces</p> <p>C.R.A.P design</p>	<p><i>Submit informal discussion board post by Wednesday before 11:59 pm if you opt in this week. (You need 10 total throughout the term.)</i></p> <p>Project 3 Design plan due Sunday before 11:59 pm</p>

		<i>Lifelines</i> Ch. 12	
Week 11 (Oct. 30-Nov. 5)	Usability in medicine Project 3 peer response workshop	Clark & Israelski, Total recall: The consequences of ignoring medical device usability Welhausen & Bivens, Civilian First Responder mHealth Apps <i>Lifelines</i> Ch. 13	<i>Submit informal discussion board post by Wednesday before 11:59 pm if you opt in this week. (You need 10 total throughout the term.)</i> Project 3 draft due Friday before class for peer response workshop Final Project 3 due Sunday before 11:59 pm
Week 12 (Nov. 6-12) Begin Unit 4	Forming Project 4 teams Team charters Researching for grant writing	Wolfe chapters 1-4 Skim “Strategies for Dealing with Slacker and Underperforming Teammates in Class Projects” <i>Lifelines</i> Ch. 14	<i>Submit informal discussion board post by Wednesday before 11:59 pm if you opt in this week. (You need 10 total throughout the term.)</i>
Week 13 (Nov. 13-19)	Grant writing Grant proposal introductions	Selections from <i>The Only Grant Writing Book You’ll Ever Need & Winning Grants Step by Step</i>	Project 4 Team charter due on Monday before 11:59 pm Grant proposal introduction draft (group submission) due Sunday before 11:59 pm Progress memo #1 (individual submission) due Sunday before 11:59 pm <i>Submit informal discussion board post by Wednesday before 11:59 pm if you opt in this week. (You need 10 total throughout the term.)</i>

<p>Week 14 (Nov 20-26th) (Thanksgiving Break 22- 25th)</p> <p>NO CLASS Wednesday & Friday</p>	<p>Grant proposal methods</p>	<p>Selections from <i>The Only Grant Writing Book You'll Ever Need & Winning Grants Step by Step</i></p>	
<p>Week 15 (Nov. 17- Dec. 3)</p>	<p>Grant proposal expected results</p>	<p><i>WTHA Ch. 12— Healthcare writing mechanics</i></p> <p>Selections from <i>The Only Grant Writing Book You'll Ever Need & Winning Grants Step by Step</i></p>	<p>Grant proposal methods draft group submission) due Wednesday before 11:59 pm</p> <p>Progress memo #2 (individual submission) due Wednesday before 11:59 pm</p> <p><i>Submit informal discussion board post by Wednesday before 11:59 pm if you opt in this week. (You need 10 total throughout the term.)</i></p>
<p>Week 16 (Dec. 4-10)</p>	<p>Grant proposal conclusion/discussion</p>	<p><i>WTHA—Ch. 15 Predictions for healthcare writing</i></p> <p>Selections from <i>The Only Grant Writing Book You'll Ever Need & Winning Grants Step by Step</i></p>	<p>Grant proposal expected results draft (group submission) due Monday before 11:59 pm</p> <p>Progress memo #3 (individual submission) due Monday before 11:59 pm</p> <p>Discussion rough draft due for Wednesday peer- response workshop Progress memo #4 (individual submission) due Wednesday before class for Peer response workshop (bring full rough draft)</p> <p><i>Submit informal discussion board post by Wednesday before 11:59 pm if you opt in</i></p>

			<i>this week. (You need 10 total throughout the term.)</i>
Finals Week (Dec. 11-16)	No class		Final Project 4 grant proposals (group submission) due Tuesday before 11:59 pm Final memo #5 (individual submission) due Tuesday before 11:59 pm