# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] please read these.

**N.B. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not ever delete any of the numbered categories—if they do not apply leave them blank. ALL numbered categories in section (A) must be completed. If there are no resources impacted it is okay to put “none” in A. 7**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **COurse: ENGL 233W: Writing for the Health Professions****PROGRAM: ENGLISH WITH CONCENTRATION IN PROFESSIONAL WRITING (major and minor)** |  |
| [Replacing](#Ifapplicable)  |  |
| A. 1b. Academic unit | **Faculty of Arts and Sciences**  |  |
| A.2. [Proposal type](#type) | **Course: creation** **Program:** [**revision**](#revision) |  |
| A.3. [Originator](#Originator) | **Michael Michaud** | [Home department](#home_dept) | **English** |
| A.4. [Context and Rationale](#Rationale) Note: Must include this additional information for all [new programs](#type) | **The curricular rationale for ENGL 233W: Writing for the Health Professions originated in the need to provide course options to satisfy the college’s Writing in the Disciplines (WID) requirement as it pertains to the Health Sciences programs. Specifically, Health Sciences concentration in MLS and the Health Science BS have no current WID course for students. HSCI are submitting their own proposal to request this addition to these program so it is not included in section C. or the signatures on this proposal.** **The Faculty in Biology/Health Sciences have determined that a 200-level WID course would be of great benefit to students in Health Sciences and hope to extend this to their Human Services concentration in the future, and it may even become of interest to other science majors in other disciplines, but for the time being it will only be required for the MLS to be able to limit the number of sections offered.****For its part, the English Department has long-sought opportunities to collaborate with other departments/programs on campus to offer courses in advanced composition that match their disciplines and, more recently, to grow its Professional Writing concentration by attracting new students to its department, and this course will be a restricted elective in botht eh major and minor of Professional Writing.****This will be a writing-intensive course that will make significant demands on the time, energy, and resources of those who teach it. It will be listed as a Writing in the Disciplines course and thus a cap of 20 helps us to meet the recommendations from UCC on course caps for WID classes. Until recently, course caps for 200-level writing classes, including ENGL 230W, 231W, and 232W, were 20 students. We feel strongly that, in keeping with UCC’s recommendation for course caps for writing classes, the cap for ENGL 233W should be kept to 20 in order to implement instructional approaches that will be in keeping with best practices for writing and pedagogy.** **To put it simply, writing classes require that faculty engage with students and their work in ways that are different from more traditional classes. Reading and responding to student writing takes significant time. RIC should acknowledge this reality by keeping course caps for writing courses manageable, which writing faculty interpret to mean with caps “Up to 20,” as outlined by the UCC “Policy on Class Size.”** |
| A.5. [Student impact](#student_impact) | **This proposal will have a positive student impact in that it will provide the means by which students within the Health Sciences program will develop and grow as professional writers. This has been made all the more pressing as the current pandemic developed and the ability of clear communication between health care professionals and health care professionals and the public became even more critical.** |
| A.6. [Impact on other programs](#impact)  | **The Health Science MLS is deleting another course so this will not affect their total credits, and the Health Science BS will just add it to a list of electives. The English Department will also add ENGL 233W to its English/Professional Writing major and minor as one of the courses students may take to fulfill their writing requirement (most of the existing courses are at the 200-level), though this may be of interest to other English majors, in other concentrations, too.** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **This class will impact faculty FLH as it is estimated that English will need to initially offer a section of ENGL 233W at least annually, though we hope demand might grow. Full-time faculty will be given priority in scheduling and there are full-time English and writing faculty, in particular, who are interested in teaching this course.** |
| [*Library*:](#library) | **None** |
| [*Technology*](#technology) | **None** |
| [*Facilities*](#facilities): | **None** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2021** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and **delete any catalog pages not relevant for this proposal**. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is preferred. Send catalog copy as a separate single Word file along with this form. |

B. [NEW OR REVISED COURSES](#delete_if)  **Delete section B if the proposal does not include a new or revised course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context.**

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank.  | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **ENGL 233W** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Writing for the Health Professions** |
| B.4. [Course description](#description)  |  | **Students explore the social and rhetorical dimensions of writing in the healthcare and health sciences professions. Genres may include technical and scientific reports, advocacy and grant writing, and clinical documentation.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **FYW100, 100P, 100H or Completion of the College Writing Requirement.** |
| B.6. [Offered](#Offered) |  | **Annually** |
| B.7. [Contact hours](#contacthours)  |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture, Small group, Studio** |
| B.11.a [Delivery Method](#instr_methods) |  | **On campus, online (as needed)** |
| B.12.[Categories](#required) |  | **Required for major (HSCI Medical Lab Sciences)** **Required Elective (English)** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations | Papers |** **Class Work | Interviews | Quizzes |****Performance Protocols | Projects**  |
| B.16 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **20 (see rationale)** |
| B.17. [Redundancy statement](#competing) | **We wish to clarify that this course is not the same kind of course as NURS 225W, the School of Nursing’s 2 credit WID course. While that course is aimed specifically at helping nurses acclimate to academic and professional writing in the field of nursing, ENGL 233W’s audience is not nurse practitioners but those who work in healthcare and health sciences fields. Having said this, some Nursing students wishing to enter certain areas of the field with less of a clinical component might find ENGL 233W valuable.****Additionally, we would like to clarify the ways in which ENGL 233W will differ from COMM 338 Communication for Health Professionals. As a writing course, ENGL 233W will focus primarily on helping students to gain confidence in themselves as writers as they investigate the various genres of professional writing produced in the health field. Communications courses often emphasize concerns, (i.e. oral communication) which will not receive treatment in ENGL 233W.** **Further, ENGL 233W will devote significant time to teaching the writing process, (i.e. drafting, invention/brainstorming, collaboration, peer feedback, revision, etc.). Typically, these are not treated as thoroughly in communications courses, where faculty often have “content” they wish to cover. In ENGL 233W, as in all writing courses like it, the “content” of the course will be students’ own writing as they learn to research and compose like novice professionals in their field.** |
| B. 18. Other changes, if any |  |

| B.19**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Students will:  |  | See B15. Most outcomes will be measured via students written papers, reports, etc. |
| 1. Learn to think of all writing, including and especially professional/technical/scientific communication, as shaped by the social and rhetorical contexts that enable and call forth its creation (i.e. rhetorical situation) |  | Same. |
| 2. Develop and practice a mindset that approaches all writing, including and especially professional/technical/scientific writing, as “study-able” (i.e. something one can “look into,” and not just “do”) |  | Same. |
| 3. Gain a rhetorical understanding of genre (i.e. genres are habitual responses to recurring social situations) |  | Same. |
| 4. Develop a beginner’s knowledge of professional genres that are typical of heathcare/health science settings. |  | Same. |
| 5. Gain an understanding of the intertextual nature of virtually all professional writing. |  | Same. |
| 6. Consider and reflect upon the ethical components of writing for professional/technical/scientific audiences. |  | Same. |
| 7. Understand writing as an important aspect by which professional identities are formed and negotiated. |  | Same. |
| 8. Review and demonstrate understanding of essential elements of polished professional writing (i.e. syntax, grammar, punctuation, etc.). |  | Same. |

| B.20. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE. Proposals that ignore this request will be returned for revision.** |
| --- |
| **Unit 1: Writing for Health and Medical Audiences (and Media and Cultures)*** Week 1: Audience Analysis and Context Analysis (*WHP*, Ch. 1)Week 2: Multicultural and International Medical Writing (*WHP*, Ch. 9)
* Week 3: Document Design Principles and Project Management (*WHP*, Ch. 3)
* Week 4: Presenting Written Materials Visually (*WHP*, Ch. 10)
* Week 5: Ethics in Medical Writing (*WHP*, Ch. 2)

During this unit, students will read from the textbook to gain a beginner’s knowledge of writing for health and medical audiences and engage in weekly low-stakes writing and quizzes to reflect on and share their learning. **Unit 2: Researching Genres in the Health Professions**Weeks 6-12During this unit, students will divide into groups based on their career paths/interests. Groups will then read a specific chapter in W*HP* (ch. 4-8) that teaches about the specific genres of health/medical writing (i.e. health education materials, medical forms and report, public health campaigns, etc.) pertinent to their career path. Groups will take on two significant research/writing projects:1. A presentation which teaches their classmates and instructor about the unique genres of their chosen health area and their function within health/medical contexts (presentations will take place during the unit)
2. A research report and presentation which teaches their classmates and instructor about contemporary genres of health/science writing as they are enacted in the workplace of actual health/science practitioners. This project will include an interview and document analysis (presentations will be shared during the final unit)

**Unit 3: Disseminating Knowledge of Health Writing in the 21st Century**Weeks 13-14In this culminating unit, students will 1. share their research findings from unit 2, project b, with their classmates and instructor
2. reflect on new learning about writing in health professions via an end-of-term reflective report
 |

### C. [Program Proposals](#program_proposals) **complete only what is relevant to your proposal if this is a revision, but include the enrollment numbers for all proposals. Delete section C if the proposal is not revising, creating, deleting or suspending any progam.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) | **English (ENGL, CW, PW): 175****[Health Sciences BS MLS: 27]** |  |
| C.2. [Admission requirements](#admissions) |  |  |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. | **ENGLISH (PW):****Major****ONE COURSE from:****ENGL 220W Introduction to Creative Writing****ENGL 230 Workplace Writing****ENGL 231W Multimodal Writing** **ENGL 232W Public and Community Writing** **ENGL 250 Topics Course in Writing****ENGL 492 Independent Study II****Minor**TWO COURSES from

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL 230 | Writing for Professional Settings | 4 | F, Sp, Su |
| ENGL 231W | Writing for Digital and Multimedia Environments | 4 | As needed |
| ENGL 232 | Writing for the Public Sphere | 4 | As needed |
| ENGL 350 | Topics Course in English | 4 | As needed |

ENGL 350: When on appropriate topic. | **ENGLISH Professional Writing** **Major****ONE COURSE from:****ENGL 220W Introduction to Creative Writing****ENGL 230W Workplace Writing****ENGL 231W Multimodal Writing** **ENGL 232W Public and Community Writing** **ENGL 233W Writing for the Healthcare Professions****ENGL 250 Topics Course in Writing****ENGL 492 Independent Study II****Minor**TWO COURSES from

|  |  |  |  |
| --- | --- | --- | --- |
| ENGL 230 | Writing for Professional Settings | 4 | F, Sp, Su |
| ENGL 231W | Writing for Digital and Multimedia Environments | 4 | As needed |
| ENGL 232 | Writing for the Public Sphere | 4 | As needed |
| ENGL 233 | Writing for the Health Professions | 4 | F, Sp, Su |
| ENGL 350 | Topics Course in English | 4 | As needed |

ENGL 350: When on appropriate topic. |
| C.5. [Credit count](#credit_count) for each program option | **Major 44****Minor 24** | **Major 44****Minor 24** |
| C.6. Program Accreditation (if relevant) |  |  |
| C.7. Other changes if any |  |  |
| C.8. [Program goals](file://Users/sabbotson/Documents/Curriculum/Program%20goals)Needed for all new programs |  |  |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed signature copy of this whole form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Alison Shonkwiler | Chair of English | \*Approved by email | 2/3/2021 |
| Earl Simson | Dean of Arts and Sciences |  | 2/8/2021 |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
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|  |  |  | Tab to add rows |