

PEMT 315

WIP: Writing in the Health, Physical Education, Recreation and Athletic Professions

Instructor: Jennifer Banas, MPH, MEd, EdD

Office Hours:

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Course Description:

This course is a writing intensive experience, offering students the opportunity to develop written communication skills in the health professions. Topics include evaluating sources of information, conducting an annotated bibliography using library databases, citing references using APA format, ethical use of resources, utilizing a multi-step writing process, summarizing communications, building a persuasive argument, proposing a solution to a problem, and explaining a phenomenon. Exercises include developing press releases, a memo, article critiques, newsletter articles, a grant application, a resume, and a cover letter in application for a job. Information sources include peer-reviewed and popular periodicals, videos, websites, textbook, and other appropriate media.

Prerequisite: English 101, with a grade of C or better

This course has been approved as a Writing Intensive course as part of the Writing Intensive Program (WIP). Successful completion of this course fulfills the Writing Intensive graduation requirement for health education, community health, and physical education majors who entered the university in Fall 2008 or later. Speak to your advisor or visit <http://www.neiu.edu/~wip> for more information.

Student Learning Outcomes:

- Plan, draft, and revise professional communications in both print and online formats
- Locate, summarize, and critique online and print resources as evidence to support a claim
- Document sources of information using APA format
- Assess and prepare written communications for a specific target audience
- Determine the reading level of written communications
- Distinguish between and construct common writing patterns of development including persuasive, comparative, cause/effect, problem-solution, and informative/descriptive.
- Compare professional organizations and evaluate benefits of membership in the form of an editorial.
- Create a news announcement brief in the form of a blog posting
- Prepare an informative article for low level readers
- Formulate and support a claim made by professionals in your field in the form of a press release.
- Develop a persuasive argument defending a belief in the form of an advocacy letter
- Write a cover letter and resume in application for a job in your chosen professional field
- Complete, in collaboration with a small group, a grant application (mock or real) for program or research funding

Required Reading

Text:

Blakesley, D. and Hoogeveen, J. (2008). *The Thomson Handbook*. ISBN 1428205039

Electronic sources:

Online Writing Lab at Purdue University: <http://owl.english.purdue.edu/owl/resource/560/01/>

Attendance: Attendance is mandatory. All students are expected to arrive on time, be fully prepared, and continue to stay until the scheduled session is over. More than three unexcused absences will result in a lowered grade. Late arrivals and early leaves contribute to your absence record.

Blackboard: All handouts, readings, assignments and any other documents related to the class will be posted on Blackboard. It is your responsibility to make sure that you check BB before each class and print out the necessary paperwork. Everything will be accessible under the —Course Documents|| heading. If you are having trouble with BB, contact the Student Computing Services Department in the B-Building, Room B-107 or call (773) 442-4390.

Center for Academic Writing (CAW): CAW provides free peer tutoring available to students enrolled in writing intensive (WIP) courses at NEIU that have peer tutors. Peer tutors are available to work with students by appointment or by drop-in. CAW is located on the 4th floor of the library. Students may request a verification of attendance from the peer tutor with whom they work. Students are encouraged to contact their peer tutor(s) early in their work on writing assignments to get help.

HPERA Plagiarism: In its simplest terms, plagiarism is the undocumented use of someone else's work within your own. Plagiarism is considered a serious offence because it is, in fact, stealing. If your work contains any form of work produced by someone else and you didn't credit them as the source of the work, then you not only have stolen the other work for your own use, but you are lying as well. Using another person's ideas, opinions, theories, or any facts, statistics, graphs, drawings or any other pieces of information that are not commonly known by "everyone" without referencing the source also is considered plagiarism. The penalties for stealing other peoples work and claiming it as your own are severe.

The NEIU University Student Conduct Code includes plagiarism under Academic Misconduct and defines academic misconduct as "an offense against the university." The faculty member in whose course the infraction occurs has the right to take action against the student for the academic misconduct. At the faculty members' discretion the student's grade may be adjusted downward (including giving an F; which means a failing grade) for the test or assignment in question, for any other course related activity in question, or even for the entire course.

NEIU Mission Statement: We are dedicated to both excellence and access. The most important facets of the university's mission are to offer high quality undergraduate and graduate programs to a broad spectrum of students and to foster student growth and development. To these ends, the university attaches primary importance to excellence in teaching. Since program quality is enhanced by professional activities beyond the classroom on the part of the faculty, emphasis is also given to pure and applied research and to academic and public service.

Unique to Northeastern's mission are the two distinctive features of diversity and community partnerships. Because of our location in the Chicago metropolitan area, the university serves a population which is diverse in age, culture, language, and race. This diversity, a major asset, means that the

academic programs utilize a variety of perspectives to enrich the teaching and learning experience and to prepare students for the multiculturalism which characterizes our society. The university's location also provides students and faculty with many opportunities to integrate field-based learning, research, and service with classroom instruction.

Assignments:

The writing component of this course directly relates to your chosen professional field. You will be writing approximately 20 pages of graded assignments in this class. Formal and Exploratory written assignments reflect one of the many facets present in your profession and will include:

Formal Assignments

- Memo (1 pg)
- Press release (1 pg)
- Letter of advocacy (1 pg)
- Professional organizations editorial (2 pgs)
- Health and wellness e-newsletter article (2 pgs)
- Annotated bibliography (5 pgs)
- Grant proposal justification (3 pgs)
- Grant proposal application (2 pgs)
- Cover letter (1 pg)
- Resume (2 pgs)

Exploratory Assignments

- Brainstorm Tide Pool
- Thesis Mania
- Paragraph Party
- Website Critique
- Article abstracts

Formal Assignment Descriptions

Most formal assignments require an outline, draft, and final submission. Instructor feedback, and at times peer feedback, is provided on draft submissions. When a draft is required, points on final submission are contingent upon a draft submission. 1 point credit for completion is awarded for drafts.

Memo – Employee memo announcing a specific recognized month or day in your professional field (Example: October is breast cancer awareness month). Memo should include the name of the recognized day/month, a brief description and purpose, a reference to an outside source of information, and a list of activities describing how your organization/school/company is participating.

- Pattern of development: Informative

- Length: 1 page
- Includes at least 1 in-text citation
- Note to instructor: Split class into different sources of information: article on website with author listed, article on website with no author listed, book, textbook, peer-reviewed journal article, popular article, newspaper article with no author, newspaper article with an author. This will facilitate a discussion about citing different sources *in text*.
- Note to instructor: This item will serve as the pre-test for the course

Press release – A press release describing how a phenomenon in one’s professional field is caused *or* the effects of that phenomenon. (Example: Causes of heart disease or effects of obesity. Press release should include a definition of the phenomenon, a brief case study (real or fictitious), and a minimum of three causes or three effects.

- Pattern of development: Cause/Effect
- Length: 1 page
- Includes at least 1 in-text citation
- Utilizes at least 3-5 sources which must be cited in a reference list
- Note to instructor: Split class into different sources of information: article on website with author listed, article on website with no author listed, book, textbook, peer-reviewed journal article, popular article, a newspaper article with no author, a newspaper article with an author. This will facilitate a discussion about citing different sources in a *reference list*.

Advocacy letter – A letter advocating a belief in one’s professional field. (Example: Comprehensive sex education in the schools). Letter should include a statement of belief, 3 justifying points, 2-3 outside sources of information to support the points, a request for change (or maintenance), and closing remarks.

- Pattern of development: Persuasive
- Length: 1 page
- Includes at least 1 in-text citation

Professional organizations editorial - Editorial letter to students persuading them to join a professional organization in one’s field. Includes at least three, described benefits of joining a professional organization and then compares/contrasts two organizations.

- Pattern of development: Persuasive; compare/contrast
- Length: 1 ½ - 2 pages

Health and wellness e-newsletter article – A newsletter article directed towards a low-level reading, lay population about a topic in your professional field. (Example: Prevention of bone density loss through weight-bearing activities and proper calcium intake). Articles will be “published” on an in-class wiki

- Pattern of development: Descriptive/informative
- Length: 2 pages
- Includes at least 3 in-text citations
- Utilizes at least 3-5 sources which must be cited in a reference list

Annotated bibliography – Locate, summarize, and critique 5 peer reviewed journal articles in preparation of a problem-solution justification for a grant. (Example topics: monitoring one’s physical activity; heart monitors). Specific elements of the critique provided in a template available in the Resources section of Blackboard

- Pattern of development: Descriptive/persuasive
- Length: 5 pages
- Includes at least 1 in-text citation per review
- Utilizes at least 5 sources which must be cited at the top of each critique.

Grant proposal justification – Justification statement for a grant proposal related to the annotated bibliography. Grant is for a technology-based item related to or supportive of one’s professional field. (Example: Why funding should be granted to purchase heart rate monitors for physical education class). Related to topic researched in annotated bibliography. Grant template available in the Resources section of Blackboard.

- Pattern of development: Persuasive; problem-solution
- Length: 3 pages
- Includes at least 5 in-text citations
- Utilizes at least 5-7 sources which must be cited in a reference list
- Note to instructor: This item will serve as the post-test for the course

Grant application – Grant application for technology-based item related or supportive of one’s professional field. Directly related to the proposal justification. Grant template available in the Resources section of Blackboard.

- Completes remaining text boxes of grant application template.

Resume - Develop a resume reflecting one’s chosen professional field and a targeted employment position.

- Length: 1-2 pages

Cover letter - Write a letter in application for a job opening in one’s professional field.

- Length: 1-2 pages

Assignment submission criteria: All work must be typed. 12 point, Times New Roman Font, 1 inch margins on 8.5x11, and double-spaced.

Single Line Heading:

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All work is to be submitted to the instructor via Blackboard as a Microsoft Word document (.doc or .docx)*. Paper copies are to be brought to class on days where peer review editing is conducted.

*If you do not own Microsoft Word, download Open Office (www.openoffice.org) for free and save your documents as Microsoft Word documents. You may also purchase Microsoft Office cheaply at <http://www.neiu.edu/~scs/Discounts.html>

Grading Scale: 100-90% A; 89-80% = B; 79-70% =C; 69-60% = D; 59% and below = F

Assignment	Point Value	Total Value
Memo	10	10
Press release <ul style="list-style-type: none"> • Outline • Draft • Final 	4 1 10	15
Letter of advocacy <ul style="list-style-type: none"> • Outline • Draft • Final 	4 1 5	10
Professional organizations editorial <ul style="list-style-type: none"> • Outline • Draft • Final 	4 1 10	15
Health and wellness e-newsletter article <ul style="list-style-type: none"> • Outline • Draft • Final 	4 1 10	15
Annotated bibliography <ul style="list-style-type: none"> • Draft 1 • Draft 2-5 • Final 	1 4 25	30
Grant proposal justification <ul style="list-style-type: none"> • Outline • Draft • Final 	4 1 10	15
Grant proposal application	15	15
Cover letter <ul style="list-style-type: none"> • Outline • Draft • Final 	4 1 10	15
Resume <ul style="list-style-type: none"> • Outline • Draft • Final 	4 1 10	15
Participation and attendance	15	15
	Total	170

CALENDAR

Week One -

- Types of writing/communication
- Introduction to the writing process
- *Assignment:* Professional Communications – Memo to Employees

Resources

- Writing in Context – Ch 1
- Planning Your Writing Project – Ch 2
- Online Writing Lab at Purdue University: Memos
<http://owl.english.purdue.edu/owl/resource/590/01/>
- Writing for Business and the Workplace – Ch12

Week Two -

- Plagiarism and ethics
- Citing Sources In-Text
- *Exploratory Assignment:* Brainstorm Tide pool
- *Assignment:* Communications for Publication: Press Release
 - Writing stages employed: Preplanning (Invention – Collection – Organization)

Resources

- Invention and Inquiry – Ch 3
- Research and Plagiarism in the Digital Age – Ch 18
- Citing Sources in APA – Ch 20
- Online Writing Lab at Purdue University: APA Formatting
<http://owl.english.purdue.edu/owl/resource/560/01/>

Week Three -

- Developing a thesis
- Peer review editing procedures
- Peer review of press release outline and draft
- APA reference list citations
- *Exploratory Assignment:* Thesis Mania
- *Assignment:* Communication for Publication: Press Release
 - Writing stages employed: Outline – Draft – Final

Resources

- Drafting and Shaping Context – Ch 4
- Online Writing Lab at Purdue University: Creating Thesis Statements
<http://owl.english.purdue.edu/owl/resource/545/01/>

Week Four –

- Developing paragraphs – coherence; topic sentences; transitions
- Developing paragraphs – introductions and conclusions
- Advocating for a belief in a letter
- *Exploratory Assignment:* Paragraph Party
- *Assignment:* Personal Communications: Advocacy letter writing
 - Writing stages: Invention – Collection – Organization – Outline – Draft – Final
- Peer review of advocacy letter outline and draft

Resources

- Developing Paragraphs – Ch 5
- Writing Arguments – Ch 11

Week Five –

- Sentence structure – fragments; run-ons
- Components and examples of an editorial letter
- *Assignment:* Communication for Publication: Editorial letter for student newsletter
 - Writing stages: Invention – Collection – Organization – Outline

Week Six –

- Peer review of editorial outline and draft
- Evaluating Websites
- *Exploratory Assignment:* Website Critique (in your professional field)
- *Assignment:* Communication for Publication: Editorial letter for student newsletter
 - Writing stages: Draft- Final

Resources

- Online Research – Ch 15
- Online Writing Lab at Purdue University: Evaluating Sources
<http://owl.english.purdue.edu/owl/resource/553/04>

Week Seven –

- Assessing reading levels-
 - In-class activity: Evaluate an article for its reading level
- *Assignment:* Communication for Publication – Health and wellness e-newsletter article
 - Writing stages: Invention – Collection – Organization – Outline

Week Eight –

- Peer-review editing of article
- Using Information Effectively
- Locating resources – library databases (Presentation by library staff member)
- *Assignment:* Communication for Publication – Health and wellness newsletter article
 - Writing stages: Draft - Final

Resources

- Online Research – Ch 15

Week Nine –

- Conducting a annotated bibliography
- Summarizing
- *Exploratory Assignment:* Article abstracts
- *Assignment:* Research and Development - Summarize and critique peer-reviewed journal articles
 - Writing stages: Invention – Collection – Organization – Draft (1 of 5)

Resources

- Using Information Effectively – Ch 17

Week Ten–

- Peer review editing of annotated bibliographies
- *Assignment:* Research and Development - Summarize and critique peer-reviewed journal articles
 - Writing stages: Draft – Final (5 of 5)
- *Assignment:* Research and Development - Grant proposal justification statement
 - Writing stages: Invention – Collection – Organization

Week Eleven–

- Peer review editing of proposal justification draft
- *Assignment:* Research and Development -Grant proposal justification
 - Writing stages: Outline-Draft – Final

Resources

- Writing Arguments – Ch 11

Week Twelve–

- Peer review editing of proposal justification
- *Assignment:* Research and Development - Grant application

Week Thirteen–

- Preparing a resume
- *Assignment:* Professional Communications -Resume Writing
 - Writing stages: Invention – Collection – Organization—Outline

Resources

- Writing for Business and the Workplace – Ch12
- Online Writing Lab at Purdue University: <http://owl.english.purdue.edu/owl/resource/698/01/>
- Dartmouth Career Services: <http://www.dartmouth.edu/~csrc/students/handouts.html#VIII>

Week Fourteen–

- Peer review editing – Resume
- *Assignment:* Professional Communications - Resume Writing
 - Writing stages: Draft – Final
- Requesting job information – short communications –Exploratory Assignment
 - Email requesting information about potential job openings and sharing one’s credentials.

Resources

- Writing for Business and the Workplace – Ch12
- Online Writing Lab at Purdue University: <http://owl.english.purdue.edu/owl/resource/698/01/>
- Dartmouth Career Services: <http://www.dartmouth.edu/~csrc/students/handouts.html#VIII>

Week Fifteen –

- Writing a cover letter
- *Assignment:* Professional Communications -Cover Letter
 - Writing stages: Invention—Organization—Outline—Draft

Resources

- Writing for Business and the Workplace – Ch12
- Online Writing Lab at Purdue University: <http://owl.english.purdue.edu/owl/resource/698/01/>
- Dartmouth Career Services: <http://www.dartmouth.edu/~csrc/students/handouts.html#VIII>

Week Sixteen–

- Peer review editing – Cover letter
- *Assignment:* Professional Communications - Cover letter
 - Writing stages: Final
- End of course evaluation – Exploratory Assignment
 - Critique course topics and exercises; reflect on learning and performance.