

Department: Allied Health

Course No.: AH 4240W

Credits:1

Title:Writing for Allied Health Research

Contact: Susan Gregoire

WQ: Writing

Catalog Copy:

AH 4240W Writing for Allied Health Research.

Either semester. One credit. One hour of lecture/Discussion.

Prerequisite: ENGL 1010 or 1011 or 3800; a course in statistics.

Concurrent enrollment in AH 4241 is required. Open only to Allied Health Sciences majors; others with consent of instructor; open to juniors or higher. Not open to students who have passed AH 4241W.

Develop scientific writing skills through completing a scientific research proposal

Course Information:

This 1-credit course, which is a requirement for all Allied Health Sciences majors excluding those in the Allied Health Sciences professional programs, is designed to help students develop scientific writing skills. It involves hands-on writing experiences in which they develop, improve, and complete each section of a scientific research proposal. Throughout the semester, the instructor(s) will discuss methods of writing. Each assignment will address a section of the scientific research proposal. Students will also provide peer review and feedback of each other's writing assignments. Feedback provided by the instructor(s) and peers will be used to help each student revise and resubmit each assignment. Thus, students will engage in an iterative process in which they will have the opportunity to revise and resubmit each assignment (section of their proposal) in turn, and be able to use the feedback given on each assignment when composing their final proposal.

Course Objectives: Upon completion, the student should be able to:

- 1.Understand how to write each section of a scientific research proposal.
- 2.Effectively critique research studies in a selected area of interest.
- 3.Accept and utilize feedback from instructors and peers to revise written assignments.
- 4.Finalize a complete research proposal that includes Abstract, Introduction, developed Hypotheses, Purpose, Literature Review, Methods (Procedures, Subjects, Methods of data collection and analysis, consent form), and Predictions & Discussion.

Meets Goals of Gen Ed.: -1) This course helps students become articulate (a) by attending closely to the ways that nuances in language shape meaning in the literature covered by the

course and (b) by requiring students to articulate their responses to the literature through writing (see item b under “course information.” 4) This course helps students acquire moral sensitivity because the literature covered typically deals with injustice as well as moral decisions faced by literary characters. 6) This course helps students acquire consciousness of the diversity of human culture and experience by attending to the modes of perception, experiences, and positions in human society unique to African Americans.

W Criteria:

Role of Graduate Students: Advanced graduate students may serve as primary instructors of certain English courses. Their major advisor will normally be their primary supervisor, responsible for training them as teachers of the course and overseeing their work. If for some reason the major advisor is not available or, as will only rarely happen, lacks expertise in the course, he or she is responsible for finding a competent faculty replacement. When the graduate student first teaches the course, the supervisor will approve the syllabus, tests, and writing assignments, will sit in on at least one class session, and will review the grade distribution. If the graduate student teaches the course subsequently, supervision will naturally be more relaxed, but the advisor will continue to oversee the instructor's performance.

If courses taught by advanced graduate students are also “W” courses, additional supervision of the “W” component will be provided for all graduate instructors the first year by a faculty expert in the teaching of writing. The “W” supervisor will receive a syllabus from all graduate students teaching “W” courses. Normally this supervisor will be the Associate Director of the Writing Center. When he or she is not available, the Head will designate a replacement in consultation with the Director of Freshman English. After a graduate student's first year of teaching “W” courses, full supervisory responsibility will revert to the major advisor.