

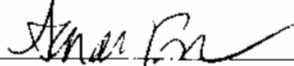
CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
 Core Category: WI-ID Effective Fall 2006

or Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall

APPROVED NOV 16 2005

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 / 2380 / Professional Writing In Communication Disorders
 - Instructional Area / Course Number / Short Course Title (30 characters max.)
COMD / 2380 / PROFESSIONAL WRITING IN COMD
 - SCH: 3.00 Level: SO CIP Code: 51.0201.0014 Lect Hrs: 3-0 Lab Hrs: 0-0
4. Justification for adding/changing course: To meet instructional needs of students
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. Is this course offered for undergraduate credit only? Yes No
7. Authorized Degree Program(s): COMD BA and COMD 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
8. Grade Option: Letter (A, B, C...) Instruction Type: lecture
9. 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
 / /
 - Start Date (yyyy3): Content I.D.:
10. Proposed Catalog Description:
 Cr: (3.0) Prerequisites: Must be accepted into the major. Description (30 words max.): This course will address three areas of writing: basic mechanics, clinical reports, and research papers necessary to be successful professionally and academically. Note: This course must be taken prior to or concurrently with COMD 3381, completed successfully prior to taking COMD 4382 or COMD 4489. This course is also a prerequisite to having a degree plan signed in the major.

11. Dean's Signature:  Date: 9/15/05
 Print/Type Name:

Rec'd 9/15/05

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U N I V E R S I T Y *of* H O U S T O N

CORE CURRICULUM COURSE REQUEST

Originating Department/College: Communication Disorders

Person making request: Sandra Gold-Singleton Phone: 3-2893

Dean's signature: _____ Date: _____

I. General Information:

Course number and title: COMD 2380 Professional Writing In Communication Disorders

Complete catalog description (NOT required if attached to CBM 003 form):

This course will address three areas of writing: basic mechanics, clinical reports, and research papers necessary to be successful professionally and academically. Note: This course must be taken prior to or concurrently with COMD 3381, completed successfully prior to taking COMD 4382 or COMD 4489. This course is also a prerequisite to having a degree plan signed in the major.

Category of Core for which course is being proposed (mark only one):

X Communication: Writing Intensive Experiences in the Disciplines

II. Objectives and Evaluation (respond on one or more separate sheets):

1. To understand that writing is contextual and to develop writing skills specific to a disciplinary area through invention, organization, drafting, revision, editing, and presentation that addresses the disciplinary content and meets discipline-specific criteria.

The planned topics from Week 1 through 5 (note excerpt from the syllabus), along with the items taught the second 6-weeks of the course will address this objective.

*Weeks 1 through 5 – Professional Writing with attention to grammar and mechanics
Taught by writing center instructors using Hedge's book.*

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*Second 6 weeks – Clinical Focus
Taught by COMD clinical staff*

Week 1 – Case history information – Provide outline for both adult and child. Practice in class with fictional clients. Homework – write case history given basic information. Instructor provides fictional scenarios for both practice and homework.

Week 2 – Subjective observations - Provide outline for both adult and child. Practice in class with fictional clients. Homework – write subjective observations given basic information. Instructor provides fictional scenarios for both practice and homework.

Week 3 – Non-standardized test results. Provide outline for both adult and child. Practice in class with fictional clients. Homework – write up non-standardized test results given basic information. Instructor provides fictional scenarios for both practice and homework.

Week 4 – repeat above with standardized tests.

Week 5 – SOAP notes. Provide outline for both adult and child. Practice in class with fictional clients. Give commonly used abbreviations. Homework – write up SOAP note based on scenario provided. Instructor provides fictional scenarios for both practice and homework.

Week 6 – Professional letters. Focus on conciseness. Practice in class with fictional clients. Give an entire clinical report and summarize in a one page letter. Work on this in class and homework.

2. To understand and demonstrate the shared writing conventions, practices, standards, constructs and methods of a specific discipline.

The planned topics from the second 6-weeks of the course will address this objective.

*Second 6 weeks – Clinical Focus
Taught by COMD clinical staff*

Week 1 – Case history information – Provide outline for both adult and child. Practice in class with fictional clients. Homework – write case history given basic information. Instructor provides fictional scenarios for both practice and homework.

Week 2 – Subjective observations - Provide outline for both adult and child. Practice in class with fictional clients. Homework – write subjective observations given basic information. Instructor provides fictional scenarios for both practice and homework.

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Week 3 – Non-standardized test results. Provide outline for both adult and child. Practice in class with fictional clients. Homework – write up non-standardized test results given basic information. Instructor provides fictional scenarios for both practice and homework.

Week 4 – repeat above with standardized tests.

Week 5 – SOAP notes. Provide outline for both adult and child. Practice in class with fictional clients. Give commonly used abbreviations. Homework – write up SOAP note based on scenario provided. Instructor provides fictional scenarios for both practice and homework.

Week 6 – Professional letters. Focus on conciseness. Practice in class with fictional clients. Give an entire clinical report and summarize in a one page letter. Work on this in class and homework.

3. To understand and demonstrate through writing the issues and purposes of a specific discipline.

The planned topics from the Final 4 weeks of the course will address this objective.

*Final 4 weeks – Research Focus
Taught by COMD research faculty*

Week 1: Popular culture: Bliss

1. *Individual paragraph: summary*
 - a. *Three sentence summary*
 - b. *Main idea*
 - c. *Two supporting idea(s)*
2. *Page: summary*
 - a. *Introductory sentence – NOT “This article is about” - more like “Language delay is pervasive among certain populations.”*
 - b. *Main idea #1 and two supporting statements*
 - c. *Main idea #2 and two supporting statements*
 - d. *Conclusion*
3. *Short article*
 - a. *Introductory sentence*
 - b. *Main idea #1 and two supporting statements*
 - c. *Main idea #2 and two supporting statements*

- d. *Conclusion*
- e. *Significance of the material for: education, culture, politics etc*

*There will first be a demonstration of each task
Students will complete each task and submit each one*

Week 2: Focus on journal articles: McHenry

1. *Introduction to parts of journal articles*
2. *How to read statistics in an article*
3. *Individual paragraph: based on one section of an article (e.g., participants)*
 - a. *Three sentence summary*
 - b. *Main idea*
 - c. *Two Supporting idea(s)*
3. *Individual paragraph: A different section of an article*
 - a. *Three sentence summary*
 - b. *Main idea*
 - c. *Two Supporting idea(s)*
4. *Two paragraphs: A different section of an article*
 - a. *Introductory sentence*
 - b. *Main idea #1 and two supporting statements*
 - c. *Main idea #2 and two supporting statements*
 - d. *Conclusion*
 - e. *Significance of the material – students will turn this in for a grade*

Week 3: Integration: Dunkelberger

Materials: 3 sets of related articles on different topics

- a. *Summarize individual articles*
Instructor gives an example of an integrated summary of three articles
- b. *Summarize individual articles*
Instructor gives partial integrated example, students provide the rest
- c. *Summarize individual articles*
Students integrate the whole thing – Students turn this in for a grade

Week 4: Integration on their own: Blake

Students bring in one set of related articles that they have already read

- a. *They summarize each article*
- b. *They prepare the main points and supporting points for each article*
- c. *They integrate the material into one paper - Students turn this in for a grade.*

4. To develop the ability to research and write a documented paper or report that conforms to the standards of the discipline and to establish an identity in a particular discipline or profession.

The planned topics from Week 2 of the second 6-weeks of the course (note excerpt from the syllabus), will address this objective.

Week 2: Focus on journal articles: McHenry

4. *Introduction to parts of journal articles*
5. *How to read statistics in an article*
6. *Individual paragraph: based on one section of an article (e.g., participants)*
 - a. *Three sentence summary*
 - b. *Main idea*
 - c. *Two Supporting idea(s)*
3. *Individual paragraph: A different section of an article*
 - a. *Three sentence summary*
 - b. *Main idea*
 - c. *Two Supporting idea(s)*
4. *Two paragraphs: A different section of an article*
 - f. *Introductory sentence*
 - g. *Main idea #1 and two supporting statements*
 - h. *Main idea #2 and two supporting statements*
 - i. *Conclusion*

Significance of the material – students will turn this in for a grade

ATTACHMENT: Tentative Syllabus for COMD 2380

Syllabus - COMD 2380 Professional Writing in Communication Disorders

Instructors: COMD and Writing Center Faculty

Location: Writing Center

Required Text: Hedge, M. N. "A Coursebook on Scientific and Professional Writing for Speech-Language Pathology"

Grading will be based on weekly in-class assignments and a final exam.

*Weeks 1 through 5 – Professional Writing with attention to grammar and mechanics
Taught by writing center instructors using Hedge's book.*

Second 6 weeks – Clinical Focus

Taught by COMD clinical staff

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Week 1 – Case history information – Provide outline for both adult and child. Practice in class with fictional clients. Homework – write case history given basic information. Instructor provides fictional scenarios for both practice and homework.

Week 2 – Subjective observations - Provide outline for both adult and child. Practice in class with fictional clients. Homework – write subjective observations given basic information. Instructor provides fictional scenarios for both practice and homework.

Week 3 – Non-standardized test results. Provide outline for both adult and child. Practice in class with fictional clients. Homework – write up non-standardized test results given basic information. Instructor provides fictional scenarios for both practice and homework.

Week 4 – repeat above with standardized tests.

Week 5 – SOAP notes. Provide outline for both adult and child. Practice in class with fictional clients. Give commonly used abbreviations. Homework – write up SOAP note based on scenario provided. Instructor provides fictional scenarios for both practice and homework.

Week 6 – Professional letters. Focus on conciseness. Practice in class with fictional clients. Give an entire clinical report and summarize in a one page letter. Work on this in class and homework.

*Final 4 weeks – Research Focus
Taught by COMD research faculty*

Week 1: Popular culture: Bliss

4. *Individual paragraph: summary*
 - a. *Three sentence summary*
 - b. *Main idea*
 - c. *Two supporting idea(s)*
5. *Page: summary*
 - a. *Introductory sentence – NOT “This article is about” - more like “Language delay is pervasive among certain populations.”*
 - b. *Main idea #1 and two supporting statements*
 - c. *Main idea #2 and two supporting statements*
 - d. *Conclusion*
6. *Short article*
 - a. *Introductory sentence*
 - b. *Main idea #1 and two supporting statements*
 - c. *Main idea #2 and two supporting statements*
 - d. *Conclusion*
 - e. *Significance of the material for: education, culture, politics etc*

*There will first be a demonstration of each task
Students will complete each task and submit each one*

Week 2: Focus on journal articles: McHenry

- 7. Introduction to parts of journal articles*
- 8. How to read statistics in an article*
- 9. Individual paragraph: based on one section of an article (e.g., participants)*
 - a. Three sentence summary*
 - b. Main idea*
 - c. Two Supporting idea(s)*
- 3. Individual paragraph: A different section of an article*
 - a. Three sentence summary*
 - b. Main idea*
 - c. Two Supporting idea(s)*
- 4. Two paragraphs: A different section of an article*
 - j. Introductory sentence*
 - k. Main idea #1 and two supporting statements*
 - l. Main idea #2 and two supporting statements*
 - m. Conclusion*
 - n. Significance of the material – students will turn this in for a grade*

Week 3: Integration: Dunkelberger

Materials: 3 sets of related articles on different topics

- d. Summarize individual articles*
Instructor gives an example of an integrated summary of three articles
- e. Summarize individual articles*
Instructor gives partial integrated example, students provide the rest
- f. Summarize individual articles*
Students integrate the whole thing – Students turn this in for a grade

Week 4: Integration on their own: Blake

Students bring in one set of related articles that they have already read

- c. They summarize each article*
- d. They prepare the main points and supporting points for each article*
- c. They integrate the material into one paper - Students turn this in for a grade*

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- 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.

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