CBM003 ADD/CHANGE FORM

☑ Undergraduate Council ☐ New Course ☐ Course Change
☐ Core Category: M/W/ID ☐ Graduate/Professional Studies Council ☐ New Course ☐ Course Change
Core Category: M/W/ID Effective Fall 2006

1. Department: COMD College: CLASS

2. Person Submitting Form: Sandra Gold-Singleton Telephone: 3793

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
   - SOR 3.00 Level: GR 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 (yyyy/mm): __

6. Is this course offered for undergraduate credit only? ☐ Yes ☒ No

7. Authorized Degree Program(s): COMD BS and COMD BA
   - Does this course affect major/minor requirements in the College/Department? ☐ Yes ☒ No
   - Does this course affect major/minor requirements in other College/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 (yyyy/mm): __ Content ID: __

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, critical reading, and research papers necessary to be
        successful professionally and academically. Note: This course must be taken prior to or concurrently with
        COMD 3381, or COMD 4882. This course is also a prerequisite to having a degree plan signed in the major.

11. Dean's Signature: ___________________________ Date: 9/15/02
    Print/Type Name: ___________________________

- Created on 8/5/2005 10:04:00 AM -
Core Curriculum Course Request

Organizing Department/College: Communication Disorders

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

Dean's signature: __________________________ Date: __________

I. General Information:

Course number and title: COMM 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 COMM 3381, completed successfully prior to taking COMM 4382 or COMM 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 Discipline

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 Hodge’s book.
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 one page later. Work on this in class and homework.

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.
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. Paragraph: 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 statement
   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 ide(s)  
3. Individual paragraph: A different section of an article  
   a. Three sentence summary  
   b. Main idea  
   c. Two Supporting ide(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 example of an integrated summary of three 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

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

Call 3-0919 for a copy of “Guidelines for Requesting and Evaluating Core Courses” or visit the website at www.uh.edu/academics/corecurriculum
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.