Graduate Council Report
5 October 2006 (Resubmitted HLTH 659)

A679 HLTH 659 Writing for Health Educators (3-0) Credit 3. Provide students with practical application activities to enhance writing appropriate for entry level Ph.D. trained professionals in their field; course will be taught in a seminar format. Prerequisite(s): Graduate Student.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Health & Kinesiology

2. Course prefix, number and complete title: HLTH 659 Writing for Health Educators

3. Course description (not more than 50 words) Provide students with practical application activities to enhance writing appropriate for entry level Ph.D. trained professionals in their field; course will be taught in a seminar format.

4. Prerequisite(s) Graduate Student

5. Is this a variable credit course? □ Yes □ No If yes, from _______ to _______

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? □ Yes □ No

7. Has this course been taught as a 489/689? □ Yes □ No If yes, how many times? 2 Indicate the number of students enrolled for each academic period it was taught. Spring 2005 - 7; Spring 2006 - 5

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   Ph.D., Ed.D. in Health Education
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   M.S., M.Ed. in Health Education

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)

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<th>HLTH</th>
<th>6 5 9 Writing</th>
<th>HLTH Educators</th>
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Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
0 3 0 0 0 3 5 1 2 0 7 0 0 1 4 0 4 0 2 0 7 0 8 0 0 3 6 3 2

Do not complete shaded area.

Approval recommended by:

Head of Department Date

Chair, College Review Committee Date

Dean of College Date

Dean of College Date

Director of Academic Support Services

Date Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-564

2 of 6 C
HLTH 659 “Writing for Health Educators”

Course Description: The purpose of this course is to provide students with practical application activities to enhance their skills to conduct writing activities appropriate for entry level Ph.D. trained professionals. The course will be taught in a seminar format.

Course Philosophy: Writing is often an individual, frightening and lonely task. Some professionals like to write, some are frightened by it and others are bored. Suffice to say, the written work is still cherished in the academic community. Those who can write clear, well organized, properly referenced and succinct prose are more likely to succeed in the academy. Each of us has our own writing style and our own way to organize and express our thoughts. This course will not tell you how to work, but will provide a forum your peers and your professor to critique your output, not your process. Appropriate practice and systematic feedback will enhance your writing and reduce some of the fears you may have about writing and submitting your writing to examination by peers.

Required Text:

Course Activities: HLTH 659 will consist of a series of low stakes and one high stake writing assignment.

A: Low stakes – these assignments will include practical writing activities you most likely you will need to do as a Ph.D. student or health professional. For the low stakes activities, you’ll be asked to 1) complete the writing assignment 2) share your writing with your classmates and instructors 3) discuss the process you used to develop the written piece, and 4) revise and submit your completed work as appropriate. For this semester, you’ll be required to produce the following low-stakes writing projects/activities.

- HLKN newsletter feature
- A statement of your philosophy of health education and health promotion
- A statement of your professional and research goals
- A letter of application for a professional position at a university or governmental health agency (This letter will be based on actual job description)
- Letter of recommendation for a colleague
- An abstract to be submitted for inclusion on a convention program
“Tools of the Trade” Activities
1) The Proof is in the Reading, page 7
2) Full Court Press Release, page 49-50
3) Writing a Book Review, page 56-57
4) Writing an Op-ed Column, page 57-59

B. High Stakes – students will be required to complete one of the following:
- A comprehensive literature review on a health education topic, or
- The draft of a data based or state-of-the-art manuscript for submission to a health education related journal for publication.

The high stakes writing activities will be discussed in more detail during the first class.

Grading: Because this is a doctoral seminar, all students successfully completing all writing assignments by the last day of class will receive an “A.” All other grades will be negotiated with the instructor.

Attendance Policy: Attendance is the first requirement for successful completion of this class and the means to receive optimal benefit for your time and money. Attendance will be checked each class period. Your attendance will weight in grade decisions.

To avoid misunderstandings on both our parts, please refer to the Texas A&M University Rules, Part I, Academic Rules, #7 Attendance:

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following:

1) Participation in an activity appearing on the University authorized list.
2) Death or major illness in a student’s immediate family
3) Illness of a dependent family member
4) Participation in legal proceedings or administrative procedure that require a student’s presence
5) Religious holy day
6) Injury or illness that is too severe or contagious for the student to attend class.
7) Required participation in military duties
8) Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Aggie Honor Code:
“Aggies do not lie, cheat or steal, nor do they tolerate those who do.”

“The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty, integrity, characteristics that Aggies have always exemplified. The
Aggie Code of Honor functions as a symbol to all Aggies, promoting the understanding and loyalty to truth and confidence in each other.

All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at www.tamu.edu/aggiehonor.

You are strongly encouraged to visit the Evans Library website titled “Student Resources on Academic Integrity and Plagiarism” for more information.

http://library.tamu.edu/vgn/portal/tamulib/content/renderer/children/0,2875,1724_100162_0.00.html

**Academic Dishonesty:** Scholastic dishonesty (cheating or plagiarism) will not be tolerated. Refer to the TAMU Student Rules and Regulations (#20 – Scholastic Dishonesty). In section I.20.1.3 of the Texas A&M University Student Rules, plagiarism is defined as, “Failing to credit sources used in a work product in an attempt to pass off the work as one’s own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.” To avoid plagiarism — **Cite your sources.**

**Copyright Statement:** The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

**ADA Statement:** The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Disability Services in Room B118 of Cain Hall, or call 845-1637. Helpful information is located at http://disability.tamu.edu.

**Tentative Schedule:** Each class session, we will go over the activities for one of the chapters in the Berry text and review the writing assignments for that day. This schedule is tentative because we’ll see how far we get each class and set the agenda for the next class accordingly.

Chapter 1, Phase One of the Writing Process: From Idea to Draft

Chapter 2, Phase Two of the Writing Process: Developing Precise Sentences
Chapter 3, Phase Three of the Writing Process: Using Precise Words and Developing a Professional Style

Chapter 4, Phase Four of the Writing Process: Creating Essays that Flow

Chapter 5, Phase Five and Six of the Writing Process: Editing and Proofreading

HLKN newsletter feature

Chapter 7, Writing the Argument

Chapter 8, Writing to Inform: The Research Paper

Chapter 9, Writing the Thesis

Chapter 10, Writing for Publication

Chapter 11, Documentation

Chapter 12, The Business of Writing