

Course Syllabus

1	Course title	Professional Writing
2	Course number	0703102
3	Credit hours	2
	Contact hours (theory, practical)	2
4	Prerequisites/corequisites	none
5	Program title	BSc Nursing
6	Program code	-
7	Awarding institution	The University of Jordan
8	School	School of Nursing
9	Department	Maternal and Child Health
10	Course Level	Baccalaureate
11	Year of study and semester (s)	2022-2023 Second Semester
12	Other department (s) involved in teaching the course	Clinical Nursing Department
13	Main teaching language	English
14	Delivery method	X Blended
15	Online platforms(s)	×Moodle ×Microsoft Teams
16	Issuing/Revision Date	26 February 2023

1. Course Coordinator:

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2. Course Description

This course is designed for nursing students with the aim of developing a higher level of writing accuracy, and appropriateness in different contexts of interaction. A developmental approach to the writing process guides students through writing sentences and develops them into paragraphs. Students will expand their vocabulary in nursing technical terms and abbreviations, increase their ability to analyze complex texts, and improve their writing skills. The course uses practice exercises that emphasize examples in nursing context to familiarize students with commonly used concepts and terminology in nursing and health sciences.

3. Course Description

A- Aims: This course aims to improve and enhance professional writing skills among nursing students.

B- Students Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

SLOs SLOs of the course	SLO (1)	SLO (2)	SLO (3)	SLO (4)
-Demonstrate the ability to apply principles of effective communication with peers, individuals, families, groups, and the health care team	-Demonstrate the ability to write and communicate nursing knowledge effectively and accurately in English	-Understand the main steps and components of the writing process.	-Discriminate the main components and structures of professional writing.	-Distinguish the rules of proper spelling, grammar, punctuation, terminology, and abbreviations in writing different types of nursing documents, such as patient charts, care



				plans, and progress notes. -Appraise the use of APA format in professional nursing writing, including how to properly cite sources, format references, and adhere to APA guidelines for written assignments..
-Utilize critical thinking and problem-solving in planning and implementing nursing care for individuals, families, and groups.	-Discuss the accurate use of English language and professional writing techniques in academic texts and reports.	-Compare and contrast among different types of language structures and paragraphs	-Differentiate between the different styles of charting in nursing documents	-Create different types of written texts using appropriate formats.
-Apply professional standards, values, and behaviors in providing nursing care for individuals, families, and groups.	-Defend the significance of written communication in nursing.	-Explain the importance of documentation and charting in the nursing profession.	-Apply professional writing skills. -Appraise methods of professional writing styles.	-Use a dictionary and thesaurus effectively. -Apply APA format in writing different types of documents.

4. Topic Outline and Schedule

Week	Topic	Schedule		Assignments (Done by every Tue/Wed <i>before class</i>)
		Day	Resources	
1 26/2-1/3	Orientation to the course	Sun/ Mon	Introduction to the course requirements	Read the course syllabus carefully and watch the video about blinding learning courses (Posted on Moodle)
		Tue/ Wed	Blinded learning courses requirements Course Syllabus https://www.youtube.com/watch?v=TWxfCLv-IM	
2 5-8/3	The Writing Process	Sun/ Mon	-Oberg & Villemaire (2018) (Section 9): The Writing Process PP. (227-239) -Zemach & Rumisek (2016) chapter 1: pre-writing-getting ready to write PP. (5-9)	Narrowing the topic assignment (Posted on Moodle) (2 marks)
		Tue/ Wed	The Video https://www.youtube.com/watch?v=EmS61qHyuaA	
3 12-15/3	Sentences	Sun/ Mon	Oberg & Villemaire (2018) Module 2(Section 6): The Sentence PP. (135-154)	Complete practice exercise number 7 on page 142 Villemaire (2018) Module 2(Section 6): The Sentence As posted on Moodle (1 mark)
		Tue/ Wed	The Video https://www.youtube.com/watch?v=zZslAVsBBGE	
4 19-22/3	Sentences	Sun/ Mon	Oberg & Villemaire (2018) Module 2(Section 6): The Sentence PP. (135-154) Conjunction: https://www.grammarly.com/blog/conjunctions/	Complete practice exercise number 10 on page 149 Villemaire (2018) Module 2(Section 6): The Sentence As posted on Moodle (1 mark)
		Tue/ Wed	The Video https://www.youtube.com/watch?v=zLeu0FQ9WAA	
5 26-29/3	Paragraphing	Sun/ Mon	Oberg & Villemaire (2018) Module 2(Section 8): Paragraphs PP. (203-213)	Exercise number 12 on page 209 Villemaire (2018) Module 2(Section 8): Paragraphs As posted on Moodle (1 mark)
		Tue/ Wed	The Video https://www.youtube.com/watch?v=44PPITepKPg&t=542s	

6 2-5/4	Paragraphing	Sun/ Mon	Oberg & Villemaire (2018) Module 2(Section 8): Paragraphs PP. (203-213)	Please complete the practice exercise that has been posted on Moodle (1 mark)
		Tue/ Wed	the Video https://www.youtube.com/watch?v=UGWaS5J33MI&t=350s	
7 9-12/4	Punctuation	Sun/ Mon	Oberg & Villemaire (2018) Module 2(Section 7): Punctuation PP. (167-181)	Please complete practice exercise number 2 page 173 and number 3 page 174 Villemaire (2018) Module 2(Section 7): Punctuation (1 mark)
		Tue/ Wed	The Video https://www.youtube.com/watch?v=tLlfuIAjaC0	
8 16-19/4	Punctuation	Sun/ Mon	Oberg & Villemaire (2018) Module 2(Section 7): Punctuation PP. (167-181)	Please complete skills Review the first two exercise Page 187 Villemaire (2018) Module 2(Section 7): Punctuation (2 marks)
		Tue/ Wed	The Video https://www.youtube.com/watch?v=zVu-XvULZNg	
9 23-26/4 <i>(Sun. 23-4 Eid Al-Fitr)</i>	Writing an essay	Sun/ Mon	The Video https://www.youtube.com/watch?v=gjj2HK7eYPc&t=1s	Please complete exercise number 6 on page 61, Zemach & Rumisek (2016) Chapter 8: The structure of an essay As posted on Moodle (2 marks)
		Tue/ Wed	Zemach & Rumisek (2016) Chapter 8: The structure of an essay PP. (56-62) Chapter 9: Introduction and conclusion PP. (71-77) (Face-To-Face Lecture)	
10 30/4-3/5 <i>(Mon. 1-5 labour day)</i>	Writing an essay	Sun/ Mon	The Video https://www.youtube.com/watch?v=uYJTbFNI_A4&t=322s	Please complete the practice exercise that has been posted on Moodle (1 mark)
		Tue/ Wed	Zemach & Rumisek (2016) Chapter 8: Outlining an essay PP. (63-70) (Face-To-Face Lecture)	
11 7-10/5	Professional writing formats The American Psychological Association (APA)	Sun/ Mon	Website: https://www.scribbr.com/apa-style/	Please complete the APA formatting exercise 1 that has been posted on Moodle (2 marks)
		Tue/ Wed	The video https://www.youtube.com/watch?v=c0e9DKDxUYU&t=62s	
12 14-17/5	Professional writing formats APA	Sun/ Mon	Website: https://www.scribbr.com/apa-style/	Please complete the APA

		Tue/ Wed	The videos https://www.youtube.com/watch?v=opp259YvaoE https://www.youtube.com/watch?v=vBDPLCk9lrc	formatting exercise 2 that has been posted on Moodle (2 mark)
13 21-24/5	Paraphrasing and avoiding plagiarism	Sun/ Mon	Bailey (2018). 1.4 Avoiding Plagiarism Plagiarism: https://www.scribbr.com/category/plagiarism/ Paraphrasing: https://www.scribbr.com/working-with-sources/how-to-paraphrase/	
		Tue/ Wed	The Video https://www.youtube.com/watch?v=SjpCltwNVmw	
14 28-31/5	Paraphrasing and avoiding plagiarism	Sun/ Mon	Class activity: <i>This exercise involves dividing students into groups and providing them with a short passage of text from an academic discipline. They are then instructed to read the passage carefully and paraphrase it in their own words while conveying the same meaning. Students are encouraged to use synonyms and alternative phrasing to convey ideas. After completing the exercise, students compare and discuss their work with classmates to gain a better understanding of the concepts presented. This exercise improves paraphrasing skills and helps students communicate ideas effectively in writing and speech. The class discussion allows for reflection on the benefits and challenges of paraphrasing and provides feedback on their work.</i>	Class activity 2 marks
		Tue/ Wed	Self-reading: Villemaire (2018) Module 2(Section 6): The Sentence: Progress note, charting and documenting PP. (157-161)	
15 4-7/6	Documentation	Sun/ Mon	Class activity: The students will be asked to form groups and select a case study or scenario related to their field of study. They will then use the SOPAIR framework to document their analysis collectively. Each group member can be assigned a specific section of the framework to focus on, and they will collaborate to ensure that all sections are completed. After completing their analysis, each group will present their findings to the	Class activity 2 marks



			rest of the class, allowing for further discussion and reflection on the application of the SOPAIR framework.	
		Tue/ Wed	Revision	
16	Final Exam	To be announced		

22 Evaluation Methods:

Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	SLOs	Period (Week)	Platform
Midterm exam	30%	<ul style="list-style-type: none"> Basics of the writing Process Sentence Paragraphs 	SLO1-SLO3	8 th week (16-19/4)	In class
Blended learning and In-class assignment	20%	All topics	SLO1-SLO3	All over the semester	In class
Written paper assignment	10%	Appendix 1	SLO1-SLO3	14 th . week (28-31/5)	Submitted through Moodle
Final exam	40%	To be announced			

23 Course Requirements

Students should have an official JU email computer, speakers, internet connection, webcam, account on a Moodle (E-learning) and M-Teams platform

24 Course Policies:

Please refer to the university policies as published up-to-date in the link below:

<http://units.ju.edu.jo/ar/LegalAffairs/Lists/Regulations/DispForm.aspx?ID=246&ContentTypeId=0x0100C7850F392E786A439F935E088708707E>

to go over the following concerns

A- Attendance policies:

- Attendance is a critical component of the learning experience in the course, and students are encouraged to attend all scheduled classes and actively participate in discussions and activities.

- The course policy allows for **a maximum of 15% absences** from the total number of classes. Exceeding this limit will result in a reduction of the final grade, regardless of whether the absence is excused or unexcused.

B- Absences from exams and submitting assignments on time:

In this course, students are expected to attend all exams and submit assignments on time. Failure to do so may result in a lower grade, as well as missed opportunities for learning.

- Absences from Exams: If a student is unable to attend an exam for any reason, the student must notify the instructor as soon as possible, and provide documentation supporting the reason for the absence. The instructor may allow the student to make up the exam at a later date, or may provide an alternative assignment to make up for the missed exam. **If the student fails to notify the instructor or provide adequate documentation, the student may receive a zero for the exam.**
- Submitting Assignments on Time: Assignments are due at the specified date and time, and must be submitted through the designated platform. Late assignments will not be accepted, except in cases of documented medical or personal emergencies. In such cases, the student must notify the instructor as soon as possible, and provide documentation supporting the reason for the delay. The instructor may allow the student to submit the assignment at a later date, with a penalty of a reduced grade. **Failure to notify the instructor or provide adequate documentation may result in a grade of zero for the assignment.**

C- Health and safety procedures:

- Follow all emergency procedures, including evacuation protocols and emergency contacts

D- Honesty policy regarding cheating, plagiarism, and misbehavior:

In this course, we uphold the highest standards of academic integrity. Cheating, plagiarism, and misbehavior will not be tolerated and will result in disciplinary action. This policy is enforced to ensure fairness and to maintain the credibility of our academic institution.

- Cheating is defined as any attempt to gain an unfair advantage over other students. Examples of cheating include, but are not limited to, copying answers from other students during an exam, using unauthorized materials during an exam, or submitting work that is not your own.
- Plagiarism is defined as the use of another person's words or ideas without proper attribution. Examples of plagiarism include, but are not limited to, copying and pasting text from the internet or other sources, paraphrasing someone else's work without proper citation, or submitting someone else's work as your own.
- Misbehavior includes any actions that disrupt the learning environment or impede the progress of other students. Examples of misbehavior include, but are not limited to, excessive talking or noise-making during class, disrespectful or offensive language, or any form of physical or verbal harassment.

Disciplinary Action:

- Any instances of cheating, plagiarism, or misbehavior will result in disciplinary action. The severity of the disciplinary action will depend on the nature and extent of the offense, and may include any or all of the following: a warning, a failing grade for the assignment, a failing grade for the course, or suspension or expulsion from the institution.
- We take this policy seriously, and we expect all students to adhere to it.

E- Grading policy:

- Firstly, there is a limit of 20% for A grades. Secondly, the lower limit for D grades depends on the class average and standard deviation. Thirdly, any student who scores 50 will pass the course regardless mean and standard deviation. Finally, Students who score 60% or above will receive a grade of at least C.

F- Available university services that support achievement in the course:

- The electronic library is an online resource that provides students with access to a wide range of scholarly and academic materials. It offers tools and services to help students navigate and utilize its resources effectively, such as research guides and online tutorials. By taking advantage of the electronic library's resources and services, students can enhance their understanding of course concepts and achieve better academic performance.

<https://library.ju.edu.jo/Elibrary/>



25 References:

A- Required book(s), assigned reading and audio-visuals:

Oberg & Villemaire (2018) *Grammar and writing skills for the health professional*. (3rd ed.). Delmar Cengage Learning

Bailey, S. (2018). *Academic writing: A handbook for international students*. (5th ed.). Routledge.

Zemach, D., & Rumisek, L. (2016). *Academic writing: From paragraph to essay*. New York: Macmillan

A- Recommended books, materials, and media:

- American Psychological Association (2020). *APA Style Publication Manual*. (7th ed.). American Psychological Association.

B- Websites

- APA Style. (n.d.). <https://apastyle.apa.org/>
- Scribbr. (n.d.). *How to Cite in APA Format (7th edition) | Guide & Generator*. <https://www.scribbr.com/apa-style/>

26 Additional information:

Appendix 1

Writing an essay

- The purpose of this assignment is to enable you to apply effective writing skills to write an essay about one of the topics shown in this list:
 - Social media and psychological wellbeing?
 - Is Obesity A Disease or A Behavior Abnormality
 - Should Family Presence Be Allowed During Cardiopulmonary Resuscitation?
 - The role of telemedicine in modern healthcare practices

- Please write an essay with 5 paragraphs for this assignment. Only typed papers that follow APA writing style format, including a title page, and exact APA writing guidelines are accepted. This writing activity must be prepared by 3-4 students working together to produce one essay. All students must contribute equally to this work.

Evaluation Form for Writing Essay

	Poor (1)	Fair (2)	Good (3)
Outline	Not correct but written some parts	Correct but incomplete	Correct and very clear
Introduction	The main idea is not clearly stated. The topic/thesis sentence is poorly written.	The topic/thesis sentence is complete. The main topic is clearly stated but the sentence structure needs correction.	The topic/thesis sentence is strong and clearly states. The main idea is to the correct sentence structure. Stimulates interest.
Body Content & Development	The information provided is barely sufficient to support some elements of the essay & sometimes irrelevant	Major points are addressed, but not well supported Most information is relevant to the topic and sufficient but lacking in depth or complexity.	The content is comprehensive and well-expressed. All information is relevant to the topic and up to date. Searching topic in-depth and beyond the obvious, revealing new insights gained

Organization & Structure	The paragraph lacks transition of thoughts and is disorganized. Organization, transitions, introduction, and conclusion lack clarity and/or appropriateness.	The structure of the essay's paragraph is not easy to follow. Organization, transitions, introduction, and conclusion slightly lack clarity and need improvement.	The structure of the essay's paragraph is clear and easy to follow Organization, transitions, introduction, and conclusion appropriate but slightly lacking clarity.
Format	Paper doesn't adhere to APA formatting such as title page, references, page numbers More than 10 errors in format or punctuation Not all sources are cited in both paper and the bibliography.	The Paper lacks some elements of APA formatting. Maximum 4-6 errors in format or punctuation. Not all sources are properly cited in both the paper and the bibliography.	The Paper follows most APA guidelines All sources are properly cited in both the paper and the bibliography. -- 4 errors in format or punctuation.
Grammar, Punctuation & Spelling	The essay contains numerous grammatical, and spelling errors including inappropriate word choice.	The essay contains few grammatical, punctuation, and spelling errors that affect the clarity	The paper contains no grammatical, punctuation and spelling errors. - precise word choice and expressed clearly
Concluding Sentence/ Paragraph	There is no concluding sentence that connects to a Main idea. The closing sentence is not restated in the topic sentence	The conclusion is weak, incomplete & unclear, and does not sum up the Paragraph.	The conclusion is complete and sums up the paragraph/essay adequately
Plagiarism	Student's work is merely copied and pasted from sources	Student copies and pastes information with citation The student's work is not original but relies on paraphrasing Heavily rely on Wikipedia or other unreliable sources	The student's work is original, well paraphrased Sources cited Use reliable sources such as journal articles, books
Total score.....			



Name of Course Coordinator: Dua' Y. Al-Maharma	Signature: Dua'	Date: 2/3/2023
Head of Curriculum Committee/Department: -----	Signature: -----	
Head of Department: Dr. Diana Arabyiat	Signature: --- <i>Diana</i> -----	
Head of Curriculum Committee/Faculty: -----	Signature: -----	
Dean: Dr. Areej Othman	Signature: -----	