

## Writing in the Discipline Report

Objective: Develop a writing intensive curriculum for HAPP

### Faculty Survey

1. Assessment of student writing proficiency  
The greatest student need is in the ability to develop a theme with adequate and relevant support. On a 4 point scale Likert scale with 1 as the lowest rating, HAPP faculty rated clarity as 2.37; accuracy as 2.57, and completeness as 2.14.
2. Writing assignments  
Assignments vary from none to a 10-12 page research paper with a minimum of 10 sources; half of the courses required a significant writing assignment.
3. General concerns  
Large classes make it difficult for instructors to provide individual feedback on writing and then read and grade a revised submission.

### HAPP/SOCY 452 Student Self-evaluation

The greatest deficit identified by both HAPP and SOCY undergraduates was in skills required for doing a literature search and a literature review. We consider any mean score less than 3 to indicate a self-perceived need. The HAPP 452 students indicated the following areas of need: conduct a literature search (1.85); write a literature review (1.74); identify peer juried journals and reference sources correctly (2.3); distinguish between analytic and descriptive thinking (2.59). The SOCY 452 students' surveys revealed these needs: make and interpret tables (2.6); conduct a literature search (2.0); write a literature review (2.2); identify peer juried journals and reference sources correctly (2.8); distinguish between analytic and descriptive thinking (2.6); make a professional PowerPoint presentation (2.4); and write a professional email (2.8).

### Conversion of HAPP 452 to a WI Course

- Writing Intensive objectives for 452 have been identified.
- Writing exercises which support these objectives have been created.
- Grading rubrics have been created for each exercise to clarify expectations.
- Selected examples have been provided to further clarify assignment and expectations.

### HAPP 452 Course Evaluation

- SCEQs will serve as baseline data with SCEQs from Fall 2010 with those from prior semesters.
- Student skill self-evaluation will be re-administered along with an opportunity for students to provide detailed feedback.

### Next Steps

- Pilot in 452 Spring 2010 with part-time instructor
- Develop short writing exercises
- Create a video on conducting a literature search (PubMed/Medline)

### Recommendations

- Limit class size in writing intensive classes to 25 students. (Recommendation made by writing consultant and supported by organization of class at JHU.)
- Provide TAs for writing intensive classes

## Professional Skills Assessment

Name \_\_\_\_\_ **MEAN SCORES** \_\_\_\_\_

Please circle one: HAPP 452    SOCY 452    SOCY 652

Rate yourself on each of the following professional skills.

Ability to make and interpret tables

1                                  2                                  **3.04**                                  4  
 Clueless                                                                                                    Expert

Ability to conduct a literature search using PubMed

**1.85**                                  2                                  3                                  4  
 Clueless                                                                                                    Expert

Ability to write a literature review using PubMed

**1.74**                                  2                                  3                                  4  
 Clueless                                                                                                    Expert

Ability to differentiate between peer juried journals and other sources and be able to reference various types of sources correctly

1                                  **2.30**                                  3                                  4  
 Clueless                                                                                                    Expert

Ability to distinguish between analytic and descriptive thinking

1                                  **2.59**                                  3                                  4  
 Clueless                                                                                                    Expert

Ability to distinguish between personal and professional writing

1                                  2                                  **3.20**                                  4  
 Clueless                                                                                                    Expert

Ability to make a professional Power Point presentation

1                                  2                                  **3.26**                                  4  
 Clueless                                                                                                    Expert

Ability to write a professional email

1                                  2                                  **3.00**                                  4  
 Clueless                                                                                                    Expert

Ability to work with a team to accomplish a task

1                                  2                                  **3.44**                                  4  
 Clueless                                                                                                    Expert

**HAPP/SOCY 452/SOCY 652**  
**Health Care Organization and Delivery**

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**Annotated Bibliography**

Learning objectives:

- Practice conducting a literature search
- Familiarize yourself with previous research findings on the topic of interest
- Think analytically

Assignment:

- Select a panel/topic of relevance to health policy or management
- Conduct a PubMed/Medline literature search
- ***Undergraduates taking the course for the 400-level credit should have 5-6 references with at least 4 from peer-juried research journals***  
***Graduate students should have 10-20 references with at least 6 sources from peer-juried research journals***
- Reading the literature is itself useful, but when you are writing annotations for each source, you are forced to read more carefully and critically.
- Unlike an abstract which merely summarizes a source, an annotation both summarizes and evaluates each source. You need to ask yourself how this information fits into your research. What is its relevance to your research? It should help you answer the “So What!”
- Literature you include in the annotated bibliography should highlight what is known (or unknown) about the subject. Look for what is known as a *review article* in the research literature. Give priority to more recent articles over older ones.
- Use the following format:
  - The bibliographic information:** The sources are alphabetized by the author’s last name. Provide name, date, title, and publication information. Generally the social sciences use APA format. Skip a line between the bibliographic information and the annotations.
  - The annotations:** This is a brief descriptive and evaluative paragraph. Write one or two sentences summarizing the content of the source and one or two sentences explaining how this source illuminates your topic. This should not exceed ½ page per article.

Due:

Grading: Points will be assigned for the number of references, coverage of content, clarity of writing, formatting, and grammar. See Grading Rubric for greater specifics.

### Grading Rubric

Name: \_\_\_\_\_

Criteria & Qualities	Poor	Acceptable	Excellent	Point Value
Number of references	Contains fewer than the minimum number of references specified.	Contains at least the minimum number of total references, but the peer-juried sources are fewer than specified.	Contains at least the minimum number of total references and of peer-juried sources.	out of 15
Coverage of Content	Selected sources are of little significance to the research topic. Summaries are unfocused or run-on. Analytical thinking is not evident.	Significance of sources to research topic is evident. Each annotation adequately summarizes the article. Analytical analysis may not be evident in all annotations.	Selected sources are focused on the research topic. Each annotation summarizes and evaluates the article. Analytical thinking is clearly evident.	out of 30
Clarity of writing, writing technique	It is hard to know what the writer is trying to express. Writing is convoluted.	Writing is generally clear, but unnecessary words are used. Meaning is sometimes hidden; paragraph or sentence structure is too repetitive.	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel construction, and language are appropriate.	out of 15
Formatting	Sources may be randomly listed. Bibliographic information is incomplete and/or disorganized. Bibliographic information and annotations may be run together.	Sources are properly organized. Bibliographic information generally follows APA guidelines. There may be minor inconsistencies. Bibliographic information is clearly separate from annotations.	Sources are alphabetized by lead author's last name. Bibliographic information consistently follows APA guidelines. Line has been skipped between bibliographic information and annotation.	out of 30
Grammar & Mechanics	Paper has multiple grammatical and mechanical errors.	Paper contains some errors in grammar and mechanics, but they do not impede understanding.	Paper is grammatically correct with few or no errors in spelling, punctuation, or usage.	out of 10
<b>TOTAL</b>				

**HAPP/SOCY 452/SOCY 652**  
**Health Care Organization and Delivery**

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**Example of an annotated bibliography:**

**CHRONIC LOW BACK PAIN**

**Edmond, S.L. and Felson, D.T. (2000). Prevalence of back symptoms in elders. *The Journal of Rheumatology* 27(1), 220-225**

The authors, researchers from California State University and the Boston University School of Medicine, use data from the Framingham heart Study cohort aged 68-100 years to describe the prevalence of back symptoms in a cohort of elderly subjects residing in the U.S. by age, sex, examination site, and location of pain. Their findings show that back symptoms are highly prevalent in the elderly, although prevalence does not increase with age among the elderly population. Back symptoms are more common in women than in men. An especially high prevalence of back symptoms was observed among the elderly confined mostly to their homes. If one supposes that those confined to their homes have a lower level of physical exercise than those who are not, this study supports the thesis that there is a correlation between chronic back pain and lack of exercise.

**Hides, J.A., Jull, G.A. and Richardson, C.A. (2001). Long-term effects of specific stabilizing exercises for first-episode low back pain. *Spine*, 26(11), E243-E248.**

The authors, researchers at the University of Queensland, Department of Physiotherapy in Brisbane, Australia, conduct a randomized clinical trial with periodical telephone questionnaire follow-ups to report a specific exercise intervention's longer-term effects on recurrence rates in acute, first-episode low back pain patients. Their findings suggest that specific exercise therapy in addition to medical management and resumption of normal may be more effective in reducing low back pain recurrences than medical management and normal activity alone.

APA Style Guidelines for in text citations:

- Use author's name to introduce cited material. Follow name with publication date in parentheses. Example: Berg (2004) notes
- If you have not used the author's name in the text, both author's name and publication date belong in parentheses. Example: Cost containment continues to be a major policy concern (Smith, 2001).
- When giving a direct quote, include the page number in parentheses directly after the quotation. Anastasi (1976) states "any test may be validated against as many criteria as there are specific uses for it" (p.142).

Current APA guidelines are maintained at [www.apastyle.org/electref.html](http://www.apastyle.org/electref.html)