

Registered students please go here for the most recent syllabus, readings and assignments:

<https://hserv.washington.edu/courses/course/view.php?id=194>

Sample Syllabus Summary:

The assignments and readings are from a previous Quarter. They will most likely change – use as an example ONLY.



**Extended MPH Degree Program
University of Washington
Seattle, Washington**

Independent Studies, Writing Skills

Health Services 590

Instructor: Deborah Shattuck, deborah@deborahshattuck.com

206-285-6499

Course Organization:

Students email the instructor either class papers, theses, dissertations, or research manuscripts. The instructor edits the papers and explains reasoning behind edits. The instructor may also provide general suggestions for rewriting or reorganizing. Students read and understand the instructor's edits and suggestions for revision, and continue revising and editing the manuscript, and submit a finished manuscript. This process is repeated for a second paper.

The course requires that a student be able to use Microsoft Word's Track Changes.

Course Objectives

Students demonstrate their learning through revising and rewriting papers along the lines suggested by the instructor. Instructor's edits and suggestions for revision are individualized for each student. Students may learn how to:

- Apply conventions of technical writing style, for example, avoid use of articles and use a gerund rather than the conjunction "that"
- Write introductions that succinctly summarize the interest, problem, and contribution of a paper.
- Recognize language that may imply bias and rewrite so that it is bias-free ("person with diabetes" rather than "diabetic")
- Write clearly by adding subjects to sentences and using the active voice.

- Identify wordiness and rewrite concisely, applying techniques such as removing padding from around verbs (“provides” rather than “plays a role in providing”), reducing redundancy (“private” rather than “privacy sensitive”), and deleting over-used phrases and clichés (“the fact that,” “as already stated,” “in terms of”)
- Vary sentence length to create interest and add transitions between sentences to create coherence
- Cite sources to avoid repeating information in text and using direct quotes
- Expand vocabulary and expand use of punctuation.
- Overcome writer’s block by experimenting with techniques listed in *Strategies for Overcoming Writer’s Block*
- Develop a library of writing resources

The course is credit/no credit. To obtain credit, students are required to submit and revise two 10-page papers, read assignments, and complete two quizzes.

Quizzes:

Students complete two quizzes at the end of the course. The quizzes are a review grammar and word usage appropriate for graduate-level writing. They are for student self-evaluation and are not graded.

Schedule:

Week 1	Read handouts and identify a paper to submit to instructor
Week 2	Submit first paper to instructor
Week 3	Read <i>Dictionary of Troublesome Words</i> and <i>Elements of Style</i>
Week 4	Read, understand, and incorporate edits and suggestions for revision from instructor into first paper. Continue editing paper along lines suggested by instructor. Correspond with instructor if any questions.
Week 5	Submit finished first paper and a second paper. Read <i>Dictionary of Troublesome Words</i> and <i>Elements of Style</i>
Week 6	Read, understand, and incorporate edits and suggestions for revision from instructor into the second paper. Continue editing paper along lines suggested by instructor. Correspond with instructor if any questions.
Week 7	Submit finished second paper Continue with reading assignments Instructor sends quizzes to students
Week 8	Students return completed quizzes