



**DLSHSI**  
 DE LA SALLE HEALTH SCIENCES INSTITUTE  
*Nurturing Life*



**College of Humanities and Sciences**

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 City of Dasmariñas, Cavite, Philippines  
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**COURSE SYLLABUS**

**DEPARTMENT** : **Integrated Humanities and Sciences**  
**COURSE CODE AND COURSE TITLE** : **GE-ENGL 102/Communication Skills 1I**  
**NUMBER OF UNITS** : **3**  
**PRE-REQUISITE** : **GE-ENGL 101**  
**CLASS DAYS AND CLASS TIME:** : \_\_\_\_\_  
**ROOM:** : \_\_\_\_\_  
**INSTRUCTOR/PROFESSOR** : \_\_\_\_\_  
**CONSULTATION HOURS** : \_\_\_\_\_

**COURSE DESCRIPTION:**

The course prepares students to communicate factual, scientific and medical information, written and oral, based on a real work situation. Accordingly, students in this course observe an appropriate generic conventions, formats and practice of writing medical documents like medical correspondences (letters, memos, e-mails), medical reports, laboratory reports and project proposals.

**LEARNING OUTCOMES:**

- LO1: Higher levels of comprehension (Textual, Visual, etc.)
- LO2: Proficiency in communication: Writing, speaking, and use of new technologies
- LO3: Understanding of basic concepts across the domains of knowledge
- LO4: Critical, analytical and creative thinking
- LO5: Appreciation of various human conditions
- LO6: Capacity to reflect critically and shared concerns and think of innovative, creative solutions guided by ethical standards
- LO8: The ability to contribute personally and meaningfully to the country's development
- LO9: Working effectively in a group
- LO10: The ability to negotiate the world of technology responsibly

**\LEARNING PLAN:**

<b>TOPICS</b>	<b>INTENDED LEARNING OBJECTIVES</b>	<b>TEACHING/ LEARNING STRATEGIES</b>	<b>METHOD/S OF ASSESSMENT</b>
Class Orientation	Display understanding and knowledge about the contents of the syllabus, the house rules and what are expected of them.	Interactive Discussion of the Expectations of both Professor and Students  Reflection of the Expectations	Presentation of the Expectations
1. Definition of Medical a. Writing The Importance of Medical Writing in the Workplace b. Different Types of Writing c. The Basic Concepts of Medical Writing	Reflect on the relevance of Medical Writing to their respective courses.  Discuss the different types of Medical Writing and be able to differentiate one from another.  Explain the different concepts of Medical Writing.	Inquiry and Discovery Approach  Brain Storming  Interactive Discussion Lecture  Group Discussion Cooperative Learning Inquiry and Discovery	Group Presentation  Presentation of Outputs  Presentation of Outputs (The Presentations may vary based on the creativity of the group).
II. Principles and Characteristics  a. Basic Principles of Good Medical Writing	Explain the basic principles of Good Medical Writing  Translate the basic principles of Medical Writing learned into various practical situations.	Inquiry and Discovery Approach  Brain Storming  Interactive Discussion	Group Presentation  Presentation of Outputs

<p>b. Characteristics of a Good Medical Writing</p>	<p>Critique samples of Medical Writings taking into consideration the characteristics of good Medical writing</p> <p>Produce at least one example the two types of medical writing and be able to show the different concepts and principles applied.</p>	<p>Group Discussion Cooperative Learning Inquiry and Discovery</p> <p>Lecture Interactive Discussion Brain Storming Inquiry and Discovery Group Critiquing</p> <p>Buzz Session</p>	<p>Outputs Presentation (The Presentations may vary based on the decision of the group).</p> <p>Outputs Presentation (The Presentations may vary based on the decision of the group).</p> <p>Individual Writing Task Presentation of Outputs *** For Output Presentation, Multimedia will be used. *** Rubric for each method of assessment will be used.</p>
<p><b>FIRST COMPREHENSIVE ASSESSMENT</b></p>			

<b>TOPIC/S</b>	<b>INTENDED LEARNING OBJECTIVES</b>	<b>TEACHING/ LEARNING STRATEGIES</b>	<b>METHOD/S OF ASSESSMENT</b>
III. Medical Office Correspondence a. Medical Letters b. Inter-office Memorandum c. Electronic Mail d. Facsimile e. Phone Messages	Produce several specific kinds of medical documents following the principles and styles of good medical writing.  Write an Incident Memo Report based on Experience.	Lecture  Academic Exchange  Writeshop	Graded Recitation  Presentation of Outputs with Peer Critiquing Quiz Evaluating and Peer Critiquing the Writing Outputs
IV. Charting and Documenting a. The Medical Record b. The Language of the Medical Record c. Common Types of Charting	Identify the purposes of charting and documenting of medical records.  Display understanding of the medical language of abbreviations and symbols.  Recognize the different styles of charting medical record.	Lecture  Academic Exchange  Interview Health Care Professional on the importance of Charting and Documenting Medical Records	Graded Recitation  Quiz Output Presentation  *** For Output Presentation, Multimedia will be used. *** Rubric for each method of assessment will be used.
<b>SECOND COMPREHENSIVE</b>		<b>ASSESSMENT</b>	

TOPICS	INTENDED LEARNING OBJECTIVES	TEACHING/ LEARNING STRATEGIES	METHOD/S OF ASSESSMENT
V. Documentation and plagiarism a. APA Documentation b. RA No.8293 Intellectual Property Act Law (Plagiarism)	Display in depth knowledge of RA No. 8293.  Apply knowledge of APA Documentation in their researches, reports and other library works.	Lecture  Academic Exchange  Group Work: Critiquing Articles about Plagiarism	Quiz  Presentation of Critique
V. Writing Effective Project Proposals  a. Purpose and Types of Proposals  b. Format of a Project Proposal	Collaborate effectively with peers by writing together and by giving feedback to each other's individual work and	Lecture  Academic Exchange	Evaluating and Peer Critiquing the Writing Outputs
V. Preparing an Effective Oral presentation  a. Tips for Effective Oral Presentations  b. Organizing the Content of the Presentation  c. Rules in Visual Aids	Actively engage in Research-Related Activities such as Interview, Surveying, and Observations (DLS-HSI and the Community outside the school)  Apply the concepts and rules in writing an effective project proposal in their final paper.	Visitation of Different Offices or Organizations at DLSHSI and Finding out the current activities and problems of these offices by means of an interview.  Observing and Interviewing (the DLSHSI Community) on its Various Tasks and Projects.	Writing of the Final Paper  (Community-Based Project Proposal/ School-based Project Proposal).  *** For Output Presentation, Multimedia will be used. *** Rubric for each method of assessment will be used.
<b>THIRD COMPREHENSIVE</b>		<b>ASSESSMENT</b>	

**FINAL COURSE OUTPUT:**

As evidence of attaining the above learning outcomes, the students are required to do and submit the output as indicated.

<b>LEARNING OUTCOME</b>	<b>REQUIRED OUTPUT</b>	<b>DUE DATE</b>
<b>LO 1- LO10</b>	School-Based Project Proposal which has something to with the student's course/ program	March 2016

**RUBRIC FOR ASSESSMENT:**

<b>Criteria</b>	<b>Outstanding 4</b>	<b>Very Satisfactory 3</b>	<b>Satisfactory 2</b>	<b>Needs Improvement 1</b>	<b>Score</b>
<b>God Loving Faith</b>	Researchers independently identify at least 4 reasonable, insightful, creative ideas/questions to pursue when doing the research.	Researchers independently identify at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with some adult help, at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with considerable adult help, 4 reasonable ideas/questions to pursue when doing the research.	
<b>Person –Oriented Delegation of Responsibility</b>	Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating,	Each student in the group can clearly explain what information s/he is responsible for locating.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.	One or more students in the group cannot clearly explain what information he/she/they responsible for locating.	

	and when the information is needed.				
<b>Respect Plan for Organizing Information</b>	Students have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of the research findings.	Students have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan.	Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.	Students have no clear plan for organizing the information and/or student/s in the group cannot explain his/her/ their organizational plan.	
<b>Patriotic Health Professionals Group Timeline</b>	Group independently develops a reasonable, complete timeline describing when different parts of the work (e.g., planning, research, first draft, final draft) will be done. All students in group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. All students in group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. Most students can independently describe the high points of the timeline.	Group needs adult help to develop a timeline and/or several students in the group cannot independently describe the high points of the timeline.	

<b>Honesty</b>	Researchers independently locate at least 2 reliable, interesting information sources for each of their ideas or questions.	Researchers independently locate at least 2 reliable information sources for each of their ideas or questions.	Researchers, with some adult help, locate at least 2 reliable information sources for each of their ideas or questions.	Researchers, with extensive adult help, locate at least 2 reliable information sources for each of their ideas or questions.	
<b>Quality of Sources</b>					

**OTHER REQUIREMENTS AND FORMS OF ASSESSMENTS:**

Aside from the final output, the students are assessed at other times during the term by the following:

1. Portfolio of Written Outputs
  - a. Medical Office Correspondence
  - b. Routine Memos and E-mail Messages
  - c. Memo Reports (Progress/ Recommendation)
  - d. Employment Communication (Job Application Letter Resume)
2. Quizzes/Long Test
3. Practice Writing (on Medical Letters and Memos)
4. One Research Day/Alternative Class per Term
5. Watch Stage Play

**LEVELS OF ASSESSMENT:**

<b>Prelim , Midterm and Final Term Criteria</b>	<b>Percentage</b>
Compiled Outputs/Final Output	40%
Individual Participation	20%
Assignment/Quizzes/Long tests	20%
Group Activities/Presentations	20%
<b>TOTAL</b>	<b>100%</b>



## REFERENCES:

- Manguerra, Mercedes T. (2009). *Technical writing basics: Content and form*. Revised Edition. Cavite: Evelyn Obo-Rayos Publishing House.
- Casela, N. & Cuevas G. (2010). *Developing technical writing skills*. Mandaluyong City: Books Atbp. Publishing Corporation.
- Ingre, D. (2003). *Survivor's kit to technical writing*: USA: Thomson Learning, Inc.
- Houp, K. Pearsal, W. & Tabeaux, E. (1995). *Reporting technical information*. Boston: Allyn and Bacon
- Halloway, Brian R.,(2007). *Technical writing basics*. Prentice Hall, National Bookstore.
- Villemaire, Doreen. (2001). *Grammar and writing skills for the health professional*. New York: Thomson Learning.

## CLASS POLICIES:

1. Students are allowed 20% of the total number of school days or 14 hours of absences inclusive of tardiness. All absences after that shall mean excessive absences, which will merit a grade of 0.00. Attendance policies found in the Student Handbook apply.
2. Should the students fail to submit a requirement the following will be considered such that:
  - a. they will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a requirement which is not submitted under the following conditions:
    - a.1. they are given a chance to make-up for the said requirement and
    - a.2. they are given enough time to work on the make-up requirement.
  - b. they will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a quiz which is given during their absence, under the following conditions:
    - b.1. the absence is unexcused;
    - b.2. they are offered a make-up quiz and still fail to show-up during the given time and
    - b.3. they are given enough time to prepare for the make-up quiz.
  - c. In case the students submitted a requirement given by the instructor/professor to make-up for their lost grade, a certain percent will be deducted on their actual grade.
    - c.1. The deduction will be determined by the subject teacher.

- d. Home works will be due at the beginning of the class. No homework shall be accepted thereafter.
  - e. Special major examinations are scheduled a week after the administration of the major examinations. No special examination will be given thereafter EXCEPT IN SPECIAL SITUATIONS. Moreover, there are no special practical examinations that will be given to those who failed to take it on the scheduled date.
4. Students are expected to participate in small-group exercises and/or other class learning activities.
  5. Cellular/Mobile phones and the likes should always be in silent mode during class hours; the use of cellular phones is prohibited in class unless a special permission is sought. Tablets and laptops may be used to take down notes and may not be used to browse online resources at the time of discussion otherwise such devices will be confiscated throughout the duration of the class except with the permission of the professor.
  6. Cheating and plagiarism in any form will merit a final grade of 0.00. To avoid cheating during examinations, handkerchief, jackets and gadgets like cellphones, tablets and calculators (teacher's prerogative) should be placed inside the school bags. Furthermore, these school bags should be placed in front of the teacher's table.
    - a. Plagiarism is a form of cheating which will be strictly dealt with, in accordance to the provisions stipulated in the Student's Manual.
  7. Any concerns (teaching, grades, interrelationship inside and relative to the class, etc.) should be properly addressed to the subject-teacher for appropriate action. Students may seek the help and guidance of their academic/registration adviser in resolving the issue with the subject-teacher.

*All policies (attendance, tardiness, decorum, grievances, etc.) will be subject to the provisions of the latest version of the Student Handbook.*

**ENDORSED:**



**MAE ANN T. BOBADILLA, MAT**  
*Cluster Coordinator, Liberal Arts*

**RECOMMENDED:**



**ILUMINADA A. RONIO, MsC**  
*Department Chair*

**APPROVED:**



**MARGEL C. BONIFACIO, RCH, PhD**  
*Dean*

