

# NURS 179: PROFESSIONAL COMMUNICATION AND REASONING DEVELOPMENT

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## In Workflow

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3. HHS Dean (sac19804@csus.edu)
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## Approval Path

1. Mon, 10 Feb 2025 23:54:50 GMT  
Tanya Altmann (kristi): Approved for NURS Chair
2. Wed, 19 Feb 2025 02:14:14 GMT  
Andrea Becker (andrea.becker): Rollback to NURS Chair for HHS College Committee Chair
3. Thu, 20 Feb 2025 00:00:04 GMT  
Tanya Altmann (kristi): Approved for NURS Chair
4. Thu, 20 Feb 2025 00:02:25 GMT  
Andrea Becker (andrea.becker): Approved for HHS College Committee Chair
5. Thu, 20 Feb 2025 01:07:57 GMT  
Robert Pieretti (sac19804): Approved for HHS Dean

## History

1. Nov 5, 2018 by Tanya Altmann (kristi)
2. Apr 9, 2019 by 212408496
3. Jun 8, 2022 by 302822325
4. Jan 16, 2025 by Katie Hawke (katiedickson)

Date Submitted: Mon, 10 Feb 2025 23:16:24 GMT

**Viewing: NURS 179 : Professional Communication and Reasoning Development**

**Last approved: Thu, 16 Jan 2025 22:23:33 GMT**

**Last edit: Wed, 19 Feb 2025 23:59:16 GMT**

Changes proposed by: Tanya Altmann (101067274)

**Contact(s):**

Name (First Last)	Email	Phone 999-999-9999
Tanya Altmann	kristi@csus.edu	916-278-1504

**Catalog Title:**

Professional Communication and Reasoning Development

**Class Schedule Title:**

Prof Communication + Reasoning

**Academic Group: (College)**

HHS - Health & Human Services

**Academic Organization: (Department)**

Nursing

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Spring 2026 (2026/2027 Catalog)

**Subject Area: (prefix)**

NURS - Nursing

**Catalog Number: (course number)**

179

**Course ID: (For administrative use only.)**

201228

**Units:**

3

**Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?**

No

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

No, final exam does not require a room

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

Changing order of courses in the program such that NURS 171A is the required first course for all students. Minor addition to one course objective to include California Board of Registered Nursing required content. Delete need for room for final exam.

**Course Description: (Not to exceed 90 words and language should conform to catalog copy.)**

This course is designed to expand communication and leadership skills among RN to BSN students in their professional practice. Students will develop an understanding of the humanities and diverse cultures through the lens of nursing practice. Specifically, students will reflect on how culture and experience determine the human condition which is reflected in their animating ideas and values towards health and healthcare. This course requires a minimum of 5,000 words of formal, graded writing related to course content. Course meets Writing Intensive & GE AREA C2/3B Humanities requirements.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Is this course designated as Curricular Community Engaged Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

Yes

**Prerequisite:**

NURS 171A (may be taken concurrently); Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W.

**Prerequisites Enforced at Registration?**

Yes

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes and Assessment Strategies:**

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Apply principles of bioethics and evidence-based practice in consideration of implicit bias, personal choice, and contemporary health care practices.	Essays; Discussions; Peer Review
2	Communicate effectively as a professional nurse in a variety of writing styles.	Essays; Discussions; Peer Review; in-class activities
3	Synthesize evidence in the analysis of a contemporary nursing practice issue.	Essays; Discussions; Peer Review
4	GE Area C2/3B Course Objective: Demonstrate knowledge of the conventions and methods of the study of the humanities.	Essays; Discussions; Peer Review; in-class activities
5	GE Area C2/3B Course Objective: Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.	Essays; Discussions; Peer Review
6	GE Area C2/3B Course Objective: Compare and analyze various conceptions of humankind.	Essays; Discussions; Peer Review
7	GE Area C2/3B Course Objective: Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.	Essays; Discussions; Peer Review

**Attach a list of the required/recommended course readings and activities:**

NURS 179 Course Readings & Activities.docx

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

Yes

**Has a corresponding Program Change been submitted to Workflow?**

Yes

**Identify the program(s) in which this course is required:**

**Programs:**

RN-BSN (Track B)

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## **University Learning Goals**

**Undergraduate Learning Goals:**

Competence in the disciplines  
Knowledge of human cultures and the physical and natural world  
Intellectual and practical skills  
Personal and social responsibility  
Integrative learning

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## **GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

C2. Humanities/3B. Humanities  
Writing Intensive

**Which GE objective(s) does this course satisfy?**

Read, write, and understand relatively complex and sophisticated English prose.  
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.  
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.  
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

NURS 179 Syllabus Fall 2025.docx  
NURS 179 Fall 2025 Syllabus Addendum\_Assignment instructions.pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

Yes

**Provide a description of what would be considered common to all sections and what might typically vary between sections:**

The syllabus and assignments (performance expectations) for students in each section are the same - there is no variation among sections. There is one faculty of record who manages all sections and makes sure the teaching team consistently applies the syllabus.

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:**

This course is broad in nature as it requires nursing students to critically analyze the role of the nurse in society and how that role has changed over time. Students will use various conventions used in humanities such as written communication and historical texts to explore the nursing role.

Student skills in basic writing and English are the foundation for this course, which builds on these skills toward scientific writing in the discipline of nursing. Students learn more advanced skills in searching for literature, structuring arguments, and critiquing evidence through their writing. Students will write in various modalities used in the profession of nursing including formal academic essays and a letter to an editor of a professional journal.

**What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?**

The course is team-taught by the same faculty across sections but there is one faculty of record who manages all sections simultaneously and makes sure the teaching team consistently applies the syllabus. The faculty employ a detailed set of grading rubrics to promote grading consistency and none of the assignments are changed without input from the teaching team.

**General Education - Area 3B: Humanities**

Section 1.

**Indicate in written statements how the course meets the following criteria for Area 3B. Relate the statements to the course syllabus and outline. Be as succinct as possible.****Is broad in scope or survey in nature.**

This course is broad in nature as it requires nursing students to critically analyze the role of the nurse in society and how that role has changed over time. Students will use various conventions used in humanities such as written communication and historical texts to explore the nursing role.

**Develops an understanding of and appreciation for the diversity of the human community.**

This course guides students in their development of an understanding of the human community, specifically issues of social and economic justice which are integral to nursing practice values. Several readings and course assignments (see attached) explore the nurses' role in caring for a diverse society.

**Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:****Demonstrate knowledge of the conventions and methods of the study of the humanities.**

As a writing intensive course, this course requires students to read and write in different conventions used in the study of the humanities. Students will read historical narrative texts, such as the book *The Immortal Life of Henrietta Lacks*, which is a critical examination of significant historic events. Students will also engage in various writing styles to demonstrate common conventions used in the humanities, such as persuasive, narrative, and professional writing (see attached assignments).

**Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.**

This course looks at the role of the society in human culture, particularly as it relates to the role of nursing. Students are required to understand how social determinants of health affect their patients, and the role of the nurse in caring for diverse populations within society. Understanding social determinants of health and health disparities requires students to critically examine cultural, economic, ethnic, and environmental differences within and across populations.

**Compare and analyze various conceptions of humankind.**

This course requires students to compare and analyze various conceptions of humankind, including nursing, sociological, and historical concepts of personhood. Students must consider different conceptions of humankind as it relates to nursing practice, such as patients, families, communities, and populations. Students are required to specifically reflect on the different conceptions of humankind in several assignments, including when they reflect on the Nursing Metaparadigm which includes 'persons' or 'human being' as a construct and when they are required to examine the Belmont Report and analyze the principle of Respect for Persons.

**Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.**

This course examines the historic development of cultures, primarily through examining how the role of the nurse has historically developed to provide for diverse populations. This course examines historic incidents such as Henrietta Lacks, Tuskegee, Willowbrooks studies and the Jim Crow laws to analyze how they have influenced different cultures perspectives towards health and society.

**In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:**

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

Women, Ethnicity, and Socio-economic status

**Includes a writing component described on course syllabus**

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Students achieve the 5000 word goal through a professional letter, three essays (@1250-1500 words each), and three discussion boards (@ 300 words + 150 word response each) exploring ethical, cultural, and professional issues. Additionally, students submit a draft of their essays for peer review. (see attached assignments)

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

This course was approved by the GE curriculum committee 5/9/18 as submitted here. No changes have been made since approval; no changes are planned.

**General Education - Writing Intensive**

Section 1.

**Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:**

**The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.**

Student skills in basic writing and English are the foundation for this course, which builds on these skills toward scientific writing in the discipline of nursing. Students learn more advanced skills in searching for literature, structuring arguments, and critiquing evidence through their writing. Students will write in various modalities used in the profession of nursing including formal academic essays and a letter to an editor of a professional journal.

**The course must expand students' knowledge by examining complex issues.**

Students will write three essays exploring ethical, cultural, and professional issues. These essays examine issues through the lens of historical perspectives and cultural development in addition to nursing practice theories. Each essay requires students to reflect on the assigned book and multiple readings to support their perspective regarding complex cultural and professional perspectives. (See attached assignments).

**The course must expand students' abilities to reason logically and to write clearly in prose.**

Students will analyze their own reasoning skill and develop logical processes for integration of research into practice. Students demonstrate these abilities through written assignments, including three major essays. Students will learn to format logical papers using the HOUSE model and how to review and revise written work.

**Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).**

Students achieve the 5000 word goal through a professional letter, three essays (@1250-1500 words each), and three discussion boards (@ 300 words + 150 word response each) exploring ethical, cultural, and professional issues. Additionally, students submit a draft of their essays for peer review. (see attached assignments)

**Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.**

Students receive faculty feedback on writing style in two ways. The discussion board assignments receive focused faculty feedback on repetitious problems in the student's writing style (e.g., passive voice, plural/singular agreement, informal tone, etc.). The formal essays are graded using rubrics that identify scores for writing and for content. Additionally, faculty provide feedback through written comments and students receive peer feedback through peer review assignments. The peer review assignments help students learn that revision is an important aspect of writing.

**Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).**

There are three essays, each four to five pages (2000 - 2500 words), due throughout the semester. The draft of the first essay is due week three to help students recognize areas for improvement before the additional essays are due. The second essay is due week eight, meaning about 4000 words are due in the first half of the semester.

**Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.**

The faculty are expected to return feedback for discussion assignments within one week of submission. The first formal essay is graded within two weeks to allow students to receive feedback before the next formal essay draft is due. The grading rubrics for the formal papers include two components, writing skill and content.

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found on pp. 2-3 of the "Statement of Policies Pertaining to the G.E. Program" of August, 1991.**

This course was approved as a Writing Intensive course when it was first introduced. Student submissions have been shared with the University for formal review.

#### WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

#### Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice.

Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

#### Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

#### Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

#### Reviewer Comments:

**Andrea Becker (andrea.becker) (Wed, 19 Feb 2025 02:14:14 GMT):** Rollback: Please see Academic Council notes.

Key: 3799