INSTRUCTOR: Lee Robinson, M.S., CCC-SLP, Assistant Clinical Professor

OFFICE HOURS: To be announced. Office: 158 TLRB. Voice mail and office phone: 378-7650

WRITING ASSIGNMENTS:
Out of class: You will write two (2) diagnostic reports. Each report will be written in teams of two (2) people and are worth 100 points each. Please see the assignment sheet at the end of this syllabus for specifics of the assignment.

In class: Eight (8) times during the semester I will assign an in class short answer essay. I will post a question on the board or overhead and give you five to ten minutes to respond in writing. Questions will come from lecture material. Some of the questions may show up on the final. You will earn five (5) points for each in class writing assignment. Forty (40) points possible.

Reading checks: You will be quizzed on five (5) chapters. The possible quiz questions are indicated in the TEXT AND ASSIGNED READINGS section of this syllabus. Each quiz is worth 5 points. Twenty-five (25) points possible.

WRITING FELLOWS:
The Writing Fellows are peer tutors who work with undergraduate classes. The Fellows read student drafts, respond in detail, and consult personally with each student to teach revision skills. The Fellows are chosen following a rigorous application process. Once chosen, each Fellow takes a 3 credit semester-long training class to learn tutoring skills and writing pedagogy.

Writing Fellows are not a proof reading service. Nor are they a guaranteed A on your paper. The WF is a resource for you to use to make your writing better than it is currently.

EXAMS:
No midterm exam. I will, however, give a 5 point midterm assignment. The midterm assignment will have sample questions which may or may not appear on the final. The midterm assignment will be designed to help you prepare for the final. The final will be administered in CRABTREE 250 11AM WEDNESDAY, APRIL 19, 2000. The final will be worth 100 pts. and will be made up of T/F, multiple choice, short answer and essay questions covering both lecture and readings.

TEXT AND ASSIGNED READINGS:
TEXT:

Read by January 11
Chapter 3 Evaluations and Progress Reports: Organization and Content
In class, be able to respond to Know it! Use it! pg. 73

Chapter 4 Evaluations, Re-evaluations, and Progress Reports: Reports that Shine
pg. 75-94

Read by January 18
Chapter 1 Behavioral Objectives: Background
In class, be able to respond to Know it! Use it! pg. 26

Read by January 25
Chapter 2 Behavioral Objectives: Common Writing Problems
In class, be able to respond to Know it! Use it! pg. 53

Read by January 27
Chapter 7  Enhancing Performance
   In class, be able to respond to Know it! Use it!. pg. 210

Read by February 3
Chapter 8  Self-Evaluation: "Mirror, Mirror..."
   In class, be able to respond to Know it! Use it! pg. 225
Epilogue:  The Basics Are Not Enough!
Chapter 6  Taming Paper Giant: Assuring Accuracy and Accountability
   pg. 137-150

ASSIGNED READINGS:

   Chapter 2  Understanding, Building, and Maintaining Relationships with Patients
   Chapter 5  Emotional Responses to Hearing Loss
   Chapter 10  Helping People Cope with Hearing Loss


SEMESTER GRADING
I will base semester grades on total points earned divided by the top student's point total. I will not drop exam scores. The grading scale I use at the end of the semester is 95-100% of the possible points for an A, 90-94% A-, 87-89% B+, 83-86% B, 80-82% B-, 77-79% C+, 73-76% C, 70-72% C-, 67-69% D+, 63-66% D, 60-62% D-, and below 60%, an E. I do not give extra credit.

Grades will be computed on the following basis:
in class writing  40
midterm assignment 10
reading checks  25
final                              100
report 1                         100
report 2                         100
Total:                           375

STUDENTS WITH DISABILITIES
If you have any disability which may impair your ability to successfully complete this course, please let the instructor know during the first week of class. Accommodations are coordinated through the instructor in consultation with the Services for Students with Disabilities (SSD) Office and may require medical and/or psychological documentation. The SSD Office is located in 1520 ELWC, 378-2767

HONOR CODE:
Abide by it and you will have no worries.

IMPORTANT DATES:
January 11
be prepared to respond to Know it! Use it! pg. 73 of Chapter 3
January 18
be prepared to respond to Know it! Use it! pg. 26 of Chapter 1
January 25
be prepared to respond to Know it! Use it! pg. 53 Chapter 2
First Diagnostic Report Due to Writing Fellows

**January 27**
be prepared to respond to *Know it! Use it!*. pg. 210 Chapter 7

**February 3**
be prepared to respond to *Know it! Use it!* pg. 225 Chapter 8

First Diagnostic Report Due to Sister Robinson **February 8**

**MONDAY CLASSES: FEBRUARY 22**

Second Diagnostic Report Due to Writing Fellows **March 9**
Second Diagnostic Report Due to Sister Robinson **March 23**

**LAST DAY OF CLASS: APRIL 11**

**FINAL: CRABTREE 250 11AM WEDNESDAY, APRIL 19, 2000.**
Writing assignment

Context
In the field of Audiology and Speech-Language Pathology reports are formal and legal documents designed to report assessment findings, pronounce diagnosis, justify therapy, report data collection and document patient contact. Regardless of whether you go on to graduate work in this field or not, many of you will have a loved one who at some point in their lives will be confronted with a debilitate hearing loss or communication deficit. Often professional reports are a part of the process of gaining access to appropriate services associated with the debilitate problem. These reports are always filled with professional jargon, standardized test scores, dB levels, and a bunch of technical language that can be confusing and even scary to read. Wouldn't it be great if you could help your friends and loved ones understand these reports?

Purpose
To teach basic report reading and writing skills.

Audience
Other class members, the instructor, other professionals (such as doctors, teachers, occupational therapists, audiologists, speech-language pathologists, physical therapists, nurses, etc.) and the average layperson.

Content
I will provide your team with a completed case history form, results of both formal and informal tests, language and speech samples, responses to parent interview questions, etc. You will be required to take the case history information and report on the information in the format provided. Based on the information provided you will also be asked to make a diagnosis and appropriate treatment recommendations.

Organization

Speech and Language Diagnostic Evaluation

Name: ___________________________ Date: __________
File Number: ____________________ Clinicians: ____________________________
DOB: ___________________________ CA: ____________________________
Parents: _________________________ Supervisor: __________________________
Address: _________________________ Telephone: _________________________
(state) __________________________ (state) __________________________

REASON FOR REFERRAL AND EVALUATION

SIGNIFICANT HISTORY

General History
Birth
Developmental
Medical
Social
Educational

Speech/Language History
Milestones
Chronology
Current Status

CLINICAL FINDINGS

Summary of Test Findings

Formal Measures
Informal Measures
Observations
  General
  Behavioral

DISCUSSION

CONCLUSIONS
Diagnosis (with description)

Prognosis

RECOMMENDATIONS

Your name

Your partner's name

Lee Robinson, M. S., CCC-SLP

Grading
Speech and Language Diagnostic Report Grade Form:

Team: ________________________________
Final Grade: __________________________
Graded by: ____________________________

Punctuality 5 pts. ______

Appropriate Headings 5 pts. ______
Reason for Referral/Eval 5 pts. ______

Significant History
  General 5 pts. ______
  Speech/Language 5 pts. ______

Clinical Findings
Summary of Test Findings
  Formal Measures 5 pts. ______
  Informal Measures 5 pts. ______

Observations
  General 5 pts. ______
  Behavioral 5 pts. ______

Discussion 5 pts. ______

Conclusions 5 pts. ______

Recommendations 5 pts. ______

Writing Fellows 40 pts. ______

Total points 100 pts. ______

Report Due Dates
First Diagnostic Report Due to Writing Fellows January 25
First Diagnostic Report Due to Sister Robinson **February 8**

Second Diagnostic Report Due to Writing Fellows **March 9**
Second Diagnostic Report Due to Sister Robinson **March 23**
BRIGHAM YOUNG UNIVERSITY
INSTITUTIONAL OBJECTIVES

Educate the minds and spirits of students within a learning environment that is spiritually strengthening, intellectually enlarging and character building, and that leads to a life of learning and service.

Advance truth and knowledge to enhance the education of students, enrich the quality of life, and contribute to a resolution of world problems.

Extend the blessings of learning to members of the Church in all parts of the world.

Develop friendships for the University and the Church.

"This institution is unique. It is remarkable. It is a continuing experiment on a great premise that a large and complex university can be first-class academically while nurturing an environment of faith in God and the practice of Christian principles."

President Gordon B. Hinckley
Devotional Address
October 13, 1992