INSTRUCTOR: Lee Robinson, M. S., CCC-SLP, Assistant Clinical Professor, Speech and Language Clinic Director

OFFICE HOURS: Monday 9-11 AM or by appointment. Office address: 158 TLRB Voice mail and office phone: 378-7650. Email: lee_robinson@byu.edu

EXAMS
We will have one midterm and one final exam. Each will be worth 50 points. Each exam will cover lecture material and assigned readings. You will take the midterm in class on February 28th. You will take the final in class on Saturday April 20th at 11 AM. You can take an exam late without penalty only when you provide written proof of serious illness, death in the family, or extenuating circumstance to me. Otherwise, late exams will be penalized 15% per day late. If you need to take a test early you should see me well in advance to make arrangements. I do not grade exams on the curve.

QUIZZES
Ten (10) quizzes and or class writing assignments will be given throughout the semester. Each quiz will be worth 10 points. The quizzes must be taken during class time on the day given. If you are absent on the day of a quiz you will not be allowed to make it up (the only exception being official university excused absences). Quiz/assignment questions will come from lectures and readings. All quizzes are open book, open note. Students may earn an additional 20 points towards their quiz scores if they choose to meet with the writing fellows. See writing assignment for details.

Writing Assignment
Purpose of the assignment:
In the professional world of Audiology and Speech-Language Pathology report writing is an essential skill. Reports can document a client’s diagnosis, treatment plan, prognosis, level of function, progress, etc. Professionals in our field must be able to take large amounts of information about the client and organize it into reports that are understandable to both the lay person and the professional. This assignment will teach students to write a diagnostic report.

Purpose of working with partners:
Students need opportunities to learn to communicate effectively with partners to produce a high quality product (the paper). Students must keep their same writing partner for both papers. If students are unable to find a writing partner, please see me and I will assign you to a partner.

Purpose of the Writing Fellows:
All writing needs to go through a rough draft stage before being finalized and turned in for review. Often college students skip the rough draft and editing process for a number of reasons (e.g. no time, no “need” for additional writing, “that’s what spell check is for!”, etc.). The Writing Fellows program creates time for the draft and editing process. Each partnership will have the same Writing Fellow for both papers.

How the Writing Fellows Program Works in this Class:
Three graduate students and I will act as Writing Fellows (WF). Students will turn their rough draft papers into me two weeks before the final draft is due for grading. The WF will read the drafts and edit for content. They will make suggestions to help students improve their understanding of how report writing is different from other types of writing. The WFs will turn the papers back to students allowing enough time for the students to incorporate WF suggestions/feedback/edits into their final draft. Students are required to turn a well-written rough draft paper into the WFs. Students are also required to rewrite their final draft. Failure to comply with both these requirements will result in a failing grade for this assignment.

Extra Credit Points:
Students have the option of meeting with their WFs prior to turning in the final draft for grading to discuss the paper. If students meet with the WFs then they will receive 10 points extra credit towards their quiz scores. There are two papers and so two opportunities for students to meet with WFs. Thus students can earn up to 20 extra credit points. The extra credit points can only be applied to quizzes missed. For example, If a student missed one quiz and earned 20 extra credit points then 10 of those extra credit points can be applied to the quiz for a total of 100 points. If a student has earned all 100 points from the quizzes and has also earned 20 extra credit points by meeting with the WFs then the 20 extra credit points can not be incorporated into the total points for the class.

Format:
The paper should be formatted using the template provided on page 6 of this syllabus. Students should use the diagnostic information provided for them in the folder titled Writing Assignment #1 in the Assignments section of Blackboard. There are two sample reports located in the Course Documents section of Blackboard. Please use these reports as guides for writing the paper. Students who make a hard copy of the example reports must shred the reports when they are finished with them.

Audience:
Typically professionals in and out of our profession read our reports. Also, parents, caretakers and clients read our reports. Our reports have to convey information in such a way that all can understand the information presented. The “summary of test findings” section is typically read by SLPs and Audiologists only and so can have more technical language. Other professionals and caretakers/clients typically read the “discussion” section and the “recommendations” section. Thus the language of these sections needs to be less technical in nature. More care needs to be taken to avoid jargon.
Grading:
A student and a partner (students choose their own partner) will write two (2) diagnostic report papers. Each paper will be worth 100 points. I will distribute the letter grade evenly between partners. For example: if a paper receives a 94, then both partners will receive a 94% grade for the assignment. An example of the grading form I use is found on page 7 of this syllabus. Students should take note that each section of the report has a different point total. For example, the “Discussion” section is worth 15 points. The “Observations” section is worth 5 points.

I grade papers with 5 aspects of the paper in mind; content, language style, clarity, format, mechanics. The following is a list of questions I ask myself when I grade student writing. The list of questions is not all-inclusive but should help students understand what I expect from them.

Content: Does the paper have all the proper information? Was any important information left out of the paper? Do the writers seem to understand the importance of the information and have they made it clear as to why the information is important? Have they made appropriate conclusions based on the information provided? Have they written appropriate goals for the client? Have they discussed the results of the testing, explaining the significance of the results in a way that all readers can understand why the results are important?

Language style: Do the writers use appropriate terminology? Do they avoid imprecise words and phrases such as “a lot, things, stuff”? Is their voice consistent throughout the paper? For example, if they decide to use passive voice in one section of the paper, do they consistently use passive voice throughout the paper?

Clarity: Is the information well organized? Is it presented in a manner that is clear and well planned? Are tables used to present information with clarity? Are tables well labeled?

Format: Are all the sections in the report? Did the writers follow the prescribed format?

Mechanics: Are all the words spelled correctly? Are all the verbs conjugated correctly? Do the writers avoid using exclamation marks? Are all the acronyms defined appropriately?

THE “SUFFER IN SILENCE” PROVISION
After you hand in the second paper you will be asked to give an objective evaluation of you and your partner’s performance/participation (ex. Estimate how much time you spent writing, your partner spent writing, you spent researching, your partner spent researching, etc.). I reserve the right to lower or raise a student’s class grade based on the evaluation of a peer.
TEXT BOOK AND READING SCHEDULE
This textbook is used as supplemental material for the class. We may discuss the contents of the chapters in class. Any quiz questions from the textbook will come from the “Know it, Use it” sections found at the end of each chapter.


Chapters 3-4 January 10th
Chapters 1-2 January 17th
Chapter 7 February 28th
Chapter 6 March 14th
Chapter 8 April 4th

SEMESTER GRADING
I will base semester grades on total points earned. I will not drop any 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 grade on the curve.

Grades will be computed on the following basis:
midterm 50
final 50
quiz/writing 100
paper 1 100
paper 2 100
Total: 400

OLYMPICS
If a student is volunteering for the Olympics, please tell me immediately so that I will know to excuse you during the week of February 11-15. Classes are cancelled February 18-22 due to the Olympics.

STUDENTS WITH DISABILITIES
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895. D-382 ASB
PREVENTING SEXUAL HARASSMENT
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

HONOR CODE
Please be aware that if students cheat or plagiarize work then that student will be given a failing grade for the course and the incident will be reported to the Honor Code Office.

IMPORTANT DATES
January 3  First day of class
January 21  MLK day, no school
January 24  Monday classes held, no class for us
January 29  Rough Draft Paper #1 Due
February 12  Final Draft Paper #1 Due
February 18-22 Classes cancelled for the Olympics
February 28  Midterm in class
March 19  Rough Draft Paper #2 Due
April 2  Final Draft Paper #2 Due
April 18  Last day of class
April 20  Final 11AM in 205 JRCB
SPEECH AND LANGUAGE EVALUATION

Name:
Chronological Age:
Parents:
Address:

Phone Number:
Clinicians: Your name, B.S., Student Clinician
          Your name, B.S., Student Clinician
Supervisor: Lee Robinson, M.S., CCC-SLP, Speech-Language Pathologist
Speech/Language DX:

Reason for Referral

Significant History

  General History

  Speech and Language History

Clinical Findings

  General Observations

Summary of Test Findings
  Formal Measures
  Informal Measures

Discussion of Test Findings and Conclusions

Recommendations

Goals

Your Name, B.S. Date
Graduate Student Clinician

Your Name, B.S. Date
Graduate Student Clinician

Lee Robinson, M.S., CCC-SLP Date
Speech-Language Pathologist
Clinical Supervisor
Grading
Speech and Language Evaluation Grade Form:

Team: 

Final Grade: 

Punctuality 5 pts. 

Demographic Information 5 pts. 

Reason for Referral/Eval 5 pts. 

Significant History
    General 10 pts. 
    Speech/Language 10 pts. 

Clinical Findings
    Observations
        General 5 pts. 

Summary of Test Findings
    Formal Measures 10 pts. 
    Informal Measures 10 pts. 

Discussion 15 pts. 

Conclusions 10 pts. 

Recommendations 10 pts. 

Goals 5 pts. 

Total points /100= 