

**PEDIATRIC AUDIOLOGY**  
**Communication Disorders (ComD) 442 (3.0 credits)**  
**Nancy Blair, Au.D. – 161 TLRB**  
**422-7747 (office) – 592-5700 (home)**

LAST UPDATE: **Jan. 1, 2009**

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**PEDIATRIC AUDIOLOGY**

**Communication Disorders (ComD) 442 - Sec. 1** (3.0 credits)  
Monday, Wednesday & Friday – 9:00 am - 9:50 am - 177 TLRB

**Nancy Blair, Au.D.** - 161 TLRB

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**422-7747 (office) – 592-5700 (home)**

**COURSE DESCRIPTION**

This course is a three credit course required for undergraduate students majoring in Audiology and is recommended for students majoring in Speech-Language Pathology. This course meets the American Speech-Language-Hearing Association's (ASHA) certification requirements for course work in assessment and pathologies of the auditory system.

This course presents primary skill development in the administration and interpretation of basic tests of auditory disorders in infants and children including pure tone air- and bone- conduction threshold testing, speech audiometry, fundamentals of middle ear tympanometry, and school hearing screening. Developmental anatomy and physiology of the normal and pathological auditory system in infants and children are introduced.

**COURSE OBJECTIVES**

- A. Students will develop a theoretical and practical knowledge of hearing tests and measurements in the field of pediatric communicative disorders. Standard III
- B. Students will become proficient in the knowledge of the administration of standard audiological testing in infants and children.
- C. Students will understand the role of the auditory system in auditory and speech-language disorders in infants and children.
- D. Students will work in groups of 2-3 to research, create, and present an oral power point presentation on an assigned topic/s.

Meeting CAA Standards: III-B, III-C (receptive and expressive language in speaking, listening, reading, writing and manual modalities; hearing; cognitive aspects of comm.; social aspects of comm.; comm. modalities), and IV-B.

**TEXTBOOKS**

1. Northern, J. and Downs, M. *Hearing in Children* (Fifth edition). Baltimore: Williams & Wilkins, 2002. [ISBN 0-683-30764-9] [Required text. It is highly recommended that this text be purchased and kept for future reference]
2. *Virtual Audiometer*, Brigham Young University (purchased at the bookstore only). The CD contains a virtual audiometer with case studies. It is not required for this class but may be used to develop audiometric skills.

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3. Martin, F. and Clark, J. *Hearing Care for Children*. Boston: Allyn and Bacon, 1996. [ISBN 0-13-044702-6] [Secondary text not required but recommended.]
4. Gelfand, S.A. (2001). *Essentials of Audiology*. New York: Thieme. [ISBN 1-58890-017-7]. [Secondary text not required but recommended.]


#### PREREQUISITES

ComD 334, ComD 438 and Physics 167 are prerequisites for this course. Students that have not completed these prerequisites are required to discontinue this course until such time the prerequisite courses have been completed. The instructor reserves the right to disenroll students that have not met the prerequisites.

#### CONTACTING THE INSTRUCTOR

My office hours are primarily by appointment, however, if I am not involved in some activity you are welcome to see me at any time. If you call my office telephone and leave a message, be sure to leave a time and phone number that you will be available for me to return your telephone call. I will make two attempts at returning your telephone call. If you contact me using e-mail be sure to put the course number (i.e. ComD 442, etc.) in the subject heading. I prioritize my e-mail by subject heading, with no heading getting the lowest priority. My home telephone is for 'emergencies' and is not to be used to schedule appointments or leave messages. I do not mind being contacted at home for specific questions.

#### WEB SITE INFORMATION

Registered students in this course are to use Blackboard for this course. Login to Route Y  then select Blackboard in the lower section.

#### HONOR CODE

The student is expected to be familiar with the Honor Code. The Honor Code is enforced in this class and students will be required to conform to its principles and practices. Cheating and plagiarism may result in a class failure, at the discretion of the instructor.

“Brigham Young University exists to provide a university education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. This atmosphere is preserved through commitment to conduct that reflects those ideals and principles” (Undergraduate Catalog, Brigham Young University).

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### 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 (D-240C ASB) at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

### 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, 1520 WSC (422-2767). 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 422-5895. D-382 ASB.

Students in this class must be registered with the Services for Students with Disabilities Office before accommodations will be made. It is in this manner that I may best, and fairly, make necessary accommodations. Accommodations will be made for all course activities, as needed, following registration, and no consideration will be given for course activities completed prior to the instructor being officially notified by the Services for Students with Disabilities Office. Please see me if you should have any questions.

### ARCHIVING OF STUDENT WORK

No exams will be returned to the student. However, students may schedule an appointment with the instructor to review and ask questions about examinations. The instructor reserves the right to fully review all contested material and adjust scores accordingly. Scores for quizzes, examinations, and the group project will be posted in Blackboard.

### DEVOTIONALS

Brigham Young University provides devotionals and forums throughout the year on most Tuesdays from 11:00 am to 11:50 am. On days that these enriching experiences are provided, the instructor is not available nor should any of the facilities be used as part of this course during that time period.

### GENERAL ACADEMIC REQUIREMENTS

All assignments must be typewritten unless otherwise noted. If computer generated, an easily readable font must be used. Originals and copies must be clear with dark print. Unless otherwise noted all assignments are due by the beginning of the class period on the due date. If late assignments are accepted, penalties may be assigned based on the assignment and the time it was submitted to the instructor. No assignments are accepted after the last day of class.

Reading assignments are to be completed prior to the beginning of the class period. Students that are unprepared may be penalized up to 2% of the final course grade for each occurrence. **Absence from class is considered not being prepared.**

### Grading Policies and Procedures

The grade equivalent is based on the following percentages:

A	96-100 %	C+	78-80 %
A-	92-95 %	C	75-77 %
B+	88-91 %	C-	70-74 %
B	84-87 %	D	65-69 %
B-	81-83 %	E	64% & below

#### *I. Adjustment Procedure for the Mid-Term Examination*

Individual assessment function (i.e., mid-term exam) is adjusted to account for:

1. The two highest scores on the assessment.
2. Assessment difficulty.
3. Assessment ambiguity.

This is accomplished by discounting the highest two scores on the assessment and using the third highest score as the adjusted maximum score. Adjusted individual scores are then computed by dividing the individual raw score by the adjusted maximum score and multiplying the product by 100. For example:

<i>A</i>	<i>B</i>	<i>C</i>
Student	Raw Score	Adjusted Score
1	38	82.6
2	50	108.7
3	<b>46</b>	<b>100.0</b>
4	48	104.3
<b>5</b>	<b>45</b>	<b>97.8</b>
5	32	69.6
6	15	32.6
7	43	93.5
8	36	78.3
9	29	63.0
10	40	87.0

The highest two scores were 50 and 48, respectively. The third highest score was **46**. The adjusted score (column *C*) were computed by dividing the values in column *B* by 46 and multiplying the product by 100. Using standard rounding techniques student no. **5** obtained a raw score of **45** and an adjusted score of **97.5**.

## II. Final Weighted Grades

Since each assessment may have different point values to adjust the weighting of that particular assessment to the final grade, a weighting factor is assigned each assessment and adjusted accordingly.

### Possible Weighted Score

1. Multiply each possible point by the weighted factor (as a decimal).
2. Sum the possible weighted points which results in the Possible Weighted Score.

### Earned Weighted Score

1. Multiply each earned point by the weighted factor (as a decimal).
2. Sum the earned weighted point to obtain the Earned Weighted Score.

### Weighted Percentage

1. Divide the Earned Weighted Score by the Possible Weighted score.
2. Multiply the product by 100 to obtain the Weighted Percentage.
3. Compare Weighted Percentage with the course grade rule.

For example:

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>
Assignment	Percent Weight	Decimal Weight	Possible pts	Weighted Possible pts	Earned pts	Weighted Earned pts
				$C*D$		$C*F$
1	8%	0.008	35	0.28	33	0.264
2	20%	0.02	120	2.4	105	2.1
3	10%	0.01	95	0.95	90	0.9
4	12%	0.012	10	0.12	9	0.108
5	50%	0.05	150	7.5	97	4.85
Sum	100%	0.1	410	<b>11.25</b>	334	<b>8.22</b>

The Weighted Percentage then equals (for this example):  $[8.22/11.25]*100 = 73.08$

Using standard rounding techniques, this would have a Final Weighted Earned Score for the course of **73**. Using the table below, this would give the student a **C-** in the course.

A	96-100 %	C+	78-80 %
A-	92-95 %	C	75-77 %
B+	88-91 %	<b>C-</b>	<b>70-74 %</b>
B	84-87 %	D	65-69 %
B-	81-83 %	E	64% & below

### **Quizzes**

Quizzes may be essay, short answer, true/false, matching, fill in the blank, and/or multiple choice. Students may meet with the instructor following quizzes to discuss each question/answer. However, this must be within two weeks of the quiz. Quizzes are given as scheduled. Quizzes may not be taken late or early, without prior approval from the instructor or a physician's note in case of illness or medical emergency. One quiz score will be dropped from your overall final grade for the course, this can either be your lowest quiz score or a missed quiz. Quizzes are open book and will be given during the first 10 minutes of class.

### **Examinations**

Examinations may be essay, short answer, true/false, matching, fill in the blank, and/or multiple choice. Additional points on each question may be awarded for exceptional answers without penalizing other students. Students may meet with the instructor following examinations to discuss each question/answer. However, this must be within two weeks of the examination. Examinations are given as scheduled. Examinations may not be taken late or early without prior approval from the instructor or a physician's note in case of illness or medical emergency.

### **Attendance**

Students are expected to attend each class session according to the course syllabus. No, it is not all right to miss class. I do not give examinations other than the posted times. Please make your lifestyle arrangements according to the University calendar. The instructor reserves the right to dis-enroll students that do not attend class or fail to submit assignments in a timely manner. Please review the first two paragraphs under the heading "General Academic Requirements."

### **Extra Credit**

In some instances extra credit may be given, at the discretion of the instructor, for participating in projects, attending seminars or other professional experiences. Extra credit is not given for purposes of grade deficiencies.

### **Course Participation**

The student is expected to be prepared. This includes having read the material prior to class. Students that are not prepared may be penalized 2% of the final course grade for each occurrence. Absence from class, except for medical purposes, is considered unprepared. Excessive absences may result in the instructor disenrolling the student from the course.



**COURSE SCHEDULE AND OUTLINE**  
*All assignments are due at the beginning of class on the date due*

Class	Day	Date	Quizzes Exams	Topic	Assignment
1	Mon	01/05/09		Introduction: Discuss Syllabus and Group Project	Read Syllabus
2	Wed	01/07/09	Syllabus Quiz	Child Development from Birth to Age 5	Read Chapters 5
3	Fri	01/09/09		No Class – Work on Group Project	Read Chapters 5
4	Mon	01/11/09	Quiz Ch. 5	Child Development from Birth to Age 5, cont.	Read Chapters 5
5	Wed	01/14/09		Otitis Media	Read Chapter 3
6	Fri	01/16/09		No Class - Work on Group Project	Read Chapter 3
7	Mon	01/19/09		No Class - Holiday	Read Chapter 3
8	Wed	01/21/09	Ch. 3 Quiz	Otitis Media, cont.	Read Chapter 2
9	Fri	01/23/09		No Class – Work on Group Project	Read Chapter 2
10	Mon	01/26/09		Diagnosis and Identification of Hearing Loss	Read Chapters 1 and 7
11	Wed	01/28/09		Diagnosis and Identification of Hearing Loss, cont.	Read Chapters 1 and 7
12	Fri	01/30/09		No Class – Work on Group Project.	Read Chapters 1 and 7
13	Mon	02/02/09	Quiz Ch. 1	Diagnosis and Identification of Hearing Loss, cont.	Read Chapters 1 and 7
14	Wed	02/04/09		Diagnosis and Identification of Hearing Loss, cont.	Read Chapters 1 and 7
15	Fri	02/06/09		No Class – Work on Group Project	Read Chapters 1 and 7
16	Mon	02/09/09	Quiz Ch. 7	Diagnosis and Identification of Hearing Loss, cont	Read Chapter 4
17	Wed	02/11/09		Group 1: Epidemiology of Hearing Loss	Read Chapter 4
18	Fri	02/13/09		No Class – Work on Group Project	Read Chapter 4
19	Mon	02/16/09		No Class - Holiday	Read Chapter 4
20	Tues	02/17/09	Quiz Ch. 4	Group 2: Language and Hearing Impairment (including speech perception)	Read Chapter 4
20	Wed	02/18/09		Group 3: Genetic and Developmental Disorders in Infants and Children	Read Chapter 4
21	Fri	02/20/09		No Class – Work on Group Project	Study for Midterm
22	Mon	02/23/09	Exam	Midterm Exam from 9:00 to 9:50 am in room 177	Midterm Examination
23	Wed	02/25/09		Group 4: Literacy and Education in the Hearing Impaired Child	Read Chapter 6
24	Fri	02/27/09		No Class – Work on Group Project	Read Chapter 6
25	Mon	03/02/09	Quiz Ch. 6	Group 5: Psycho-social Aspects of the Hearing Impaired Child	Read Chapter 6
26	Wed	03/04/09		Group 6: Behavioral Observation Audiometry and Visual Reinforcement Audiometry	Read Chapter 8
27	Fri	03/06/09		No Class – Work on Group Project	Read Chapter 8
28	Mon	03/09/09	Quiz Ch. 8	Group 7: Assessment Techniques in Young Children including TROCA, Play Aud., etc.	Read Chapter 2
29	Wed	03/11/09		Group 8: Assessment and Rehabilitation of the Multiply Handicapped (including the child who is deaf/blind)	Read Chapter 2

30	Fri	03/13/09		No Class – Work on Group Project	Read Chapter 2
31	Mon	03/16/09	Quiz Ch. 2	Group 9: Newborn Hearing Screening Programs (including OAE, ABR, etc.)	Read Chapter 9
32	Wed	03/18/09		Group 10: School Screening, Public Laws, and Educational Settings	Read Chapter 9
33	Fri	03/20/09		No Class – Work on Group Project	Read Chapter 9
34	Mon	03/23/09		Group 11 : Auditory Neuropathy in Children	Read Chapter 9
35	Wed	03/25/09	Quiz Ch. 9	Group 12: Auditory Processing Disorders in Children	Read Chapter 9
36	Fri	03/27/09		No Class – Work on Group Project	Read Chapter 9
37	Mon	03/30/09		Group 13: Hearing Aids in Infants and Children	Read Chapter 10
38	Wed	04/01/09*	AAA	Group 14: Cochlear Implants in Infants and Children	Read Chapter 10
39	Fri	04/03/09		No Class – Work on Group Project	Read Chapter 10
40	Mon	04/06/09	Quiz Ch. 10	Children Group 15: Assistive Listening Devices (incl. FM Systems – personal and classroom, Loop, Infrared, etc.)	Yahoo, No more chapters to read!
41	Wed	04/08/09		Group 16: Rehabilitation of the Infant and Pre-School Age Child (PIP & Ski-Hi Programs)	Yahoo, No more chapters to read!
42	Fri	04/10/09		Group 17: Rehabilitation of the School-Age Child (incl. speech reading) Read Chapter 10	Yahoo, No more chapters to read!
43	Mon	04/13/09*		No Class – Dr. Blair out of town	Yahoo, No more chapters to read!
	Tues	04/14/09		University Schedule Last Day of Class	
	Fri-Sat	04/15/09 04/16/09		Reading Days	
Final	Sat	04/18/09	Exam	Final Exam from 7:00 – 10:00 am in room 177	Final Examination

\* Dr. Blair out of Town

**GRADING STANDARD**

Each assignment will be weighted according to the following percentages:

Grading Schedule			
Assignment	Note		Weighted %
1	Mid Term Examination		30
2	Quizzes (11)		10
3	Final Examination		30
4	Project	Peer Participation 12%	30
		Class score 8%	
		Faculty score 10%	
			<b>TOTAL 100%</b>

**TERM PROJECT****The Function of Presentations in Audiology and Speech-Language Pathology**

The discipline of Audiology and Speech-Language Pathology require good communication skills. It is common for an Audiologist or Speech-Language Pathologist to be asked to give community lectures, in-service lectures, and presentations at local, state, and national professional meetings. The purpose of this exercise is to prepare and give the student experience in making such presentations. The presentation for this course is to be at the professional level using current technology to present the material. Presentations reflect the professional knowledge and competency of the individual.

**Requirements**

The class will be divided into several small groups of two or three individuals. Topics will be assigned by the instructor at the beginning of the term.

**Technical Requirements**

- All presentations will be done using Microsoft PowerPoint.
- Each presentation will between 40 to 45 minutes.
- A computer copy of the presentation will be given to the instructor at the conclusion of the presentation.
- Multi-media will be incorporated into the presentation.
- Each presentation is to include a case study (when applicable) as an integral part of the presentation.
- A reference list is to be included at the end of the presentation.
- Each slide is to be properly referenced as to the source of the information.
- The title slide is to include the date of the presentation, group number, title of the presentation, and the presenters.
- The last slide is to include ten quality questions from the presentation. **Do not include answers to the questions. Do not go over questions and answers at anytime during your presentation.**

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- Each group is to submit an electronic copy of the ten multiple choice questions (**with answers**) taken from the ten listed in their presentation to the instructor with their presentation as a MS Word document.
- Each group is to provide information only on their assigned topic/s **and is not allowed to present information that may impinge heavily on another group's topic.**

### **Grading Criteria**

Peer Participation: Each individual in the group submits a grade from 0 to 10 for each member of the group (not including the student doing the grading. The grading is broken into two components. 1. *Knowledge* refers to the intellectual understanding of the topic and scholarly writing. 2. *Contribution* refers to the amount of time spent working with the group, reliability of the individual, and other aspects of group cooperation.

Class score: Each class member scores each presentation. Each group is scored from 0 to 10. 1. *Content:* Was the topic relevant and did the presentation present the material at a level consistent with a college senior in our major? 2. *Depth:* Was the information presented of sufficient detail that you gained information that would be useful to you in the future for either further academic pursuits or clinical activity? 3. *Clarity:* Was the presentation clear, concise, and without ambiguity? Were technical terms defined such that they were understood? 4. *Presentation Style:* Was the presentation well executed and did it seem to be well prepared?

Faculty score: The instructor will score each presentation from 0 to 20 for content, depth, clarity, and presentation style.

The following table shows a summary of the grading criteria that will be used. There are four parts to the grading structure: Content and depth, presentation style and clarity, peer review, and participation and contribution. Content and depth refers to the quality of information contained in the presentation. Presentation and style refers to the manner of presentation

ASLP 442 PEER REVIEW SHEET

Group: \_\_\_\_\_

Presentation Title: \_\_\_\_\_

Graded by (student name): \_\_\_\_\_

**Grading:**

On a scale of 0 to 10 the group presentation should be graded. You may use half-points (i.e., 6.5) in your grading, but not other decimal points (i.e., 6.8). Please use the following criteria in your evaluation:

**Content:** Was the topic relevant and did the presentation present the material at a level consistent with a college senior in our major?

**Depth:** Was the information presented of sufficient detail that you gained information that would be useful to you in the future for either further academic pursuits or clinical activity?

**Clarity and Organization:** Was the presentation clear, concise, and without ambiguity? Were technical terms defined such that they were understood? Where applicable – Were handouts appropriate?

**Presentation Style:** Was the presentation well executed and did it seem to be well prepared? Did the presenter use appropriate vocabulary and answer questions appropriately? Did the presenter use distracting filler words such as um, like, and ya know or use distracting gestures? Was the presenter dressed appropriately and appear calm and confident?

**Grade:** \_\_\_\_\_/10

You may make any comments you wish, also:

**THIS IS AN EXAMPLE.**

**ASLP 442 PRESENTATION GRADING SHEET**  
 (This sheet is used for the instructor grading)

Group: \_\_\_\_\_

Presentation Title: \_\_\_\_\_

Group Members:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Content:** Was the topic relevant and did the presentation present the material at a level consistent with a college senior in our major?

**Depth:** Was the information presented of sufficient detail that you gained information that would be useful to you in the future for either further academic pursuits or clinical activity?

**Clarity and Organization:** Was the presentation clear, concise, and without ambiguity? Were technical terms defined such that they were understood? Where applicable – Were handouts appropriate?

**Presentation Style:** Was the presentation well executed and did it seem to be well prepared? Did the presenter use appropriate vocabulary and answer questions appropriately? Did the presenter use distracting filler words such as um, like, and ya know or use distracting gestures? Was the presenter dressed appropriately and appear calm and confident?

Grading Criteria	Poss.	Pts.
Content	5	
Depth	5	
Clarity	5	
Presentation Style	5	
TOTAL POINTS	20	

## ASLP 442 PEER PARTICIPATION GRADING SHEET

Submitted by: \_\_\_\_\_ Group No. \_\_\_\_\_

Presentation Title: \_\_\_\_\_

Student Name	Knowledge (0-5)	Contribution (0-5)	Total Score (0-10)
1.			
2.			
3.			
4.			
5.			

**Grading:**

Each individual in the group submits a grade from 0 to 5 for each member of the group excluding the person doing the grading (i.e., you).

*Knowledge* refers to the intellectual understanding of the topic and scholarly writing (score from 0 to 5). *Contribution* refers to the amount of time spent working with the group, reliability of the individual, and other aspects of group cooperation (score from 0 to 5).

Be honest in your evaluation. This is not a “good ole ‘boys’ club” and you should take this aspect of the assignment seriously.

You may make any comments you wish, also: