# *A COURSEBOOK*

## ON

# SCIENTIFIC AND PROFESSIONAL WRITING

## FOR

# *SPEECH-LANGUAGE PATHOLOGY*

*Fifth Edition*

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## FOR

# *SPEECH-LANGUAGE PATHOLOGY*

### *Fifth Edition*

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# Preface to the Fifth Edition

Teaching and learning to write in a technical and professional language is an important part of education in speech-language pathology. However, students often do not begin to acquire acceptable writing skills until they enroll in clinical practicums or in graduate research seminars in which professional and scientific writing are required. Unfortunately, because of limited instruction in scientific and professional writing, many graduate students are both challenged and frustrated in their research and clinical writing assignments.

Students in speech-language pathology programs who have taken courses on writing offered in other departments still do not have adequate technical and professional writing skills. Instructors know that merely extolling good writing and asking students to read some of the many available books on how to write well are not effective. Teaching writing skills is time- and effort-intensive because unless students have examples to follow and feedback to use, their skills do not improve. Students have to write, receive feedback, and rewrite. Although it does not obviate the need for writing and rewriting, this coursebook makes that task somewhat more practical for both the student and the instructor.

There are many books on writing, but few that give opportunities to practice writing as exemplars are given. Most instructors know that simply asking students to read various books on good writing does not generate writing skills. Writing courses are generally designed to teach rules of grammar, not writing. An explicit knowledge of grammar rules will help avoid grammatical mistakes. However, individuals who cannot recite rules of grammar can still write well. Exemplars of good writing and opportunities to practice writing are both essential to learn writing skills. Therefore I have designed this new type of book, which I call a *coursebook*.

The most important aspect of this coursebook is the way the left-hand and right-hand pages are designed (and keyed by icons). Most left-hand pages show specific examples of general, scientific, or professional writing (eyeglass icon). In many cases, both the incorrect and correct versions are shown. The corresponding right-hand pages require the student to write correctly (pencil icon). Typically, the facing pages contain the same rules or exemplars: one to read about, and the other to write on.

This coursebook is designed with the following assumptions:

- Students who simply memorize the rules of grammar do not necessarily write well; they need practice in writing.

- Students should have many examples of the skills they are expected to learn, including grammatically correct writing.

- Students should read an exemplar and write one immediately.

- Students should write multiple exemplars.

- Given exemplars and the student writing should go hand in hand.

- To the extent possible, students should receive feedback in the classroom.

This book has been used in a dedicated course on scientific and professional writing. Students actually wrote in the class. Students were randomly asked to read samples of their writing. The instructor then gave feedback, correcting any mistakes. The rest of the class then corrected their mistakes, if any. This act of writing was immediately followed by positive reinforcement or corrective feedback.

It was my hope that instructors and student clinicians would find it useful in teaching and learning writing skills in the classroom. The response of instructors around the country has been overwhelmingly positive. Many instructors have commented that there has been a need for this kind of book and that the coursebook method is more effective in teaching writing skills than are traditional books on writing.

Both clinical supervisors and academic course instructors can use this book to teach scientific and professional writing skills. The book can be used in the following contexts:

- A course on writing

- Courses on assessment and diagnosis

- Courses on research methods and introduction to graduate studies

- Clinical practicums and internships

- Independent studies in writing skills

- Informally assigned work to help individual students master good writing skills; students may be assigned selected sections to complete, depending on their deficiencies

## New to Fifth Edition

This fifth edition is based on the sixth edition of the *Publication Manual of the American Psychological Association* (2010), which is still the current edition at the time of this revision. Several new features were added or updated to this new edition, however. Changes in reference citations in the text and preparation of the reference list introduced in the sixth edition were incorporated into this revised edition of the coursebook. Sections on electronic manuscript preparation, review and revision, and copyediting were updated.

Electronic file management related to journal articles, books, and book chapters has become common in the publishing industry. Journal article submissions or convention presentation proposals are now electronically managed. Therefore electronic preparation of manuscripts, revisions in light of the copyeditor's comments, and responses to the copyeditor's queries were updated in this new edition. Furthermore, the topic of proofreading journal articles or books the authors receive as PDF documents was revised as found necessary. The topic of electronic submission of convention and conference proposals was updated. Additional reference examples of electronic sources of information were included as well.

The professional writing section of the new edition was also revised and updated to reflect current clinical terms.

## Acknowledgments

I am very pleased that this new edition is being published by Plural Publishing, the leading publishing house in communication disorders and related medical specialties. I would like to thank the editorial department headed by an able editor, Valerie Johns. Her kind and continuous help is greatly appreciated. I would also like to thank Kalie Koscielak for her excellent help throughout the development process. Angie Singh, the president of Plural, has been a friend and supporter for decades. I thank her and all her efficient staff at Plural.

# About the Author

M. N. (Giri) Hegde, PhD, Professor Emeritus of Communication Sciences and Disorders at California State University–Fresno, holds a master's degree in experimental psychology from the University of Mysore, India; a post-master's diploma in medical (clinical) psychology from Bangalore University, India; and a doctoral degree in speech-language pathology from Southern Illinois University Carbondale.

Dr. Hegde is a specialist in fluency disorders, language disorders, research methods, and treatment procedures in communicative disorders. He has made numerous presentations to national and international audiences on various basic and applied topics in communicative disorders and experimental and applied behavior analysis. With his deep and wide scholarship, Dr. Hegde has authored several highly regarded and widely used scientific and professional books, including *Assessment of Communication Disorders in Children (with F. Pomaville), Assessment of Communication Disorders in Adults (with D. Freed), Treatment Procedures in Communicative Disorders, Clinical Research in Communicative Disorders, Introduction to Communicative Disorders, A Coursebook on Aphasia and Other Neurogenic Language Disorders, Hegde's PocketGuide to Communication Disorders, Hegde's PocketGuide to Treatment in Speech-Language Pathology, Hegde's PocketGuide to Assessment in Speech-Language Pathology,* and several others. He has served on the editorial boards of scientific and professional journals and continues to serve as an editorial consultant to the *Journal of Fluency Disorders*.

Dr. Hegde is a recipient of various honors, including the Outstanding Professor Award from California State University–Fresno, CSU-Fresno Provost's Recognition for Outstanding Scholarship and Publication, Distinguished Alumnus Award from the Southern Illinois University Department of Communication Sciences and Disorders, and Outstanding Professional Achievement Award from District 5 of the California Speech-Language-Hearing Association. Dr. Hegde is a Fellow of the American Speech-Language-Hearing Association.

# PART A

# Foundations of Scientific and Professional Writing

# A.1. Basic Rules of Usage

## Ampersand

- The ampersand (&) stands for the conjunction *and.*
- It is used only with certain proper names and abbreviations.

### A.1.1a. Use the Ampersand Correctly

| Incorrect | Correct | Note |
|---|---|---|
| American Telephone and Telegraph<br>Charles Schwab & Co. | American Telephone & Telegraph<br>Charles Schwab & Co. | Use the ampersand only if the company itself uses it. |
| U.S. Department of Health & Human Services | U.S. Department of Health and Human Services | Such government agencies do not take an ampersand. |
| The local S and L may be helpful in getting a loan. | The local S & L may be helpful in getting a loan. | Ampersand used with an abbreviation, with one space on either side of it. |
| The R and D spokesman hinted at new products. | The R&D spokesman hinted at new products. | Some technical and scientific abbreviations take an ampersand without space on either side of it. |

*Note:* R&D refers to research and development [department].

## Apostrophe

### A.1.2a. Do Not Turn a Possessive Into a Plural

Use an apostrophe when needed.

| Incorrect | Correct | Note |
|---|---|---|
| The *patients* resistance to treatment was high. | The *patient's* resistance to treatment was high. | Singular possessives |
| The *clients* prognosis is good. | The *client's* prognosis is good. | |
| The *clinicians* motivation to treat matters. | The *clinicians'* motivation to treat matters. | Plural possessives |
| The *participants* socioeconomic status did not have an effect. | The *participants'* socioeconomic status did not have an effect. | |

## Ampersand

### A.1.1b. Use the Ampersand Correctly

| Incorrect | Write Correctly |
|---|---|
| Williams and Wilkins | |
| Johnson and Thomson Co. | |
| U.S. Department of Education & Human Development | |
| The local S and L gives loans. | |
| The R and D department is nonexistent | |

## Apostrophe

### A.1.2b. Do Not Turn a Possessive Into a Plural

| Incorrect | Write Correctly |
|---|---|
| I will train this clients mother. | |
| Ambiguous stimuli reduce a treatments effectiveness. | |
| The treatment settings influence cannot be ignored. | |
| Several clients progress was slow. | |
| The patients feelings should be considered. | |
| Pediatricians awareness of early language problems is limited. | |

*Hint:* Some examples contain a plural and a possessive.

### A.1.3a.   Do Not Turn a Plural Into a Possessive

Do not use an unnecessary apostrophe.

| Incorrect | Correct | Note |
|---|---|---|
| The *characteristic's* of aphasia are well known. | The *characteristics* of aphasia are well known. | Common mistakes. |
| The *characteristics'* of aphasia are well known. | | |
| In the *1970's*, the clinicians began to treat language. | In the *1970s*, the clinicians began to treat language. | |
| I selected 10 *participants'*. | I selected 10 *subjects*. | |
| The *patients'* have rights. | The *patients* have rights. | |
| Twenty *clients'* were treated. | Twenty *clients* were treated. | |
| The *parents'* were not cooperative. | The *parents* were not cooperative. | |

### **A.1.3b.**   Do Not Turn a Plural Into a Possessive

| Incorrect | Write Correctly |
|---|---|
| Patients' with dysarthria will have neurological problems. | |
| Many factors' affect the treatment outcome. | |
| The problems of the 1980's will persist into the 1990's. | |
| The clients are in their 60's. | |
| I studied several variables' related to the subjects' language skills. <br> *Hint:* Contains a plural and a possessive. | |

## A.1.4a.   Use the Correct Forms of Possessive Nouns

Several rules dictate the use of a variety of possessive forms. The simplest rule is to add the apostrophe and an *s*, as in *the man's hat*, *the girl's shoes*, and *the cat's tail*. Mistakes arise from the variable practice of adding or not adding *'s* to words that end in *s*.

| Incorrect | Correct | Note |
|---|---|---|
| The *boys's* room is large. | The *boys'* room is large. | Most regular plural words do not take an extra *s*; they only have an apostrophe. |
| The *ladies's* purses are small. | The *ladies'* purses are small. | |
| The *tigers's* look is ferocious. | The *tigers'* look is ferocious. | |
| The *mens* health history was not reported. | The *men's* health history was not reported. | Most irregular plurals take *'s*. |
| The *childrens* ages were not specified. | The *children's* ages were not specified. | |
| Those *womens* language skills are superior. | Those *women's* language skills are superior. | |
| The *oxens* hoofs are short. | The *oxen's* hoofs are short. | *Hooves* is acceptable. |
| The *horse'* skin is shiny. | The *horse's* skin is shiny. | Most words that end in s also take *'s, as shown in later examples.* |
| The *mouse'* tail is long. | The *mouse's* tail is long. | |
| This one is for old *times's* sake. | This one is for old *times'* sake. | However, a few words that end in *s* (sound) do not take an extra *s*. |
| He did it for *appearances's* sake. | He did it for *appearances'* sake. | |
| *Charles'* wedding was a grand event. | *Charles's* wedding was a grand event. | Most monosyllabic or disyllabic proper names that end in *s* also take *'s*; a common mistake is to omit the *s* after the apostrophe. |
| Mr. *Burns'* humor is wonderful. | Mr. *Burns's* humor is wonderful. | |
| *James'* novels are serious. | *James's* novels are serious. | |
| *Thomas'* acting is superb. | *Thomas's* acting is superb. | |
| *Keats'* poetry is beautiful. | *Keats's* poetry is beautiful. | |

## A.1.4b.   Use the Correct Forms of Possessive Nouns

| Incorrect | Write Correctly |
|---|---|
| The boys's boots are here. | |
| The ladies's dresses are sold here. | |
| The mens educational status was unknown. | |
| The childrens language skills were not described. | |
| Womens professions are constantly changing. | |
| The horse' speed is unmatched. | |
| The mouse' manners are awful. | |
| Have one for old times's sake. | |
| She would not do it for appearances's sake. | |
| Charles' graduation party was enjoyable. | |
| Mr. Burns' 100th birthday celebration was cancelled. | |
| James' writings are philosophical. | |
| Thomas' lecture was boring. | |
| Keats' poetry is immortal. | |

A.1.4a., correct forms of possessive nouns  *(continued)*

| Incorrect | Correct | Note |
|---|---|---|
| *Jesus's* story is moving. | *Jesus'* story is moving. | Names ending with *sus* or *ses*, that, when combined with *'s*, are awkward to pronounce, take only an apostrophe. |
| *Moses's* Ten Commandments. | *Moses'* Ten Commandments. | |
| Plato was *Socrates's* famous pupil. | Plato was *Socrates'* famous pupil. | Classical names that end with *es* also take only an apostrophe (Demosthenes', Euripides'). |
| The *Browns's* house is large. | The *Browns'* house is large.<br><br>(Correct: Browns's *shoes* are large.) | Only the apostrophe is used to form possessives in the case of plural forms of family names. |
| The *Thomas's* cars were stolen. | The *Thomas'* cars were stolen.<br><br>(Correct: Thomas's car *was* stolen.) | |

A.1.4b., correct forms of possessive nouns *(continued)*

| Incorrect | Write Correctly |
|---|---|
| Jesus's kindness was boundless. |  |
| Moses's laws are ancient. |  |
| The dialogue was Socrates's teaching method. |  |
| The Jones's hospitality is wonderful. |  |
| The Thomas's vacation was cut short. |  |

A.1.4a., correct forms of possessive nouns  *(continued)*

| Incorrect | Correct | Note |
|---|---|---|
| We went to *Tom's* and *Jerry's* Pizza Place. | We went to *Tom* and *Jerry's* Pizza Place.<br><br>*(Two owners of the place.)* | In the case of group possession, only the last name takes the *'s.* |
| We will take *Jim's* and *Jean's* car. | We will take *Jim* and *Jean's* car.<br><br>*(Two owners of the same car.)* | |
| *Lent's* and *Bent's* book is very interesting. | *Lent* and *Bent's* book is very interesting.<br><br>*(Coauthors of the same book.)* | |
| We will take *Linda* and *John's* cars. | We will take *Linda's* and *John's* cars.<br><br>*(Independent owners of two cars.)* | In the case of separate possessions of multiple objects or characteristics, each name takes the *'s.* |
| *Steinbeck* style is different from *Saroyan's.* | *Steinbeck's* style is different from *Saroyan's.*<br><br>*(Two authors, two styles.)* | |
| *Kent* book is interesting, but *Stein's* is boring. | *Kent's* book is interesting, but *Stein's* is boring.<br><br>*(Two authors, two books.)* | |