

CSC 637 – Fall, 2011
Professional Writing and Speaking in Communication Sciences and Disorders
Rebecca O. Weaver, Ph.D., CCC-SLP

Course Description

A seminar designed to discuss the specific aspects of technical writings and oral presentations in the field of speech-language pathology.

Required Texts

American Psychological Association (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author (ISBN: 9781433805615)

Hegde, M. N. (2010). A coursebook on scientific and professional writing for speech- language pathology (4th ed.). Clifton Park, NJ: Delmar. (ISBN: 1435469550)

Student Learning Objectives

The student will be able to

- Demonstrate appropriate writing skills in all professional and technical situations. **Std. IV-B**
- Demonstrate appropriate professional speaking skills during interactions with patients, supervisors, parents and families and professionals. **Std. IV-B**

Course Requirements

This course adheres to university guidelines regarding workload requirements per credit hour.

1. Students are required to complete the Hegde coursebook (this was assigned to the entire class in the welcome letter mailed in May). Completed assignments will be discussed in class. You will be asked to “present” your reports and your assigned writings in class as you might do in a client review meeting.
2. Each student will provide a copy of the first draft of a diagnostic report submitted to the clinical supervisor as a part of CSD 619, Clinical Practicum I. The draft will be graded based on the professional writing principles discussed during the seminar. This draft will be due within four days of the assessment. These assessments will be scheduled throughout the semester. It is your responsibility to turn your report in to BOTH the supervisor and to this course instructor.
3. Each student will professionally present their assigned patients to their clinical supervisor (CSD 619 or 649) and interact with the supervisor as a professional throughout the practicum experience.
4. Each student will work with a small group to complete the Prevention Project for CSD 611, 614, 623, 622 that culminates in an oral presentation of that project.

Evaluation and Grading

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| 50% | Hegde Coursebook |
| 25% | Diagnostic Draft |
| 20% | Professional Interaction |
| 5% | Classroom Participation |

Professional conduct

Please abide by the following rules to allow for the best learning environment for you and your fellow classmates.

1. Cell phone policy- **Turn off cell phones.** (Any exceptions must be discussed with the instructor.) **No text messaging allowed**, no matter how quiet yours may be. No cell phones or electronic devices during quizzes and exams or you will earn a “0” on your quiz or exam. **I can see you eyes when they move down to your lap if you try to sneak in checking your messages! I am aware of what you are doing!!!**
2. No lap-top usage for surfing the web. Laptops may be used strictly for note taking. (Proof may be required and you may be required to produce the notes.) No “IMs” (instant messaging) during class.
3. Come to class on time to minimize distractions and be considerate of the rest of the class.
4. Any requests for assignment changes must be approved **ahead** of time. No exceptions!

Students with Disabilities

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Director *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone (501) 279-4019.

Since some graduate courses are taught at different sites and students will not have access to the Disabilities Office located on Harding University’s Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax or mail to the Disabilities Office on our main campus. The necessary forms are available. Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Disabilities Director. If you have questions, please contact Teresa J. McLeod, M.Ed., Disabilities Director, at (501) 279-4019 or tmcleod@harding.edu.

Academic Integrity

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

University Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.**

Instructor

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Seminar Schedule
Fall 2011

Monday

review book discuss what grammar is hardest for each student
Introduce Medical Terminology
SOAP notes

Tuesday

Therapy Plans

Wednesday

Treatment Plans

Thursday

Initial/Final Therapy Reports

Friday

Case History form to Written Report
Diagnostic Reports