

A Coursebook On
**SCIENTIFIC AND
PROFESSIONAL
WRITING**
for Speech-Language Pathology

Sixth Edition

M. N. Hegde, PhD





5521 Ruffin Road
San Diego, CA 92123

e-mail: information@pluralpublishing.com
Website: <https://www.pluralpublishing.com>

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Typeset in 10.5/12 Adobe Garamond by Flanagan's Publishing Services, Inc.
Printed in the United States of America by Integrated Books International

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Library of Congress Cataloging-in-Publication Data:

Names: Hegde, M. N. (Mahabalagiri N.), 1941- author.
Title: A coursebook on scientific and professional writing for
speech-language pathology / M.N. Hegde, PhD, California State University
- Fresno.
Description: Sixth edition. | San Diego, CA : Plural Publishing, Inc.,
[2024] | Includes bibliographical references and index.
Identifiers: LCCN 2022034969 (print) | LCCN 2022034970 (ebook) | ISBN
9781635504019 (spiral bound) | ISBN 9781635504026 (ebook)
Subjects: LCSH: Speech therapy—Authorship. | Medical writing.
Classification: LCC RC428.5 .H445 2024 (print) | LCC RC428.5 (ebook) |
DDC 616.85/5—dc23/eng/20220802
LC record available at <https://lcn.loc.gov/2022034969>
LC ebook record available at <https://lcn.loc.gov/2022034970>

Contents

<i>Preface to the Sixth Edition</i>	<i>xv</i>
<i>Acknowledgments</i>	<i>xviii</i>
<i>About the Author</i>	<i>xix</i>

PART A

FOUNDATIONS OF SCIENTIFIC AND PROFESSIONAL WRITING	1
---	----------

A.1. BASIC RULES OF USAGE	2
--	----------

Ampersand

A.1.1. Use the Ampersand Correctly	2
--	---

Apostrophe

A.1.2. Do Not Turn a Possessive Into a Plural	2
A.1.3. Do Not Turn a Plural Into a Possessive	4
A.1.4. Use the Correct Forms of Possessive Nouns	6
A.1.5. Use the Possessive Forms of Pronouns Correctly	12
A.1.6. Distinguish Contractions From Possessives	12

Unusual Singulars and Plurals

A.1.7. Use Unusual Singulars and Plurals Correctly	14
--	----

Comma

A.1.8. Use a Serial Comma	18
A.1.9a. Do Not Use a Serial Comma When You Write Only Two Parallel Terms and Connect Them With a Conjunction	18

A.1.10. Use a Comma to Separate Parenthetic Expressions That Are Not in Parentheses	20
A.1.11. Place a Comma Before a Conjunction Introducing an Independent Clause.	20
A.1.12. Do Not Use a Comma Before a Conjunction That Is Followed by a Dependent Clause	20
Dash	
A.1.13. Prefer an Em Dash to a Comma to Set Off an Abrupt Break	22
Semicolon	
A.1.14. Join Independent Clauses With a Semicolon When the Clauses Are Not Joined by a Conjunction	22
Agreement	
A.1.15. Follow the Rules of Agreement	24
Modifiers	
A.1.16. Use Modifiers Correctly.	32
Pronouns	
A.1.17. Clarify the Referents of Pronouns	34
A.1.18. Let the Pronoun Agree in Number With Its Antecedent	34
A.1.19. Use the Proper Case of Pronoun	34
Sentence Fragments	
A.1.20. Do Not Break a Single Sentence Into Two Parts	36
A.1.21. Do Not Write Sentence Fragments as a Series of Declarative Statements	36
A.1.22. Do Not Punctuate Appositives	36
Nouns and Adjectives	
A.1.23. Use Certain Terms Only in Their Adjectival Forms	38
A.1.24. Do Not Turn a Noun Into a Verb	38
Participial Phrase	
A.1.25. Let a Participial Phrase at the Beginning of a Sentence Refer to the Grammatical Subject	40
A.2. BASIC RULES OF COMPOSITION	42
Structure of Research Papers	
A.2.1. Design a Broad Outline of Your Paper	42
A.2.2. Design Headings and Subheadings of Your Paper	44
Composing Paragraphs	
A.2.3. Write Paragraphs That Express Related Ideas	46
A.2.4. Do Not Write Paragraphs That Are Too Long	48
A.2.5. Do Not Write One-Sentence Paragraphs	50
A.2.6. Begin and End Most Paragraphs With Transitional Sentences	52

Concise and Direct Writing

A.2.7. Prefer the Shorter to the Longer Sentences	54
A.2.8. Prefer the Active Voice	56
A.2.9. Say What It Is, Instead of What It Is Not	58
A.2.10. Avoid Too Many Qualifications	60
A.2.11. Use Definite, Specific, and Concrete Language	62
A.2.12. Eliminate or Replace Unnecessary Phrases	64
A.2.13. Avoid Redundant Phrases	72
A.2.14. Avoid Wordiness	78
A.2.15. Avoid Jargon	80
A.2.16. Avoid Euphemism	82
A.2.17. Keep Related Words Together	84

Parallelism

A.2.18. Write in Parallel Terms	86
A.2.19. Maintain Parallelism in Numbered or Bulleted Lists	88

Misplaced or Dangling Modifiers

A.2.20. Avoid Dangling Modifiers	90
A.2.21. Avoid Misplaced Modifiers	92

Shifts Within and Between Sentences

A.2.22. Avoid Shifts Within and Between Sentences	94
---	----

Quotations

A.2.23. Make Quotations Count	96
A.2.24. Do Not Overuse Quotations	98
A.2.25. Do Not Include Islands of Quotations	100
A.2.26. Do Not Begin a Sentence With a Quotation	102
A.2.27. Use Quotation and Punctuation Marks Correctly	104
A.2.28. Do Not Misuse Quotation Marks	106
A.2.29. Give References for All Direct Quotations	108
A.2.30. Reproduce Quotations Exactly	110
A.2.31. Integrate Quotations of Fewer Than 40 Words With the Text	110
A.2.32. Arrange Quotations as a <i>Block</i> When They Have 40 Words or More	112
A.2.33. Show Correctly the Changes in Quotations	114
A.2.34. Quote Correctly the Sources on the Internet	116

Precision in the Use of Scientific Terms

A.2.35. Use the Terms Ending in <i>-ology</i> Correctly	118
A.2.36. Use Certain Terms Ending in <i>-ics</i> Correctly	120

Use of Fresh Language

A.2.37. Avoid Clichés	122
A.2.37. Avoid Clichés	123

A.3. COMMONLY MISUSED WORDS AND PHRASES124

A.3.1. <i>Accept</i> and <i>Except</i>	124
A.3.2. <i>Affect</i> and <i>Effect</i>	124
A.3.3. <i>Alternate</i> and <i>Alternative</i>	126
A.3.4. <i>Allusion</i> and <i>Illusion</i>	126
A.3.5. <i>And/Or</i>	126
A.3.6. <i>Baseline</i> and <i>Baserate</i>	128
A.3.7. <i>Effect</i> and <i>Impact</i>	128
A.3.8. <i>Elicit</i> and <i>Evoke</i>	130
A.3.9. <i>Elicit</i> and <i>Illicit</i>	130
A.3.10. <i>Farther</i> and <i>Further</i>	132
A.3.11. <i>Focus</i> and <i>Analysis</i>	132
A.3.12. <i>Incidence</i> and <i>Prevalence</i>	134
A.3.13. <i>Inter-</i> and <i>Intra-</i>	134
A.3.14. <i>Latter</i> and <i>Later</i>	136
A.3.15. <i>Proof</i> and <i>Support</i>	136
A.3.16. <i>Secondly</i> and <i>Thirdly</i>	138
A.3.17. <i>Since</i> and <i>Because</i>	138
A.3.18. <i>There</i> and <i>Their</i>	138

PART B**SCIENTIFIC WRITING141****B.1. INTRODUCTION TO SCIENTIFIC WRITING143****B.2. TERMS FOR WRITING WITHOUT BIAS145**

B.2.1. Do Not Overuse the Pronouns <i>He</i> and <i>He or She</i>	152
B.2.2. Use the Appropriate Terms of Gender Identities	154
B.2.3. Use the Appropriate Terms of Sexual Orientations	156
B.2.4. Avoid Prejudicial Reference to Disabilities	158
B.2.5. Avoid Prejudicial Reference to Ethnic or Racial Identity	160
B.2.6. Avoid Prejudicial Reference to Age	162
B.2.7. Avoid Prejudicial Comparisons of Study Groups	164

B.3. FORMAT OF SCIENTIFIC WRITING166**Margins**

- B.3.1. Leave Correct Margins 166

Title Page

- B.3.2. Type Correctly the Title Page of a Paper for Publication 167
- B.3.3. Type Correctly the Title Page of a Class (Term) Paper 168

Running Head

- B.3.4. Type the Manuscript Running Head Correctly 169

Abstract

- B.3.5. Write an Abstract on the Second Page 170

Beginning of Text

- B.3.6. Begin the Text With an Untitled Introductory Section on Page Three 171

Heading Levels

- B.3.7. Use the Headings Within the Text Consistently 172

Fonts and Font Size

- B.3.8. Use Acceptable Fonts and Size 178
- B.3.9. Use Bold Font Correctly 178

Page Numbers

- B.3.10. Number the Pages Correctly 179
- B.3.11. Reprint the Corrected Pages 179

Line Spacing and Line Length

- B.3.12. Use Appropriate Line Spacing 180
- B.3.13. Align the Text to the Left Margin 180
- B.3.14. Correct the Spelling Errors 180

B.4. ELEMENTS OF SCIENTIFIC STYLE181**Capitalization**

- B.4.1. Capitalize the First Words 181
- B.4.2. Capitalize the First and the Major Words 181
- B.4.3. Capitalize the Words Correctly in Headings 182
- B.4.4. Capitalize Proper Nouns and Trade Names 182
- B.4.5. Capitalize the Chapters and Sections the Reader Is Referred To 182
- B.4.6. Capitalize Nouns That Are Followed by a Number or Letter 183
- B.4.7. Capitalize Both Words in Otherwise Capitalized Hyphenated Compound 183
- B.4.8. Do Not Capitalize the Second Word of a Hyphenated Compound in Reference Lists 183

Italicization

- B.4.9. Use Italics Correctly Within the Body of Text 184
- B.4.10. Use Reverse Italics Correctly 184
- B.4.11. Use Italics Correctly in the Reference List 185

Hyphenation

- B.4.12. Use the Hyphen Correctly 186
- B.4.13. Do Not Overuse or Misuse the Hyphen 188

Indentation

- B.4.14. Use Correct Indentation 190

Space After Punctuation

- B.4.15. Give Correct Space or No Space After Punctuation 191

Abbreviations

- B.4.16. Write Out Abbreviations the First Time You Use the Term, and Enclose the
Abbreviations in Parentheses 192
- B.4.17. Do Not Start a Sentence With a Lowercase Abbreviation 192
- B.4.18. Use Latin Abbreviations Only in Parenthetical Constructions 194
- B.4.18. Use Latin Abbreviations Only in Parenthetical Constructions 195
- B.4.19. Add the Lowercase Plural Morpheme *s* to Plural Abbreviations Without an Apostrophe 196
- B.4.20. With Abbreviations, Use the Period Correctly 196
- B.4.21. Abbreviate Units of Measurement When a Number Is Specified 196

Numbers in Words or Numerals

- B.4.22. Write Out Units of Measurement When a Number Is Not Specified 198
- B.4.23. Use Roman Numerals Only When It Is an Established Practice 198
- B.4.24. Use Arabic Numerals for Numbers 10 and Above 198
- B.4.25. Use Numerals for Numbers Below 10 in Specified Contexts 200
- B.4.26. Write Out in Words Numbers Below 10 in Specified Contexts 202
- B.4.27. Write Out in Words Any Number That Begins a Sentence 204
- B.4.28. Combine Words and Numerals in Specified Contexts 204

Reference Citations Within the Text

- B.4.29. Cite the Author's Last Name and Year or Years of Publication in the Text 206
- B.4.30. Cite Both Names in the Text When a Work Has Two Authors 206
- B.4.31. Cite Works With Three or More Authors With Only the First Author 208
- B.4.32. Distinguish Works of Multiple Authors Published in the Same Year 210
- B.4.33. Join Multiple Author Names With the Conjunction *and* or the Ampersand 212
- B.4.34. Distinguish the Different First Authors With the Same Surname 212
- B.4.35. Cite Multiple Works of the Same Author in a Temporally Ascending Order 214

B.4.36. Attach Alphabetical Suffixes to the Same Author's Multiple Publications in the Same Year	214
B.4.37. Within Parentheses, Arrange the Last Names of Multiple Authors in Alphabetical Order	216
B.4.38. Cite Secondary Sources Sparingly and Correctly	216
B.4.39. Cite Correctly the Works With No Author or an Anonymous Author	218
B.4.40. Cite Correctly the Year of Publication in Parenthetical Text	220
B.4.41. Cite Correctly the Specific Parts of a Source	220

Reference List

B.4.42. General Guidelines on Creating a Reference List	222
B.4.43. Begin the Reference List on a New Page With a Centered Heading	224
B.4.44. In the Reference List, Arrange Authors in Alphabetical Order	226
B.4.45. Arrange Multiple Works of the Same Single Author From the Earliest to the Latest Year	226
B.4.46. Alphabetize the Titles of Several Works of the Same Author Published in the Same Year	228
B.4.47. Arrange the Multiple Works of the Same Author Published in Different Years in	228
Temporally Ascending Order	
B.4.48. Alphabetize the Different Authors With the Same Last Name According to Their Initials	228
B.4.49. Format Each Entry in the Reference List With a Hanging Indent of Five Spaces	230
B.4.50. Use the Specified Abbreviations in Reference Lists	230

Selected Examples of References 232

Printed Journal Articles

B.4.51. Overview of Referencing Printed Journal Articles	232
B.4.52. Use the Correct Format to Reference Printed Journal Articles	234
B.4.53. Arrange Correctly the Articles With Multiple Authors	236
B.4.54. Reference Correctly the Different Types of Journal Publications	236

Magazines and Newspaper Articles

B.4.55. Reference Correctly the Publications From Magazines and Newspapers	238
--	-----

Abstracts

B.4.56. Reference Correctly the Article Abstracts Used as the Primary Source	238
--	-----

Books and Book Chapters

B.4.57. Authored Books in Reference Lists	240
B.4.58. Edited Books and Chapters in Edited Books	242

Conference and Convention Presentations

B.4.59. Paper and Poster Presentations	244
--	-----

Unpublished Articles, Dissertations, and Theses

B.4.60. Unpublished Articles, Theses, or Dissertations	246
B.4.61. Theses and Dissertations Published in a Database or Available Online	246

B.4.62	Guidelines on Using Electronic Sources in Scientific Writing	248
B.4.63	Examples of Electronic Sources in the Reference List.	251
B.5.	WRITING SECTIONS OF RESEARCH PAPERS AND PROPOSALS	253
B.5.1.	General Guidelines on Completed and Proposed Empirical Studies	253
B.5.2.	Sections of a Research Paper	253
B.6.	MANUSCRIPT SUBMISSION, REVISION, AND PROOFREADING	260
B.6.1.	Manuscript Submission for Journal Publication	260
B.6.2.	Submission for Convention or Conference Presentations	262
B.6.3.	Book and Book Chapter Publications	262
B.6.4.	Copyediting and Author Revisions	263
B.6.5.	Proofreading	264
 PART C		
	PROFESSIONAL WRITING	265
C.1.	INTRODUCTION TO PROFESSIONAL WRITING	266
C.2.	ELEMENTS OF DIAGNOSTIC REPORTS	267
	Common Elements of a Diagnostic Report	267
	Unique Elements Depending on the Age of the Client	267
C.3.	DIAGNOSTIC REPORTS	269
C.3.1.	Diagnostic Report: <i>Speech Sound Disorder</i>	270
C.3.2.	Diagnostic Report: <i>Voice Disorder</i>	273
C.3.3.	Diagnostic Report: <i>Aphasia and Apraxia of Speech</i>	276
C.3.4.	Diagnostic Report: <i>Stuttering</i>	280
C.4.	PRACTICE IN DIAGNOSTIC REPORT WRITING	283
C.4.1.	Practice Writing Diagnostic Report: <i>Speech Sound Disorder</i>	284
C.4.2.	Practice Writing Diagnostic Report: <i>Child Language Disorder</i>	298
C.4.3.	Practice Writing Diagnostic Report: <i>Stuttering</i>	312
C.4.4.	Practice Writing Diagnostic Report: <i>Voice Disorder</i>	326
C.5.	COMPREHENSIVE TREATMENT PLANS	341
C.5.1.	Comprehensive Treatment Plan: <i>Speech Sound Disorder</i>	342

C.6. BRIEF TREATMENT PLANS	345
C.6.1. Brief Treatment Plan: <i>Stuttering</i>	346
C.6.2. Brief Treatment Plan: <i>Speech Sound Disorder</i>	348
C.6.3. Brief Treatment Plan: <i>Child Language Disorder</i>	350
C.6.4. Brief Treatment Plan: <i>Voice Disorder</i>	352
C.7. PRACTICE IN WRITING TREATMENT PLANS	355
C.7.1. Practice Writing Comprehensive Treatment Plan: <i>Child Language Disorder</i>	356
C.7.2. Practice Writing Brief Treatment Plan: <i>Stuttering</i>	364
C.7.3. Practice Writing Brief Treatment Plan: <i>Speech Sound Disorder</i>	368
C.7.4. Practice Writing Brief Treatment Plan: <i>Child Language Disorder</i>	372
C.7.5. Practice Writing Brief Treatment Plan: <i>Voice Disorder</i>	376
C.8. PROGRESS REPORTS	381
C.8.1. Trial-by-Trial Data Recording Sheet for Treatment Sessions	382
C.8.2. Progress Report: <i>Treatment of Stuttering</i>	384
C.8.3. Progress Report: <i>Treatment of Speech Sound Disorder</i>	387
C.8.4. Progress Report: <i>Treatment of Child Language Disorder</i>	389
C.8.5. Progress Report: <i>Treatment of Voice Disorder</i>	391
C.8.6. SOAP Progress Report	393
C.9. PRACTICE IN WRITING PROGRESS REPORTS	395
C.9.1. Practice Writing Progress Report: <i>Treatment of Stuttering</i>	396
C.9.2. Practice Writing Progress Report: <i>Treatment of Speech Sound Disorder</i>	402
C.9.3. Practice Writing Progress Report: <i>Treatment of Child Language Disorder</i>	408
C.9.4. Practice Writing Progress Report: <i>Treatment of Voice Disorder</i>	414
C.10. REPORT WRITING IN PUBLIC SCHOOLS	421
C.10.1. Assessment Report Format	422
C.10.2. IEP: Treatment of Child Language Disorder	427
C.10.3. IEP: Treatment of Speech Sound Disorder	428
C.10.4. IEP: Treatment of Voice Disorder	429
C.10.5. IEP: Treatment of Stuttering	430
C.10.6. SOAP Note Format	431
<i>Selected References</i>	433
<i>Glossary</i>	437
<i>Index</i>	451

Preface to the Sixth 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 receive feedback on their writing, 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 give opportunities to practice writing while glancing at exemplars. Writing courses are generally designed to teach rules of grammar, not writing. An explicit knowledge of grammar rules will help avoid grammatical mistakes. But good writing goes beyond mastering grammatical rules. Also, 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 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 and well-organized writing using an accepted style.
- 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 Sixth Edition

The scientific writing section of this sixth edition is based on the seventh edition of the *Publication Manual of the American Psychological Association* (2020). The method of citations in the text and the reference list formats have been updated to conform to the seventh edition of the *Manual*. The electronic source citation method has been updated.

Guidelines on submitting electronic papers, books, and book chapters to academic journals or publishers have been updated. How the author may manage their submitted work during the review process has also

been covered. A brief overview of reviewing and revising the copyedited manuscripts, along with correcting page proofs the authors receive as PDF documents has been included. The topic of electronic submission of convention and conference proposals was updated. A revised section (B.4.62 Guidelines on Using Electronic Sources in Scientific Writing) describes safer practices of searching and evaluating web-based information for general reliability and validity. Another section (B.4.63 Examples of Electronic Sources in the Reference List) has been updated to give examples of referencing electronic sources in the reference list.

The section B.2. (Terms for Writing Without Bias) has been thoroughly revised to reflect the latest writing practices related to pronoun usage; writing without prejudicial reference to age, gender, and gender identities; varied sexual orientations, disability, ethnic or racial identity, and unfavorable comparisons of groups recruited for a research study. Several new exemplars and practice opportunities have been created for this revised edition. A new glossary that defines terms related to biased writing and appropriate alternatives has been added to this revised edition.

The professional writing section of the new edition was also revised and updated to reflect current clinical terms and practice. A new trial-by-trial treatment progress recording sheet has been added to the section on progress report writing. A Subjective, Objective, Assessment, and Plan (SOAP) progress report written in medical settings has been added to the same section. A new section has been added on report writing in public schools, which includes an assessment plan that helps determine whether a student meets the school district's criteria for enrollment in clinical speech-language services. Also included is a new SOAP document that public school clinicians may write.

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
(Johnson and Thompson, 2022)	(Johnson & Thompson, 2022)	Two authors in parentheses or in the reference list.
American Telephone and Telegraph	American Telephone & Telegraph	Use it only if the company itself uses it.
U.S. Department of Health & Human Services	U.S. Department of Health and Human Services	Some government agencies do not use 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.	Used with an abbreviation, with one space on either side of it.
The R and D spokesperson hinted at new products.	The R&D spokesperson 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 <i>persons</i> resistance to treatment was high.	The <i>person's</i> resistance to treatment was high.	Singular possessives
The <i>clients</i> prognosis is good.	The <i>client's</i> prognosis is good.	
The <i>clinicians</i> motivation to treat matters.	The <i>clinicians'</i> motivation to treat matters.	Plural possessives
The <i>participants</i> socioeconomic status did not have an effect.	The <i>participants'</i> 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 persons 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 <i>characteristic's</i> of aphasia are well known.	The <i>characteristics</i> of aphasia are well known.	Plurals, turned into possessives. Common mistakes.
The <i>characteristics'</i> of aphasia are well known.		
In the <i>1970's</i> , the clinicians began to treat language.	In the <i>1970s</i> , the clinicians began to treat language.	
I selected 10 <i>participants'</i> .	I selected 10 <i>participants</i> .	
The <i>animals'</i> have rights.	The <i>animals</i> have rights.	
Twenty <i>clients'</i> were treated.	Twenty <i>clients</i> were treated.	
The <i>parents'</i> were not cooperative.	The <i>parents</i> were not cooperative.	

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

Incorrect	Write Correctly
Individuals' with dysarthria 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 participants' language skills. <i>Hint:</i> Contains a plural and a possessive.	

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

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