A COURSEBOOK
ON
SCIENTIFIC AND
PROFESSIONAL WRITING
FOR
SPEECH-LANGUAGE PATHOLOGY

Fifth Edition
A COURSEBOOK
ON
SCIENTIFIC AND
PROFESSIONAL WRITING
FOR
SPEECH-LANGUAGE PATHOLOGY

Fifth Edition

M. N. Hegde, PhD
California State University–Fresno

PLURAL PUBLISHING INC.
Preface to the Fifth Edition ........................................................... xv
About the Author ....................................................................... xviii

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

Comma
A.1.8. Use a Serial Comma ......................................................... 18
A.1.9. 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 When You Do Not Use 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 or Interruption.......... 22

Semicolon
A.1.14. Join Independent Clauses With a Semicolon When the Clauses Are ...................... 22
Not Joined by a Conjunction

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 Transitionary 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

Misplaced or Dangling Modifiers
A.2.20. Avoid Dangling Modifiers .................................................................... 91
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 Block 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
Contents

Precision in the Use of Scientific Terms
A.2.35. Use the Terms Ending in -ology Correctly ........................................... 118
A.2.36. Use Certain Terms Ending in -ics Correctly ........................................... 120

Use of Fresh Language
A.2.37. Avoid Clichés ............................................................... 122
A.2.38. Avoid Colloquial or Informal Expressions ........................................... 122

A.3. COMMONLY MISUSED WORDS AND PHRASES ........................................... 124

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

PART B
SCIENTIFIC WRITING ................................................................. 141

B.1. INTRODUCTION TO SCIENTIFIC WRITING ......................................... 143

B.2. WRITING WITHOUT BIAS ............................................................. 145

B.2.1. Write Without Gender Bias ....................................................... 146
B.2.2. Write Without Prejudicial Reference to Disabilities ......................... 148
B.2.3. Write Without Prejudicial Reference to Ethnic or Racial Background .... 150
B.2.4. Write Without Prejudicial Reference to People With Varied Sexual Orientation ........................................................... 152
B.2.5. Use the Appropriate Gender Identity Terms ........................................... 154
B.3. FORMAT OF SCIENTIFIC WRITING ............................................. 156

Margins
B.3.1. Leave Correct Margins .......................................................... 156

Title Page
B.3.2. Type Correctly the Title Page of a Paper for Publication .................. 157
B.3.3. Type Correctly the Title Page of a Class (Term) Paper ...................... 158

Running Head
B.3.4. Type the Manuscript Running Head Correctly ................................ 159

Abstract Page
B.3.5. Write an Abstract on the Second Page ....................................... 160

Beginning of Text
B.3.6. Begin the Text With an Untitled Introductory Section on Page Three .. 161

Heading Levels
B.3.7. Use the Headings Within the Text Consistently ............................. 162

Typefaces
B.3.8. Use Acceptable Typefaces and Size .......................................... 168
B.3.9. Use Boldface Correctly .......................................................... 168

Page Numbers
B.3.10. Number the Pages Correctly .................................................. 169
B.3.11. Reprint the Corrected Pages ................................................... 169

Line Spacing and Line Length
B.3.12. Use Appropriate Line Spacing ............................................... 170
B.3.13. Use Appropriate Line Length ................................................ 170
B.3.14. Correct the Spelling Errors ..................................................... 170

B.4. SELECTED MATTERS OF SCIENTIFIC STYLE ......................... 171

Capitalization
B.4.1. Capitalize the First Words ..................................................... 171
B.4.2. Capitalize the First and the Major Words .................................... 171
B.4.3. Capitalize the Words Correctly in Headings ................................ 172
B.4.4. Capitalize Proper Nouns and Trade Names .................................. 172
B.4.5. Capitalize the Chapters and Sections the Reader Is Referred To ............ 172
B.4.6. Capitalize Nouns That Are Followed by a Number or Letter ............... 173
B.4.7. Capitalize Both Words in Otherwise Capitalized Hyphenated Compound . 173
B.4.8. Do Not Capitalize the Second Word of a Hyphenated Compound in Reference Lists . 173
Italicization
B.4.9. Use Italics Correctly Within the Body of Text .................................. 174
B.4.10. Use Italics Correctly in the Reference List ..................................... 174

Hyphenation
B.4.11. Use the Hyphen Correctly .............................................. 175
B.4.12. Do Not Overuse the Hyphen .............................................. 177
B.4.13. Do Not Misuse the Hyphen .............................................. 177

Indentation
B.4.14. Use Correct Indentation .............................................. 178

Space After Punctuation
B.4.15. Give Correct Space or No Space After Punctuation .......................... 179

Abbreviations
B.4.16. Write Out Abbreviations the First Time You Use the Term and Enclose the Abbreviations in Parentheses .................. 180
B.4.17. Do Not Start a Sentence With a Lowercase Abbreviation .................. 180
B.4.18. Use Latin Abbreviations Only in Parenthetical Constructions .............. 182
B.4.19. Add the Lowercase Plural Morpheme s to Plural Abbreviations Without an Apostrophe .......... 184
B.4.20. With Abbreviations, Use the Period Correctly ................................ 184
B.4.21. Abbreviate Units of Measurement When a Number Is Specified ............. 184

Numbers in Words or Numerals
B.4.22. Write Out Units of Measurement When a Number Is Not Specified ........... 186
B.4.23. Use Roman Numerals Only When It Is an Established Practice ............... 186
B.4.24. Use Arabic Numerals for Numbers 10 and Above ............................. 186
B.4.25. Use Numerals for Numbers Below 10 in Specified Contexts .................. 188
B.4.26. Write Out in Words Numbers Below 10 in Specified Contexts ................. 190
B.4.27. Write Out in Words Any Number That Begins a Sentence ..................... 192
B.4.28. Combine Words and Numerals in Specified Contexts .......................... 192

Reference Citations Within the Text
B.4.29. Cite the Author’s Last Name and Year or Years of Publication in the Text .......... 194
B.4.30. Cite Both Names in the Text When a Work Has Two Authors .................. 194
B.4.31. Cite Works With Three to Five Authors Using All the Authors’ Names Only the First Time ... 196
B.4.32. Cite Works of Six or More Authors by Only the First Author .................. 196
B.4.33. Distinguish Works of Multiple Authors Published in the Same Year ............ 198
B.4.34. Join Multiple Author Names With the Conjunction and or the Ampersand .......... 200
B.4.35. Distinguish the Different First Authors With the Same Surname ............... 200
B.4.36. Cite Multiple Works of the Same Author in a Temporally Ascending Order .......... 202
B.4.37. Attach Alphabetical Suffixes to the Same Author's Multiple Publications in the Same Year .......... 202
B.4.38. Within Parentheses, Arrange the Last Names of Multiple Authors in Alphabetical Order ............ 204
B.4.39. Cite Secondary Sources Sparingly and Correctly ......................................................... 204
B.4.40. Cite Correctly the Works With No Author or an Anonymous Author .................................. 206
B.4.41. Cite Correctly the Classical Works .................................................................................. 208
B.4.42. Cite Correctly the Year of Publication in Parenthetical Text ............................................... 210
B.4.43. Cite Correctly the Specific Parts of a Source ...................................................................... 210

Reference List
B.4.44. General Guidelines on Using Electronic Sources in Scientific Writing ................................. 212
B.4.45. Guidelines on Referencing the Electronic Sources ............................................................. 213
B.4.46. Begin the Reference List on a New Page With a Centered Heading .................................... 216
B.4.47. In the Reference List, Arrange References in Alphabetical Order ...................................... 218
B.4.48. Arrange Multiple Works of the Same Single Author From the Earliest to the Latest Year .......... 218
B.4.49. Alphabetize the Titles of Several Works of the Same Author Published in the Same Year .......... 220
B.4.50. Arrange the Multiple Works of the Same Author Published in a Different Year, in a Temporally Ascending Order
B.4.51. Alphabetize the Different Authors With the Same Last Name According to Their Initials ............ 220
B.4.52. Format Each Entry in the Reference List With a Hanging Indent of 5 Spaces ......................... 222
B.4.53. Use the Specified Abbreviations in Reference Lists .......................................................... 222

Selected Examples of References .................................................................................................. 224

Printed Journal Articles
B.4.54. Printed Journal Articles in Reference Lists .......................................................................... 224
B.4.55. Arrange Correctly the Articles With Multiple Authors ......................................................... 226
B.4.56. Reference Correctly the Different Forms of Journal Publications .......................................... 226

Magazines and Newspaper Articles
B.4.57. Reference Correctly the Publications From Magazines and Newspapers ............................ 228

Abstracts
B.4.58. Reference Correctly the Article Abstracts Used as the Primary Source ................................ 228

Books and Book Chapters
B.4.59. Books in Reference Lists .................................................................................................... 230
B.4.60. Edited Books and Chapters in Edited Books ......................................................................... 232

Proceedings, Presentations, and Reports
B.4.61. Proceedings of Conferences and Symposia ......................................................................... 234
B.4.63. Reports From Organizations and Government Agencies ...................................................... 236
B.4.64. Printed and Online Reference Works .................................................................................. 236
### Unpublished Articles, Dissertations, and Theses
- B.4.65. Unpublished Articles, Theses, or Dissertations ........................................ 238
- B.4.66. Theses and Dissertations in *Abstracts International* .................................... 238

### B.5. WRITING SECTIONS OF RESEARCH PAPERS AND PROPOSALS ...... 241
- B.5.2. Sections of a Research Paper ................................................................. 241

### B.6. ELECTRONIC MANUSCRIPT PREPARATION, EDITING, AND PROOFREADING .... 247
- B.6.1. Electronic Manuscript Preparation .......................................................... 247
- B.6.2. Electronic Manuscript Editing and Revising .................................................. 253
- B.6.3. Electronic Proofreading ............................................................................. 259

### PART C PROFESSIONAL WRITING ................................................................. 263

#### C.1. INTRODUCTION TO PROFESSIONAL WRITING .............................. 264

#### C.2. FORMATS OF DIAGNOSTIC REPORTS .............................................. 265

**Elements of a Diagnostic Report**
- C.2.1. Outline of a Typical Diagnostic Report on a *Child Client* ................................ 266
- C.2.2. Outline of a Typical Diagnostic Report on an *Adult Client* ............................. 268
- C.2.3. Anatomy of a Diagnostic Report ...................................................................... 270

#### C.3. SAMPLE DIAGNOSTIC REPORTS ..................................................... 277
- C.3.1. Sample Diagnostic Report: *Speech Sound Disorder* ........................................ 278
- C.3.2. Sample Diagnostic Report: *Voice Disorder* .................................................. 281
- C.3.3. Sample Diagnostic Report: *Aphasia and Apraxia* ......................................... 284
- C.3.4. Sample Diagnostic Report: *Stuttering* ......................................................... 288

#### C.4. PRACTICE IN DIAGNOSTIC REPORT WRITING ............................ 291
- C.4.1. Diagnostic Report: *Speech Sound Disorder* .................................................. 292
- C.4.2. Diagnostic Report: *Child Language Disorder* ................................................ 306
- C.4.3. Diagnostic Report: *Stuttering* ........................................................................ 320
- C.4.4. Diagnostic Report: *Voice Disorder* ................................................................ 334
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.
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

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Telephone and Telegraph Charles Schwab &amp; Co.</td>
<td>American Telephone &amp; Telegraph Charles Schwab &amp; Co.</td>
<td>Use the ampersand only if the company itself uses it.</td>
</tr>
<tr>
<td>The local S and L may be helpful in getting a loan.</td>
<td>The local S &amp; L may be helpful in getting a loan.</td>
<td>Ampersand used with an abbreviation, with one space on either side of it.</td>
</tr>
<tr>
<td>The R and D spokesman hinted at new products.</td>
<td>The R&amp;D spokesman hinted at new products.</td>
<td>Some technical and scientific abbreviations take an ampersand without space on either side of it.</td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>The patients resistance to treatment was high.</td>
<td>The patient's resistance to treatment was high.</td>
<td>Singular possessives</td>
</tr>
<tr>
<td>The clients prognosis is good.</td>
<td>The client's prognosis is good.</td>
<td></td>
</tr>
<tr>
<td>The clinicians motivation to treat matters.</td>
<td>The clinicians' motivation to treat matters.</td>
<td>Plural possessives</td>
</tr>
<tr>
<td>The participants socioeconomic status did not have an effect.</td>
<td>The participants’ socioeconomic status did not have an effect.</td>
<td></td>
</tr>
</tbody>
</table>
Ampersand

A.1.1b. Use the Ampersand Correctly

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Write Correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Williams and Wilkins</td>
<td></td>
</tr>
<tr>
<td>Johnson and Thomson Co.</td>
<td></td>
</tr>
<tr>
<td>U.S. Department of Education &amp; Human Development</td>
<td></td>
</tr>
<tr>
<td>The local S and L gives loans.</td>
<td></td>
</tr>
<tr>
<td>The R and D department is nonexistent</td>
<td></td>
</tr>
</tbody>
</table>

Apostrophe

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

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Write Correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will train this clients mother.</td>
<td></td>
</tr>
<tr>
<td>Ambiguous stimuli reduce a treatments effectiveness.</td>
<td></td>
</tr>
<tr>
<td>The treatment settings influence cannot be ignored.</td>
<td></td>
</tr>
<tr>
<td>Several clients progress was slow.</td>
<td></td>
</tr>
<tr>
<td>The patients feelings should be considered.</td>
<td></td>
</tr>
<tr>
<td>Pediatricians awareness of early language problems is limited.</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>The characteristic’s of aphasia are well known.</td>
<td>The characteristics of aphasia are well known.</td>
<td>Common mistakes.</td>
</tr>
<tr>
<td>The characteristic’s of aphasia are well known.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the 1970’s, the clinicians began to treat language.</td>
<td>In the 1970s, the clinicians began to treat language.</td>
<td></td>
</tr>
<tr>
<td>I selected 10 participants’.</td>
<td>I selected 10 subjects.</td>
<td></td>
</tr>
<tr>
<td>The patients’ have rights.</td>
<td>The patients have rights.</td>
<td></td>
</tr>
<tr>
<td>Twenty clients’ were treated.</td>
<td>Twenty clients were treated.</td>
<td></td>
</tr>
<tr>
<td>The parents’ were not cooperative.</td>
<td>The parents were not cooperative.</td>
<td></td>
</tr>
</tbody>
</table>
### A.1.3b. Do Not Turn a Plural Into a Possessive

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Write Correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patients’ with dysarthria will have neurological problems.</td>
<td></td>
</tr>
<tr>
<td>Many factors’ affect the treatment outcome.</td>
<td></td>
</tr>
<tr>
<td>The problems of the 1980’s will persist into the 1990’s.</td>
<td></td>
</tr>
<tr>
<td>The clients are in their 60’s.</td>
<td></td>
</tr>
<tr>
<td>I studied several variables’ related to the subjects’ language skills.</td>
<td></td>
</tr>
<tr>
<td><em>Hint:</em> Contains a plural and a possessive.</td>
<td></td>
</tr>
</tbody>
</table>
### 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*.

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>The <em>boy's</em> room is large.</td>
<td>The <em>boy's</em> room is large.</td>
<td>Most regular plural words do not take an extra <em>s</em>; they only have an apostrophe.</td>
</tr>
<tr>
<td>The <em>ladies'</em> purses are small.</td>
<td>The <em>ladies'</em> purses are small.</td>
<td></td>
</tr>
<tr>
<td>The <em>tiger's</em> look is ferocious.</td>
<td>The <em>tiger's</em> look is ferocious.</td>
<td></td>
</tr>
<tr>
<td>The <em>men's</em> health history was not reported.</td>
<td>The <em>men's</em> health history was not reported.</td>
<td>Most irregular plurals take <em>'s</em>.</td>
</tr>
<tr>
<td>The <em>children's</em> ages were not specified.</td>
<td>The <em>children's</em> ages were not specified.</td>
<td></td>
</tr>
<tr>
<td>Those <em>women's</em> language skills are superior.</td>
<td>Those <em>women's</em> language skills are superior.</td>
<td></td>
</tr>
<tr>
<td>The <em>oxen's</em> hoofs are short.</td>
<td>The <em>oxen's</em> hoofs are short.</td>
<td><em>Hooves</em> is acceptable.</td>
</tr>
<tr>
<td>The <em>horse's</em> skin is shiny.</td>
<td>The <em>horse's</em> skin is shiny.</td>
<td>Most words that end in <em>s</em> also take <em>'s</em>, as shown in later examples.</td>
</tr>
<tr>
<td>The <em>mouse's</em> tail is long.</td>
<td>The <em>mouse's</em> tail is long.</td>
<td></td>
</tr>
<tr>
<td>This one is for old <em>times's</em> sake.</td>
<td>This one is for old <em>times's</em> sake.</td>
<td>However, a few words that end in <em>s</em> (sound) do not take an extra <em>s</em>.</td>
</tr>
<tr>
<td>He did it for <em>appearances's</em> sake.</td>
<td>He did it for <em>appearances's</em> sake.</td>
<td></td>
</tr>
<tr>
<td><em>Charles's</em> wedding was a grand event.</td>
<td><em>Charles's</em> wedding was a grand event.</td>
<td>Most monosyllabic or disyllabic proper names that end in <em>s</em> also take <em>'s</em>; a common mistake is to omit the <em>s</em> after the apostrophe.</td>
</tr>
<tr>
<td>Mr. <em>Burns's</em> humor is wonderful.</td>
<td>Mr. <em>Burns's</em> humor is wonderful.</td>
<td></td>
</tr>
<tr>
<td><em>James's</em> novels are serious.</td>
<td><em>James's</em> novels are serious.</td>
<td></td>
</tr>
<tr>
<td><em>Thomas's</em> acting is superb.</td>
<td><em>Thomas's</em> acting is superb.</td>
<td></td>
</tr>
<tr>
<td><em>Keats's</em> poetry is beautiful.</td>
<td><em>Keats's</em> poetry is beautiful.</td>
<td></td>
</tr>
</tbody>
</table>
### A.1.4b. Use the Correct Forms of Possessive Nouns

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Write Correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>The boys’s boots are here.</td>
<td></td>
</tr>
<tr>
<td>The ladies’s dresses are sold here.</td>
<td></td>
</tr>
<tr>
<td>The mens educational status was unknown.</td>
<td></td>
</tr>
<tr>
<td>The childrens language skills were not described.</td>
<td></td>
</tr>
<tr>
<td>Womens professions are constantly changing.</td>
<td></td>
</tr>
<tr>
<td>The horse’ speed is unmatched.</td>
<td></td>
</tr>
<tr>
<td>The mouse’ manners are awful.</td>
<td></td>
</tr>
<tr>
<td>Have one for old times’s sake.</td>
<td></td>
</tr>
<tr>
<td>She would not do it for appearances’s sake.</td>
<td></td>
</tr>
<tr>
<td>Charles’ graduation party was enjoyable.</td>
<td></td>
</tr>
<tr>
<td>Mr. Burns’ 100th birthday celebration was cancelled.</td>
<td></td>
</tr>
<tr>
<td>James’ writings are philosophical.</td>
<td></td>
</tr>
<tr>
<td>Thomas’ lecture was boring.</td>
<td></td>
</tr>
<tr>
<td>Keats’ poetry is immortal.</td>
<td></td>
</tr>
</tbody>
</table>
A.1.4a., correct forms of possessive nouns  
(continued)

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesus’s story is moving.</td>
<td>Jesus’ story is moving.</td>
<td>Names ending with sus or ses, that, when combined with ’s, are awkward to pronounce, take only an apostrophe.</td>
</tr>
<tr>
<td>Moses’s Ten Commandments.</td>
<td>Moses’ Ten Commandments.</td>
<td></td>
</tr>
<tr>
<td>Plato was Socrates’s famous pupil.</td>
<td>Plato was Socrates’ famous pupil.</td>
<td>Classical names that end with es also take only an apostrophe (Demosthenes’, Euripides’).</td>
</tr>
<tr>
<td>The Brown’s house is large.</td>
<td>The Browns’ house is large.</td>
<td>Only the apostrophe is used to form possessives in the case of plural forms of family names.</td>
</tr>
<tr>
<td>The Thomas’s cars were stolen.</td>
<td>The Thomas’ cars were stolen.</td>
<td></td>
</tr>
</tbody>
</table>
A.1.4b., correct forms of possessive nouns *(continued)*

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Write Correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jesus’s kindness was boundless.</td>
<td></td>
</tr>
<tr>
<td>Moses’s laws are ancient.</td>
<td></td>
</tr>
<tr>
<td>The dialogue was Socrates’s teaching method.</td>
<td></td>
</tr>
<tr>
<td>The Jones’s hospitality is wonderful.</td>
<td></td>
</tr>
<tr>
<td>The Thomas’s vacation was cut short.</td>
<td></td>
</tr>
</tbody>
</table>
A.1.4a, correct forms of possessive nouns  
(continued)

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>We went to <em>Tom’s</em> and <em>Jerry’s</em> Pizza Place.</td>
<td>We went to <em>Tom</em> and <em>Jerry’s</em> Pizza Place.</td>
<td>(Two owners of the place.)</td>
</tr>
<tr>
<td>We will take <em>Jim’s</em> and <em>Jean’s</em> car.</td>
<td>We will take <em>Jim</em> and <em>Jean’s</em> car.</td>
<td>(Two owners of the same car.)</td>
</tr>
<tr>
<td><em>Lent’s</em> and <em>Bent’s</em> book is very interesting.</td>
<td><em>Lent</em> and <em>Bent’s</em> book is very interesting.</td>
<td>(Coauthors of the same book.)</td>
</tr>
<tr>
<td>We will take <em>Linda</em> and <em>John’s</em> cars.</td>
<td>We will take <em>Linda’s</em> and <em>John’s</em> cars.</td>
<td>(Independent owners of two cars.)</td>
</tr>
<tr>
<td><em>Steinbeck</em> style is different from <em>Saroyani’s</em>.</td>
<td><em>Steinbeck’s</em> style is different from <em>Saroyani’s</em>.</td>
<td>(Two authors, two styles.)</td>
</tr>
<tr>
<td><em>Kent</em> book is interesting, but <em>Stein’s</em> is boring.</td>
<td><em>Kent’s</em> book is interesting, but <em>Stein’s</em> is boring.</td>
<td>(Two authors, two books.)</td>
</tr>
</tbody>
</table>