

**SPLH 466 Language Science**  
**Format for Article Reports (5 points)**  
**Format for Article Structured Summaries (50 points)**

Each Article Report and Article Structured Summary requires you to read, summarize, and reflect on the assigned research article listed on the Calendar (see pages 7-9 of this syllabus). All articles are available electronically through the KU Library. It is the student's responsibility to download the article from the KU Library, following the procedures reviewed during the first day of class.

For *Article Reports*, read the assigned article and answer the following questions **in your own words**. That is, do not type in exactly what the article states. In some cases, the article may not exactly state the answer to a question so you will have to think about what you read and generate your own answer. Your responses to these questions must be **typed** and will be **graded**. Grading will be lenient for Article Reports (see rubric below) so writing style can be more informal (e.g., bulleted phrases).

***Article Report Questions***

1. Purpose/goal of the research or the research question
2. Characteristics of the participants
3. Independent variable
4. Dependent variable
5. Brief description of the tasks/procedures
6. Brief description of the analysis approach
7. Results
8. Conclusions (i.e., the take-home message)
9. How does this research inform clinical practice?

***Article Report Grading Rubric***

The entire report is worth 5 points and will receive a cursory check at the beginning of class. Reports will be graded using the following rubric.

- 5 points = all 9 questions are answered and relate to the article
  - 4 points = 7-8 of 9 questions are answered and relate to the article
  - 3 points = 5-6 of 9 questions are answered and relate to the article
  - 2 points = 3-4 of 9 questions are answered and relate to the article
  - 1 point = 1-2 of 9 questions are answered and relate to the article
  - 0 points = no article report and/or unexcused absence from class
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For *Article Structured Summaries*, read the assigned article and incorporate the answers to the following questions in your structured summary. As with Article Reports, do not type in exactly what the article states. In some cases, the article may not exactly state the answer to a question so you will have to think about what you read and generate your own answer. Your responses to these questions must be **typed** and will be **graded**. Grading will be stringent for Article Structured Summaries so writing style should be more formal (e.g., clear and complete sentences without grammar or spelling errors). The sections of your summary should be clearly labeled. Your responses should reflect **your own ideas**. Collaboration among students is strictly prohibited and will constitute academic misconduct if discovered. Likewise, typing information from the article without the use of quotation marks and citations constitutes plagiarism and also will constitute academic misconduct. Quotes from the article should be used sparingly (i.e., hardly ever) and should appear in quotation marks with appropriate reference to the source material.

### ***Article Structured Summaries Sections***

Your structured summary **must** contain the following 5 sections and the specified information must be included in each section. Each section should be clearly labeled (as shown below). The summary should be cohesive and easily understood by someone who has not read the article.

*Purpose:* Describe the purpose or goal of the research or the research question.

*Method:* Describe the characteristics of the participants, the independent variable (which must be clearly labeled), the dependent variable (which must be clearly labeled), and a brief description of the tasks procedures.

*Results:* Provide a brief description of the analysis approach along with the results of each analysis.

*Conclusions:* Describe the take-home message from this article and how the results from this group compare to the groups discussed in class (e.g., children with SLI; typical adults)

*Impact & Application:* Describe how this research helps you understand the nature of the disorder (i.e., the fundamental problem in this disorder) and/or how the research informs clinical practice.

### ***Additional Issues for Article Structured Summaries***

#### **Mechanics of Writing**

Points will be awarded both for the content of your response as well as the clarity of your response. You should (1) spell check your responses; (2) proofread your responses for incorrect word choice, missing words, punctuation; (3) revise your responses to make sure that they are clear and straightforward (it may help to make an outline of your response to each question before attempting to write your response).

#### **Quotes**

Quoting directly from the article (i.e., copying a sentence(s) word for word) without indicating that the quotation is a verbatim copy from the article by the use of quotation marks (i.e., “xxxx”) is considered plagiarism (i.e., academic misconduct). Generally, you should NOT copy your responses directly from the article. I am interested in whether you UNDERSTAND what you have read (not whether you can re-type the article). Thus, all your responses should be written in your own words to show your understanding of the author’s points. MINIMAL, IF ANY, quotations should be used.

#### **KU Writing Center**

You are encouraged to visit the KU Writing Center for help communicating your interpretation of the article in written form. Visit their website [www.writing.ku.edu](http://www.writing.ku.edu), e-mail [writing@ku.edu](mailto:writing@ku.edu), or call 864-2399 for more information about the services offered by the KU Writing Center (4017 Wescoe).

#### **Instructor/GTA**

Consultation with the instructor or GTA is encouraged to discuss the points raised in the article or your specific response to any of the questions listed above. Please come with a draft or outline of your responses to make the meeting more productive.