

**Note:**

**Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.**

## ***COURSE SYLLABUS***

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### **EDUC 306**

#### **SCHOLARLY WRITING AND APA FOR TEACHERS**

#### **COURSE DESCRIPTION**

This course provides professional development for preservice and inservice teachers in professional writing skills. Students will examine the principles of form, structure, grammars, and format.

#### **RATIONALE**

Mastery of written communication skills is imperative for a teacher to obtain. Being able to communicate clearly and concisely to a specific audience for a specific purpose through the written word is an everyday task for a teacher. This course will familiarize students with APA, a style of writing that is commonly used in the field of education for coursework and professional development, and various other forms of professional writing.

#### **I. PREREQUISITE**

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

#### **II. REQUIRED RESOURCE PURCHASE**

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

#### **III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

#### **IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Identify rules of mechanics and grammar in professional writing. (PLO: A, A1)
- B. Apply elements of APA Style in professional writing. (PLO: A, A1, B)
- C. Use correct formatting for term papers. (PLO: A, A1)
- D. Practice correct formatting for research projects. (PLO: A, A1)

- E. Explain how biblical principles influence professional writing. (PLO: A, A1, C, C5)

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, lecture presentations, and journal articles
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (3)

Discussion boards are collaborative learning experiences. Therefore, the candidate is required to provide a thread in response to the provided prompt for each forum. Each thread must be 250-350 words with at least 1 in-text citation and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be 100 words. (MLO: A, B, E)

- D. Group Annotated Bibliography Project

### 1. Group Worksheet

For this collaborative annotated bibliography project, the instructor will place the candidate into a group at the beginning of the course. The candidate is required to provide prompt and consistent feedback with group members through a group discussion board. The group will discuss and choose a topic to be used for researching and developing an annotated bibliography. As the first stage of the project, the topic, purpose, and audience will be identified and submitted by the group through the Group Worksheet. (MLO: A, D)

### 2. Individual Citations Quiz

As the second stage of the group annotated bibliography, each candidate will research through the Jerry Falwell Library the approved group topic to identify two scholarly and relevant resources. The two citations will be submitted in APA format by the candidate through a short-answer response quiz and the group discussion board. (MLO: B, D)

### 3. Individual Annotations Quiz

As the third stage of the group annotated bibliography, each candidate will write a two-paragraph annotation for each of two sources. The first paragraph is a summary of the source, and the second paragraph is an assessment of the source. The two annotations will be submitted by the candidate through a short-answer response quiz and the group discussion board. (MLO: B, D)

### 4. Peer Evaluation

As the fourth stage of the group annotated bibliography, each candidate will evaluate group member participation through a rating scale of 0 (no participation) to 5 (full participation). (MLO: E)

## 5. Group Annotated Bibliography

As the fifth and final stage of the group annotated bibliography, each candidate will combine their two annotations with the rest of the group's annotations through the Group Wiki. Groups must format combined annotations in APA format for final submission. (MLO: A, B, D)

### E. Article Response Paper

The candidate will write a 350-450-word research-based paper in current APA format that focuses on one of three topic choices: stress management for teachers, communicating with colleagues, or classroom blogs. The paper must include at least 1 reference in addition to the Bible. (MLO: A, B, C, E)

### F. Written Communication Evaluation

The candidate will write a 400-500-word research-based paper in current APA format that focuses on one form of written communication used by educators. The paper must include at least 2 references in addition to the Bible. (MLO: A, B, C, E)

### G. Reaction Paper

The candidate will write a 700-850-word research-based paper with a 150-250-word abstract in current APA format that focuses on an education-related topic (topic approved from Group Annotated Bibliography). The paper must include at least 2 references in addition to the Bible. (MLO: A, B, C, E)

### H. Letter of Reflection

The candidate will write a 4-paragraph (each paragraph 6-7 sentences) formal letter to the professor in a professional letter format and APA format that focuses on critical reflections of individual growth in the areas of scholarly and professional writing. (MLO: A, B, D, E)

### I. Quizzes (3)

Each quiz will cover the Reading & Study material for the assigned module/week. Each quiz will be open-book/open-notes, contain 20 questions with a combination of multiple-choice, matching, and true/false questions, and have a 60-minute time limit. (MLO: A, B)

**VI. COURSE GRADING AND POLICIES****A. Points**

Course Requirements Checklist	10
Discussion Board Forums (3 at 50 pts ea)	150
Group Annotated Bibliography Project	
Group Worksheet	15
Individual Citations Quiz	10
Individual Annotations Quiz	10
Peer Evaluation	10
Group Annotated Bibliography	150
Article Response Paper	75
Written Communication Evaluation	100
Reaction Paper	200
Letter of Reflection	100
Quizzes (3 at 60 pts ea)	180
<b>Total</b>	<b>1010</b>

**B. Scale**

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

**C. Disability Assistance**

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at [equityandcompliance@liberty.edu](mailto:equityandcompliance@liberty.edu). Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

## ***COURSE SCHEDULE***

### **EDUC 306**

Textbook: Howard, *Writing Matters: A Handbook for Writing and Research* (2018).

<b>WEEK/ MODULE</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Howard: chs. 3, 4, 6, 19 2 presentations 2 articles	Course Requirements Checklist	10
		Advising Guide Acknowledgement	0
		Introduction/Welcome DB	0
		DB Forum 1	50
		Connect Registration Quiz	0
<b>2</b>	Howard: chs. 26, 30 1 presentation 1 article	DB Forum 2	50
		Group Worksheet	15
		Quiz 1	60
<b>3</b>	Howard: chs. 48–50 1 presentation	Quiz 2	60
		Individual Citations Quiz	10
<b>4</b>	Howard: chs. 13, 17, 51 1 presentation 3 articles	Article Response Paper	75
		Quiz 3	60
		Individual Annotations Quiz	10
<b>5</b>	Howard: chs. 10, 30 1 presentation 2 articles	DB Forum 3	50
		Peer Evaluation	10
		Group Annotated Bibliography	150
<b>6</b>	Howard: ch. 25 1 presentation 1 article	Written Communication Evaluation	100
<b>7</b>	Howard: ch. 16 1 presentation 1 article	Reaction Paper	200
<b>8</b>	Howard: ch. 7 1 presentation 1 article	Letter of Reflection	100
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

**NOTE:** Each course week (except week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.