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

SCHOOL OF EDUCATION

EDUC 719
PROFESSIONAL WRITING AND RESEARCH

COURSE DESCRIPTION
This course is an overview of writing and organizational skills necessary for completion of a dissertation and submission of articles for publication. It includes components of research design.

RATIONALE
This course is designed to help doctoral students master the writing of a proposal for a dissertation, along with gaining an understanding of writing for publication.

I. PREREQUISITES
EDUC 715, 717, and completion of at least 42 hours of doctoral level coursework.

II. REQUIRED RESOURCE PURCHASES


III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with Internet access (broadband recommended)
B. Microsoft Word
   (Microsoft Office is available at a special discount to LU students.)

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Describe areas of interest in educational research, along with the current literature in that area of study.
B. Conduct a literature review on an educational topic.
C. List and describe relevant journals in the chosen field of study.
D. Contrast action research with more traditional forms of education research.
E. Write directional hypotheses, null hypotheses, and research questions related to a given topic.
F. Explain how descriptive, causal-comparative, correlational, and experimental designs differ in their power to reveal causal relationships.
G. Compare the relative advantages and disadvantages to the use of the mean and the median.
H. Describe the content and purpose of each section of the dissertation.
I. Describe the difference between primary and secondary sources, and give examples of each.
J. Discuss various methodologies for conducting educational research.
K. Identify sections of research reports and aspects of design that might indicate sources of bias or fraud.
L. Identify appropriate sources of literature for research.
M. Explain the methodology, present the results, and summarize the findings.
N. Describe the procedures for submitting a research article to a professional journal.
O. Describe the procedures for submitting a manuscript for presentation at a professional meeting.
P. State criteria considered important for editors in evaluating manuscripts.
Q. Compose an initial letter to an editor (for publication purposes).
R. Identify the various sections of a typical grant proposal.
S. Propose a project for external funding.

V. **Course Requirements and Assignments**

A. Textbook readings and lecture presentations/notes
B. Discussion Board forums (4)

Students will use the All Class Members discussion board in the Discussion Groups area to post an initial response (new thread) to the questions/comments given for each module and to interact (reply) with at least one other student's initial post. In Module 7, students will be assigned to a small group of three or four people for the purpose of helping each other improve dissertation proposals. (See About Your Course>Course Overview and Guide>Essential Elements for more details.)
C. Literature Reviews

This project is intended to acquaint the graduate student with some of the available research oriented literature in education. A number of publications exist that can prove to be very helpful to the teacher at the elementary, middle, secondary, or college level. (See About Your Course>Course Overview and Guide>Essential Elements for assignment details.)

D. Dissertation Review

Students will read and summarize a previously completed dissertation of their choice. They will write a 3-page summary of findings, and prepare to report to the rest of the class. (See About Your Course>Course Overview and Guide>Essential Elements for details.)

E. Dissertation Proposal

Students will write a complete research proposal that could lead to completion of a product of learning related to trends and issues in education. The proposal should be a short version of the first three chapters of a thesis, which includes an introduction, a literature review, and a methodology chapter. The proposal should be approximately 20 typewritten pages in length.

F. Manuscript for Professional Publication

Students will develop a complete manuscript for submission and for publication in a professional journal in their field of study and actually submit the article for publication.

VI. Course Grading and Policies

A. Points

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussion Board forums (4 at 5 pts each)</td>
<td>20</td>
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<tr>
<td>Literature Reviews</td>
<td>10</td>
</tr>
<tr>
<td>Dissertation Review</td>
<td>10</td>
</tr>
<tr>
<td>Dissertation Proposal</td>
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<tr>
<td>Manuscript for Professional Publication</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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B. Scale

A = 94–100   B = 87–93   C = 80–86   F = 0–79

C. Disability Assistance

Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.
**Textbooks:** Glatthorn, *Writing the Winning Thesis or Dissertation*, (2005).  
Henson, *Writing for Publication: Road to Academic Advancement*, (2004).

<table>
<thead>
<tr>
<th>WEEK/MODULE</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>POINTS</th>
<th>DATE DUE</th>
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<tr>
<td>2</td>
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<td>Literature Reviews</td>
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<tr>
<td>8</td>
<td>Henson Chs. 12, 13</td>
<td>Manuscript for Professional Publication</td>
<td>30</td>
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**TOTAL** 100

DB = discussion board