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
EDUC 919
PROFESSIONAL WRITING AND RESEARCH

COURSE DESCRIPTION
Overview of writing and organizational skills necessary for completion of a dissertation and submission of articles for publication. 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
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASES
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 Internet access (broadband recommended)
B. Microsoft Word
   (Microsoft Office is available at a special discount to Liberty University 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. Course Requirements Checklist

   After reading the Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board forums (4)

   Students will use the Discussion Board 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 in the Group Discussion. (See Course Content>Syllabus and Assignment Instructions>Assignment Instructions for more details).

D. 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 Course Content>Syllabus and Assignment Instructions>Assignment Instructions for assignment details).
E. 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 Course Content>Syllabus and Assignment Instructions>Assignment Instructions for details).

F. 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 type written pages in length.

G. 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>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board forums (4 at 50 pts each)</td>
<td>200</td>
</tr>
<tr>
<td>Literature Reviews</td>
<td>100</td>
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<tr>
<td>Dissertation Review</td>
<td>100</td>
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<tr>
<td>Dissertation Proposal</td>
<td>300</td>
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<tr>
<td>Manuscript for Professional Publication</td>
<td>300</td>
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<tr>
<td><strong>Total</strong></td>
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B. Scale

<table>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>940–959</td>
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<tr>
<td>B+</td>
<td>920–939</td>
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<tr>
<td>B</td>
<td>890–919</td>
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<tr>
<td>B-</td>
<td>870–889</td>
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<tr>
<td>C+</td>
<td>850–869</td>
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<tr>
<td>C</td>
<td>820–849</td>
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<tr>
<td>C-</td>
<td>800–819</td>
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<tr>
<td>D+</td>
<td>780–799</td>
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<tr>
<td>D</td>
<td>750–779</td>
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<tr>
<td>D-</td>
<td>730–749</td>
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<tr>
<td>F</td>
<td>729 and below</td>
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C. Late Assignment Policy
If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the class will not be accepted.

4. Late Discussion Board threads or replies will not be accepted. Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. Disability Assistance

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


**COURSE SCHEDULE**

**EDUC 919**

Textbooks:  
Henson, *Writing for Publication: Road to Academic Advancement*, (2004).

<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1           | Glatthorn & Joyner: chs. 1–3  
4 presentations | Course Requirements Checklist  
Ed. S Advising Guide Quiz  
Ed. D Advising Guide Quiz  
DB Forum 1 | 10  
0  
0  
50 |
| 2           | Glatthorn & Joyner: chs. 4, 6, 8  
1 presentation | Literature Reviews | 100 |
| 3           | Glatthorn & Joyner: chs. 10–12  
2 presentations | DB Forum 2 | 50 |
| 4           | Glatthorn & Joyner: chs. 13, 16–17 | Dissertation Review | 100 |
| 5           | Glatthorn & Joyner: chs. 18–20 | DB Forum 3 | 50 |
| 6           | Henson: chs. 1–2, 6  
2 presentations | Dissertation Proposal | 300 |
| 7           | Henson: chs. 8–9, 11 | Group DB Forum | 50 |
| 8           | Henson: chs. 12–13 | Manuscript for Professional Publication | 300 |

**Total** 1010

DB = Discussion Board

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