This course will serve as the prerequisite for all courses in the M.Ed. in Secondary and Elementary Education degrees.

### Instructor Information

Your instructor will provide specific information with respect to contact, office hours, etc inside the course room.

### Course Description (Catalog)

The Foundations of Curriculum and Instruction course focuses on applying curricular theory to best practices to the 21st century classroom setting. Planning for instruction and evaluation of learning are the two focal points of this experience. This course is designed as an introduction to the systematic process of planning for effective classroom instruction and assessment as these tasks relate to contemporary curricular concepts. The skills needed for writing learning objectives and instructional plans for various domains of learning will be taught by placing an emphasis on setting goals and objectives for instruction; planning activities and assessments based on cognitive, social, affective, and psychomotor factors; and designing appropriate means of assessing those learning objectives. Special attention will be given to the related use of technology in the development of effective and systematic learning environments in the 21st Century classroom. This will include a basic recognition of computer hardware and software, capabilities and limitations of technology, evaluating programs and technological resources, and the effective use of various technologies in the classroom.
A key component of effective teaching is planning for student learning to occur. All teachers must be capable in the areas of instructional planning and assessment as well as the implementation of appropriate technological tools in order to facilitate learning. In addition, it is considered imperative that effective teachers understand the theoretical, philosophical and cultural determinants related to these activities. Keys to the effective design of instruction include the ability to set goals and develop clear and measurable objectives, select related learning activities and resources to promote learning and accomplish such objectives, to design and/or select appropriate forms of assessment (both formative and summative) to chart student progress, and to use various types of feedback for the purpose of assessing the effectiveness of instruction and the need for modifications and revisions.

This course will provide students with opportunities to develop skills and information necessary to plan, implement, and assess instruction. As such, the course is important in your development as a professional educator, which is the goal of American Public University Systems teacher education programs. As teacher candidates meet the objectives for this course, they will have opportunities to extend the level of preparation in each of these areas.

**Course Objectives**

Upon successful completion of this course, teacher candidates will be able to generate appropriate instructional plans by using a systematic approach to instructional design, including:

1. writing instructional goals and analyzing steps in a task analysis of pupil performance in order to accomplish the goals based on an understanding of best curricular practices. (WVPTS: 1A1, 1B1, 1C2, 3A2, 3F1, 4A1); (ISTE: 5C)
2. identifying learners' prerequisite skills and other relevant student characteristics. (WVPTS: 1C2, 1D2, 1E2, 2A3, 3F2, 4C1); (ISTE: 2A, 2C)
3. generating and classifying performance objectives in clearly articulated and measurable language that reflects an awareness of the cognitive, affective, social, and psychomotor development. (WVPTS: 1C1, 1E1, 2A1, 2A3); (ISTE: 2C)
4. developing and/or selecting appropriate instructional resources and technology which address different domains and levels of learning. (WVPTS: 1A3, 1B1, 1B3, 1D1, 2A3, 2D2, 3A2, 3A3); (ISTE: 2A, 2C, 4B, 5A, 5C)
5. generating daily and unit lesson plans which demonstrate effective application of the principles of effective instructional design and applied curricular theory (WVPTS: 1B3, 1D1, 3A3); (ISTE: 2A, 2B, 2C, 3A, 3D)
6. constructing a learning assessment plan that includes various techniques and levels necessary to appropriately monitor student learning. (WVPTS: 1E1, 1E2, 3E1); (ISTE: 2D)
7. differentiating among assessment and diagnostic measures that are compatible with various instructional objectives. (WVPTS: 1E1, 1E2, 3E1); (ISTE: 2D)
8. reviewing assessment data to modify instructional practices, in turn describing appropriate procedures for reporting assessment results to parents and administrators. (WVPTS: 1E2, 3E1, 3E2, 5F1); (ISTE: 3C)
9. demonstrating the ability to use the computer hardware and software applications and other appropriate technologies in the 21st century classroom, to include evaluating the appropriateness of software and various other technological tools. (WVPTS: 3A3); (ISTE: 1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3D)
10. becoming familiar with the professional journals in one's subject area discipline and in publications of general educational interest (WVPTS: 4D1); (ISTE: 5C)
11. using research and the reflective process to make valid instructional design decisions (WVPTS: 4C1); (ISTE: 5C)
Course Delivery Method

This course is delivered asynchronously in a learner-centric manner which enables learners to participate in the course-room interactive forums and chats, while completing academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded Forum), and individual assignments (submitted for review to the Faculty Member). Assigned faculty will support the teacher candidates throughout this sixteen-week course.

Expectations - General

The success of this course relies on quality participation based on thorough presentations of readings, research, and experience. It is necessary to bring to the classroom a high level of inquiry that promotes critical and analytical thinking for everyone. Through academic posts and engaging conversations, a learning community will emerge. In all participation and assignments, the instructor is looking for evidence of:

- demonstration of substantial knowledge, higher order thinking, analytic skills, and application of facts, concepts, terms, and processes learned/read/discussed;
- in-depth exploration of topic based upon research, theory, and observation;
- critical contemplation, i.e., "grappling" with issues and topics;
- appropriate use of knowledge learned;
- imaginative thinking and responses to challenges/problems/issues;
- exploring underlying assumptions about education and schooling;
- clarity of expression and logical connection among ideas expressed;
- writing that reflects precise and concise thinking;
- materials that are exceptionally well presented in a professional manner (proofread, readable, organized);
- excellent grammar, syntax, and spelling
- reference to assigned readings, external research, and proper APA documentation.

Course Materials

Required Course Textbooks: (all available in APUS online Library)


**Required Web Resources:**

**Professional Standards:**


**Teaching Standards:**


**Recommended Professional Books**


**Additional Recommended Web Resources**

ISTE National Educational Technology Standards. Available online: www.iste.org/standards

NCTE and IRA Standards for the English Language Arts. Available online: [http://www.ncte.org/standards](http://www.ncte.org/standards)


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**Point of Contact - Form**

This form is required for all teacher candidates who are enrolled in the licensure programs. If you are taking this course as an elective you may not be required to complete this form. The primary purpose of this form is to develop a rapport with your learning community and provide a Point of Contact (POC) from your school community for APUS personnel. This document will be retained by the APUS School of Education and it will also become part of your School-Community Profile project (explained elsewhere in the syllabus). Once you have completed the formal introduction (Forum and Assignment #1) you should receive the form from the School of Education Point of Contact. This form should be completed prior to the end of Week 7 when the School-Community Profile is due. This form is available in the resources section of the course.

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**Grading**

**Grading Components**

<table>
<thead>
<tr>
<th>Graded Work</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Forum Postings – 17 @ 100 pts each – 1700 POINTS</td>
<td>17%</td>
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<tr>
<td>Assignments – 7 @ 100 pts each – 700 POINTS</td>
<td>20%</td>
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<tr>
<td>School Community Profile – FINAL – 100 POINTS</td>
<td>15%</td>
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<tr>
<td>Individual UbD Plan – 100 POINTS</td>
<td>30%</td>
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<tr>
<td>Collaboration Project – 2 parts @ 100 pts per section – 200 POINTS</td>
<td>18%</td>
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<tr>
<td><strong>TOTAL – 2800 POINTS</strong></td>
<td><strong>100%</strong></td>
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Rubrics are provided in the resource section of the courseroom and included at attachments on all applicable forums and assignments. They are not included in this syllabus.

**General Description of Assignments**

**Forums**
Each week you will write responses to questions and prompts in the Forums. These responses, also called **Posts**, will involve analyzing readings, comparing and contrasting the views of authors, and critiquing arguments presented by the readings or the class.

Length of Initial Posts - initial posts should conform to a minimum length of 250 words to receive full credit. All conversational posts should be completed by Sunday.

1. **Structure of posts** - the Forum question or topic is restated and answered using personal assertions that are supported by more than one published work of experts in the field. There is a clear introduction, body and summary in the post.
2. **Format of citations and references** - your initial Forum posts must be written in a format that includes citations and references (APA Style). This is a graduate level course and scholarship and rigor is the expectation. Use the readings and your own research to guide your posts, but ensure that you cite the resources that influence or guide your posts. We must strive to become scholar practitioners in our writing.
3. **Responding to others** - developing conversations with an appropriate number of your classmates is required as part of your grade for each question. See the rubric for details.

Responses and Forum should abide by the University Netiquette policy. The purpose of the Forum activities is to expand your learning opportunities by engaging in academic and thought-provoking asynchronous conversation with your classmates and instructor. The instructor’s role is to facilitate the learning process by participating in the Forums and moving conversations by promoting an advanced level of inquiry.

**Homework Assignments**
Throughout the course there are homework assignments that support the learning outcomes. These assignments include reflections on learning and other assignments as detailed in the weekly schedule presented later in this document. All assignments will make use of a rubric for assessment similar to the projects previously noted.

**School-Community Profile**
Each of you has entered into a unique educational program here at American Public University System. In order to fully understand and appreciate the nature of your district’s school-community relationship, you are to create a School-Community Profile (SCP). In addition, much of your program relies on observation and hands-on training in the school environment. The primary goal of this project is for the learner to develop research and writing skills and to promote a deeper understanding of the details of a school community. All enrolled teacher candidates and those taking the course as an elective will be required to complete this assignment.
Throughout the course, the sections of this project will be submitted for review. The information required for this document can normally be completed using data and information that is freely available to the public, using school district and school specific websites, or other resources such as local newspapers, or websites such as greatschools.org. The final compilation is due at the end of Week 7. The SCP will include the following
sections:

1. Due Week 2: Research the demographics of your particular community. Present a 2- to 3-page "introduction" to your community. Include information such as population size, socio-economic assessment, and the size of school district. A bit of history is also an interesting addition to your introduction since it will be a link to your community. Include references and in-text citations using APA format and style. Refrain from inserting your opinion of the quality of the schools or the district including the staff and policies or reputation. Stick with factual reporting.

2. Due Week 5: Research the school community. Discuss the district philosophy and mission, innovative programs, and areas of particular interest. Be sure to review testing scores and other measures of achievement. This section of your project should be about 4-5 pages in length. Include references and in-text citations using APA format and style. Refrain from inserting your opinion of the quality of the schools or the district including the staff and policies or reputation. Stick with factual reporting.

3. Due Week 7: This is the final section and the final compilation that will include the two previous sections, the POC form and your Philosophy statement. In about 2-3 pages synthesize your overall impression of the environment, the people, and the activities in the community. Look for evidence of how the school and community work together. In addition, include significant political and community issues facing the district. Again, refrain from inserting your personal opinions, analyze the facts. The final project compilation will contain: title page, abstract, table of contents, references, according to APA documentation, and the following sections:
   a. Introduction to your community (Due Week 3)
   b. Introduction to your community and School community to include district philosophy and mission (Due Week 5). This should also include an updated Reference page, and Appendix A: the POC form, and Appendix B: Your Philosophy Statement.
   c. Week 7 will include all items previously submitted and - Interpretation of the environment. This should also include an updated Reference page, and Appendix A: the POC form, and Appendix B: Your Philosophy Statement.

Unit Plan – Individual Project

This individual long-term project begins in Week 1 and continues through Week 12. Following the Backwards Design model each teacher candidate will create a UbD unit plan. Specific readings, forums and assignments will support each teacher candidate in the process of creating their first Unit Plan that incorporates the expectations as outlined by various professional learning standards and expectations. As Wiggins and McTighe (2006) state the unit plan is an essential element that enables the design and creation of curriculum and learning experiences that meet the specified purposes as defined by our standards, state, system, and school goals. Consider the unit plan as a blueprint for learning. This backwards design model consists of three stages and we will address each stage over the course of three modules.

Due Week 4 – Module 1: Stage 1 – Desired Results
Due Week 8 – Module 2: Stage 2 – Evidence
Due Week 12 – Module 3: Stage 3 – Learning Plan

Each section will be evaluated using the UbD Unit Design Standards (available in the courseroom), a standardized guide used for evaluating and providing feedback for Backwards Designed units. This is a formative project, meaning that feedback and guidance provided for Module 1 (and
Module 2) should be incorporated into the final summative submission for Module 3. There will not be a final grade until the project is submitted at the end of Module 3 Week 12.

**Collaborative Project**

Module 4 (Weeks 14 & 15) – Groups are encouraged to be formed early on, but not later than the end of Week 12. Groups should consist of a minimum of two, but not more than 4 (exceptions will be made for small or large sections).

Collaboration is a key element in many of our professional learning standards, and for our students. For the collaborative project groups must create and submit a UbD Unit plan that contains all three stages and five (5) daily long-form lesson plans (using the template from week 12). The collaborative project should take the form of an integrated thematic unit that incorporates a minimum of three content areas (English Language Arts, Mathematics, and either Social Studies/History or Science). The plan must also include explicit integration of technology.

The UbD unit plan will be scored using the Design Standards for Backwards Design and the Lesson plans will be scored using the Lesson Plan rubric.

**Week 12 Lesson Plan - Artifact**

In week 12 you will submit your first long-form daily lesson plan. This daily lesson plan is different from a Unit Plan or a UbD plan, it is very specific and detailed enough with objectives, goals and information necessary in order for learning to occur. This initial long-form lesson plan will be the first item that will be evaluated and submitted to APUS as an artifact of your growth and learning. The format and rubric are available in the resource section of the courseroom and in the appropriate assignment.
# Module 1 – Stage 1 Understanding by Design / 21st Century Learning

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<tr>
<th>Wk</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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| 1  | UbD STAGE 1 Introduction to 21st Century Learning | LO1, LO3, LO5, LO9, LO10, LO11 | 1. Introduction and chapters 1 & 2 in Jacobs (30 pages)  
2. Introduction and chapters 1 & 2 in Wiggins & McTighe (55 pages)  
Forum 2: Knowledge Versus Understanding  
Assignment 1: Introduction Letter |
| 2  | Unpacking the Standards | LO1, LO3, LO5, LO9, LO10, LO11 | 1. Chapters 3 & 4 in Wiggins & McTighe (49 pages)  
2. Chapter 3 in Jacobs (30 pages)  
3. Optional further reading in *The Understanding by Design Guide to Creating High-Quality Units* (Module B and C) | Forum 3: Unpacking the Standards and Stage 1  
SCP Project: Part 1 of the School Community Profile (SCP) due. |
| 3  | Essential Questions | LO1, LO3, LO5, LO9, LO10, LO11 | 1. Chapters 5 & 6 in Wiggins & McTighe (41 pages)  
2. Chapters 12, 13 and Afterword in Wiggins & McTighe (51 pages)  
3. Chapters 7 & 8 in Jacobs (37 pages)  
4. Optional further reading in *The Understanding by Design Guide to Creating High-Quality Units* (Module B and C) | Forum 4: Media Literacy  
Assignment 2: Philosophy of Teaching |
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<tr>
<td>4</td>
<td>STAGE 1 and Reflection</td>
<td>LO1, LO3, LO5, LO9, LO10, LO11</td>
<td>1. Chapters 9, 10 &amp; 13 in Jacobs (50 pages)</td>
<td>Forum #5: Self-reflection for growth</td>
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<td>Unit Plan: Stage 1 (due)</td>
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<td>Reflection: Professional Standards</td>
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<td><strong>Module 2 - Stage 2 – Thinking like an assessor and checking for understanding</strong></td>
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<td>5</td>
<td>STAGE 2 Think like an Assessor</td>
<td>LO2, LO4, LO5, LO6, LO9, LO10, LO11</td>
<td>1. Introduction and chapters 1 in Fisher &amp; Frey (14 pages)</td>
<td>Forum 6: Formative and Summative Assessments</td>
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<td>2. Chapter 7 &amp; 8 in Wiggins and McTighe (44 pages)</td>
<td>SCP Project: Part 2 of the School Community Profile (SCP) due.</td>
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<td>3. Optional Reading and Research: Modules E,F,G in online Wiggins and McTighe Design Guide</td>
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<td>6</td>
<td>Checks for Understanding</td>
<td>LO2, LO4, LO5, LO6, LO9, LO10, LO11</td>
<td>1. Chapters 2, 3, &amp; 4 in Fisher and Frey (57 pages)</td>
<td>Forum 7: Checks for Understanding</td>
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<td>2. Optional Reading and Research: Brookhart (2010) on How To Assess Higher Order Thinking Skills in Your Classroom.</td>
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<td>7</td>
<td>Continuum of Assessments</td>
<td>LO2, LO4, LO5, LO6, LO9, LO10, LO11</td>
<td>1. Chapters 5 &amp; 6 in Fisher and Frey (48 pages)</td>
<td>Forum 8: Alignment of Assessments</td>
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<td>2. Chapters 2 in Jacobs (12 pages)</td>
<td>SCP Project: Part 2 of the School Community Profile (SCP) due.</td>
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<td>3. Optional Reading and Research:</td>
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<td>Stage</td>
<td>Module Description</td>
<td>LOs</td>
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| 8     | STAGE 2 and Reflection | LO2, LO4, LO5, LO6, LO9, LO10, LO11 | 1. Chapter 7 and Afterword in Fisher and Frey (28 pages)  
2. Optional Reading and Research: Blooms taxonomy, Six Facets of Understanding, or read from Brookhart (2010) on *How To Assess Higher Order Thinking Skills in Your Classroom.* |
|       |                   |     | Forum 9: Common Assessments  
Unit Plan: Stage 1 & 2 (due)  
Reflection: Professional Standards |

**Module 3 - Stage 3 – Planning Learning Experiences and Instruction**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Module Description</th>
<th>LOs</th>
<th>Resources</th>
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</table>
| 9     | Effective Classroom Strategies | LO5, LO6, LO7, LO8, LO9, LO10, LO11 | 1. Chapter 1 in Marzano (10 pages)  
2. Chapter 11 & 12 in Jacobs (24 pages)  
3. Readings in Marzano as assigned for the forum JigSaw  
4. Attachment in the Forum on specific procedures, expectations for the JigSaw  
<p>|       |                   |     | Forum 10: Instructional Strategies |</p>
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<th>Wk</th>
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<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
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</table>
| 10 | Checks for Understanding         | LO5, LO6, LO7, LO8, LO9, LO10, LO11 | 1. Chapters 9 & 10 in Wiggins & McTighe (63 pages)  
2. HO- APUS School of Education Long-Form Daily Lesson Plan Template and Rubric Assignment due in Week 12.  
Assignment: Submission of DRAFT Lesson Plan |
| 11 | Planning for Teaching and Reflection | LO5, LO6, LO7, LO8, LO9, LO10, LO11 | 1. Chapters 11, 12 & 13 in Marzano (36 pages)  
Reflection: Professional Standards |
| 12 | STAGE 3                          | LO5, LO6, LO7, LO8, LO9, LO10, LO11 | 1. Chapter 11 Wiggins & McTighe (20 pages)  
Unit Plan: FINAL (Stage 1, 2, and 3)  
Lesson Plan: APUS Long-form Daily Lesson Plan Artifact |
<table>
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<tr>
<th>Module 4 – Putting it all together – Thematic Units</th>
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</table>
| **13 Getting Started** | 1. Afterword & Appendix from Wiggins & McTighe (10 pages)  
2. Article on ELL’s: **ELL's**  
3. Article on Differentiation: [Differentiation](#)  
4. Article on Special Education: [Introduction](#)  
5. Article on Special Education: [Legal Rights](#)  
| **14 Thematic Units** | 1. Article on Digital Divide: [Digital Generation](#) (5parts)  
2. Article on Digital Divide: [access-inclusion](#)  
3. Article on Digital Divide: [mary-beth-hertz](#) | Forum 15: Does the Digital Divide exist?  
Final Project: Assigned |
| **15 Collaboration – Professional Practice** | None Assigned | Forum 16: Collaboration  
Final Project: Turn in the final project to the assignments section and post to Forum 17. |
| **16 Sharing, Feedback and Reflection** | None Assigned | Forum 17: Sharing of Final Project and Feedback  
Reflection: Professional Standards |

Please see the Student Handbook to reference all University policies. Some specific policies that many students are interested in are:
Writing Expectations

This is a graduate level teacher preparation course. All teacher candidates are expected to turn in written work that is clear, concise, and with a minimum of spelling and grammatical errors. Proof reading is expected.

Citation and Reference Style

Attention Please: Students will follow APA as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited above. (APA)

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

• Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a
variety of color-coding or other visual effects will not translate in your e-mail messages.

- Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-) , :) , .

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- Charles Town Library and Inter Library Loan: The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- Electronic Books: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- Electronic Journals: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- Tutor.com: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.


The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by
department name, or navigate by school.
• Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

**Turnitin.com**

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code.