

2019

Educators in Industry Course



SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

*Office of Career and
Technology Education*

MEMORANDUM

TO: 2019 Educators in Industry (EII) Course Participants

FROM: Steve Senf, Education Associate
Office of Educator Services

DATE: March 1, 2019

RE: Educators in Industry Course Work

Congratulations on your decision to participate in one of two *Educators in Industry* courses offered at the 2018 Education and Business Summit (EBS). These courses enable you to participate in professional development that is hands-on with real world applications.

There is a required orientation for all participants of The Educators in Industry Courses on Monday, June 24, 12:00-1:00. During Monday's orientation, course materials will be reviewed to establish consistent reporting, documentation efforts, next steps for submission, and course credit. Questions will be addressed concerning these materials and the reporting deadline..

The Educators in Industry Courses **must** be taken in this order:

1. Educators in Industry
2. Educators in Industry Advanced

Finally, the application and appropriateness of any of these courses relative to your personal teaching credential and your Personal Professional Development Plan are matters between you and your school/district certificate renewal coordinator. Additionally, all necessary guidelines associated with the Division of School Effectiveness, Office of Educator Services must be considered as you make professional development decisions. Your decision to participate in one of these courses should be based on your school-/district-approved Personal Professional Development Plan. The Office of Career and Technology Education cannot make decisions regarding the appropriateness of these courses relative to certificate renewal in your content area(s) or which area (general or content specific) the course will satisfy. Please secure this information prior to beginning course work.

I look forward to seeing you at the EBS on June 24, 2019!

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EDUCATORS IN INDUSTRY CERTIFICATE RENEWAL

By checking the certificate renewal box on the registration form, you are indicating that you plan to register for certificate renewal credit through the State Department of Education. There is no cost involved in taking the certificate renewal credit course. A course syllabus for the course you select and documentation forms will be sent to you upon receipt of your appropriately marked registration form. You should retain all forms and review them carefully prior to arriving at the Education and Business Summit (EBS). A significant amount of your course work will be completed or developed as you attend the EBS sessions, including the initial **Educators in Industry (EII) Orientation session and EII Professional Learning Community** at the end of the EBS. Listed below are the academic course requirements for certificate renewal.

All course assignments are due no later than Friday, November 8, 2019. It is preferred that you e-mail all course materials to ssenf@ed.sc.gov; however, please include **ALL** submission requirements in **ONE** consolidated e-mail message. Partial submissions will not be accepted. You may elect to mail your materials to Steve Senf, Office of Educator Services, 8301 Parklane Rd, Columbia, South Carolina 29223. **Course materials will NOT be accepted after the November 8 deadline.**

It is important to remember that final acceptance and categorization of this course, relative to the renewal of your certificate, should be determined in conjunction with a review of your Personal Professional Development Plan and your district's/school's recertification coordinator.

EDUCATORS IN INDUSTRY COURSE REQUIREMENTS

READ a book from a given list on career and technical education (CTE), classroom management, or pedagogy. Complete a book analysis assignment. If you prefer to read a different book, please provide the name and ISBN to ssenf@ed.sc.gov for approval consideration. Include a brief synopsis of the book. The reading requirement is a component of **all** Educators in Industry courses.

DOCUMENT This requirement is a component of **all** Educators in Industry courses. Document twenty-one (21) hours of **site visits** to businesses and industries including data related to education and skill requirements for the jobs assessed during the visits. This requirement is a component of **all** courses. Documentation forms will be provided as part of the course materials.

ATTEND the EII Orientation, all general sessions of EBS, the EII Professional Learning Community session, as well as a session during each of the EBS programming segments. This requirement is a component of **all** Educators in Industry courses.

WRITE a one- to two-hundred-word summary of **each general session**. Select seven (7) **EBS sessions in addition to** the general sessions and write a reaction/application paper for **each** of the sessions you choose. All written work should be typed double-spaced. The summaries of the general sessions may be typed consecutively under session headings on one or two sheets of paper. The additional seven (7) sessions that you choose should include an overview of the session you attended, plus **two specific ways** you have or will implement the content into your classroom or professional life. Provide a one page reflection of your time spent in business/industry and its impact on your students. Total written requirements for this course component will be three general session summaries, seven session implementation ideas, and one reflection of time spent in business/industry, plus the documentation pages. These requirements are components of all Educators in Industry courses. Individuals taking Educators in Industry Advanced have an additional one thousand (1000)-word essay requirement that is detailed in the course materials.

SELECT business/industry sites in your area and arrange to visit the facilities. Gather information regarding the education and skill requirements for jobs represented on your tours. This requirement is a component of all the Educators in Industry courses.

APPLY what you have learned in the course by incorporating the knowledge and information into your instructional strategies and activities. You will submit a **model lesson outline** demonstrating the planning for such instruction. This is a requirement for all Educators in Industry courses.

EDUCATORS IN INDUSTRY COURSE DOCUMENTATION

Validation Checklist (to be completed by Steve Senf)

Date Materials Received: ___/___/___ Validated by: _____
Appropriate items are checked and items missing are marked “not available” (NA).

1. ___ EII ___ EII Advanced

Required for All Courses

- ___ Certificate Renewal Credit Verification Form (1)
- ___ Book Analysis Application Questions (1)
- ___ School District Supervisor Assessment Form (1)
- ___ Lesson Plan (1)
- ___ Educators in Industry Course Evaluation (1)
- ___ Seven (7) EBS Concurrent Session Summaries/Implementation Plans (7)
- ___ Three (3) EBS General Session Summaries (3)

Required for EII and EII Advanced

- ___ Business/Industry Site Visitation Form (1 minimum/as many as needed)
- ___ Reflection of Business/Industry Visitations (1)

Required for EII Advanced Only

- ___ One Thousand-Word Essay (1)

2. ___ The participant provided all materials required for course assessment.
___ The participant failed to provide all materials required for course assessment as noted above.
3. ___ The appropriate verification letter was sent to the participant on ___/___/___.

CERTIFICATE RENEWAL CREDIT VERIFICATION FORM

Name _____ SS# _____

Address (Home) _____

Address (Work) _____

Phone Number (Home) _____ Work _____

Certificate # _____

I am enrolled in:

- Educators in Industry
 Educators in Industry-Advanced

I am completing the SC Education and Business Summit course, which will be applied to my certificate for three (3) hours of credit in: (Please check **one** of the following. If you check **content**, you **must** circle the appropriate area.)

1. _____ General – Nature of Teaching/Learning for all areas

OR

2. _____ Content; applies to:

(CIRCLE ONE)

English, Math, or Secondary Science Areas

All Career Areas (Specify Area _____)

Guidance, Administration, Special Education

This form must be completed and submitted with all other required documentation. All summaries, reaction papers, essays, and/or program development documents must be clipped together and emailed (ssenf@ed.sc.gov) or mailed by November 8, 2019, to:

Steve Senf

Office of Educator Services

8301 Parklane Rd.

Columbia, SC 29223

BOOK ANALYSIS APPLICATION QUESTIONS

Please document required reading by thoroughly answering all of the following application questions.

1. Summarize the key points of the book. Describe its relevance to your everyday role in the classroom.

What ideas do you have to help you:

(Select 6 of the following 10 questions in this section)

2. Connect to the students in your classroom?
3. Stay on top of technology trends?
4. Improve relationships with parents/guardians of your students?
5. Include all students in learning?
6. Find needed resources (money, supplies, etc.) to better serve students?
7. Become more knowledgeable in your content area?
8. Move past the hardships of the daily challenges to impact students?
9. Build relationships with other professionals in education?
10. Connect with industry professionals in your career field to serve your students?
11. Involve students in their learning through extra- or co-curricular activities?

Next steps.

12. What is the first idea that you will implement? Formulate a plan of action for implementation of this idea.

Name of the Selected Book

Author of the Selected Book

Signature of Applicant

Licensure Number

Date

SCHOOL DISTRICT SUPERVISOR ASSESSMENT FORM

Educators in Industry
 Educators in Industry Advanced

Note: The course participant will schedule a date, time, and location for this assessment and will provide the appropriate document(s) for your review prior to the assessment meeting.

As the immediate supervisor of _____, I am providing an
Course Participant
assessment of his or her model lesson plan or board presentation outline as noted below.

Check supervisor status:

Superintendent Assistant Superintendent
 Principal Assistant Principal
 Other: (Please specify the position.) _____

Please check all items that you feel characterize the document under review. Your comments are optional.

Model Lesson Plan

Content Identified
 Relevancy of Subject Matter Specified
 Age-appropriate Content
 Relevancy of the Program to State and/or District/School Initiatives Identified
 Key Business Partners Identified
 Objective Specified
 Instructional Activities Involve All Learners
 Learner Outcomes Identified
 Teaching Strategies Varied
 Date Lesson Was/Will Be Taught ___/___/___

Comments: _____

Supervisor's Signature: _____ Date: ___/___/___

Participant's Signature: _____ Date: ___/___/___

RETURN THIS DOCUMENT WITH COURSE MATERIALS.

EDUCATORS IN INDUSTRY MODEL LESSON PLAN OUTLINE

___ **Educators in Industry**

___ **Educators in Industry Advanced**

Your model lesson plan for the course that you have indicated above should include, **at a minimum**, the components detailed below. Additional information may be included in your model lesson plan components as you feel appropriate and in order to convey the scope and sequence of the lesson. **Every effort should be made to develop a lesson that could be appropriately replicated to provide instruction that is relevant to the future workforce.**

Lesson Presentation Date ____/____/____

1) Identify the specific state curriculum standard(s) supported by the instruction.

a) Standard:

b) Standard:

2) Identify the specific objectives/learner outcomes that you expect as a result of the instruction.

a) Objective/Learner Outcome:

b) Objective/Learner Outcome:

3) Describe the learning activities that support the Objective(s)

a)

b)

c)

d)

4) Materials/Resources Required to Support Instruction

a) Materials:

1.

2.

3.

4.

5.

b) Equipment/Technology Required to Support Instruction

- 1.
- 2.
- 3.
- 4.
- 5.

c) Equipment:

- 1.
- 2.
- 3.
- 4.
- 5.

d) How will you assess learners following this instruction?

e) Assessment Strategies:

- 5) How does your instruction support applied academic/contextual teaching and learning methodology? Give specific examples of the techniques used in your instructional strategies that directly involve the learner in support of applied academic instruction.**

 - 6) How will you use the information delivered in this lesson to support your school's career guidance and counseling efforts, especially as it relates to the 2005 South Carolina Education and Economic Development Act?**

 - 7) In providing closure to your instruction relative to this particular lesson, what comments will you share with students regarding the relevancy of the content to their career decision making?**
-

EDUCATORS IN INDUSTRY COURSE EVALUATION

Educators in Industry

Educators in Industry Advanced

Your assessment of this course, its requirements, and your experiences are important to course planning and refinement associated with the Educators in Industry endeavor and will be used in order to improve the quality of the professional development rendered via the Educators in Industry courses. Please be candid and feel free to offer suggestions as indicated. THIS FORM MUST BE RETURNED WITH ALL OTHER COURSE MATERIALS.

1. Please rank, in order of significance to you, the course experiences. The number one (1) should indicate the most important experience with all other items following in descending numerical order.

<input type="checkbox"/> Attending EII Orientation	<input type="checkbox"/> Hearing Keynote Presentations
<input type="checkbox"/> Reading Selections	<input type="checkbox"/> Model Lesson Plan
<input type="checkbox"/> Business and Industry Tours	<input type="checkbox"/> Attending Summit Sessions
<input type="checkbox"/> Attending the EII Debrief	<input type="checkbox"/> Written Assignments
<input type="checkbox"/> Supervisor Assessment Meeting	

2. Briefly comment on your number one (#1) experience as noted above. Why?
3. Briefly comment on your least enjoyable experience as noted above. Why?
4. Mark the one reason that best identifies why you took the course.

To Earn Re-certification Credit

Part of My Professional Development Plan

Recommended by a Peer

Other (Please specify)

5. Cite at least two examples of how this course has enabled you to improve the effectiveness of your instruction.
6. Cite at least two examples of how you are using what you learned to enhance student learning.

BUSINESS/INDUSTRY SITE VISITATION FORM

Select one or more business/industry site(s) in your area to arrange a tour of the facility(ies). Gather information regarding the education and skill requirements for jobs in each facility and document below as appropriate. **(All Educators in Industry courses require 21 site visit hours.)**

Name _____ Licensure Number _____

Name of Business/Industry _____

Date Visited _____

Number of Hours _____

Signature of Applicant _____

Signature of Business/Industry Representative _____

Name of Business/Industry _____

Date Visited _____

Number of Hours _____

Signature of Applicant _____

Signature of Business/Industry Representative _____

Name of Business/Industry _____

Date Visited _____

Number of Hours _____

Signature of Applicant _____

Signature of Business/Industry Representative _____

BUSINESS/INDUSTRY SITE VISITATION FORM

Select one or more business/industry site(s) in your area to arrange a tour of the facility(ies). Gather information regarding the education and skill requirements for jobs in each facility and document below as appropriate. (**All Educators in Industry courses 21 site visit hours.**)

Name _____ Licensure Number _____

Name of Business/Industry _____

Date Visited _____

Number of Hours _____

Signature of Applicant _____

Signature of Business/Industry Representative _____

Name of Business/Industry _____

Date Visited _____

Number of Hours _____

Signature of Applicant _____

Signature of Business/Industry Representative _____

Name of Business/Industry _____

Date Visited _____

Number of Hours _____

Signature of Applicant _____

Signature of Business/Industry Representative _____

EDUCATORS IN INDUSTRY OUTLINE

➤ **Descriptive Information**

The Education and Business Summit will provide presentations and discussions related to career and technology education (CTE) and academic instruction in South Carolina. Special topics will include Impact of work-based learning (WBL) Transition, Trends and Issues, Research, Planning, Program Development, Use of Technology in Classrooms, Business/Education Partnerships, and Business Expectations. Academic rigor and relevance will be addressed in numerous presentations.

- ❖ Three (3) hours of certificate renewal credit
- ❖ Prerequisite – none
- ❖ Personnel involved in administering, teaching, or counseling in CTE and WBL programs
- ❖ Instructor of Record: Rachel Rutledge

➤ **Statement of Goals and Objectives**

- **Goal** – To provide relevant instructional information to teachers, administrators, and coordinators to enable them to develop, implement, and assess CTE programs in South Carolina. Particular emphasis will be placed on the use of methodology, real-world application, the use of technology, the implementation of CTE in the classroom setting as it applies to WBL Transition, and Business/Education Partnerships.

➤ **Objectives: Students will:**

- ❖ Demonstrate the knowledge necessary to use applied techniques and skills to instruct students in the CTE curriculum;
- ❖ Identify alternative instructional strategies and materials which are appropriate for CTE instruction and design methods for incorporating these materials;
- ❖ Develop reaction papers to seven (7) of the conference sessions, and develop 100 – 200 word summaries of three keynote presentations
- ❖ Visit business/industry sites and write a summary of each visit; and
- ❖ Complete a course evaluation document.

➤ **Texts and Readings**

Articles from Business/Industry Bibliography
Related Content Specific Articles

- **Academic Course Requirements** (All course assignments are due no later than November 8, 2019. Information will not be accepted after this date.)
- ❖ Read a book from a given list on CTE and WBL Transition.
 - ❖ Attendance: Attend all general sessions and one workshop during each time slot each day of the Education and Business Summit.
 - ❖ Select seven (7) conference workshop sessions and write reaction papers to each (total of seven pages). Pages must be typed double-spaced. Write a fifty- to one hundred-word summary of each of the Summit general sessions. *The seven (7) reaction papers should not exceed seven (7) typewritten pages. If additional pages are submitted, the requirement will be disqualified. The summaries of the general sessions may be written consecutively under headings on one or two sheets of paper.*
 - ❖ Business/Industry Site Visit(s): Select business/industry sites in your area to arrange tours of the facilities. Gather information regarding the education and skill requirements for jobs in those facilities. Write a reflection of your visits.
 - ❖ Develop a model lesson plan to support how you will incorporate the knowledge gained in the course into your instruction.

➤ **Calendar**

All students seeking certificate renewal credit will:

1. Document reading through an application assignment;
2. Write seven (7) reaction papers;
3. Write a summary for each general session;
4. Document twenty-one (21) hours of business/industry site visits and write a reflection of the visits; and
5. Develop a model lesson plan.

Items one through five (1-5) should be submitted on or before November 9, 2018. Course work received after November 9, 2018, will result in no course credit being awarded.

➤ **Mail or email completed assignments to:**

ssenf@ed.sc.gov

or

Steve Senf
Office of Educator Services
8301 Parklane Rd.
Columbia, South Carolina 29223

EDUCATORS IN INDUSTRY ADVANCED OUTLINE

➤ **Descriptive Information**

The Education and Business Summit will provide presentations and discussions related to career and technology education (CTE) and academic instruction in South Carolina. Special topics will include Impact of work-based learning (WBL) Transition, Trends and Issues, Research, Planning, Program Development, Use of Technology in Classrooms, Business/Education Partnerships, and Business Expectations. Academic rigor and relevance will be addressed in numerous presentations.

- ❖ Three (3) hours certificate renewal credit.
- ❖ Prerequisite – Educators in Industry
- ❖ Personnel involved in administering, teaching, or counseling in CTE and WBL programs
- ❖ Instructor of Record: Rachel Rutledge

➤ **Statement of Goals and Objectives**

- **Goal** – To provide relevant instructional information to teachers, administrators, and coordinators to enable them to develop, implement, and assess CTE programs in South Carolina. Particular emphasis will be placed on the use of methodology, real-world application, the use of technology, the implementation of CTE in the classroom setting as it applies to WBL Transition, and Business/Education Partnerships.

➤ **Objectives: Students will:**

- ❖ Demonstrate the knowledge necessary to use applied techniques and skills to instruct students in the CTE curriculum;
- ❖ Identify alternative instructional strategies and materials which are appropriate for CTE instruction, and design methods for incorporating these materials;
- ❖ Develop reaction papers to seven (7) of the conference sessions and three keynote speakers; and
- ❖ Visit business/industry sites and write a reflection of the visits.
- ❖ Complete a course evaluation document.

➤ **Texts and Readings**

Articles from Business/Industry Bibliography
Related Content Specific Articles

- **Academic Course Requirements** (All course assignments are due no later than November 8, 2019. Information will not be accepted after this date.)
 - ❖ Read a book from a given list on CTE and WBL Transition.
 - ❖ Attendance: Attend all general sessions and one workshop during each time slot each day of the Education and Business Summit.
 - ❖ Select seven (7) conference sessions and write reaction papers to each (total of seven pages). Pages should be typed double-spaced. Write a fifty- to one hundred-word summary for each of the Summit general sessions. *The seven (7) reaction papers should not exceed seven (7) typewritten pages. If additional pages are submitted, the requirement will be disqualified.*
 - ❖ Write a 1000-word analysis of the “Business Relationships” theme as it relates to the materials you have read and knowledge gained from your experiences in the Educators in Industry course and this advanced course. Your analysis should consist of a one-page cover sheet, the analysis, and a bibliography. Your paper should provide, at a minimum, three (3) footnotes from works cited. **Note:** Use APA publication format in preparing your paper. Please use 12-point type and double-space your work.
 - ❖ Business/Industry Site Visit(s)
Select business/industry sites in your area and arrange to tour the facilities. Gather information regarding the education and skill requirements for jobs in those facilities. Write a reflection of your visits.

➤ **Calendar**

All students seeking certificate renewal credit will:

1. Document reading through an application assignment;
2. Write seven (7) reaction papers;
3. Write a summary for each general session;
4. Document twenty-one (21) hours of business/industry site visits and reaction to the visits.
5. Write a 1000-word analysis of the “Business Relationships”; and
6. Develop a model lesson plan.

Items one through six (1-6) should be submitted on or before November 9, 2018. Course work received after November 9, 2018, will result in no course credit being awarded.

➤ **Mail or email completed assignments to:**

ssenf@ed.sc.gov

or

Steve Senf
Office of Educator Services

8301 Parklane Rd.
Columbia, South Carolina 29223

READING LIST FOR EDUCATORS IN INDUSTRY COURSES

1. **Mindset: The New Psychology of Success**
by Carol S. Dweck
2. **Teach Like a PIRATE: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator**
by Dave Burgess
3. **The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life, 10th Anniversary Edition**
by Parker J. Palmer
4. **Drive: The Surprising Truth About What Motivates Us**
by Daniel H. Pink
5. **The End of Molasses Classes: Getting Our Kids Unstuck--101 Extraordinary Solutions for Parents and Teachers**
by Ron Clark
6. **Creating Innovators: The Making of Young People Who Will Change the World**
by Tony Wagner
7. **The First Days of School: How to Be an Effective Teacher**
by Harry K. Wong
8. **What Great Teachers Do Differently: 17 Things That Matter Most**
by Todd Whitaker
9. **Make It Stick: The Science of Successful Learning**
by Peter C. Brown
10. **Other People's Children**
by Lisa Delpit
11. **FOCUS: Elevating the Essentials to Radically Improve Student Learning**
by Mike Schmoker

12. Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning
by Mike Schmoker

EDUCATORS IN INDUSTRY REFERENCES

The works in this section provide a general overview of career and technical education. They are a starting point for your research; however, they are not complete. Please format any materials you find in APA format.

Clarke, Linda, and Christopher Winch, eds. 2007. *Career education: International approaches, developments, and systems*. London: Routledge.

Gordon, Howard R. D. 2008. *The history and growth of career and technical education in America*. 3d ed. Long Grove, IL: Waveland.

Gray, Kenneth C., and Edwin Herr. 1998. *Workforce education: The basics*. Needham, MA: Allyn and Bacon.

Maclean, Rupert, and David N. Wilson, eds. 2009. *International handbook of education for the changing world of work*. Vols. 1–6. New York: Springer.

Prosser, Charles A., and T. H. Quigley. 1949. *Career education in a democracy*. Chicago: American Technical Society.

Rauner, Felix, and Rupert Maclean, eds. 2009. *Handbook of technical and career education and training research*. New York: Springer.

Scott, John, and Michelle Sarkees-Wircenski. 2008. *Overview of career and technical education*. 4th ed. Chicago: American Technical.

Venn, Grant. 1964. *Man, education, and work: Postsecondary career and technical education*. Washington, DC: American Council on Education.

APA-STYLE REFERENCES

Please list textbooks and recommended readings in APA style on your syllabus.

General Guidelines

- Use double-spaced hanging indents for references. For a hanging indent, place the first line at the left margin; indent subsequent lines one-half inch.
- Place elements of an entry in the following order: (1) author's last name, first initial (s); (2) year of publication; (3) title of book, in italics; (4) place of publication, followed by name of publisher.
- End each element with a period.

1. Author/Editor Element

- Type last name only, followed by initial(s). Do not use first names or titles.
- If no author or editor is provided, move the title into the author position and retain title formatting. Use the term anonymous only when the source uses the term.
- If book is edited and has no author, place the editor(s) name(s) in the author's position and follow it by Ed(s). in parentheses: Donovan, T. R., & McClelland, B. W. (Eds.).
- If the book has both author and editor, list the editor's name after the title, initials first: B. Stay (Ed.).
- If the book has more than six authors, type et al. (not italicized) after the sixth:
- If the author is an organization, do not abbreviate any part of the organization's name.

2. Publications Date Element

- Place year of publication in parentheses, followed by a period
- If no date is provided, use the abbreviation n.d. in parentheses: (n.d.).

3. Title Element

- Italicize book titles.
- Capitalize only the first word, the first word after a colon (indicating a subtitle), and proper nouns: *Uncommon sense: Theoretical practice in language education*. If an edition number exists, place it in parentheses after the title.
- Use a numeral, not a word, for the ordinal number. Do not capitalize the abbreviation for edition (to distinguish it from the abbreviation for editor). Place the period after the parenthesis to end the element: *On writing well: An informal guide to writing nonfiction* (4th ed.).

4. Publication Element

- For books, the publication, information consists of city and state (or country) of publication and the publishers name. Punctuation is important to keep components clear: Upper Saddle River, NJ: Prentice Hall. Use the use the two-digit US Postal Service codes for state abbreviations, and spell out country names.
- Do not include superfluous words such as Co., Inc., or Publisher in the publisher's name.
- If the author and publisher are the same, use the word Author in place of publisher name:
 - American Psychological Association. (2001). *Publication manual of the American Psychological Association*.