



K20
L E A R N

LEARN Style Guide

Last Updated: Dec. 21, 2018

Edit History

<i>Added "they/them/their" as acceptable gender-neutral, singular use</i> <i>Added Goal section</i> <i>Removed Editing Goals section and moved text to new Goal section</i> <i>Updated sections with correct numbering (since a section was removed)</i> <i>Updated block quotes standards and changed paragraph font to 11, which is what we have been using</i>	<i>Schlasner</i>	<i>7/18/2017</i>
<i>Added a section on strategy card structure and wording</i>	<i>Schlasner</i>	<i>7/19/2017</i>
<i>Added LEARN-specific numbers note to Quicksheet</i>	<i>Schlasner</i>	<i>8/11/2017</i>
<i>Added Managing Attachments and References section</i>	<i>Kuehn</i>	<i>9/12/2018</i>

Edit History

GOALS (Read First)

Writers

Graphic Designers

Editors

1. Writers

1.1 Writing Style

1.2 Attachments

1.2.1 PowerPoint Template

1.2.2 Frequently-Used Attachments

1.2.3 Attachment Template

1.2.3.1. Name and Date Fields for Students

1.2.4 Javits Templates

1.3 Attribution

1.3.1 Reference vs. Source

1.3.2 Where To Add References

1.3.3 Reference Examples (APA Style)

1.3.3.1 Book

1.3.3.2 Journal Article

1.3.3.3 Webpage

1.3.3.4 Video

1.3.3.5 Image

1.3.3.6 K20 Game

1.3.3.7 K20 Strategy

2. Graphic Designers

2.1. Colors

2.2. Fonts

2.3. Special Cases

2.3.1. Footer

2.3.2. Table

[2.3.2.1. Standard table.](#)

[2.3.2.2. Writable table.](#)

[1.3.2.3. Instructional strategy table.](#)

[2.3.3. Name and Date Fields for Students](#)

[2.3.4. PowerPoints](#)

[2.4. Attachment Rules](#)

[3. Editors](#)

[3.1. General Editing Guidelines and Resources](#)

[3.1.1. Resources for General LEARN Editing](#)

[3.2. Use of Language](#)

[3.2.1. Steps should be given in order, and relevant information should be given in a timely manner.](#)

[3.2.2. When referring to what the instructor should do, use the word "should" rather than "will,"](#)

[3.2.3. When talking about what participants will do, the statement is definite.](#)

[3.2.4. Give instructions in present tense.](#)

[3.2.5. Ensure subject-verb-object agreement with gender-neutral pronouns as much as possible. Use of the singular "they/them/their" is allowed on LEARN.](#)

[3.3. LEARN-Specific Rules](#)

[3.3.1. Quotation Marks](#)

[3.3.2. Hyphens and Em Dashes](#)

[3.3.3. Capitalization](#)

[3.3.4. Miscellaneous Punctuation](#)

[3.3.4.1. Hashtags/number signs](#)

[3.3.4.2. Comma issues](#)

[3.4. Editing Quicksheet](#)

[Numbers](#)

[Video games / software](#)

[Citing full websites](#)

[i.e. vs. e.g.](#)

[Notes and in-text citation](#)

[Capitalization rules](#)

[Teacher-speak](#)

[4. Copyright](#)

[4.1 Types of Copyright](#)

[4.1.1 Fair Use](#)

[4.1.2 Creative Commons](#)

[Attribution \(CC BY\)](#)

[Attribution-ShareAlike \(CC BY-SA\)](#)

[Attribution-NoDerivs \(CC BY-ND\)](#)

[Attribution-NonCommercial \(CC BY-NC\)](#)

[Attribution-NonCommercial-ShareAlike \(CC BY-NC-SA\)](#)

[Attribution-NonCommercial-NoDerivs \(CC BY-NC-ND\)](#)

[4.1.3 Public Domain](#)

[4.1.4 Sites That Should Never Be Cited](#)

[4.1.5 Common Sites and Their Copyrights](#)

[4.2 Managing Resources and Attachments](#)

[4.2.1. Publicly viewable attachments](#)

[4.2.2. Linked resources](#)

[4.2.3. Restricted access attachments](#)

[5. Product-Specific Considerations](#)

[5.1 Lessons](#)

[5.2 Strategy Cards](#)

[5.2.1 Guidelines for Strategy Cards](#)

[5.2.1.1 Front summary](#)

[5.2.1.2 Back summary](#)

[5.2.1.3 Procedure](#)

[5.2.1.4 Student PowerPoint Slide](#)

[5.3 Activities](#)

[5.4 Courses](#)

[References](#)

GOALS (Read First)

The ultimate goal of this style guide is to inform. Sections 1-3 contain the most pertinent information for LEARN writers, graphic designers, and editors, and sections 4-5 follow with discussions of copyright considerations and product-specific considerations. We recommend that those in a given role fully understand the information specific to that role but also be aware of the information available throughout the guide and use it as a reference when needed.

The style guide should be the first point of reference for any LEARN editorial or formatting questions. The APA Publication Manual, Sixth Edition (<https://www.apastyle.org/>) and the Merriam-Webster online dictionary (<https://www.merriam-webster.com/>) should be considered secondary references.

Writers

In this style guide, “writers” refers to anyone who creates content in LEARN. The goals for writers who use this style guide are:

- Use appropriate language in writing to create a clean, consistent K20 voice across all products.
- Use standard templates, branding, and formatting for attachments.
- Be aware of and follow copyright rules.
- Cite and attribute any and all outside sources.

Artists

The goals for artists who use this style guide are:

- Apply consistent branding, fonts, colors, etc. across all deliverables within LEARN.
- Understand specific features and limitations related to the LEARN editing interface and how they influence design decisions.
- Contribute new design guidelines that will further enhance the look, quality, and consistency of LEARN deliverables.

Editors

The goals for editors who use this style guide are:

- Create a consistent, clear K20 voice that can be heard throughout all LEARN content while still upholding the influences and intentions of the original writers.
- Understand the LEARN editing interface and its specific structures and limitations that influence the way content is structured.

- Contribute new style guide submissions that will further enhance the quality and consistency of LEARN deliverables.

1. Writers

1.1 Writing Style

Within the lesson/activity narrative, write directly to the teacher or facilitator, as if you are having a conversation. Use “you” (or an implied “you”) and not “the teacher.”

Correct: Ask students what they learned.

Incorrect: The teacher will ask students what they learned.

1.2 Attachments

1.2.1 PowerPoint Template

Many LEARN lessons and activities include an associated PowerPoint presentation.

The latest PowerPoint template can be found in the [K20 LEARN > Templates](#) folder. We encourage you to [install this template on your computer](#) so that it is available whenever you create a PowerPoint.

Whenever you include a PowerPoint with your lesson or activity, ensure that the PowerPoint contents match the order given in the lesson/activity (assuming that it is referred to in the lesson/activity). Orient lesson readers by including references in the format, “refer to slide x.” For conciseness and because some presentations are built in other applications, like Google Slides, don’t use the word PowerPoint in your reference.

1.2.2 Frequently Used Attachments

A library of templates and ready-to-use attachments, such as I Notice, I Wonder t-charts, is available for you to add to your lessons and activities. These attachments can be found in the [K20 LEARN > Frequently Used Attachments](#) folder. Simply locate the attachment that you need, update the footer text with your lesson name (either directly or by updating the “Title” document property), and make any additional adjustments as-needed.

If a new template is needed, the lesson or activity writer can create it and request review from the editor and graphic designer, or the writer can request that the editor or graphic designer create it.

Current editor: Elizabeth Kuehn, ek@ou.edu

Current graphic designer: Shayna Pond, spond@ou.edu

1.2.3 Attachment Template

For document files that you attach to your lessons, use the Word templates in the [K20 LEARN > Templates](#) folder. Both vertical and horizontal templates are available.

These templates include sample headers, tables, images, etc. and illustrate the recommended layout for you to use.

1.2.3.1. Name and Date Fields for Students

Many lesson attachments require name/date blanks for students to fill in. If that is the case with a handout, label the fields Name: and Date: in paragraph style and make the blanks with the keyboard underscore marks. Though it is not the absolute cleanest way to do this, it is the easiest. Be sure to separate the fields with two tabs. For example:

Name: _____ Date: _____

1.2.4 Javits Templates

Javits lessons have their own unique branding. PowerPoint and Word templates are available in the [K20 LEARN > Javits Templates](#) folder.

1.3 Attribution

All materials (books, articles, videos, images, etc.) that you use as a source for or a resource within your lesson must be cited. All references should be provided in APA (Sixth Edition) format.

If you plan to use an outside work in its entirety (or a substantial amount of a work), IT IS ESSENTIAL for you to ensure that you have the legal right or the author's permission to do so. Refer to section [4-Copyright](#) for a full discussion of considerations for publishing others' work in LEARN.

1.3.1 Reference vs. Source

Use the term "reference" when you have used an outside resource as an inspiration and remixed it for your lesson or attachment. Use the term "source" when you have used an image, a full work, or an excerpt.

1.3.2 Where To Add References

If you have used a resource within a particular attachment, add the reference within that document (preferably within a "References" section on the last page). If you have used/mentioned a resource within your lesson or activity text, add it to the Resources section within the LEARN template. It is generally not necessary to add the same reference both places.

1.3.3 Reference Examples (APA Style)

The examples below demonstrate APA guidelines for how to format references for various types of commonly used sources. Replace the text in red with the specific information for your source.

1.3.3.1 Book

Format: **LastName, FirstInitial. MiddleInitial. (Year). Book title. Location: Publisher.**

Example: Van Allsburg, C. (1981). Jumanji. Boston: Houghton Mifflin Harcourt.

1.3.3.2 Journal Article

Format: **LastName, A. A., LastName, B. B., & LastName, C. C. (Year). Title of article. Title of Periodical, Volume(Issue), pp-pp. doi:xx.xxxxxxxx**

Example: Legault, L., Green-Demers, I., & Pelletier, L. (2006). Why do high school students lack motivation in the classroom? Toward an understanding of academic amotivation and the role of social support. *Journal of Educational Psychology*, 98(3), 567-582.

doi:10.1037/0022-0663.98.3.567

1.3.3.3 Blog Post

Format: **LastName, A. A. (Year, Month Day). Post title [Web log post]. Retrieved from URL**

Example: Chong, L. (2018, Feb. 22). The value of digital learning [Web log post]. Retrieved from <https://www.biola.edu/blogs/studentlife/2018/the-value-of-digital-learning>

1.3.3.4 Video

Format: LastName, A. A. [ScreenName]. (Year, Month Day). Video name [Video file]. Retrieved from URL

Example: Anene, D. [The D-Rock SHO]. (2009, Dec. 2). Aristotle vs Plato [Video file]. Retrieved from https://youtu.be/DFQT-_X2bpk

1.3.3.5 Image

ALL images used within a lesson or activity must be referenced, regardless of their usage rights.

Format: LastName, A. A. (Year, Month Day). Image title [Online image]. Retrieved Month Day, Year from URL

Example: Barcellos Jr., P. (2006, Aug. 31). New York City at night [Online image]. Retrieved January 29, 2019 from https://commons.wikimedia.org/wiki/File:New_York_City_at_night_HDR.jpg

1.3.3.6 K20 Game

Format: K20 Center - University of Oklahoma. (Year). Name of Game [Computer software]. Norman, OK: The Board of Regents of the University of Oklahoma.

Example: K20 Center - University of Oklahoma. (2015a). The Detective: Bavaria [Computer software]. Norman, OK: The Board of Regents of the University of Oklahoma.

1.3.3.7 K20 Strategy

All K20 strategies that are employed within a lesson or activity should be included in the References list. A list of pre-configured references for many of these strategies, which you can

copy and paste into your lesson or activity, can be found [here](#). For strategies not available on this list, use the format below (and update the list to include the strategy for future reference).

Format: K20 Center. (n.d.) **Strategy name**. Strategies. Retrieved from **URL**

Example: K20 Center. (n.d.). Tug of war. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/b30762a7557ba0b391f207f4c600e440>

2. Artists




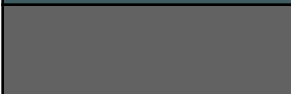
These guidelines are written to be guidelines and not the absolute law for designing LEARN handouts. There are many cases where it is good to bend the rules a little in order to best represent the functional intentions of the handout. For example, a Four Corners activity requires signs, and the writer has attached some to the lesson. If the signs followed style guidelines, the font on these signs would be 11 pt. and completely unreadable for their intended purpose. In such a case, it is preferable to have a much larger font.

The K20 Center branding and LEARN branding are two different things. LEARN branding is specifically intended for use in all LEARN attachments—curriculum, professional development (PD), and any other future uses of the LEARN site that have not been taken into account here.

This guide has little to no bearing on the appearance of the LEARN site itself, which uses a different style as determined by the back-end managers of the site.

2.1. Colors

Though some of the colors may seem similar to the University of Oklahoma's colors, they do not have the same RGB/CMYK/hex values.

	Text 1 R: 45 G: 45 B: 45 Hex: #5E5E5E
	Accent 1 R: 145 G: 13 B: 40 Hex: #910D28
	Accent 2 R: 62 G: 92 B: 97 Hex: #3E5C61
	Text 1, Lighter 25%

	R: 98 G: 98 B: 98 Hex: #626262
	Accent 3 R: 190 G: 215 B: 211 Hex: #BED7D3

2.2. Fonts

All LEARN attachments use the same fonts in the following ways in nearly every case. Some PowerPoints and a few other more creative attachments could use other fonts as long as they are utilized sparingly in a clean, well-executed manner.

TITLE	Calibri 14 pt Bold Text 1 12 pt after paragraph All Caps
Heading 1	Calibri 12 pt Bold Accent 1 10 pt before paragraph 6 pt after paragraph Title Case
<i>Heading 2</i>	Calibri 12 pt Italics Accent 1 10 pt before paragraph Title Case Note: These are rarely used.
<i>Heading 3.</i>	Calibri 11 pt Italics Accent 2 10 pt before paragraph Sentence case ending in a period (similar to APA-style format), in-line with text

	Note: These are rarely used
Paragraph	Calibri 11 pt Text 1 1.15 space between lines 6 pt after paragraphs
<u>Links</u>	Calibri 11 pt Underline Accent 1 1.15 space between lines 12 pt after paragraphs
Block Quotes	Calibri 11 pt Text 1, Lighter 25% .5" left indent .5" right indent 1.15 space between lines 6 pt before paragraph 6 pt after paragraph Note: Rarely used since most block quotes we use are full, public domain stories or articles
<i>Citations</i>	Calibri 9 pt Italics Accent 2 6 pt after paragraphs
<i>Captions / Cutlines (photos)</i>	Calibri 9 pt Italics Text 1, Lighter 25% 6 pt before paragraphs

The only deviation from this rule occurs in a table (see Tables), where across the top, the font is a bold calibri 12 in white and the vertical headers are in the Heading font.

2.3. Special Cases

2.3.1. Footer

In LEARN attachments, a LEARN footer with the title of the lesson is included on all printable attachments that were authored by the lesson/activity writer.

The footer image is included in the brand file.

The font is 11 pt, Calibri, all caps, and is in Color 1 from the Colors section.

2.3.2. Table

Tables can be some of the most difficult to format and do vary from time to time.

2.3.2.1. Standard table.

In the case of a standard table, where the top and one side contain category information relevant and necessary to understanding the table, it is formatted as below.

Table Titles and Column Headers are Capitalized as a Title Written in Calibri, 12 pt, Bold

Column Header Elements Can be Centered	Or Left Justified, Based on What Looks Best
Row headers can be title or sentence case, based on what works best for that particular table. They are in Heading font without the space before the paragraph. They can be Header 1 or paragraph style based on what looks best.	The cell margins are .08” on all four sides.
Borders are 1 pt and are in Accent 3 from the Colors chart. This is true across all tables.	Information typed into the table is in paragraph format (Calibri, 11 pt.) with no space before or after the paragraph. Line spacing is usually 1.15, like paragraph format, but may be changed to conserve space.

Note: For fit, the font size can be changed, but it needs to remain consistent. Column headers must all be the same size, not to exceed 12 pt; row headers must all be the same size, not to exceed 12 pt; and the text must all be the same size, not to exceed 11 pt. The font will remain Calibri in all instances. For example, if the table almost fits on one page, to create economy, the curriculum designer may change the font to 10 or 11 pt to force the table to fit on one page.

2.3.2.2. Writable table.

In some cases, the table will be intended for use as part of the activity or lesson and needs to have a light background in the column head for participants to fill in. In these cases, the following design is used.

Column Headers: Calibri, 12 pt, Bold, Text 1	
Everything else is the same as the regular table.	

1.3.2.3. Instructional strategy table.

Sometimes, a table must be formatted differently as part of an instructional strategy. In this case, check the [Frequently Used Attachments](#) folder to make sure there isn't an already a template available for use before attempting to make a handout from scratch.

2.3.3. Name and Date Fields for Students

Many lessons (though not typically activities) require name/date blanks for students to fill in. If that is the case with a handout, please write Name: and Date: in paragraph style and make the blanks with the keyboard underscore marks. Though it is not the absolute cleanest way to do this, it is the easiest. Be sure to separate the fields with two tabs. For example:

Name: _____ Date: _____

2.3.4. PowerPoints

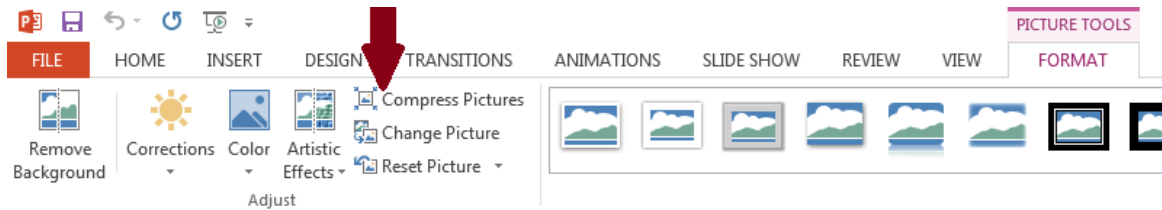
Some lessons contain PowerPoints, which have more lax guidelines as far as their formatting goes.

Font	Typically Calibri, like the other LEARN attachments, but other fonts can be used as long as they appear clean and make sense with the slide. Graphic design font rules are also not followed. Though it is preferable to have a PowerPoint stick to two fonts (one for all headers/titles and one sans-serif for paragraphs), this guideline is not strictly adhered to, allowing the lesson/activity writers have some creative direction with their presentations.
Design	All PowerPoints for LEARN lessons or activities should use the presentation template found in the Templates folder. Javits lessons should use the template found in the Javits Templates folder.
Contents	Quoted and otherwise copyrighted material included in a PowerPoint must be cited. There are two ways to cite this information. The citations for the material on the slide can be included at the bottom of the notes for that slide; or the citations can be attributed in in-text format at the bottom of the slide and an extra slide can be added to the presentation listing the full citation, like a reference page.

2.4. Attachment Rules

Attachments cannot exceed 10 MB. If a PowerPoint file is too large, some of the fastest ways to make the file smaller are to:

- a) Condense media files. This option can be found under File > Info on the main page.
- b) Condense images. Select any image in the PowerPoint, select Picture Tools Format, and then click Compress Pictures.



Example image from Microsoft Office PowerPoint 2013 interface

- c) Turn off all auto-saves and re-save the PowerPoint. Under File > Options > Save, clear the “Save Autorecover Information Every ___ Minutes” check box. Save your file again using another file name. In some cases, doing this could save about 20 MB of file space.

If the PowerPoint continues to be large, go to

http://www.pptfaq.com/FAQ00062_Why_are_my_PowerPoint_files_so_big-What_can_I_do_about_it-.htm for a troubleshooting guide.

If, after troubleshooting, the file remains too large, consider removing content to condense the file, removing extraneous items and finding shortcuts for media files.

3. Editors

In each lesson and activity on LEARN, an editor should strive to accomplish the following:

1. Help shape an informative lesson where steps are given explicitly in an easy-to-read format, restructuring the material as needed to achieve this goal.
2. Establish a clear, general voice across all lessons that is both authoritative enough to engender professional trust and casual enough to be approachable.
3. Ensure that all information presented is factual.
4. Ensure that fact claims are attributed to the correct sources.
5. Protect creative work by vetting all lessons for copyright issues and proper attribution on behalf of an educational research group that will be remixing and distributing this work under a brand (K20 Center).
6. Keep the writer involved as part of the revision process, whenever possible, clarifying thoughts and preserving the writer's intentions. Take content concerns to the writer, when they are not possible to fix easily and bring substantial changes to the writer's attention for verification.
7. Ensure that attached documents and any writer-created images, tables, and charts are professional-quality, clean and uncluttered, and can withstand a file transfer without losing their formatting.
8. Whenever it benefits the professionalism and readability of a document, guide rules can be bent, but the brand colors and footer must be present.
 - a. For example, a Four Corners activity requires signs, and the writer has attached some to the lesson. If the signs follow style guidelines, the font on these signs would be 11 pt. and completely unreadable for their intended purpose. In such a case, it is preferable to have a much larger font.

3.1. General Editing Guidelines and Resources

Editing and formatting for LEARN follows the most updated American Psychological Association (APA) style guide for overall, basic rules of grammar, punctuation, and formatting. For the most up-to-date rules and official interpretations of those APA guidelines (or to submit a question if something seems confusing), go to the APA style blog at <http://blog.apastyle.org/>.

3.1.1. Resources for General LEARN Editing

<http://my.ilstu.edu/~jkhahn/apastats.html> Reporting statistics in APA style

https://depts.washington.edu/psych/files/writing_center/stats.pdf	Reporting results of common statistical tests in APA format
http://www.quickanddirtytips.com/grammar-girl	Grammar Girl - A blog devoted to correcting grammar mistakes and clarifying confusing grammar rules
http://www.merriam-webster.com/	Merriam-Webster - Dictionary standard for spelling and hyphen checks
http://library.williams.edu/citing/styles/apa.php	APA Citation Style Guide, 6th ed. - Citations (in-text and in references)
http://libguides.gwumc.edu/c.php?g=27779&p=170369	APA Citation Style, 6th edition: Government Publication - How to cite government publications
http://blog.apastyle.org/apastyle/2013/02/writing-references-for-federal-statutes.html	Writing references for federal statutes

3.2. Use of Language

The following rules have been enacted regarding the wording of LEARN materials.

Note: For an example that uses language well according to these rules, refer to the [Blackout Poetry](#) lesson.

3.2.1. Steps should be given in order, and relevant information should be given in a timely manner.

Information that is immediately important to one of the steps of the lesson or activity should be disclosed during that step, not in a Teacher's Note later on.

Incorrect: "Have students use their handouts as a guide to exploring the website. Be sure to tell them that the photo captions on the website also contain information they might want to look at. Have them fill in the blanks on their handouts and turn them in when they're done.

Teacher's Note: The website is located at www.URL.com."

Correct: "Have students use their handouts as a guide to exploring www.URL.com. Be sure to tell them that the photo captions on the website also contain information they might want to look at. Have them fill in the blanks on their handouts and turn them in when they're done."

3.2.2. When referring to what the instructor should do, use the word "should" rather than "will," otherwise we're ordering the reader around. Because every instructor can change things to fit their own style and class, "should" is just more correct in general.

3.2.3. When talking about what participants will do, the statement is definite.

Participants "do this" or "will do this." The exception to this rule is when giving an alternative procedure within the lesson or activity, in which case "could" and "can" are more appropriate.

3.2.4. Give instructions in present tense.

Present tense makes for a cleaner, easier read.

e.g., "To begin, show students the Blackout Poet YouTube video, an interview with Austin Kleon. Because many students might be unfamiliar with blackout poetry, this video will provide some helpful background information."

3.2.5. Ensure subject-verb-object agreement with gender-neutral pronouns as much as possible. Use of the singular "they/them/their" is allowed on LEARN.

Though this is not always easy to do, reword sentences to ensure proper subject-verb-object agreement.

Avoid use of "s/he," "she or he," or defaulting to one gender throughout the lesson/activity. Even if it reads stiffly, use a noun instead of a pronoun if this situation arises. (See the "also correct" example below.)

Incorrect: Once students have gathered in their appropriate corner, allow each corner to defend their stance.

Correct: Once students have gathered in their appropriate corners, allow each corner to defend its stance.

Incorrect: Each student defends their stance by writing an argumentative paper.

Correct: Students defend their stances by writing argumentative papers.

Also correct: Have each student write an argumentative paper defending that student's stance.

3.3. LEARN-Specific Rules

3.3.1. Quotation Marks

Due to limitations of the LEARN content management system, quotation marks are used in lieu of italics in nearly every situation. The content editor does not allow for the use of italics in every section of a lesson, so we use quotation marks instead to keep titles and similar items standardized across the lesson or activity.

- Use quotation marks around the title of any published work: video, book, short story, article, etc., regardless of whether APA style requires italics.

- Use quotation marks around the titles of LEARN attachments.
- Use quotation marks around the titles of PowerPoint slides.
- Use quotation marks in place of italics when introducing a new word, but otherwise use the standard APA-style vocabulary introduction. (e.g., The quartermaster had that air of “supererogatory,” or *superfluous*, courtesy about him, which almost invariably denotes artifice.)
- Use quotation marks when referring to a word. (e.g., The word “duck” is not capitalized.)
- As in APA style, quotation marks go around periods and commas in every situation, even when the punctuation isn’t part of the phrase or title. However, quotation marks do not go around any other punctuation unless that punctuation is intended to be a part of the information in quotations.
 - Many people read “The Hunger Games.”
 - Did many people read “The Hunger Games”?
 - “How long can you hold your breath?” he asked.

3.3.2. Hyphens and Em Dashes

Hyphen use in LEARN follows the rules outlined in APA style, but these rules will be reiterated here simply because of the common overuse and misuse of hyphens and em dashes in LEARN lessons.

- Hyphens are used to connect compound adjectives: whole-class discussion, first-person story, quick-write activity.
- Do not use hyphens in the middle of sentences in place of a comma or semicolon. In these situations, use an em dash (—).
- Hyphens do not have spaces on either side in any style guide because they are used to connect two words or a prefix and a word. Em dashes do not have spaces on either side in APA style (though other style books have different rules). At times, allowances have been made for visual style in PowerPoints (e.g., allowing a space on either side of a hyphen when used in a numbered list) that wouldn’t be made for a lesson/PD or any other attachments.

3.3.3. Capitalization

LEARN content follows standard capitalization rules for the most part. These rules are different in the following situations:

<p>Instructional strategies</p>	<p>Strategy names are always capitalized, but the term “instructional strategy” is not (e.g., the instructional strategy Chain Notes or a Commit and Toss activity).</p> <p>Note: In lessons and activities, instructional strategies are also ALWAYS linked to their respective strategy card’s page in the K20 LEARN Strategies section</p>
--	---

	(https://learn.k20center.ou.edu/strategy/find.html), and then that page is cited under Resources.
LEARN sections	When referring to another part of a lesson or activity (e.g., see Attachments), capitalize the section name. Do not write the section name in all caps.
Titles	Title case is used in any situation where a title appears in the text. This is true for all titles that would qualify to be placed in quotation marks. The only situation where this is not true is when formatting citations/references, which follow APA style.

3.3.4. Miscellaneous Punctuation

3.3.4.1. Hashtags/number signs

The only time a hashtag/number sign should be used is when you need to refer to the symbol itself or need to employ Twitter hashtags (such as when the Tweet Up strategy is used).

3.3.4.2. Comma issues

A common issue to find in LEARN is the comma splice or inconsistent use of the Oxford comma. APA uses the Oxford comma, and so does LEARN.

3.4. Editing Quicksheet

Some issues come up frequently, so here is a condensed version of the most commonly used rules from both the LEARN and APA style guides. Please add to this list as you find more items that are referenced and/or used regularly.

Numbers

Numbers less than 10 should be spelled out unless they are used as part of a description of time, an ordered list (e.g., slide 2), an address, a mathematical equation, a comparison (e.g., 10-1), or a percentage. The only time when a number should always be spelled out is when it's used at the beginning of a sentence.

A **LEARN-specific** rule for numbers: Arabic numerals can be used throughout a **math lesson** only. This is not consistent across all LEARN-published math lessons, but it should be consistent throughout one math lesson. If the math lesson follows APA style number rules, it should do so throughout the lesson; and if the math lesson uses only Arabic numerals, it should not ever switch back and forth. In the latter case, sentences that begin with the mention of a number should be reworded to begin with a word instead, or the entire lesson should revert back to APA style number usage.

Find more information about APA use of numbers here:

<https://ssw.unc.edu/files/web/pdf/Current%20Students/ThePortableEditor5final.pdf>

Video games / software

Cite software when it is mentioned—especially when the entire work is about that game. In-text, the title of software is title-case capitalized, but it is not set in italics or quotation marks. See more at

<http://blog.apastyle.org/apastyle/2015/01/how-to-cite-software-in-apa-style.html>

Example citation: K20 Center - University of Oklahoma. (2015). The Detective: Bavaria [Computer software]. Norman, OK: The Board of Regents of the University of Oklahoma.

Citing full websites

When a full website is mentioned in a work, it is sufficient to mention the name of the website in-text without citing it in the references (more information <http://www.apastyle.org/learn/faqs/cite-website.aspx>).

i.e. vs. e.g.

For APA examples, i.e. means id est (roughly “that is”) and is a direct example of what a thing is. However, e.g. means exempli gratia (“for example”) and is an example, or a list of examples, of what a thing could be. In text, e.g. is much more commonly used.

e.g., My friends wanted to go swimming, but it’s just too hot for me (i.e., over 100 degrees).

Notes and in-text citation

When someone has parenthetical notes followed by an in-text citation, put these in the same parentheses, separated by a semicolon:

Research has shown that biases play a role in statistical reasoning, in particular, representativeness bias (the belief that a small sample will reflect the qualities of a larger population) and equiprobability bias (the belief that all outcomes are equally likely; Morsanyi, Primi, Chiesi, & Handley, 2009).

Capitalization rules

SMART Board - SMART Board is a trademarked term. Whenever possible, use the more generic term “interactive whiteboard.”

Mathematical/scientific theorems, postulates, rules, etc. - Most of these are NOT capitalized, except for proper nouns included in their names (e.g., Einstein’s theory of relativity, Chinese remainder theorem, third law of thermodynamics).

Academic subjects - Do NOT capitalize academic subjects except languages, which are proper nouns to begin with (e.g., algebra I, English language arts, physical science, Latin, social studies).

Instructional strategies - Capitalize all instructional strategy titles. (See instructional strategies under “Teacher-speak” for more information.) For a list of strategies, see <https://learn.k20center.ou.edu/strategy/find.html>.

Terminology

The table below describes some common terms that you might encounter in LEARN. Note that LEARN style allows for a limited amount of jargon, or “teacher-speak,” to be used. This type of language should be used sparingly, and only when it is the most concise or effective way to convey the intended message.

share out	When participants of a lesson/activity share out loud with the rest of the group.
whole-class	There’s almost always a hyphen in this phrase, as it is typically used as a compound adjective (e.g., whole-class discussion). This qualifier helps distinguish between group, pair, and class discussions and is more commonly used than merely saying, “Discuss this with everyone.” Note, however, that when referring to the “whole class” there is no hyphen because it is not an adjective.
higher-order thinking	<p>Higher-order is always hyphenated because it is always used as a modifier for “thinking” or “thinking skills.”</p> <p>FYI for non-educators: Higher-order thinking skills are those skills outlined by educational taxonomies (like Bloom’s Taxonomy) that are considered to be more abstract, harder-to-grasp skills that have wide-ranging benefits for the learner and affect every aspect of learning.</p> <p>According to King, Goodson, and Rohani (n.d.), higher-order thinking skills</p> <p>“include critical, logical, reflective, metacognitive, and creative thinking. . . . Successful applications of the skills result in explanations, decisions, performances, and products that are valid within the context of</p>

	available knowledge and experience and that promote continued growth in these and other intellectual skills.” (p. 1)
instructional strategies	One of the easier things to get the hang of, LEARN lessons and activities each implement at least one instructional strategy. Strategy names are always capitalized and linked to the card describing the strategy. The cards are located here: https://learn.k20center.ou.edu/strategy/find.html . In cases where an instructional strategy is being used that does not have a corresponding strategy card, ask the lesson writer to publish a new strategy card to go on the LEARN site along with the lesson.
the teacher/the instructor	When referring to the instructor or teacher, try to structure sentences so “the teacher,” “the instructor,” or “you” is not used. Instead of “The teacher should hand out assignments,” the sentence would be better worded as “Hand out assignments.” In the rare cases that this is impossible, attempt to be respectfully informal. “You can choose between this or that activity” would be preferred to “The teacher can choose . . .” (but even that sentence could be worded as “Choose between these activities” and not use a noun or pronoun at all).

4. Copyright

Any work used in a lesson must be cited in compliance with U.S. copyright laws. Any information, images, quotes, links, etc., used in LEARN should be cited in APA style and listed under the Resources section at the bottom of the template. Any information, images, quotes, links, etc., used in lesson or activity attachments should be cited in APA style and listed at the end of the attachment. (It is not necessary to create a separate page in an attachment on which to list references.)

Copyright issues are a significant challenge with LEARN lessons and must be taken seriously. Many LEARN writers are educators and are accustomed to being allowed to use just about anything in their classrooms, thanks to U.S. copyright laws and those laws' allowances for private, educational use. However, the material used on LEARN is not being sent straight to a closed classroom; we are branding it with the K20 LEARN logo and distributing it online, which means it does not have the same privileges that information used only in the classroom would. Keep in mind that all information used on LEARN is, therefore, being **remixed** and **distributed** (both are keywords in U.S. copyright law) for non-commercial, educational use.

When evaluating copyright issues, it is important to keep in mind which copyrights allow which permissions. However, even if you know which copyright your material falls under, be sure to check with the copyright holder. The copyright holder might have rules in addition to their copyright that K20 must abide by when using the material. This information can be found under "permissions" or "terms of use" on most websites. If no copyright details can be found, assume that the information falls under Fair Use copyright.

Remember, copyright protects the original content creators, not the entities using their material. Copyright is secured upon creation of a work, not upon publication (as it was prior to 1978); so any work that exists carries with it some form of protections.

4.1 Types of Copyright

An overview of U.S. copyrights can be found here (<http://www.copyright.gov/circs/circ01.pdf>), and the main forms of U.S. copyrights are listed below.

4.1.1 Fair Use Fair Use allows *some* use of copyrighted material for transformative purposes. For LEARN, this means that the material of others can be used in moderation when creating a new work from it. Similar to how a research paper cites excerpts with attribution, our lessons/activities can use small portions of works with proper attribution to the original authors.

Keep in mind that Fair Use excludes competing entities. Other groups that

are involved in education, especially for-profit companies, will not tolerate what could be seen as a competing company using their material for similar purposes. So, when citing material from other lesson repositories like LEARN or (especially) from textbooks, make sure that K20 has permission to use the work.

More information about Fair Use can be found here:

<http://fairuse.stanford.edu/overview/fair-use/what-is-fair-use/>
<http://www.nolo.com/legal-encyclopedia/fair-use-rule-copyright-material-30100.html>

4.1.2 Creative Commons

Creative Commons is one large term for a few different levels of copyright. In general, Creative Commons is the easiest copyright to use because it allows remixing and distribution of works that fall under its purview.

The following descriptions of Creative Commons licenses can be found on <https://creativecommons.org/licenses/>

Attribution (CC BY)

This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. It allows for maximum dissemination and use of licensed materials.

Attribution-ShareAlike (CC BY-SA)

This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms. This license is often compared to “copyleft” free and open source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use. This is the license used by Wikipedia, and it is recommended for materials that would benefit from incorporating content from Wikipedia and similarly licensed projects.

*Attribution-NoDerivs
(CC BY-ND)*

This license allows for commercial and non-commercial redistribution as long as the content is passed along unchanged and in whole, with credit to the author.

*Attribution-NonCommercial
(CC BY-NC)*

This license lets others remix, tweak, and build upon your work non-commercially. Although new works must also acknowledge the original author and be non-commercial, they don't have to be licensed under the same terms.

*Attribution-NonCommercial-ShareAlike
(CC BY-NC-SA)*

This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms.

*Attribution-NonCommercial-NoDerivs
(CC BY-NC-ND)*

This license is the most restrictive of [the] main licenses, only allowing others to download your works and share them with others as long as they credit you, but they can't change them in any way or use them commercially.

4.1.3 Public Domain

Public domain works are not protected by copyright law. Works can enter the public domain either by a copyright expiring and not being renewed or through "dedication," when a content creator dedicates their work to the public domain and refuses copyright protection. Works of the U.S. government are excluded from copyright law, and can be considered to be part of the public domain.

Citing public domain work: Our policy with LEARN has been to do our best to find original attributions for all public domain works and to cite them in APA style, followed with "Public Domain." on the next line. If we are unable to find the original creators after a thorough search, citing what we know and following it with "Public Domain." has also been done in the past.

4.1.4 Sites That Should Never Be Cited

Some sites should not be cited. Please add to this list as you notice additional websites that should be added:

Search engines: Unless you're directly quoting some company material, never cite a search engine. The most common incorrect search engine citation seen in lessons is "google.com" and variations.

4.1.5 Common Sites and Their Copyrights

The following is a list of sites commonly used by LEARN writers and what copyrights exist for them. Please add to this list as you see additional popularly cited sites:

Wikimedia Commons: Creative Commons Attribution-Share Alike License

YouTube: Some content by original creators is covered under a Creative Commons Attribution license, but all content uploaded to YouTube is immediately covered by the YouTube license, information on which can be found here (<https://www.youtube.com/static?template=terms>) under sections five and six.

SlideShare (by LinkedIn): Each presentation falls under different copyright laws. By default, they receive the same coverage that any other work would: Fair Use. However, users can request content protection under any of the Creative Commons as well, so be sure to check the particular SlideShare being used for whether we can remix the content or whether we have to stick to short, cited excerpts.

4.2 Managing Resources and Attachments

Additional resources are commonly used within LEARN, most often in the form of student handouts. There are three options for including resources in LEARN lessons and activities:

1. Attaching a resource (.docx, .pdf, .ppt, etc.) that's publicly viewable.
2. Linking to a resource that is available elsewhere online.
3. Attaching a resource that's available only to logged in users.

The following sections elaborate on the conditions under which an author should choose each option.

4.2.1. Publicly viewable attachments

Use this option for resources that you've written yourself. Note that it's generally fine to incorporate elements of others' work within these resources, with the caveat that you do so in compliance with copyright regulations. All referenced works must be listed in APA style at the end of the document. Brand the attachments using the LEARN template.

Non-original resources that you have obtained permission to reuse can also be attached as publicly-viewable, but they should not be branded using the LEARN template because they do not represent K20's original work.

4.2.2. Linked resources

Use this option for resources that are created by someone else and available elsewhere online. For example, YouTube videos that students will watch as part of the lesson or primary source documents that students will use to complete an activity. Include the link in the LEARN lesson with instructions for teachers to open/play/print/etc. as appropriate. Add a reference in the Resources section at the bottom of the lesson, in APA style.

4.2.3. Restricted access attachments

Use this option when you need to attach a resource that either is not original or contains elements that can not be shared publicly due to copyright restrictions. This option should be rare and used as a last resort only when options 1 and 2 are not viable or in combination with option 2 when there is a demonstrated pedagogical reason why an attachment is needed in addition to a link. Do not rebrand the attachment using a K20 or LEARN template.

5. Product-Specific Considerations

5.1. Lessons

Lessons are intended to be led by a teacher in the context of a K-12 classroom. Each lesson is categorized by its subject matter and grade level and linked to Oklahoma state standards.

5.1.1. Guidelines for Lessons

5.1.1.1. Notes

There are four types of notes that can be added to a lesson. Below are some guidelines for when to choose each.

- **Pinned** - Pinned notes are the type of note used most frequently. They are often titled “Teacher’s Note” and used to call out things that the teacher should be aware of that don’t necessarily fit within the steps of the lesson. For example, a teacher’s note might explain the rationale behind a particular activity. The author may simply title the pinned note “Teacher’s Note” or may optionally append an additional description to the title, using a colon for separation, such as “Teacher’s Note: Group Composition.”
- **Sticky** - Sticky notes are used for information that is not essential for the teacher to know but is useful to call out. Think of them as an FYI.
- **Inquiring** - Inquiring notes are used for questions that might be asked of students. They can be used by the teacher to help the students dive deeper into a topic. They can also be used to describe possible responses to a question posed in the lesson text.
- **Numbered** - Numbered notes are used when there is an ordered list of items to convey.

5.1.1.2. Resources

The Resources list should contain APA format references for **all** K20 instructional strategies used in the lesson. All other outside resources used in the lesson (videos, maps, websites, articles, etc.) should be included here as well.

5.2. Strategy Cards

Strategy cards provide a brief summary of an instructional strategy. Most strategies come from outside sources, but some are created internally by K20 staff.

5.2.1. Guidelines for Strategy Cards

Strategy cards have a front summary, a back summary, and then individual steps that should be able to guide a novice to use that strategy. They are succinct (and must fit on the card). At the bottom of the back of the card should be a citation in APA format if a resource was used or if someone else originated the strategy.

5.2.1.1. Front summary

The front summary (below the image or the space for the image) on the card should give the user an idea of how the strategy is used. It should be approximately two sentences in length. The goal of the front summary is to allow someone to potentially flip through all of the physical versions of the cards, read the front summaries, and quickly identify a strategy that would suit the situation in which they are thinking of using it.

From time to time, card authors will want to write a summary of all of the steps on this part of the card. If they have done that, save that summary in a separate document to potentially use later and leave the front blank until you have finished editing the entire card. Once the editor has edited the whole card and has a good idea of what the strategy is intended to do, they should then write the front summary.

5.2.1.2. Back summary

The back summary is the more detailed summary. If the summary on the front of the card was too detailed, it can usually be used, in some way, for the back summary.

Ideally, this section will quickly address the strategy's steps, method, and purpose. It might include potential variations of the strategy (if there are any) or, perhaps, what situation the strategy best suited for. These can vary in length, but they are limited in space by the steps that follow them. Some back summaries are only one sentence because the procedure below them takes up the remaining space. After the procedure has been edited, the back summary might need to be cut to ensure that all of the strategy's steps fit on the card.

5.2.1.3. Procedure Steps

The procedure is the most important section of the card. Everything else on the card supports and elaborates on the procedure steps. The procedure steps can be as long or as short as they need to be to get the directions across. A good rule of thumb, though, is not to let one step extend beyond four lines. Each step should contain a single procedure. Break more complex steps down into multiple steps.

Phrase steps as commands with the teacher as the implied subject. For example:

- Go over this.
- Do that.
- Add this.
- Students do that.

Each step should be just that, a step. A step can provide an example, but an example should not be a step on its own. Variations shouldn't be included within the steps; instead describe variations within the back summary. A step can be optional; begin these steps with "(Optional)" and include them where they fit into the procedure rather than at the end.

5.2.1.4. Student PowerPoint Slide

At the bottom of the card editor, there's a space for authors to create a basic PowerPoint slide to go along with the card. Unlike the strategy cards themselves, slides should be written directly for a student audience. One slide must be created for each card, regardless of how simple the strategy is. These slides should never be a cut and paste of the information on the card, and they do not necessarily need to have an outlined procedure, because not all strategies have steps for students to take.

For example, CHAMPs is a classroom management strategy and has no steps for students. The student-focused PowerPoint slide, then, should introduce the concept and give students the information they need to interpret the information themselves.

The slide text can be written in any style--whichever style of writing would best convey the steps and intention of the strategy to students who could be using it for the first time.

5.3. Activities

Activities share a similar structure with lessons but are intended for a professional development audience.

5.3.1. Guidelines for Activities

5.3.1.1. Research Rationale

One unique feature of activities is the Research Rationale section. This section should provide a summary of the relevant research studies that back up the activity.

5.3.1.2. Notes

Notes are used in the same way for activities as they are for lessons. However, what would be labeled as a "Teacher's Note" in a lesson should be labeled a "Presenter's Note" in an activity.

5.4. Courses

Courses are created in Canvas and linked from the Courses page in LEARN. Courses differ from activities in that they are meant to be self-paced and are not typically moderated.

5.4.1. Guidelines for Courses

5.4.1.1. Videos

Courses often include videos. When possible, it is preferred for course authors to work with K20 communications staff to produce videos in-house at K20.

Videos produced by K20 should be posted to the K20 Center YouTube channel and then embedded within the Canvas course.

If it is necessary to use a Teaching Channel video within a course, that video should not be embedded within Canvas but rather linked to so that students are taken offsite to the Teaching Channel website to view the video.

5.4.1.2. Attachments

As with activities or lessons, it is best for the author to create unique handouts or attachments. The branding for these attachments does not need to follow the LEARN guidelines specifically but should be in the spirit of LEARN and should serve the course's learning objectives. For example, for a TREK training course, you might choose to use the TREK logo and color scheme as the inspiration for your branding. The most important consideration is that all attachments linked to a given course are internally consistent.

5.5. Science Resources

The Science Resources tab in LEARN contains resource sets linked to specific Oklahoma grade-level standards. These materials are produced by K20's science team in conjunction with the Central Oklahoma Rural Partnership for Science (CORPS). You can find templates and other CORPS resources in the [CORPS Drive folder](#).

References

- King, F. J., Goodson, L., & Rohani, F. (n.d.). Higher order thinking skills. Center for Advancement of Learning and Assessment. Retrieved from http://www.cala.fsu.edu/files/higher_order_thinking_skills.pdf
- Stanford University Libraries. (2016). Welcome to the public domain. Retrieved from <http://fairuse.stanford.edu/overview/public-domain/welcome/>

