COURSE SYLLABUS
ETEC 578: Instructional Design & Development
Spring 2014

Instructor: Mary Jo Dondlinger, PhD
Office Location: EDN 111
Office Hours: Virtual, daily
Phone: 903-886-5520 (Ed Leadership Dept)
Office Fax: 903-886-5507
Email Address: MaryJo.Dondlinger@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:
Textbook(s) Required:

Richey, R. C., Klein, J. D., & Tracey, M. W. (2011). *The instructional design knowledge base: Theory, research, and practice.* New York: Routledge.

Course Description: Students will utilize a systems approach to design and develop instruction. The four phases of instructional design, analysis, design, development, and evaluation, (ADDIE) are examined.

Student Learning Outcomes:
Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

1. The learner will describe and define instruction and instructional design and demonstrate that knowledge by:
    - Designing an instructional product utilizing the steps of an instructional design model.
    - Preparing and conducting a needs assessment, learner analysis, context analysis, and instructional analysis
    - Developing performance objectives, learning outcomes, assessment instruments, instructional strategies, instructional materials and evaluation methods
2. The learner will collect and organize all design notes via electronic journaling.

3. The learner will conduct ongoing peer evaluation and provide constructive feedback to other instructional designs (both in progress and finalized) within his/her learning community and/or instructional design partner.

ETEC ePORTFOLIO for MS/MEd in Educational Technology

Students pursuing the MS/MEd degree in the Educational Technology Leadership (ETLD) ***and*** Educational Technology Library Science (ETLS) programs are required to submit an electronic portfolio prior to graduation. This requirement does not pertain to students taking ETEC courses as an elective for other programs, nor to those pursuing only the School Library Certification who have already earned a masters degree.

Many courses in the ETEC program have identified artifact(s) that should be included in the eportfolio to provide evidence of acquired and developing knowledge, skills, and philosophical approaches. In courses where recommended artifacts are not identified, it is the student's responsibility to collect artifacts throughout the course and appropriately select which artifacts to include in the eportfolio. This includes courses from other departments and/or institutions for which the student is receiving credit towards the ETEC masters degree. For example, if a student takes courses in ELED, EDAD, MGMT, or TDEV and applies credits earned toward their ETEC masters degree, the student should include artifacts from those courses in their ETEC eportfolio.

For **ETEC 578**, the required artifacts are:
· Instructional Design Document (drafts and final document)
· Selected entries from the Instructional Design eJournal
· Course Reflection (last eJournal entry in the course)

Newly admitted majors in the program should contact Dr. Mary Jo Dondlinger, coordinator of the ETEC program, for more information on how to get started with the ETEC ePortfolio. If you plan to major in the program, but have not yet applied, you are strongly encouraged to do so as soon as possible. Please contact MaryJo.Dondlinger@tamu-commerce.edu for more information about the program's portfolio requirement.

COURSE REQUIREMENTS

Instructional Methods / Activities / Assessments

This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. The primary project for the course is the Instructional Design Document and accompanying eJournal. Each week you will work on various combinations of readings, discussions, journal entries, peer reviews, and research.

Instructional Design Document – 30%

Following the ADDIE model of Instructional Systems Design, you will create an instructional design document. You'll only complete the first two phases of the ADDIE

process: Analysis and Design. However, you'll include planning for the Development, Implementation, and Evaluation phases of the process in your design document. You'll submit drafts of the design document for peer review in Weeks 4 and 6 of the course. Submitting your document for peer review and providing feedback to others on their documents is a required activity in the course.

Instructional Design eJournal – 25%
While the Instructional Design Document represents a finished product detailing the components of your instructional design, the ID eJournal will document the thinking behind your final documents (rationales, alternatives, implications, etc). Each week you'll complete an eJournal entry, which will guide you through the analysis and design of your project. Although weekly readings and discussion will help guide your thinking about key analysis and design concepts, in your eJournal entries, you will connect the concepts and theories from readings to your specific design project.

Reading Discussions – 30%
Engaging in dialogue with other students to discover critical issues and questions related to the course topic is a critical component of this course. Discussions typically relate to assigned readings in the textbook or provided through supplemental course resources. It is imperative that you complete the readings on time, so that you can participate in the discussions. A typical discussion requires 4-5 posts: one initial response to the discussion prompt, followed by 3-4 responses to other students' posts and/or replies. Initial posts are typically due by Thursday each week and replies are due by Saturday (except in the last week of the course). Prompts will be available well in advance of the deadline; please post on time so that others may reply to your post. I offer a blanket, 24-hour grace period on all discussion deadlines in case of technical difficulties or unforeseen circumstances. This grace period means that posts made 24 hours after a deadline won't be counted late. However, if you habitually wait until the grace period to make your posts, you will risk missing a post due to technical difficulties. ***Be advised:*** *There's no grace on the grace period.*

Peer Reviews – 15%
Instructional design and technology professionals rarely work in isolation and are responsible for getting feedback on their work throughout the instructional design process. Thus, giving and getting thoughtful feedback are vital skills to learn and practice. Peer reviews of the Instructional Design Document will take place twice this semester: in Weeks 5 and 7. Neglecting to make your Design Document available for peer review and/or failing to provide meaningful feedback to peers by the due dates seriously impedes your classmates' workflow.

Grading
Grades will be determined using evaluation rubrics and weighted as indicated in the table below. Rubrics will be posted in eCollege in the Q&A Forum. You are responsible for reviewing the rubrics and raising questions or concerns about them prior to submitting an assignment.

Activity	Weight	Course Grades
Instructional Design Document	30%	A 90-100% B 80-89% C 70-79% D 60-69% F 59% or less
Instructional Design eJournal	25%	
Reading & Discussions	30%	
Peer Reviews	15%	

Grade of "X" (Incomplete) - In accordance with the Academic Procedures stated in the TAMU-C Catalog, students, who because of circumstances beyond their control, are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of 'X' (incomplete) in all courses in which they were maintaining passing grades." The mark of "X" will only be considered in strict compliance with University Policy upon submission of complete medical or other relevant documentation.

TECHNOLOGY REQUIREMENTS

This is an online course; thus, access to a computer with a reliable Internet connection (preferably high-speed) is required. You must have access to a computer with the capability, and sufficient user authorization, to install and run the required software.

Required Software:

- Word processing software
- Drawing tools to create models, flowcharts, etc. (typically available with word processing software)
- Access to a wiki, blog, Google Site, or other web-based platform to maintain an electronic journal and post drafts of the Instructional Design Document

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamuc.edu/login.aspx.

In the event the myLEO portal is ever inaccessible and you need to login to eCollege, you should also bookmark the direct URL for eCollege: http://online.tamuc.org/

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

To participate in the online course environment, login to eCollege and follow the instructions provided for each week of the course. Instructions, project guidelines, and relevant resources will be provided as needed throughout the course. Monitor

and contribute to Q&A forum regularly. Special announcements or instructions may also be placed in the announcements area or sent directly to your Leo email.

COMMUNICATION AND SUPPORT

Interaction with the Instructor

The instructor is available via a variety of avenues. The best path depends on the nature of the content you wish to convey or ask. If you have a general question about the syllabus, class content, or anything that you would typically ask aloud in a traditional classroom environment, please do so in the Q&A Forum in the Virtual Classroom so that others might benefit from and even participate in the exchange. If it's not something of general interest to others in the course, my Virtual Office is a better choice. Personal concerns involving grades, progress, etc. should be addressed with me via private e-mail. My gmail address is the best way to reach me as I check it frequently throughout the day. I check my TAMUC email daily during the week; emails sent via eCollege go to this address. If you have a pressing concern on the weekend, please send it to my gmail address. You may also call or text me. If you'd like to meet for a face-to-face visit, just let me know and we'll set-up a time to meet at my office in Commerce or somewhere in the DFW area.

eCollege Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- ***Chat Support***: Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.
- ***Phone***: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- ***Email***: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- ***Help***: Click on the *'Help'* button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…)

Other Questions/Concerns:

Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), auto-plagiarism (duplicate submission of single work for credit in multiple classes), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. All works submitted for credit must be original works created **by the scholar** uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism. Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F in the course is considered appropriate. Any works referenced should be properly cited in accordance with APA 6th edition style.

Scholarly Expectations

Work submitted at the graduate level is expected to demonstrate critical and creative thinking skills and be of significantly higher quality than work produced at the undergraduate level. To achieve this expectation, all students are responsible for giving and getting peer feedback of their work prior to submitting it for a grade. Students are also expected to resolve technical issues, be active problem solvers, and embrace challenges as positive learning opportunities. Educational technology professionals must be able to work cooperatively and collaboratively with others—skills which students are expected to practice in this course. Students are expected to ask for help when they need it and offer help when they notice someone in need.

Timeliness

Because a 7-week term goes by quickly, assignments must be submitted by the designated due dates. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all of their value at 10 days past due.) When a project incorporates peer review, it is imperative that all projects be available at the beginning of the review period and that reviews are completed by the end of the review period so that others may incorporate feedback into project revisions. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town, involved in a special event/project, or unable to access a computer, please plan ahead. Also ensure that you have a backup plan ready in the event you might lose power, Internet access, or your available technology.

Time Commitment
In a graduate level course, it is a reasonable and accepted expectation that a student will spend between three and four hours outside of class for each hour spent in a class that lasts 15 weeks. This applies to online and web-enhanced courses just as it does to a traditional course. The activities in this course are based on a 7-week instruction schedule, which cuts the number of weeks in half, thereby doubling the weekly time expectation. An understanding of this expectation can help serve as a gauge of how much time you will need to allow for and devote to each course. The average time commitment range calculation for a three Semester Credit Hour (3 SCH) course, such as this one, is show in the following table:

Average expected time spent on class or class related work.	**Minimum expected average time based on 3:1 time ratio.**	**Maximum expected average time based on 4:1 time ratio.**
"In" class per class week	5 hours	5 hours
"Outside" class per class week	15 hours	20 hours
TOTAL Weekly Expectation	**20 hours**	**25 hours**
TOTAL Term Expectation	**140 hours**	**175 hours**

University Specific Procedures:

ADA Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook).*

COURSE OUTLINE / CALENDAR

Because this course runs on a compressed, 7-week schedule, we'll be completing the full-semester equivalent of 2 weeks of work each week. The first part of each week (Mon-Thurs) is typically dedicated to reading and making an initial discussion post, while the second part (Fri-Sun) involves responding to peers in discussions and preparing eJournal entries. Peer reviews in the first part of weeks 5 and 7 are exceptions. If you typically have more time for your class work on the weekend, look ahead and try to complete readings and initial discussion posts coming up in the next week. Note that the last week of class ends on Friday (Feb 28th) rather than Sunday.

Week	Activity	Due Date	Phase
1 1/13-1/19	Introductions	Wed, 1/15	**Intro**
	Reading Discussion 1: Chap 1 & 2, ID Knowledge Base & General Systems Theory	Initial post by Thurs, 1/16; 3 replies by Sat 1/18	
	eJournal Entry 1	Sun, 1/19	
2 1/20-1/26	**Reading Discussion 2:** Chap 4 & 5, Learning Theory & Early Inst Theory	Initial post by Thurs, 1/23; 3 replies by Sat 1/25	**Analysis**
	eJournal Entry 2	Sun, 1/26	
3 1/27-2/2	**Reading Discussion 3:** Chap 8, Constructivist Theory	Initial post by Thurs, 1/30; 3 replies by Sat 2/1	
	eJournal Entry 3	Sun, 2/2	
4 2/3-2/9	**Reading Discussion 4:** Chap 7, Conditions-Based Theory	Initial post by Thurs, 2/6; 3 replies by Sat 2/8	
	eJournal Entry 4	Sun, 2/9	
	Instructional Design Document draft	Sun, 2/9	
5 2/10-2/16	Peer Reviews of **Design Document**	Wed, 2/12	**Design**
	Reading Discussion 5: Chap 3, Communication Theory	Initial post by Thurs, 2/13; 3 replies by Sat 2/15	
	eJournal Entry 5	Sun, 2/16	
6 2/17-2/23	**Reading Discussion 6:** Chap 6, Media Theory	Initial post by Thurs, 2/20; 3 replies by Sat 2/22	
	eJournal Entry 6	Sun, 2/23	
	Design Document draft	Sun, 2/23	
7 2/24-2/28	Peer Reviews of **Design Document**	Tues, 2/25	
	Submit Final **Design Document**	Fri, 2/28	
	eJournal Entry 7 (course reflection)	Fri, 2/28	