Auburn University Syllabus

1. **Course Number:**   EDMD 7000
    Course Title: Instructional Design
    Credit Hours: 3 semester hours
    Professor: Dr. Sara Wolf
                           Office: 4066 Haley Center, mailbox: 4036 Haley Center
                           Email: wolfsa1@auburn.edu
                           Office Hours: Mon, Thur (2:30 – 4:00 pm) by appointment

2. **Date Syllabus Prepared:**   August, 2011

3. **Texts:** American Psychological Association. (2001). The publication manual of the American
                     Psychological Association (6th ed.). Washington, DC: Author. (Required)
                Ertmer, P. A. and Quinn, J. (2007). *The ID CaseBook: Case studies in instructional*
                     design (3rd ed.). Upper Saddle River, NJ: Merrill. (Required)

    Note: These 2 texts should be packaged together in the bookstore.

    { Zook, K. (2001). *Instructional design for classroom teaching and learning*. Boston,
           MA: Houghton Mifflin. (Required)
       Zook, K. (2001). *Student exercise guide to accompany instructional design for*
           classroom teaching and learning. Boston, MA: Houghton Mifflin. (Required)

4. **Course Description:**
    Theory, problems, procedures, and standards in the utilization of technology in instructional design
    and development

5. **Course Objectives:**
    Upon completion of this course, students will be able to demonstrate a knowledge and ability to:
    1. Define and discuss concepts relating to the application of instructional technology in
        educational settings (e.g., the foundations of instructional technology, the systems approach,
        the application of instructional technology for instruction and learning.
    2. Define and discuss concepts related to the outcomes of instruction (e.g., instructional needs,
        instructional goals, learner capabilities, instructional restraints, learner behavior, learning
        styles, and essential learning conditions).
    3. Participate as a member of an instructional design team to apply principles concerning the
        selection and use of technical processes in instructional planning and the design of learning
        situations.
    4. Design learning situations for specific learning outcomes, describing strategies, activities,
        media and management.
    5. Plan means for evaluating the effectiveness of an instructional design for specific learning
        outcomes.
    6. Systematically design, develop, implement, and evaluate a learning activity or unit of
        instruction.

6.   Course Content:

Week/Date	Topic	Reading / Discussion Due	Assignment(s) Due
1) Aug 18	Introduction to Canvas Vista; Introduction to instructional design	Zook Ch. 11	Sign-up for Moderating (Canvas "Discussion Sign-Up" Wiki Page)
2) Aug 25	Designing Visuals I; Instructional Goals;	Ertmer #24 Zook Ch. 1 & 2	Access Canvas 3 Project ideas Discussion Participation Sample (Due according to sign-up schedule, throughout the semester)
3) Sept 01	Learner/contextual analysis;	Zook Ch. 3	Discussion Participation
4) Sept 08	Analyzing Instructional Content	Zook Ch. 4	Discussion Participation Final Project Approval
5) Sept 15	Principles of Classroom Assessment	Zook Ch. 5	Discussion Participation Program Description Due
6) Sept 22	Assessment Strategies; Designing Visuals II	Zook Ch. 6	Discussion Participation
7) Sept 29	Preparing & Using Instructional Objectives	Zook Ch. 7	Discussion Participation
8) Oct 06	Designing Instruction: Strategies (Verbal Outcomes) Midterm Distribution	Zook Ch. 8	Discussion Participation Design Specifications Midterm Exam Distributed (Canvas)
9) Oct 13	Designing Instruction: Strategies (Concept-Learning Outcomes)	Zook Ch. 9	Midterm Exam
10) Oct 20	Designing Instruction: Strategies (Rule, Principle & Cognitive Strategy Outcomes)	Zook Ch. 10	Discussion Participation
11) Oct 27* *Online activity	Sequencing Instruction; Designing Visuals III		Discussion Participation Complete Draft of Project to Dr. Wolf (**OPTIONAL**)
12) Nov 03	Evaluation to enhance programs/instruction		Discussion Participation
13) Nov 10	Instructional Unit Development & Implementation		
14) Nov 17	Instructional Unit Development & Implementation		Final Exam Distribution (Canvas)
15) Nov 24		**Thanksgiving – No Class**	
16) Dec 01		Final ID Project Due **Final Exam Due**	Final ID Project Program Evaluation Results

7.   Course Requirements:

Specific details for each assignment will be provided in class and in separate documentation via Canvas.

- Each learner will collaborate as a part of an instructional design team to design, develop and evaluate an instructional design "module" of instruction consisting of a student booklet and a teacher manual (or equivalent) that teaches either an intellectual skill or concept. The audience for the instruction should be specifically described, but broad enough in nature that learners in

a variety of settings would be able to learn from the materials (e.g. 3rd grade students vs. Mrs. Jones' 3rd grade class; Pre-service teachers vs. Dr. Smith's methods class). The module will be presented in booklet or binder format, which has been word processed and printed. Attention will be paid to detail, not only in the content of the design but also to the aesthetics of the design. It should be free from spelling/grammar errors and packaged in such a way as to reflect a high level of professionalism.

- Each learner is expected to attend and actively participate in all scheduled class meetings. Failure to attend meetings (in part or in whole) impacts the learning of the rest of the class, and should be avoided.
- Each learner is expected to complete all assigned homework activities.
- Each learner is expected to moderate and participate in weekly on-line and in-class discussions of ID Case Studies.
- Each learner will complete a midterm and final (written) examination.

8. **Assessment:**
The final grade for the course will be based on a ratio of the points earned by the students to the total number of points offered during the semester.

ID Project	100	points
Midterm Examination	45	points
Final Examination	45	points
Evaluation Results	15	points
Program Description	10	Points
Design Specifications	15	points
Case Discussions	20	points
Discussion Moderation	5	Points
Total:	*255*	*points*

The following grading scale will be used in assigning final letter grades for the course:

90-100% (229.5 pts) ....A
80-89.9% (204 pts) ....B
70-79.9% (178.5 pts) C
60-69.9% (153 pts) ....D
Below 60% (<153 pts).........F

All assignments are due at the beginning of class meetings. Online discussions are due according to the assignment sheet provided in the Canvas site. Any assignment presented or turned in late will be penalized 10% for each calendar day it is late. Late assignments presented or turned in late after two calendar days will not be accepted and will receive a grade of 0.

9. **Class Policy Statements:**

Special notes:
- Students should make sure that any technological problems encountered while using public computers in the LRC, or while in class are *immediately* reported to the instructor, and to the LRC staff in writing. Students should write the number of the computer (found either on the monitor or on the CPU), the time the problem occurred, the specific tasks being attempted when the problem occurred, name & email of the student discovering the problem, and a detailed description of the problem. This will provide the LRC staff with the necessary information to quickly address and correct the problem.
- Students are also *strongly* encouraged to contact the instructor regularly during class, office hours or via e-mail for assistance; clarification, if needed, on assignment requirements; and for periodic review of class progress.

- Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this reason, students should communicate with the instructor using *only* their official university (TigerMail) accounts or via the Canvas email option. Email originating from Hotmail, AOL, or other non-Auburn sources will *not* be opened by the instructor.

Assignment Submission:
1. Assignments are due at the beginning of the class period noted. In cases where assignments are emailed to instructors, they are due *prior to the beginning* of the class indicated on the schedule.
2. Due to the potential incompatibility of word processing and other software programs and formats, absolutely no work for the course will be accepted a an e-mail and/or as an e-mail attachment or on a disk, unless specifically indicated differently by the instructor. All graded work must be printed off by the student and submitted to the instructor in hard copy format.

Data Maintenance:
- It is the *student's responsibility* to maintain backup copies of disks and assignments and to complete the work in the time available. Students are *strongly encouraged* to utilize their public server space provided by Auburn University as one of their back-up options. However, this should **not** be the **only** option used by students. Floppy disks, zip disks, and multiple copies of files should also be used to guard against data loss. Failure to submit assignments due to data loss is not an acceptable excuse.
- Students are *strongly encouraged* to make regular time in their schedules for the completion of computer-based projects. Typically *more time* is needed than is available in the class meeting schedule for the successful completion of these projects.
- The instructor may request to see a student's disk and backup copies of electronic files at any time during the semester in order to assess progress.

Attendance Policy

- Many school districts distribute "perfect attendance" awards to students and to staff each year. In this light, I will do the same thing for class. If you have perfect attendance (that means that you are present IN CLASS each time there is a class meeting) you will receive 5 bonus points at the end of the semester. If you miss ONLY 1 scheduled class meeting, you will receive 3 bonus points at the end of the semester. If you miss more than 1, you will receive zero bonus points.
- I will take attendance each class period. If you are absent on a day that work is due, you must make sure that it was submitted ON TIME via the Canvas dropbox. Then, when you return to class, you should bring your documentation for absence to me in order for me to determine whether the hard copy will be accepted. **Students who are absent for "excused" reasons (please see the Tiger Cub for specific information regarding excused absences) must provide the instructor with appropriate documentation within one (1) week from the date of the absence.** Since this is a class that meets once per week, that means that the documentation must be provided to the instructor **no later than the end of the class session following the date of the absence.** If the reason for the absence is such that this is not possible, it is the student's responsibility to communicate with the instructor and make other arrangements.
- Other unavoidable absences from campus must be documented and cleared with the instructor in advance. *Please note:* Simply informing the instructor of an absence does not automatically cause that absence to be considered "excused." It is the student's responsibility to provide appropriate documentation of excused absences for make-up purposes. Failure to provide

documentation within 1 week of return to class will result in a 0 being entered in the gradebook for any missed work or examinations.

- "Excused" absences are defined as absences that have been documented as occurring for University approved reasons. **ALL absences will be considered to be "Unexcused" until and unless the instructor is in possession of the appropriate documentation for that absence.** Please be aware that the instructor may verify any or all medical or other documentation that is presented for absence verification purposes. *The falsification or forgery of medical documentation is considered to be an act of Academic Dishonesty, subject to sanctions as spelled out in the Tiger Cub by the Academic Dishonesty Committee.* Additionally, some physicians have been known to file separate civil charges against those who have committed this type of forgery.

Participation:

Participation is important in our classes as most of you are preparing to be teachers, administrators, library media specialists or professionals in other areas relating to the educational process. Seldom do I have to remind you to engage in class activities. While some of you are not as gregarious as others, and some are more apprehensive than others, there are few common definitions of participation that I will use when evaluating it for your grade. A good rule of thumb is: "Tush time does not equal participation." Basically, this means that in addition to *appearing* in class each week, you must *contribute in a collegial manner* in order to achieve 'participation' status. To this end,

Participation in EDMD 7000 is defined as:
1. Regular, collegial contribution to class discussions (both in class and online):
   a. Providing assistance to classmates for "troubleshooting" purposes
   b. Treating classmates with respect and dignity both during in class activities and online interactions.
   c. Continuing discussions (in class and online) in such a manner that encourages others to participate rather than discouraging them.
2. Attending to class activities in a professional manner:
   a. Coming to class prepared with materials and any handouts that you might need to complete class activities
   b. Giving guest speakers your full attention
   c. Keeping personal interruptions via cell phone or other forms of electronic communication restricted to break times or before & after class time.
   d. Cooperating with your team member(s) for team projects in a professional way
   e. Paying attention to your peers while they are participating in the class. This is one way of indicating that you respect.

This list is by no means exhaustive. There are many ways to participate in class and online. It is intended to be a basic list that can be expanded upon by you when appropriate. If you think of an item that you think should be added, please do not hesitate to let me know.

Make-up quizzes and exams:

- Make-ups will be given only for University approved excuses as outlined in the Tiger Cub (http://www.auburn.edu/student_info/tiger_cub/index.html).
- Arrangements to take a make-up quiz or an exam must be made in advance, except in cases of dire medical circumstances.
- Students who miss a quiz or an exam because of illness need a doctor's statement of verification of sickness and should clear the absence with the instructor the day they return to class.

- Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

Academic Misconduct:

- All acts of dishonesty (including, but not limited to: giving or receiving unauthorized assistance on exams or quizzes, acts of plagiarism, submitting work completed by another individual) in any work constitute academic misconduct.
- Your instructor will provide you with specific directions regarding the permissibility of certain behaviors during the examinations and other assignments within the directions and/or assignment sheets for each activity.
- The University Academic Honesty Code will be followed in the event of academic misconduct.
- Acts of suspected dishonesty in any work will result in a grade of "incomplete" (IN) being submitted as the final course grade for all parties involved. This grade will remain in effect until the outcome of Academic Honesty proceedings has been determined.
- See Tiger Cub Student Handbook http://www.auburn.edu/student_info/tiger_cub/index.html for more specific information.
- If, during the course of the semester, you have questions about the permissibility of an action relating to class related assignments or work, be sure to contact your instructor to verify whether what you would like to do is permitted. Failure to contact the instructor assumes that you will bear responsibility for the consequences of your actions.

Computer Security:
- In order to maintain the computers so that they are available for all students as they are needed, the College of Education & the LRC has a *NO Food or Drink* policy. This means that food and drink should not be brought in to the LRC at any time. Students are expected to adhere to this policy.
- Printers in the LRC are networked so that students do not have to pay as they print. However, students should remember that each print job that is executed under their userid will be charged to their bursar bill.
- Only students in the College of Education, or those students enrolled in College of Education courses are permitted to use the computers in the LRC computing center and the LRC classrooms. Under *no* circumstances should students share userids and/or passwords with roommates, classmates, or other Auburn University students. The sharing of userids and passwords is considered to be in violation of the Auburn University computing terms of use, and may result in a revocation of computing privileges.
- Students are *strongly encouraged* to change their passwords on a regular basis to ensure against unauthorized use by others.

Evacuation Policy:
In case of fire or other building evacuation alarm being sounded in an Auburn University building, students and instructors are expected to **immediately leave the building**. In the event of a severe weather alert (e.g. tornado), students and instructors are expected to **immediately leave the classroom and proceed to the nearest safe destination** (to be identified by the instructor during the first week of class) **This is to ensure the safety of all class members.** In case an alarm is sounded during the class meeting period, the following locations will be designated meeting areas for members of EDMD 7000. Students who may require special assistance in the event of a needed evacuation are asked to speak with the instructor after the first class meeting. Arrangements will be made to ensure the safe evacuation of ALL students in the class.

Haley Center Classrooms
- Once the class has left the building according the directions of the instructor, students should proceed to the area in front of the pharmacy building. There are benches there that can be used as a gathering place.
- Students should check in with the instructor so that their safety is noted.
- Students should not leave the immediate area without notifying the instructor.

Building Re-entry
- If the evacuation alarm sounds within the last 30 minutes of a class meeting period, class will be dismissed once all students have checked in with the instructor at the designated meeting area.
- If the alarm sounds with more than 30 minutes of class time remaining, the instructor will notify the students regarding class dismissal once the entire class has checked in at the designated meeting area.
- Bottom Line: Get to safety first and then the instructor will tell you what to do from there.

Accommodations:
- It is the policy of the University and the instructors to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete course requirements, you may request disability

accommodations. Please contact the Students With Disabilities Office (844-2096). After initial arrangements are made with that office, contact your professor &/or instructor.

The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.