**Auburn University Syllabus**

**1. Course Number:** EDMD 7000

 **Course Title:** Instructional Design

 **Credit Hours:**  3 semester hours

 **Prerequisite:** None

 **Corequisitie:** None

 **Professor:** Dr. Sara Wolf

 Office: 4080 Haley Center, mailbox: 4080 Haley Center

 Email: wolfsa1@auburn.edu

 Office / Online Hours: T/R 2:00-3:00 pm or by appointment

**2. Date Syllabus Prepared:** August, 2019

**3. Texts:** American Psychological Association. (2001). *The publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (Required)

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. Design learning situations for specific learning outcomes, describing strategies, activities, media and management.
4. Plan means for evaluating the effectiveness of an instructional design for specific learning outcomes.
5. Systematically design, develop, implement, and evaluate a learning activity or unit of instruction.
6. **Course Content:**

**Projects** & **Reflective/Preparatory Writing** are due on the FIRST day of the learning week (dates indicated on the course roadmap – use the week indicated to know which date – as well as in Canvas)

**Workbook Exercises** are due on the LAST day of the learning week (dates indicated on the course roadmap as well as in Canvas)

**Role of Canvas Pages:** Each week, a page in Canvas will be available for you that will list activities, scaffolding for your reading, reminders, announcements, and other information you’ll need in order to be ready to participate in class each week. These pages will contain MORE detail than what you’ll find in the calendar in this document, and should be consulted regularly to ensure that you don’t miss vital information. From time to time, I may post additional reading/viewing items on these pages. In general, pages will be available for viewing at least one week prior to the class session in question.

| **Week/Date** | **Topic** | **Reading**  | **See Canvas for all assignment due dates** |
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| 1. **Aug 15-**21
 | Introduction to Canvas; Readiness for Online Work (See assignment in Canvas for links/readings) |  |
| 1. **Aug 22-**28
 | Role of Instructional Design; Teachers are instructional designers | Zook Ch. 1 |
| 2) **Aug 29-**Sept 04 | Instructional Goals | Zook Ch. 2 |
| 3) **Sept 05-**11 | Analyzing Instructional Content | Zook Ch. 3 |
| 4) **Sept 12-**18 | Assessment: Principles and Classroom Strategies | Zook Ch. 4Zook Ch. 5 |
| 5) **Sept 19-**25 | Instructional Objectives | Zook Ch. 6 |
| 6) **Sept 26-**Oct 02 | Instructional Strategies: Verbal Outcomes | Zook Ch. 7 |
| 7) **Oct 03-**09 | Instructional Strategies: Concept Outcomes | Zook Ch. 8 |
| (Oct 10 – 16) Fall Break – No Formal Class Session |
| 8) **Oct 17-**23 | Instructional Strategies: Concept Outcomes | Zook Ch. 8 |
| 9) **Oct 24-**Oct 30  | Instructional Strategies: Rules & Principles | Zook Ch. 9 |
| 10) **Oct 31-Nov** 06 | Sequencing Instruction | Zook Ch. 10 |
| 11) **Nov 07-**13 | Designing Instructional Units | Zook Ch. 11 |
| 12) **Nov 14-**20 | Instructional Unit Development  |  |
| (Nov 21) Thanksgiving – No Formal Class Session |
| 13) **Nov 28-**Dec 04 | Instructional Unit Development |  |
| 14) **Dec 05** | Instructional Unit Development |  |

**7. Course Requirements:**

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

* Each learner will design, develop and plan for the assessment of an instructional design “module” of instruction consisting of a student booklet, a teacher manual (or equivalent) and an assessment plan 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 online meetings and online discussions. Failure to attend meetings or online discussions (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 discussions of course-related topics.
* Each learner will complete a written examination.

**8. Assessment:**

I designed this class with an a la carte grading system. That is, there are many opportunities to earn points (i.e., tasks), only some of which are required. I have also created a course roadmap (separate document – available on home page in Canvas) that illustrates the topics, schedule, and assignments that are due each week. Your aim is to accumulate at least 335 earned points over the course of the semester, assuming you desire to earn an “A” for the class final grade. You may attempt any or all of the opportunities as long as you comply with a set of limits (see the Assignment Roadmap and notes from class for clarification about the limits).

In order for a submission of a task to contribute to your point total, you must:

* **EARNESTLY** attempt\* to satisfy the requirements of that task, AND
* Your score must be 75% or greater on that assignment.

In order to enforce the required nature of some assignments, failure to submit a required assignment will result in a “negative” grade for that assignment. That is, if the required assignment is worth 10 points, and you fail to submit it, your grade for that assignment will be –10 points. Likewise, if you fail to earnestly attempt an assignment that you submit, your grade for that 10 point assignment will be –10 points.

Be careful! Negative points tend to accumulate easily if you aren’t careful to attend to the schedule of required work.

You must also meet point-earning deadlines at two points during the semester in order to retain your eligibility to earn an “A” for the final grade. Those deadlines are:

 Option 1 -- Sept 19: 95 points AND Oct 24: 185 points OR

 Option 2 -- Oct 24: 224 points

Your final point total will be calculated according to the following formula:

 Eligible Points earned (subject to submission limits and 75% score threshold)

 —Point value of unsubmitted required tasks

 Final Point Total

 **\*Note:** To earnestly attempt an assignment means that if another person beyond you or I were to look at the assignment requirements and the work that you submitted, they would be able to EASILY discern that your work “matched” the requirements of the assignment.

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

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| **POINTS EARNED @ DEADLINES** | **REMINDER** |
| **I.a.** | **I.b.**  | **OR** | **II.**  | Opportunities to earn points are listed in detail on the course roadmap. Note that there are required as well as optional assignments. Pay careful attention to the due dates for the required assignments, as negative points can accumulate quicker than you realize. |
| **If you remain eligible for an A:** A = ≥ 280 final point total B = 235-279.99 final point total C = 180-234.99 final point total D = 145-179.99 final point total F = < 200 final point total | **If you DO NOT meet the deadlines, and are, therefore, ineligible for an A:**B = 235-279.99 final point total C = 180-234.99 final point total D = 145-179.99 final point total F = < 200 final point total |

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**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 message option. Email originating from Hotmail, AOL, or other non-Auburn sources will *not* be opened by the instructor.

***Technical assumptions/expectations***

Since you registered for an online course, I am making the following assumptions about your technical skill and work habits:

* You are comfortable creating products in all of the major Microsoft Office (or equivalent) products (word processing, spreadsheets, presentation software).
* You are comfortable creating files in PDF format.
* You are comfortable navigating a web-based learning management system such as Canvas as well as the accompanying tools within the management system (email, messages, webpages, discussions, etc.).
* You have regular and reliable access to a high-speed internet connection.
* You are comfortable managing your time in order to complete assignments on time.
* You are comfortable asking for help when you get stuck, but are able to perform basic troubleshooting tasks yourself (printing difficulties, personal internet connection difficulties, software installation – where appropriate, etc.).
* You are comfortable searching for, locating, and accessing information and media on the Web.
* You can download media from Web-based locations.
* You are comfortable following written directions for installing software and are willing to explore new media with an adventuresome spirit.

***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. Flash/thumb drives, multiple copies of files, and "cloud storage" such as dropbox/google docs 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***

* As future professionals, it is incumbent upon you to demonstrate that you are ready to begin meeting the demands of the teaching profession. When you are employed as a full-time teacher, you will be expected to be present in your classroom each of the days of your contract (typically 150-180 teaching days per year plus additional staff-only days, depending on the district). ***You cannot teach if you are not present!***
* 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 and on time IN CLASS each time there is a class meeting without leaving before the class is dismissed) you will receive 5 bonus points at the end of the semester. This policy applies to both excused and unexcused absences.
* As I’ve designed a tremendous amount of choice into the class, and there are ample opportunities to earn points throughout the term, I will NOT accept late work as a general rule. The only exception to this is for those assignments that are required (indicated by \* on the course roadmap), and are a result of “excused” reasons.
* “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 will verify any or all medical or other documentation that is presented for absence verification purposes. *The falsification or forgery of medical documentation or other documentation for absence verification is considered to be an act of Academic Dishonesty, subject to sanctions as spelled out in the Student Policy eHandbook 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.

***Make-up assignments:***

Students who miss class on days when assignments are due have two responsibilities. First, they must submit the work that is due *prior* to the start of class using the appropriate online submission procedure(s) (i.e. Assignment drop box, posting a discussion, or other as communicated by the instructor). Second, they must be sure to bring university approved documentation in cases where the absence should be considered “excused.” If students have questions regarding the submission procedures, they should email the appropriate instructor for clarification *prior* to the absence.

Situations of “extenuating” circumstances (ie. Extended stays in the hospital) should be communicated to the instructor as soon as is possible. Students should make every effort to resolve any missing work upon their return to class(es). Appropriate documentation **will** be required in order to make arrangements for special scheduling needs in these circumstances.

***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):
	1. Providing assistance to classmates for “troubleshooting” purposes
	2. Treating classmates with respect and dignity both during in class activities and online interactions.
	3. 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:
	1. Coming to class prepared with materials and any handouts that you might need to complete class activities
	2. Giving guest speakers your full attention
	3. Keeping personal interruptions via cell phone or other forms of electronic communication restricted to break times or before & after class time.
	4. Cooperating with your team member(s) for team projects in a professional way
	5. 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 Student Policy eHandbook.
* Arrangements to take a make-up quiz or an exam must be made in advance, except in cases of dire medical circumstances or documentable circumstances beyond the student's control.
* 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 when possible or within a week of the return to class.

***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 “Pending” (PE) being administratively entered 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 the Student Policy eHandbook 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.

***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 Accommodations 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.*