Texas A & M University-Corpus Christi  
College of Education  
Instructional Design & Educational Technology Program

*syllabus*

IDET 5305: Instructional Design Applications: Online  
Spring 2016

**Instructor:** Stephen Rodriguez, Ph.D.  
*office:* FC 231  
*office hours:* TBD, or by appointment; call or send text to my cell or email to talk or to arrange a video conference  
*phones:* (361) 825-6033 (office); 980-7000 (cell)  
*IT Help Desk:* 825-2692  
*e-mail:* stephen.rodriguez@tamucc.edu

**web resources:** [http://interconnect.tamucc.edu](http://interconnect.tamucc.edu)

**I. Description:** Specification of research-based instructional strategies for various categories of learning outcomes. Applied use of educational technologies to design and develop instructional materials which are consistent with research findings in the field.

**Overview:** In this course, you will develop instruction on an instructor approved topic. The instructor recommends that you develop print- or technology-based, individualized instruction. Development of online instruction is also acceptable. You may also develop instructor-led (or whole class) instruction. All project topics are subject to approval by the instructor. For the most part, we will apply established instructional design procedures as specified in the course text.

Although this is an online course, the instructor may hold occasional face-to-face class meetings if sufficient need and interest exists. Check Course Announcements and your University email regularly. You can and should forward your University e-mail anywhere you like.
Course participants should kindly maintain communication with the instructor via e-mail or by cell phone texting or calls. In addition, all course participants are asked to establish a Skype account and have access to an Internet-ready computer equipped with a webcam, microphone, and speakers. You can use headphones with built in microphone in lieu of separate microphone and speakers. We will also use the video conferencing software, WebEX.

II. Rationale: This course—which has no prerequisites—extends coverage of instructional design concepts and procedures addressed in IDET 5304, Instructional Design. It is intended to enable participants to apply research findings in a systematic instructional design process, with emphasis on applied learning theories, practical instructional strategies, and appropriate use of educational technologies, including print materials, to deliver relevant instruction.

III. State Adopted Proficiencies for Teachers covered in the course:

1) Learner-Centered Knowledge: the teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students;

2) Learner-Centered Instruction: the teacher identifies needs; plans, implements and assesses instruction using technology and other resources.

IV. Student Learning Outcomes:

Students in the IDET graduate program will:

• apply and document skills and knowledge as educational technologists in order to solve appropriate real world instructional problems; (IDET 5397 is linked to this student learning outcome.)
• develop an original plan and instructional materials for integrating educational technologies in an overall instructional strategy;  
  (IDET 5320 is linked to this student learning outcome.)  
• demonstrate knowledge of the field;  
  (IDET 5300, IDET 5303, IDET 5304, and IDET 5397 are primarily linked to this student learning outcome.)

V. TExES Competencies

This course does not formally address ExCET/TExES Competencies

VI. Course Objectives and Outcomes

1) apply selected components and related procedures of the Dick, Carey, and Carey instructional design model;

2) describe the implications of information-processing theory for the design of instruction;

3) describe the causes of human performance problems;

4) develop a basic plan for managing an instructional design and development project;

5) classify learning outcomes by type as per given categories;

6) conduct goal and instructional analyses and develop related documents;

7) conduct a subject-matter, task, or combined approach analysis;

8) apply research findings in specifying instructional strategies for various categories of learning outcomes;

9) explain the concept of “conditions for performance;”

10) develop instructional materials based upon a complete instructional strategy as per the course text;
11) develop a criterion-referenced test for specified learning objectives;

12) describe and apply motivational appropriate for a given target audience; design strategies as

13) conduct a one-to-one formative evaluation of draft instructional materials.

14) choose to continue to apply learned instructional design procedures to the greatest extent possible in your future work.

VII. Course Topics: Major topics to be considered include the following:

• causes of poor performance
• human performance technology
• information processing theory
• project management
• Johari window
• categories of learning outcomes
• goal analysis
• subordinate skill analysis
• learning hierarchies and instructional curriculum maps
• task analysis
• subject-matter analysis
• entry behaviors and characteristics
• performance objectives
• test development
• conditions for performance
• instructional strategies for various learning outcomes
• motivational design
• formative evaluation
• revising instructional materials

VIII. Instructional Methods and Activities
Methods and activities for instruction include:

- reading of the course text
- instructor presentations, readings, and activities in BlackBoard
- assignments in BlackBoard
- on-line group work and discussion
- peer collaboration, review, and online discussion

**IX. Evaluation & Grading**

You can earn up to 1460 points in the class. Grades will be assigned based upon the number of points you earn, as follows:

1. 350 points total: completion of seven miscellaneous assignments: you will complete a number of assignments and exercises over the course of the semester; please see Course Content in Blackboard for details; **50 points per assignment**;

2. 200 points for being an active contributor in the course Discussion Form; **the four assigned discussion posts are worth 50 points each**;

3. 910 points: course ID project: students will apply the Dick, Carey, and Carey instructional design model and develop an instructional design project, to include the following components:

   - Assignment 1 (50 points included 350 total above)
   - instructor-approved problem statement (50 points included 350 total above)
   - information processing exercise (50 points included 350 total above)
   - project management plan (50 points included 350 total above)
   - learning outcomes classification exercise (50 points included 350 total above)
   - instructional goal and objectives: 100
   - goal analysis part I (50 points included 350 total above)
   - goal analysis part II: 100
   - instructional analysis (entry skills and subordinate skills analysis): 120
   - subject-matter or task analysis (as reflected in final instructional product)
   - instructional strategy: 120
   - criterion-referenced test on targeted objectives: 100
   - motivational design strategy (50 points included 350 total above)
   - formative evaluation report: 120
• final, revised instructional materials (250 pts.)

Project components will be individually graded and should be developed in a manner that is consistent with the content in the course text and other provided information. Work may be redone until we are mutually satisfied with the quality and grade.

You will be assigned your grade as follows:

- A: 1,314 or more points
- B: 1,167 – 1,313 points
- C: 1,020 – 1,166 points
- D: 873 – 1,019 points
- F: 872 points or less

X. Course calendar:

NOTE: See Content & Activities in BlackBoard for complete descriptions of all course assignments and activities.

Session Dates & Submission Deadlines

There are seven sessions or in this course. All sessions are seven (7) days long. Work for each session is due on the seventh day of each session at 11:59 PM. This term, the seventh day is Tuesday in every case. All assignments and due dates are specified in the Content section of this course in Blackboard.

Note: Due to the brevity of this course and as an incentive to encourage you to keep up, the instructor will deduct 20% of the points you earn for any given assignment that you submit more than 24 hours after the due date and time. Thus, if work for any session is submitted after 11:59 PM on Wednesday of that session, you will lose 20%.

If you are ill or experiencing an emergency, contact your instructor. He will not penalize you if you have a verifiable, documented reason for submitting your work late. Reasons such as "I had to go to a wedding" or "I'm taking five classes," for example, are NOT acceptable reasons for submitting work late. Please contact your instructor to discuss your situation if problems arise.
Here are the start dates and end for the seven sessions: work is due by Tuesday at the end of each session:

Session 1: 1/20/—1/26/16
Session 2: 1/27/—2/2/15
Session 3: 2/3/—2/9/15
Session 4: 2/10—2/16/15
Session 5: 2/17—2/23/15
Session 6: 2/24—3/2/15
Session 7: 3/3—3/14/15

Note: The instructor will accept work for Session 7 until 11:59 PM on March 14th without penalty.

The best strategy for you is to set aside quality study and work time each week, so you can keep up. Please contact the instructor if you have questions or require any assistance at all.

**Required Text:**


ISBN-10: 0133783693

**Course Guidelines and Policies**

**Online Course Guidelines**

Please demonstrate respect and responsibility as a part of this learning community. You are expected to exhibit an attitude of respect and responsibility as follows:

- Post assignments on time.
• Work to get to know other classmates.
• Reach out through email Blackboard Messages, Discussions, and the use of Google Hangouts to support each other. If you have good suggestions or resource ideas, please share them with the instructor and peers.
• Respect and be sensitive toward other classmates by choosing your words carefully.
• Add your opinions to participate in the discussions.
• Check the assignments every week.
• Don’t get behind. If you get behind in an online course, it is usually harder to get back on track than in a traditional course.
• Keep up with assignments and grades. Grades will be available in Blackboard: check them regularly to make sure you are current with assignments.
• You are expected to demonstrate maturity and self-direction and to manage your own affairs.
• Do not plagiarize another person’s material. Instances of plagiarism are a serious matter: they will be handled in accordance with Texas A&M University-Corpus Christi General Academic Policies and Regulations as listed in the current catalog.
• Instructor response time: All email, voicemail, or texts to the instructor will be answered promptly and within 24 hours at the latest.
• Student login expectations: Login to the course often – once every three days at a minimum. It is also recommended that you monitor email daily.
• Meetings with the instructor – Schedule an online video or face-to-face conference by emailing, texting, or calling the instructor.

Time Requirements:

Regular 3-credit graduate courses require approximately 3 hours of class time per week plus 9 hours of study time. Therefore, expect to spend a minimum of 12 hours each week for 15 weeks on this class. Depending upon how quickly you gain understanding of the content, you may have to spend even more time than 12 hours some weeks.

Late Work:

Assignments are due on the dates indicated in the syllabus and schedule. Due dates are particularly important when someone else is relying on your contributions.
Note: Due to the brevity of this course and as an incentive to encourage you to keep up, the instructor may deduct 20% of the points you earn for any given assignment that you submit more than 48 hours after the due date and time. Thus, if work for any session is submitted after 11:59 PM on Tuesday of that session, you may lose 20%.

Grades of "INCOMPLETE" will be given only for certifiable medical reasons or in other extraordinary circumstances. A request for a grade of incomplete must be made in advance of the end of the term and must be in writing. Contact the instructor before submitting a request. You must provide appropriate documentation with your request. Consistent with established University policy, incomplete coursework must be completed prior to the end of the next regular academic term. Otherwise, the grade will revert to the earned grade, which may be an “F” depending upon how much work was originally completed.

Academic Integrity with Course Products and Evaluations:

Please know and respect copyright laws. The work you submit must be your own. It must also be work completed specifically for this course. Work completed for previous or concurrent course credit cannot be used for assignments for this course. If you wish to continue a theme or content area used in another course, inform the instructor. Any intended projects relating to other courses should be approved at the start by all instructors and should reflect unique elements and sufficient development effort for all courses involved.

Any problems in working with other students should be brought to the attention of the instructor immediately so that solutions may be enacted to ensure that all members benefit from the course experience.

Help with Blackboard, Technical Issues, and Learning Online:

URL: http://iol.tamucc.edu
URL: Island Online Student Resources Webpage: https://iol.tamucc.edu/student_resources.html
“Help” At the bottom of the course menu on the left-hand column of the course interface.
Phone: Help Desk (361) 825-2692
If you are having difficulties accessing course materials from your home computer, first let your instructor know, then contact the IOL Helpdesk at (361)825-2692 or submit a request via email to iol.support@tamucc.edu.

Technology Requirements
To prepare your computer for using Blackboard 9.1, go to https://iol.tamucc.edu/student_resources.html and locate “Steps to Prepare Your Computer for Blackboard” at the top of the left-hand column.

To view .pdf files you will need the Adobe Reader. Download it at: http://get.adobe.com/reader/.

To view flash (.flv) files from sites such as You Tube, download the Flash player at http://get.adobe.com/flashplayer/.

Library resources (including print, electronic, and human) can be accessed through the Mary and Jeff Bell Library website that supports electronic searches of articles, books, journals, course reserves, and databases. It includes information such as Ask a Librarian, research tools, remote access information and tutorials, information about plagiarism and copyright, and interlibrary loan (http://rattler.tamucc.edu/distlearn/). The library is a member of TexShare which provides you with a card that allows you to checkout materials from libraries across Texas. Librarians’ contact information is also on the website and you are encouraged to contact librarians for assistance.

In the event of a campus evacuation, the instructor will make every effort to continue the course. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting online. You will also be able see your grades on assignments, quizzes, and tests using the My Grades tool.

Other Course Policies

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic
misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation **WILL NOT** automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

**Preferred methods of scholarly citations**
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

**Classroom/professional behavior**
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
**Grade Appeals***
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://advising.tamucc.edu/grade_appeals.html](http://advising.tamucc.edu/grade_appeals.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations***
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 believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/).

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS*

Bibliography


