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

syllabus
IDET 5304: Instructional Design
August 24—October 12, 2016
call #92666
On-line

instructor: Stephen Rodriguez, Ph.D.
office: Faculty Center 231; office hours to be determined; or email for appointment
contact: phones: (361) 825-6033 (office); 980-7000 (cell); fax: 825-6076
e-mail address (stephen.rodriguez@tamucc.edu) Please contact me via my cell phone or email.

NOTE: The instructor is available for video conferences via WebEX—just email or call 361-980-7000 to set up a time.

resources
For tutorials on use of BlackBoard9 and other student resources, click here.

See the IDET resource site at http://interconnect.tamucc.edu

If you don’t have a gmail account, please go to Google.com and establish one.

I. catalog description: Provides an introduction to instructional design theory, principles, and techniques and related learning theories. Considers various instructional design models including the Instructional Systems Development Model.

II. rationale This on-line course provides an introduction to instructional design (ID) principles and techniques. It is intended for persons who are interested in providing effective instruction or training in schools or the military, corporate, or public service sectors. We will focus on conducting a needs assessment and on applying instructional design principles espoused by the authors of the course text and Robert Gagné, among others.
Major requirements include completion of an instructional design project, including a needs assessment report—a fully developed instructional strategy—a test and attitudinal survey—and developed instructional materials that addresses an instructional problem as agreed upon by your instructor.

I expected you to keep current with assigned readings and assignments and actively participate in all assigned class on-line activities.

III. State adopted proficiencies

Learner-Centered Knowledge: The teacher possesses and draws on . . . technology to provide relevant and meaningful learning experiences . . .
The teacher stays abreast of current . . . technology. The teacher integrates technological resources so that learners consider the central themes of the subject matter from as many viewpoints as possible.

Learner-Centered Instruction: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
The teacher selects . . . technology . . . that is developmentally appropriate and designed to engage interest in learning.

IV. student learning outcomes

Prior to graduation, students in the Educational Technology 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 Addressed by the Course:

No TExES competencies or examinations in educational technology currently exist at the graduate level.

VI. course goals:  1) plan and develop effective, efficient instruction using the instructional design processes and principles covered in the course;

2) given written scenarios, identify the likely cause of each depicted performance problem;

3) conduct a needs assessment using Survey Monkey based upon Rossett’s needs assessment framework and report findings in writing;

4) apply appropriate principles of learning in instruction;

5) given a variety of human performances, classify those performances as per Gagné’s categories of human capabilities;

6) describe the information processing process;

7) explain the relationship between Gagné’s nine events of instruction and the information processing process;

8) develop a sound instructional strategy and related instructional materials for selected learning objectives consistent with information provided in the course text and other provided resources;

9) develop a student attitudinal survey to measure students’ attitudes toward the instruction you develop;

10) develop test items for your instructional project which are properly aligned with targetted learning objectives.
VII. topics

- causes of performance problems
- needs assessment
- information processing theory
- varieties of learned capabilities
- the nine events of instruction
- instructional strategies for given types of learned capabilities
- attitudinal surveys
- test items

VIII. instructional methods and activities

Instructional methods will include a variety of online learning activities with guided practice, group work, discussion forum posts and related discussion, completion of assigned readings, and student generation of assigned instructional design deliverables which will lead to completion of the final course and L.I.C. project.

IX. deliverables and participant evaluation:

The instructor will work with you to insure the quality of submitted assignments. Your grade will be determined based upon the quality and completeness of the deliverables you submit, which should include the following:

1) discussion forum posts (1 @ 20; 2 @ 100) . . 220 pts.
2) exam . . . . . . . . . . 200 pts.
3) online assignments . . . . . . . . 800 pts. total
   - definitions assignment (100)
   - ID basics assignment (100)
   - problem statement (100)
   - information processing theory (100)
   - learning outcomes assignment (200)
   - learning principles assignment (100)
   - self-reflection (100)
4) Needs assessment questionnaire and report . 300 pts.
5) Instructional design project, to include: . 1000 pts. total
• instructional strategy for your project  (300 pts.)
• instructional materials for your ID project (500 pts.)
• evaluation instruments including survey and test (200 pts.)

TOTAL 2520 pts.

Those earning 2268 points or more will receive a course grade of A. All other grades are calculated in 252 point increments:

2015 -- 2267 is a B
1762—1934 is a C and so forth.

Participation policy: This on-line courses requires your regular, ongoing participation. You are responsible for completing all assignments. Please contact your instructor right away if you have any difficulties with any aspect of this course.

X. Course calendar:

NOTE: See Content & Activities in BlackBoard for complete descriptions and due dates 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 may deduct 20% of the points you earn for any given assignment that you submit more than 72 hours after the due date and time.

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.
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:**

**XII. 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 two days at a minimum. It is also recommended that you monitor Islander email daily.

• Meetings with the instructor – Schedule an online video or face-to-face conference by emailing, texting, or calling the instructor.

Time Requirements:

Given that this is a seven-week course, you would spend 6 hours in class each week plus outside study time. Outside study time may range from 12 to 18 hours per weekly session. If you can produce quality work more quickly, that’s fine. I won’t be monitoring your time—just the quality of your work. Thanks.

Late Work:

Assignments are due on the dates indicated in the online schedule.

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](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/.
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

XIII. Bibliography

Upper Saddle River, NJ: Merrill, an imprint of Pearson.


to train anyone to do anything.* San Francisco: Jossey-Bass.


design.* (5th ed.). Belmont, CA; Thomson Wadsworth.


Upper Saddle River, NJ: Merrill/Prentice Hall.

constructivist perspective.* Upper Saddle River, NJ: Merrill/Prentice Hall.


