Course Syllabus
MITE 628: Instructional Design (3 credits)

[Sample]

Note: The professor reserves the right to make changes as may be required to the course syllabus. Students will be notified of syllabus changes via WebCT Mail and a posting in Announcements within WebCT. Please read this syllabus in its entirety. If you have questions, please send Dr. Snyder an email via WebCT or post your question in the “Ask Dr. Snyder” thread in the WebCT Discussion Forum.

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Office Hours: By appointment
Preferred Communication Mode: WebCT electronic mail

Class Web Site:
http://www.nova.edu/webct/

Course Description:
MITE: Instructional Design (3 credits)
This course develops knowledge of instructional design competencies appropriate for use in the development of computer-assisted instruction applications. Students will experience both theory and best practices from the areas of education and training. Students will explore and acquire instructional design skills and knowledge associated with problem identification methodologies, learner analysis, task analysis, instructional objectives, teaching strategies, instructional messages and evaluation.
**Instructional Objectives:**

Students will:

**Demonstrate basic knowledge of instructional design.**

- Define instructional design.
- Describe the core elements (phases) of the instructional design process.
- Explain the value of a systematic approach to instruction in an e-learning environment.

**Assess needs to identify goals.**

- Define needs assessment, goal analysis, and performance assessment.
- Identify and write an instructional goal that meets the criteria for initiating the design of effective e-learning.

**Analyze learners and contexts.**

- Name the general characteristics of a target population that are important to consider when designing effective instruction.
- Identify and describe the general characteristics of the learner population for a proposed e-learning lesson.
- Name the contextual characteristics of the instructional setting.
- Analyze and describe the contextual characteristics of the proposed e-learning setting.

**Conduct a task analysis.**

- Define task analysis.
- Describe the topic, procedural, and critical incidence methods to identify instructional content.
- Apply a task analysis method to define the content of a proposed e-learning lesson.

**Develop instructional objectives.**

- Explain the function of objectives.
- Describe how objectives are written for the cognitive, psychomotor, and affective domains.
- Classify objectives by content (i.e., fact, concept, procedure, rule).
- Write instructional objectives for a proposed e-learning lesson.

**Sequence instructional content.**

- Describe learning-related sequencing, world-related sequencing, and concept-related sequencing and give an example of each.
- Describe elaboration theory sequencing including content and task and give an example of each.
- Select appropriate sequencing strategies for the proposed e-learning lesson.

**Develop assessment instruments.**

- Define criterion-referenced assessment.
- Explain how criterion-referenced tests, including entry behavior tests, pretests, practice, and posttests, are used to measure the outcomes of instructional objectives.
- Incorporate appropriate assessments into a proposed e-learning lesson.

**Develop an instructional strategy.**

- Identify and describe the components of an instructional strategy.
- Discuss various prescriptions for teaching facts, concepts, rules, procedures, interpersonal skills, and attitudes.
- Develop an instructional strategy for the proposed e-learning lesson.

**Develop instructional materials.**
• List and describe the components of an instructional package.
• Identify and describe at least five instructional delivery formats (e.g., discussion, simulations, games, cooperative learning, etc.) and give examples of how to apply each in a computer-assisted environment.
• Develop instructional materials based on the proposed instructional strategy.

Design formative and summative evaluations.
• Describe the purpose of the formative evaluation and summative evaluations.
• Create an evaluation plan including a one-on-one formative evaluation for the proposed e-learning lesson.

Required Textbook:
Title: Designing Effective Instruction
Author: Morrison, G. R., Ross, S. M. & Kemp, J. E.
ISBN 10: 0-470-07426-4
Edition: 5th, 2007
Publisher: John Wiley & Sons, Inc.

Required Software:
Each student must have an active broadband account with an Internet Service Provider (ISP) and must have his or her own personal computer, not more than three years old, running the Windows or Macintosh operating system. Following is the list of software needed for this course:

• ISP – Internet Service Provider
• Adobe Acrobat Reader - Latest version
• Microsoft Internet Explorer 6.0 or latest version
• Microsoft Media Player 10 or latest version
• Microsoft Office Word 2000 or later

Refer to www.scis.nova.edu/NSS/pdf_documents/ for more information.

Attendance Policy:
The MITE628 Course WebCT must be consulted a minimum of three (3) times each week.

Instruction Methods and Tools:
This course uses WebCT as its online classroom. Assignments one through four will be submitted via the WebCT assignment drop box. Students will use the discussion forums in WebCT and other asynchronous learning tools throughout the term to formulate and post responses to the bi-weekly discussions and activities.
**Assignments Overview:**
There are a total of six assignments for this course. See the section “Assignment Details” in this syllabus for more information about each assignment.

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<thead>
<tr>
<th>#</th>
<th>Assignment Title</th>
<th>Points</th>
<th>Drop Box Opens at 12:00 a.m.</th>
<th>Drop Box Closes at 11:55 p.m. (Eastern)</th>
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<tbody>
<tr>
<td>1</td>
<td>Design Document – Problem Identification and Goal Analysis</td>
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<td>2</td>
<td>Design Document - Learner and Contextual Analysis</td>
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<td>3</td>
<td>Design Document - Instructional Objectives and Presentation Strategies</td>
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<td>4</td>
<td>Design Document – Formative Evaluation</td>
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<td>5</td>
<td>Instructional Design (ID) Quiz</td>
<td>20</td>
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<tr>
<td>6</td>
<td>Class Participation</td>
<td>25</td>
<td>Ongoing in WebCT’s Discussion Forum</td>
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Assignment Details:

Assignments 1 - 4: Design Documents

Assignments one through four **build on each other** and focus on the **phases of the instructional design process**. You will create a series of design documents (i.e., planning documents) for a self-study, e-learning lesson. This lesson can be computer-based or Web-based. You will not be required to develop the actual lesson. The lesson you design must:

- be self-study (asynchronous) – Learners must be able to complete the lesson at their own pace and on their own time without an instructor’s assistance
- address a real world instructional problem that you identify (e.g., in your workplace, community, or school)
- be interactive (i.e., require the learner to participate in the instruction via various online or computer-based activities and assessments).
- be designed for delivery via CD-ROM, Internet, or intranet

For example, you could design an e-learning tutorial, simulation or game. Students have submitted excellent design documents for developing a tutorial on their company’s Code of Ethics, their school’s cyber security policies, and their church’s volunteer program. They’ve created games for learning math, science, reading, karate, soccer, corporate structure and products and services. I’ve also seen some interesting designs for the development of various types of simulations.

I **will not accept** design documents describing the development of simple procedures such as how to use a particular software application or assemble a computer.

Remember, you do not have to develop the actual instruction. Your goal is to present comprehensive, professional, and articulate **design documents only**. Pretend that I am your client and you are the instructional designer. You are presenting to me your plan for developing the instruction. Feel free to send me an email via WebCT if you have any questions about your proposed topic.
Assignment 5: Instructional Design (ID) Quiz
This quiz is open-book and covers chapters 1-13 in your textbook, Designing Effective Instruction. Specific questions aim to measure your mastery of the stated instructional objectives. You will have three days to download and complete the quiz.

Assignment 6: Class Participation
The purpose of class participation in the forums is to share thoughts, opinions, theory, facts, and related research pertaining to instructional design. Throughout the semester, I will post information about the assignments along with thoughts and questions about instructional design. I expect students to visit the course’s WebCT classroom at least 3 times per week and participate in class discussions using WebCT’s discussion forums. At least one post per week is required. You may choose to respond to my post as well as comments made by other students. I encourage you to present your thoughts, insights, and opposing viewpoints based on your interpretations from the textbook and other scholarly sources.

Grading Scale:

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<td>82 - 80</td>
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- The total value of course requirements is 100 points.
- WebCT allows resubmission of course assignments before the deadline cutoff time.
- Submission of assignments is due on or before the due date and time deadline.
- Late submission of course assignments has to be granted permission by the course professor before the deadline. Five percent will be deducted from the total assignment points for each day the assignment is late.
- Late submission without permission granted by the course professor will not be accepted.
- Students may not do additional work or repeat an examination to raise a final grade.

Course Guidelines and Rules:
- Students should use their WebCT electronic mail account for all communication with the professor on issues related to this course.
- Use the WebCT drop box to submit your assignments. No email attachment of assignments will be accepted, unless pre-approved by the professor.
- Although Microsoft Word is preferred, the professor will accept .rtf, .txt and .pdf files.
- Intellectual property referenced or directly cited in course products must be documented using the guidelines of the APA Publication Manual.
- All writing assignments must comply with the guidelines in the APA Publication Manual.
- This course does not require the involvement of human subjects. Students must not post on the course forum, or submit assignments that contain content or information obtained through solicitation of human subjects.
• Proprietary information, trade secrets, classified military data and other corporate and nationally sensitive material must not appear as part of course deliverables.
• Students living within the continental United States and those living in distance time zones or overseas must meet the established due dates and deadlines for delivery of course requirement products.
• Time and date deadlines are based on East Coast time.
• Work submitted after the end of the term date will not be reviewed or graded.

School and University Policies and Procedures:
Students must comply with the policies published in the school’s Graduate Catalog and the NSU Student Handbook, some of which are included or referenced below. The catalog is at http://www.scis.nova.edu/NSS/pdf_documents/Catalog.pdf. The handbook is at http://www.nova.edu/cwis/studentaffairs/forms/ustudenthandbook.pdf.

1. Standards of Academic Integrity For the university-wide policy on academic standards, see the section Code of Student Conduct and Academic Responsibility in the NSU Student Handbook. Also see the section Student Misconduct in the GSCIS catalog.
Each student is responsible for maintaining academic integrity and intellectual honesty in his or her academic work. It is the policy of the school that each student must:
• Submit his or her own work, not that of another person
• Not falsify data or records (including admission materials and academic work)
• Not engage in cheating (e.g., giving or receiving help during examinations; acquiring and/or transmitting test questions prior to an examination; or using unauthorized materials, such as notes, during an examination)
• Not receive or give aid on assigned work that requires independent effort
• Properly credit the words or ideas of others according to accepted standards for professional publications (see the next section Crediting the Words or Ideas of Others)
• Not use or consult paper writing services, software coding services, or similar services for the purpose of obtaining assistance in the preparation of materials to be submitted for course assignments or for theses or dissertations.
• Not commit plagiarism (Merriam-Webster's Collegiate Dictionary (2004) defines plagiarism as “stealing or passing off ideas or words of another as one’s own” and “the use of a created production without crediting the source.”) (see Crediting the Words or Ideas of Others below)

Crediting the Words or Ideas of Others

When using the exact words of another, quotation marks must be used for short quotations (fewer than 40 words), and block quotation style must be used for longer quotations. In either case, a proper citation must also be provided. Publication Manual of the American Psychological Association, Fifth Edition, (2001, pp. 117 and 292) contains standards and examples on quotation methods.

When paraphrasing (summarizing, or rewriting) the words or ideas of another, a proper citation must be provided. (Publication Manual of the American Psychological Association, Fifth Edition (2001) contains standards and examples on citation methods (pp. 207–214 and reference lists (pp. 215–281)). The
New Shorter Oxford English Dictionary (1993) defines paraphrase as “An expression in other words, usually fuller and clearer, of the sense of a written or spoken passage or text…Express the meaning (of a word, phrase, passage, or work) in other words, usually with the object of clarification…”. Changing word order, deleting words, or substituting synonyms is not acceptable paraphrasing—it is plagiarism, even when properly cited. Rather than make changes of this nature, the source should be quoted as written.

Original Work

Assignments, exams, projects, papers, theses, dissertations, etc., must be the original work of the student. Original work may include the thoughts and words of others but such thoughts or words must be identified using quotation marks or indentation and must properly identify the source (see the previous section Crediting the Words or Ideas of Others). At all times, students are expected to comply with the school’s accepted citation practice and policy.

Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for credit at the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, reexamination, and/or remediation.

2. Writing Skills

Students must demonstrate proficiency in the use of the English language. Grammatical errors, spelling errors, and writing that fails to express ideas clearly will affect their grades and the completion of their academic programs. The faculty will not provide remedial help concerning grammatical errors or other writing difficulties. It is the student’s responsibility to proofread and edit his or her work which, in both form and content, should be letter-perfect. Work that is not properly edited will be rejected. It is university policy that students must submit their own work, not that of another person. Consequently, they should refrain from using outside editors to redo their work.

Several books contain general guidelines for writing. On Writing Well (Zinsser, 2006) is an excellent guide to clear, logical, and organized writing. The Elements of Style (Strunk and White, 2000) is a compact handbook on the basic principles of composition, grammar, word usage and writing style. The Publication Manual of the American Psychological Association (APA) (2001), a comprehensive handbook on writing for publication, addresses editorial style, grammar, and organization. Give particular attention to Chapter 1, Content and Organization of a Manuscript; Chapter 2, Expressing Ideas and Reducing Bias in Language; and Chapter 3, APA Editorial Style. Chapter 2 also has good advice on writing style and grammar. Another excellent handbook on writing for publication is The Chicago Manual of Style (2003). The APA manual and the Chicago manual contain guidance on punctuation, spelling, capitalization, abbreviations, quotations, numbers, statistical and mathematical material, tables, figures, footnotes, appendixes, and reference citations in text. Students should use a good dictionary such as Merriam-Webster's Collegiate Dictionary (11th ed.).

3. Disabilities and ADA

NSU complies with the American with Disabilities Act (ADA). The university’s detailed policy on
disabilities is contained in the NSU Student Handbook. Student requests for accommodation based on ADA will be considered on an individual basis. Students with disabilities should discuss their needs with their academic advisors before the commencement of classes if possible.

4. Communication by Email

Students must use their NSU email accounts when sending email to faculty and staff and must clearly identify their names and other appropriate information, e.g., course or program. When communicating with students via email, faculty and staff members will send mail only to NSU email accounts using NSU-recognized usernames. Students who forward their NSU-generated email to other email accounts do so at their own risk. GSCIS uses various course management tools that use private internal email systems. Students enrolled in courses using these tools should check both the private internal email system and NSU’s regular email system. NSU offers students web-based email access. Students are encouraged to check their NSU email account and their course management email daily.

5. The Temporary Grade of Incomplete (I)

The temporary grade of Incomplete (I) will be granted only in cases of extreme hardship. Students do not have a right to an incomplete, which may be granted only when there is evidence of just cause. A student desiring an incomplete must submit a written appeal to the course professor at least two weeks prior to the end of the term. In the appeal, the student must: (1) provide a rationale; (2) demonstrate that he/she has been making a sincere effort to complete the assignments during the term; and (3) explain how all the possibilities to complete the assignments on time have been exhausted. Should the course professor agree, an incomplete contract will be prepared by the student and signed by both student and professor. The incomplete contract must contain a description of the work to be completed and a timetable. The completion period should be the shortest possible. In no case may the completion date extend beyond 30 days from the last day of the term for master's courses or beyond 60 days from the last day of the term for doctoral courses. The incomplete contract will accompany the submission of the professor's final grade roster to the program office. The program office will monitor each incomplete contract. If a change-of-grade form is not submitted by the scheduled completion date, the grade will be changed automatically from I to F. No student may graduate with an “I” on his or her record.

6. Grade Policy Regarding Withdrawals

Course withdrawal requests must be submitted to the program office in writing by the student. Requests for withdrawal must be received by the program office by the calendar midpoint of the course (see dates in the academic calendar in the catalog and program brochures or websites). Withdrawals sent by email must be sent from the student’s assigned NSU email account. Requests for withdrawal received after 11:59 p.m. EST on the withdrawal deadline date will not be accepted. Failure to attend class or participate in course activities will not automatically drop or withdraw a student from the class or the university. Students who have not withdrawn by the withdrawal deadline will receive letter grades that reflect their performance in the course. When a withdrawal request is approved, the transcript will show a grade of W (Withdrawn) for the course. Students with four withdrawals will be dismissed from the program. Depending on the date of withdrawal, the student may be eligible for a partial refund (see the appropriate catalog section Refund Policy Regarding Withdrawals).
7. Acceptable Use of Computing Resources

Students must comply with the university’s Policy on Acceptable Use of Computing Resources (see NSU Student Handbook).

8. Academic Progress, Grade Requirements, and Academic Standing

Students must be familiar with the school’s policies which are contained in its catalog.

9. Student Research Involving Human Subjects

Students must be familiar with the university’s policy (see paragraph in catalog).

10. Responsibility for Payment of Tuition and Fees

Once registered, students are personally responsible for the payment of their tuition and fees. Returned checks, cancelled credit cards, employer or agency refusal to pay, ineligibility for financial aid, and other reasons for non-payment may result in a direct bill to the student, and/or referral to a collection agency.

Payment and refund policies are based on the view that a student registering for a class is reserving a place in that class and that tuition and fees cover the opportunity to secure that place in the class. Since no other person can purchase that place, the student is responsible for the tuition and fees associated with it. Simply not attending does not constitute a reason for non-payment.