OLT 578-01W, Instructional Design & Development
COURSE SYLLABUS: FALL 2024

INSTRUCTOR INFORMATION

Instructor: Karen Lackey, PhD
Office Location: Virtual
Office Hours: Virtual by Appointment
University Email Address: karen.lackey@tamuc.edu
Preferred Form of Communication: university email
Communication Response Time: 48 hours; except weekends and holidays

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Richey, R. C., Klein, J. D., & Tracey, M. W. (2011). *The instructional design knowledge base: Theory, research, and practice.* New York: Routledge

Course Description
Students will utilize a systems approach to design and develop instruction. The four phases of instructional design, analysis, design, development, and evaluation, (ADDIE) are examined.

Student Learning Outcomes:
Learning outcomes are what you are able to do as a result of the activities, readings, instruction, etc. that have occurred in this course. Assignments/activities related to these outcomes are described in the assignments and assessments portion of the syllabus.

1. The learner will describe and define instruction and instructional design and demonstrate that knowledge by:

   - Designing an instructional product utilizing the steps of an instructional design model.
   - Preparing and conducting a needs assessment, learner analysis, context analysis, and instructional analysis

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- Developing performance objectives, learning outcomes, assessment instruments, instructional strategies, instructional materials and evaluation methods
2. The learner will collect and organize all design notes via electronic journaling.
3. The learner will conduct ongoing peer evaluation and provide constructive feedback to other instructional designs (both in progress and finalized) within his/her learning community and/or instructional design partner.

COURSE REQUIREMENTS

Instructional Methods

This is a fully online course. Assignments will be delivered via the D2L learning media platform. Knowledge of the substantive material covered in the course is of central importance. Grading will include consideration of content as well as grammar, spelling, organization, and explicit use of readings. A serious commitment to mastery of the content and contribution to everyone's learning is expected. An online course inherently requires students to be active, reflective, and contributive learners.

Assigned readings are noted within the module overview and on the course schedule. Required module readings will serve as a basis for online discussion. Late submissions one week past the due date WILL NOT be accepted, and each day late will incur a **10% score deduction**. I do understand that sometimes, there are circumstances outside one's control that may impact the timely submission of assignments, such as jury duty, hospitalization, or the death of a family member. In these instances, a student must notify the instructor **BEFORE** the assignment deadline.

Instructional Methods / Activities / Assessments
This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. The primary project for the course is the Instructional Design Document and accompanying eJournal. Each week you will work on various combinations of readings, discussions, journal entries, peer reviews, and research. To succeed in this course, regular logins and timely submission of all assignments is required. In addition, you are expected to regularly interact with your peers during all discussion and peer review activities.

Instructional Design Document – 30%
Following the ADDIE model of Instructional Systems Design, you will create an instructional design document. You'll only complete the first two phases of the ADDIE process: Analysis and Design. However, you'll include planning for the Development, Implementation, and Evaluation phases of the process in your design document. You'll submit drafts of the design document for peer review in Week 4 of the course. Submitting your document for peer review and providing feedback to others on their documents is a required activity in the course.

Instructional Design eJournal – 25%
While the Instructional Design Document represents a finished product detailing the components of your instructional design, the ID eJournal will document the thinking behind your final documents (rationales, alternatives, implications, etc.). Each week you'll complete an eJournal entry, which will guide you through the analysis and design of your project. Although

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weekly readings and discussion will help guide your thinking about key analysis and design concepts, in your eJournal entries, you will connect the concepts and theories from readings to your specific design project.

Reading Discussions – 30%
Engaging in dialogue with other students to discover critical issues and questions related to the course topic is a critical component of this course. Discussions typically relate to assigned readings in the textbook or provided through supplemental course resources. It is imperative that you complete the readings on time, so that you can participate in the discussions. A typical discussion requires 4-5 posts: one initial response to the discussion prompt, followed by 3-4 responses to other students' posts and/or replies. Initial posts are typically due by Thursday each week and replies are due by Saturday (except in the last week of the course). Prompts will be available well in advance of the deadline; please post on time so that others may reply to your post. I offer a blanket, 24-hour grace period on all discussion deadlines in case of technical difficulties or unforeseen circumstances. This grace period means that posts made 24 hours after a deadline won't be counted late. However, if you habitually wait until the grace period to make your posts, you will risk missing a post due to technical difficulties. ***Be advised:*** *There's no grace on the grace period.*

Peer Reviews – 15%
Instructional design and technology professionals rarely work in isolation and are responsible for getting feedback on their work throughout the instructional design process. Thus, giving and getting thoughtful feedback are vital skills to learn and practice. Peer reviews of the Instructional Design Document will take place twice this semester: in Weeks 5 and 7. Neglecting to make your Design Document available for peer review and/or failing to provide meaningful feedback to peers by the due dates seriously impedes your classmates' workflow.

ETEC ePORTFOLIO

Students pursuing the MS/MEd degree in Educational Technology Leadership (ETLD) program **and** the MS/MEd degree in Educational Technology Library Science (ETLS) are now required to submit an electronic portfolio prior to graduation. This requirement does not pertain to students taking ETEC courses as an elective for other programs, or to those pursuing only the School Library Certification who have already earned a master's degree.

Many courses in ETEC and LIS programs have identified artifact(s) that should be included in the ePortfolio to provide evidence of acquired and developing knowledge, skills, and philosophical approaches. In courses where recommended artifacts are not identified, it is the student's responsibility to *collect* artifacts throughout the course and appropriately *select* which artifacts to include in the ePortfolio. This includes courses from other departments and/or institutions for which the student is receiving credit towards the ETEC master's degree. For example, if a student takes courses in ELED, EDAD, MGMT, or TDEV and applies credits earned toward their ETEC master's degree, the student should include artifacts from those courses in their ETEC ePortfolio.

For **ETEC 578**, the required artifacts are:
- Instructional Design Document (drafts and final document)
- Selected entries from the Instructional Design eJournal
- Course Reflection (last eJournal entry in the course)

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Newly admitted majors in the program should contact Dr. Mary Jo Dondlinger, coordinator of the ETEC program, for more information on how to get started with the ETEC ePortfolio. If you plan to major in the program, but have not yet applied, you are strongly encouraged to do so as soon as possible. Please contact MaryJo.Dondlinger@tamuc.edu for more information about the program's portfolio requirement.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Weights of the assessments in the calculation of the final letter grade.

Instructional Design Document	30%
Instructional Design eJournal	25%
Reading & Discussions	30%
Peer Reviews	15%
TOTAL	100%

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf.

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedures 13.99.99.R0.01
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03
Undergraduate Student Academic Dishonesty Form

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Students Academic Integrity Policy and Form

Graduate Student Academic Dishonesty Form

https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf

Students with Disabilities-- ADA Statement

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Student Disability Services

https://www.tamuc.edu/student-disability-services/

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Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.
Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

Mental Health and Well-Being
The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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AI use policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

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