



## IDC 6140-900 Instructional Systems Design

### Course Syllabus 1.02

Fall Semester 2008

#### INSTRUCTOR

Keith B. Hopper, Ph.D.  
Humanities and Technical Communication  
Southern Polytechnic State University  
1100 Marietta Parkway  
Marietta, GA 30060

Office Hours (J-345):  
Th 10:00 AM to 3:00 PM  
(also online chat or phone by appointment)

#### COMMUNICATIONS

E-Mail: khopper@spsu.edu  
Office Phone: 678.915.7480  
Home Phone: 770.632.7831 (no calls after 10:00 PM)  
Fax: 678.915.7425

#### COURSE LOCATION AND TIME

WebCT, Horizon Live Classroom, course listserv.

This is a totally online course with no scheduled face-to-face meetings. Some online meetings are **asynchronous** (any time) and some are **synchronous** (refer to course schedule and instructor communications via course listserv).

## **INTRODUCTION**

This course syllabus provides a general outline or plan for the course. Deviations may be necessary and will be provided in writing in advance of implementation. It is my desire to create a course which best meets your personal and professional goals as these relate to your current competencies in the general area of instructional systems design (ISD) in technical communication.

As this is a graduate level course attended primarily by working professionals, we will be learning together. The instructor will provide a structure for the course and substantial amounts of didactic and reading content, but student discourse and collaborative work are essential in making the course a success. Your professional experience and what you learn as we progress are intended to be major portions of the course.

## **CATALOG DESCRIPTION**

This is an Internet-conducted course on instructional systems design at the intermediate level. The major models of instructional systems design will be surveyed, and some will be applied to real instructional systems design needs in technical communications. The issue of behaviorist vs. constructivist foundations of teaching and learning will be addressed. The important contributors to the theory and practice of instructional systems design, and related fields (performance technology, cognitive psychology), will be studied. Various philosophies, procedures, and techniques for designing instruction will be explored. This is an active, hands-on course requiring students to write, reflect, and share.

## **INSTRUCTOR'S DESCRIPTION**

This is an online course designed to prepare the student to systematically design instruction. Emphasis is on the ADDIE and Dick and Carey models of instructional systems design, which will be directly applied to an instructional need selected by the student. Course emphasis is on the design and development of instruction applicable to a variety of media. This is a hands-on, collaborative, and highly participatory course requiring students to conduct discourse, reflect, write, and complete projects and assignments to be shared with the class.

## COURSE OUTCOMES

This course provides an introduction to and application of foundational models of systematic instructional design. There is latitude for the student to approach the course in a way that best suits his/her background and interests.<sup>1</sup> The overall goals of this course are to:

1. Describe the major elements in instructional systems design theory, and the structure of instructional systems design as a professional field of practice.
2. Experience the application of instructional systems design theory, tools, and techniques to a real or simulated workplace instructional need.
3. Identify the primary publications and professional resources in the field of instructional systems design.
4. Perform productively and collaboratively on an instructional design team.

## COURSE SCHEDULE<sup>2</sup>

Week	of	Topic	Due	Reading
1	8/17	<b>Getting Started</b> <ul style="list-style-type: none"> <li>– Course overview</li> <li>– Course expectations</li> <li>– Course technology</li> <li>– Introductions</li> </ul>	– home page	Ch. 1
2	8/24	<b>Module 1: Introduction to ISD</b> <ul style="list-style-type: none"> <li>– Overview of ID-ISD</li> <li>– Intro to performance technology</li> </ul>		Ch. 2 Smith & Ragan handout
3	8/31	<ul style="list-style-type: none"> <li>– Philosophical &amp; theoretical foundations</li> <li>– Models of ID</li> <li>– The media question</li> <li>– Reflection on education &amp; training</li> </ul>		Clark handout
4	9/7	<b>Module 2: Analysis of Contexts</b> <ul style="list-style-type: none"> <li>– Needs assessment</li> <li>– Learners</li> <li>– Learning tasks</li> <li>– Case 1</li> </ul>	<ul style="list-style-type: none"> <li>– Reflection Paper 1</li> <li>– ISD project goal statement</li> </ul>	Ch. 3
5	9/14	<ul style="list-style-type: none"> <li>– Goal analysis</li> <li>– Instructional analysis</li> <li>– Content analysis</li> </ul>	–	Ch. 4 Objectives Handout/Exercise
6	9/21	<ul style="list-style-type: none"> <li>– Case 2</li> <li>– Project workshop</li> </ul>	–	Ch. 5
7	9/28	<b>Module 3: Instructional</b>	–	Ch. 6

<sup>1</sup> Some assembly required.

<sup>2</sup> Students are expected to be somewhere most of the time.

		<b>Strategies</b> – Procedures – Domain-specific problem solving – Cognitive strategies		
8	10/5	– Instructional strategy specifics		Ch. 7 Smith & Regan Handout
9	10/12	<b>Module 4: Producing &amp; Evaluating Instruction</b> – Assessment – Production – Selection of technologies – Formative evaluation – Summative evaluation	– ID philosophy – ISD Project Part 1	Ch. 8, 9 Clark Handout
10	10/19	– Gagné applied	Reflection Paper 2	Ch. 10
11	10/26	– Exemplary ISD		Ch. 11
12	10/30 to 11/5	– Case 3		
13	11/2	– Project workshop	– ISD Project Part 2	Ch. 12
14	11/9	<b>Module 5: Conclusion</b> – Fast-track models of ISD		
15	11/16	– <b>Thanksgiving Holiday</b>		
16	11/23	– The future of ISD – <i>Quiz?</i> – Course review & evaluation		

☞ Note: All sessions online; some sessions synchronous (TBA).

☞ Note: Shading indicates synchronous Horizon Live class session.

☞ Note: Reading assignments should be completed **before** the class exercise.

☞ Note: Assignments are due **midnight Saturday of the class week** unless otherwise directed.

## DELIVERABLES

1. **Article Reviews/Reflections.** Read and summarize two recent (or bedrock, seminal) professional articles of interest to you and that are related to the goals and objectives for this course. The purpose of this assignment is to ensure that we are considering the “state of the art” of ISD, and that you know where to locate literature related to ISD. Include complete bibliographic data (APA), a **brief** summary of the content, and a **reflective** statement regarding its personal value to you. **The reflection portion of the report is most important.** These reviews must be posted on the course WebCT site as PDF or Word DOC files. Reviews are limited to two pages. (10 points each)
2. **ISD Project.** This individual project is to demonstrate your ability to implement the systematic instructional design process to plan, design, and refine a unit of instruction. The project will be assigned and completed in two phases, and will be presented on the course WebCT site. The project is a complete but modest ISD project, chosen from the student’s professional experience or professional goals. (30 points)
3. **Instructional Philosophy.** Write a one-page summary of your philosophy of instructional design, addressing your views on teaching and learning. (5 points)
4. **ISD Cases.** Two (or more) case studies in ISD will be analyzed and summarized in table form, with a reflective summary. The intent is to connect reading and theory to real world ISD practice. (15 points each)
5. **Real world collaborative project.** Students will work in teams to accomplish assigned phases of brief but real instructional development projects, in collaboration with community subject matter experts, students in other courses, and students from other institutions. (20 points)
6. **Participation and contributions to asynchronous (discussion board) and synchronous (chatroom) discussions.** This is a critical element in the conduct of the course, and will be graded subjectively by instructor impression of overall student performance in this area. Both extent and quality of participation in class dialogue will determine the score, to be awarded at midterm and at the end of the course. Each student will serve the role of design team evaluator for another student, and this is an important aspect of the participation score. (10 points)
  - ☞ Caution: Score in this area is primarily determined by the **quality** of contributions. The best advice is that no student should either dominate or abstain. It is expected that keeping abreast of reading assignments will be evident in participation of online and classroom discussion.

## EXAMINATIONS

No examinations are planned for the course; however, a final quiz is reserved as instructor's option if there is evidence that reading assignments have received short shrift.

## GRADING

<i>Item</i>	<i>Point Value</i>
Article Reviews/Reflections	20
ISD Project	30
Instructional philosophy	5
ISD Cases	15
Real World Team Project	20
Participation	10
Total	100

The grading system is based upon regular and active participation in course activities and the completion, on time, of all assignments. Assignments submitted late are subject to a full letter grade reduction for each week (or fraction thereof). No late assignments will be accepted for credit after the last scheduled week of this class.

<i>Grade</i>	<i>Points</i>
A	93 - 100
B	83 - 92
C	73 - 82
D	63 - 72
F	< 63

## TEXTS

### Required (primary)

Cennamo, K., & Kalk, D. (2004). Real world instructional design. (1st ed.). Belmont, CA: Wadsworth/Thomson Learning.

Course text website: [www.wadsworth.com](http://www.wadsworth.com) (search for text title—key is in your text)

### Suggested (widely available via the SPSU library, ILL, or other sources)

Dick, W., & Carey, L. (2001). The systematic design of instruction. (Fifth ed.). New York: Addison-Wesley Educational Publishers, Inc.

Gustafson, K. L., & Branch, R. M. (1997). Survey of instructional development models. Syracuse, NY: ERIC Clearinghouse on Information & Technology; Syracuse University.

Smith, P. L., & Ragan, T. J. (2005). Instructional design. (3rd ed.). Hoboken, N.J.: J. Wiley & Sons.

## TECHNICAL SUPPORT

Address technical support issues in the following order:

1. Review the technical pearls discussion thread on the course WebCT site.
2. Post a request for help on the course listserv.
3. Email instructor directly.
4. Email SPSU distance learning coordinator Brichaya Shah at [bshah@spsu.edu](mailto:bshah@spsu.edu), or phone 678.915.3166.

## TECHNICAL REQUIREMENTS

This is an Internet-conducted course. Course elements will be delivered entirely online. At a minimum, the student must have:

- Regular access to the World Wide Web, via either home computer connection or institutional equipment.
- Web-enabled computer with speakers and microphone.
- A viable email address and regular access to an email provider. Email is provided to all Southern Polytechnic State University students.
- Regular access to a computer with processing speed, local storage, graphics capability, word processing software, and other hardware, software, and performance elements appropriate for graduate students using current Internet browsers.

## TECHNICAL SKILLS

Successful participation in this course assumes that the student arrives with a basic set of computer-related technical skills, including but not limited to the following:

- Keyboarding and mousing
- Connecting to the World Wide Web (WWW)
- File management (opening, saving, sharing files such as word processing files and PDF files)
- Email application (receiving, reading, printing, composing, sending, managing email messages and attachments)
- Working familiarity with the WWW and an Internet browser (such as Netscape Navigator and Microsoft Internet Explorer), including navigating, searching, bookmarking, downloading files, and uploading files.

These skills will not be addressed in this course, except incidentally, and the student must assume responsibility for mastering them. Southern Polytechnic University, various tutorials and technical resources on the WWW, and major bookstores are suggested as resources for self-directed learning. Fellow students are often an excellent resource for help with technical matters.

## **INTERNET BROWSER**

Some elements of this course work best using Microsoft Internet Explorer, rather than Netscape Navigator. This is because some proprietary software simply "does not play well with others." This is most noticeable in online PowerPoint presentations and Ms Producer modules. Note the following recommendations:

- Use the most current browser version that your hardware can accommodate.
- If you currently use Netscape Navigator or other browser, consider downloading Internet Explorer to view course elements that are troublesome in Netscape.

## **ADOBE ACROBAT READER**

Some course elements are provided in Adobe PDF (Portable Document Format) files, which require Adobe Acrobat Reader. This is a FREE plug-in available for download on the Internet. It allows you to open, read, search, and print documents saved in this file format. PDF is a file type that allows information to be presented over the web while maintaining its exact look and feel; regardless of the fonts the user has installed on his/her local PC. PDF files can be viewed on any computer that has the Adobe Acrobat Reader software. To download the current Adobe Acrobat Reader, visit:

<http://www.adobe.com/products/acrobat/readstep.html>

## **COURSE LISTSERV**

This course provides a listserv for housekeeping purposes. Occasionally, course content messages may also be distributed via the listserv. A listserv is an email application that automatically distributes a single posted message to all subscribers to the list. There are two purposes for the course listserv:

1. To provide a professional listserv experience for all IDC 6140-900 students. Listservs are widely used in professional circles related to ISD and technical communication.
2. To serve as a course housekeeping communications medium. Listservs are simple, reliable technology requiring only an email capability.

It is the student's responsibility to:

1. Subscribe to the course listserv
2. Check course email messages frequently (not less than several times per week)

To **subscribe** to the IDC 6140-900 listserv:

Send an email message to: **listserv@listserv.uga.edu**

omit the subject (if possible)

the message text should be: **subscribe IDC-6140-900-L *first last***

example: **subscribe IDC-6140-900-L Richard Nixon**

The listserv will return a confirmation within a few minutes. Follow listserv instructions in this message to finalize your subscription.

To **post** a message to the IDC 6140-900 listserv:

Send the email message to: **IDC-6140-900-L@listserv.uga.edu**

Further information about USG listservs may be found at:

<http://listserv.uga.edu/>

The course listserv will be deactivated when the course ends. It is not necessary to unsubscribe.

## **HORIZON LIVE CLASSROOM**

Some course sessions will be conducted synchronously and online using Horizon Live Classroom. This technology permits real time, two-way voice communication plus classroom-like lectures and student group activity. The instructor will notify the class in advance of sessions using Horizon Live Classroom.

- ☞ Note: Prior to our first Horizon Live Classroom session, visit the Horizon Wimba website and use the wizard to confirm that your computer system is properly configured. Access this via our Vista website. Click: Live Classroom Demo / Demonstration of Horizon Wimba's Powerlinks / SetupWizard Follow screen prompts to prepare and test your system.
- ☞ Note: This is new technology, and we are among the very first courses at SPSU to use it. We can expect technical issues and frustrations but we will patiently resolve these together.

## IMPATICA

Some course sessions will be delivered using Impatica, a technology that compresses and streams narrated PowerPoint presentations over the Internet. For an overview of this technology, visit: <http://www.impatica.com/higher-ed/higher-ed.html>

Impatica requires a Java run-time environment, which may be downloaded and installed free from Sun-Java: <http://java.sun.com/j2se/1.4.2/download.html>

☞ Note: Microsoft JVM is not supported by Impatica.

In most cases, Impatica modules will only require the student to click on a link from the WebCT course website. No plug-ins or special software required. Students will experience a narrated lecture, with VCR-like playback controls. Although one-way, Impatica technology permits a near lecture experience with acceptable (although not spectacular) sound quality.

☞ Note: Impatica is designed for acceptable performance via slow dial-up Internet connections; however, DSL is preferred.

☞ Note: It is probable that laptop speakers will not provide adequate sound volume. External speakers are highly recommended.

## MICROSOFT PRODUCER

Some course sessions will be delivered using Microsoft Producer, a technology that streams high fidelity, narrated PowerPoint presentations over the Internet. For an overview of this technology, visit:

<http://www.microsoft.com/windows/windowsmedia/technologies/producer.mspx>

Producer requires Microsoft Internet Explorer or Netscape Navigator, and is not Macintosh compatible.

☞ Note: Be sure to install Microsoft Media Player 9 or newer.

Microsoft Producer presentations **load slowly**, especially over slow Internet connections. Be patient. You may click the "Play" message to begin streaming immediately, but expect delays and sluggish performance.

## WebCT VISTA

Point your browser to:

<http://spsu.view.usg.edu/>

Click on the "Log in" link

In most cases, students will be automatically enrolled in WebCT Vista via the Banner system.

The WebCT website is the focal point of this course. An essential first task for each student is to visit the course website, browse, and become familiar with the tools and resources. It is important to visit the course website frequently, not less than several times each week. Housekeeping messages as well as content are placed here and the student is responsible for keeping abreast. Not all WebCT options will be used in this course. Particularly important are the following online elements:

- Syllabus – the latest iteration of the course syllabus is available as a website page and as a downloadable, printable PDF file. The syllabus is likely to change as this course develops and incorporates student feedback. It is the student's responsibility to ensure that he/she has the current syllabus.
- Student grades – password-protected, current, and private.
- Course resources – a glossary, selected WWW links, table of abbreviations, and other items the student may find useful in this course.
- Discussion boards – for asynchronous, threaded discussions on class management and content topics. This is an important part of the course and meaningful participation contributes to the final grade.
- Chatrooms – for real time, live discussions. Some chat sessions are scheduled; others are at student discretion.
- Course map – provides a quick overview of the course.
- Student presentations – post assigned work and view the work of others in the class.
- Take notes – prepare custom notes on course content, discussions, and activities.
- Email addresses – students and instructor. (This course will not use WebCT's email feature).
- Home pages – students and instructors. Students are encouraged to add homepages to this course website. This is a great way to melt the ice, build a sense of community in the class, and add a bit of levity.

## ELECTRONIC RESERVES

Some documents required in this course are placed on electronic reserve, courtesy SPSU's Lawrence V. Johnson Library. To access an electronic reserve document:

1. Point your browser to <http://gil.spsu.edu>
2. Choose search course reserves
3. Under instructor field choose Hopper  
and under course field choose the course number
4. Choose the title location in "Electronic Reserves"
5. Click the blue highlighted e-item title
6. Enter the password: (obtained from Gil Request)
7. These are PDF files, which you can download and print.

## POLICIES

This is intended to be a highly interactive course that depends upon your active participation during every class exercise.<sup>3</sup> This is also a course that is structured to maximize learning from your peers as well as from your instructor. If you miss a synchronous online class, or arrive late, you are not available to learn from nor contribute to others in this class. As a result, much of what is missed cannot be "made up".

If you find it necessary to be absent or late to a synchronous class, or to be unavailable for an asynchronous activity, please inform the instructor, via e-mail, (as soon as possible but not later than the following day) the reason for your absence or lateness.

Students with Disabilities who believe that they may need accommodations in this class should contact the counselor working with disabilities at 678.915.7391 right away to better ensure that they get the help they need quickly.

## PLAGIARISM

Plagiarism is the act of representing someone else's work as your own, either intentionally or unintentionally. In this course, plagiarism will result in a zero for the assignment and, possibly, a failing grade in the course. Be aware that current Internet search engines can quickly identify almost any previously published document.

## CORPORAL PUNISHMENT

A student who misses the presentation of a guest speaker will be beaten to a bloody pulp. However, if SPSU's legal department objects to this consequence, an equivalent nonviolent substitute will be devised.

---

<sup>3</sup> Void where prohibited.