I. Course Description

This course provides concepts and tools for applying systems theory to instructional design, including needs, instructional, learner, and context analyses, objectives, assessment, strategy, development, and evaluation. This course will focus primarily on applying the instructional design process in the K-12 learning environment.

II. Rationale

Learning and Leading through Reflective Practice is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. The purpose of this course is to provide experience in working with fundamental concepts and tools for developing instruction within a K-12 school setting. Instructional design will enable students to thoughtfully prepare meaningful and effective instruction. The Division of Curriculum and Instruction in the School of Education, University of South Dakota, is committed to preparing reflective educators and instructional leaders.

III. Textbook & Other Course Requirements

The textbook adopted for this course is: (students must have the textbook for the first day of class)


Since this course is an on-line course it will utilize the Internet to access all course materials via Desire2Learn (D2L). Students must have a computer that meets minimum technology standards found at http://www.usd.edu/continuing-and-distance-education/student-resources.cfm. This course will also utilize Blackboard Collaborate for synchronous class sessions. Students will need a noise-canceling, USB headset and microphone to successfully participate in required Blackboard Collaborate sessions.
IV. Course Objectives/Outcomes – Standard – Assessment

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<thead>
<tr>
<th>Objectives/Outcomes</th>
<th>Standards/Code</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1. Describe instructional design as a systematic process (i.e., analysis, design, development, implementation, evaluation).</td>
<td>SoE- AD 1</td>
<td>Discussion</td>
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<td>2. Describe the Smith and Ragan model for instructional design.</td>
<td>SoE – AD 1 &amp; 2</td>
<td>Discussion</td>
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<td>3. Conduct instructional design activities for the ID process</td>
<td>SoE – AD 1</td>
<td>ID Group Exercises</td>
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<td>4. Apply the concepts and tools associated with systematic instructional design to develop an instructional project.</td>
<td>SoE – AD 1 &amp; 5</td>
<td>ID Project</td>
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<td>5. Develop competencies of an instructional designer.</td>
<td>SoE – AD 3 &amp; 5</td>
<td>ID Group exercises</td>
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The methods of assessment and the criteria for grade assignment for this course are:

Methods
Traditional Assessment:
- D2L Discussions:
- Small Group work:
- Individual work:
- Blackboard Collaborate sessions:
Performance Assessment:
- Instructional Design Project
  Details for all assignments can be found in D2L in the ‘Content’ section. Assignments must be submitted via D2L in the assignment drop box or the specific location described for each assignment as found in the assignment description in D2L. Assignments will be returned, with feedback and/or grade, within 3 working days from the date they are submitted.

Grading Scale (xxx total points possible)
100-90% = A  
80-89% = B  
70-79% = C  
69% & below = F

V. Instructional Methods and Activities

Methods and activities for instruction include:

Traditional Experiences
1. Online discussion: approximately 15% of the time will be spent in online discussions.
2. Personal Reflections/responses: approximately 15% of the time will be spent in writing reflections and responding to discussions.
3. Formal Writing: 15% of the time will be spent in formal writing.
Clinical Experiences
1. Small or groups: approximately 20% of the time will be spent in small group assignments.
2. Instructional Design Project design and development: approximately 35% of the time will be spent completing a final instructional design project.

VI. Bibliography

The knowledge bases that support course content and procedures include:

A. Contemporary References


B. Classic References


C. Key Journals

1. *Performance and Instruction* (from ISPI)
2. *Tech Trends* (from AECT)
3. *T&D* (formerly *Training & Development Journal*; from ASTD)

D. Organizations

1. American Society for Training & Development
2. Association for Educational Communications and Technology
3. International Society for Performance Improvement
VII. Course Schedules and Policies

A. Tentative Course Schedule (complete/final course schedule will be available in D2L). The first day of class is Monday, August 23 and the last day of class is Wednesday, December 13, 2017. Students will be expected to participate in all class activities and complete all assignments during this time frame.

B. Class Policies

1. Students must be willing to take control of their learning and are expected to maintain a high level of self motivation and participation.

2. Where applicable, papers are to be typewritten following the latest APA (6th edition) style format (http://www.apastyle.org). While the quality of the content is more important than quantity, it is expected that you will thoroughly cover the subject on which you are writing. You are expected to cite sources, including those found on the web (following APA style) and provide a reference list when appropriate. Although you are not necessarily writing for publication purposes, it is expected that you will strive to write at a high standard.

3. Freedom in Learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation in unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

4. It is expected that the work of each student will be his or her original work. Plagiarism, which is the use of another person’s work without full and clear acknowledgement, will not be tolerated. No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:
   a. Given a zero for that assignment.
   b. Allowed to rewrite and resubmit the assignment for credit.
   c. Assigned a reduced grade for the course.
   d. Dropped from the course.
   e. Failed in the course.

It is also expected that each student will help foster a collegial learning environment by sharing his or her experiential and academic knowledge; encouraging intellectual honesty, and respectfully listening to the viewpoints of others.

5. Netiquette – General Netiquette guidelines can be found at the Division of Continuing Education Student Resources page http://www.usd.edu/continuing-and-distance-education/student-resources.cfm. Students are expected to follow the basic rules of netiquette and to be courteous and professional to all those in the class. Please type in complete sentences and follow the discussion board guidelines. Use only appropriate acronyms.

6. Assignments are due at the specified date in D2L for each assignment. You are expected to complete all reading assignments so that you can discuss them intelligently in online dialogues, individual assignments, and small group assignments. Written assignments/products turned in after the due date will be given only partial credit. Assignments must be submitted via D2L in the assignment drop box or the specific location described for each assignment as found in the assignment description in D2L.

7. Instructor Responses – Unless otherwise stated, I will respond to e-mails within 24 hours on weekdays, or by the end of the day on Monday if you e-mail the instructor during the weekend. Students should use D2L e-mail for contacting the instructor. If you do not hear from the
instructor within those time frames, please send a follow-up email or call the instructor’s office number. The instructor will do their best to return assignments, with feedback, within 3 working days from the date they are submitted.

8. Any Student who feels he/she may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information contact:
Ernetta L. Fox, Director
Disability Services
Room 119 Service Center
(605) 677-6389
web: www.usd.edu/ed/ds
email: dservices@usd.edu