CECS 5210

INSTRUCTIONAL SYSTEMS DESIGN

FACULTY OF RECORD

Dr. Scott Warren

Assistant Professor

Department of Learning Technologies

What is this course about?

The intent of this course is to provide both an overview of instructional design process(es) and give students the opportunity to practice the application of one or models of instructional design. To the degree that most instruction is embedded within a system, the course will provide insight into what makes a system, what makes systems function, what makes them dysfunctional, and what processes can allow the examination and repair of existing instructional or educational systems. The goal of this class is to provide both a general set of tools and means of thinking about instructional design regardless of the content area anywhere from corporate training systems, through K-12 classroom instruction, and onto massive educational systemic change projects.

Technological requirements of the course:

In addition to the software and hardware requirements necessary to access Moodle, additional requirements are:

1. Java running on your local machine so that you can access:

2. Windows Media player or Quicktime with the .wmv format plug-in

3. You need to have a working email account.

Student communication

Students should contact the instructor via email (scott.warren@unt.edu) as the telephone messages are only checked a couple of times a week. Instructor will respond to student emails within three working days (72 hours). Working days do not include weekends, or holidays. Students are also encouraged to develop communication networks with other class members via electronic communication vehicles such as Ning.com email, Forums, and/or other chat tools. Students should consider the communication parameters with regard to assignment due dates. Please be aware that instructor will not be able to respond to last minute emails asking for assignment clarification. You should be aware that there are always unforeseen problems with your Internet provider, software, or hardware, so do not wait until the last minute to work on this course.

Student responsibilities with online courses:

1. Be able to work independently on course objectives, given the format for interaction with faculty and students will be non traditional.

2. Access course web site or initiate contact with instructor prior to 5th class day.

3. Verify appropriate hardware and software as described in the course description.

4. Provide instructor with access to a working email account (Eagle mail, WebCT or private provider).

5. Contact instructor or instructor assistant within two days if any problems develop with regard to accessing the course.

6. Adhere to communication parameters of course.

7. Complete WebCT tutorial prior to taking the first WebCT course.

8. Comply with appropriate electronic etiquette and abbreviations.

9. Acquire all necessary software and books.

10. Complete all course requirements by posted deadlines.

11. Access any other online resources such as Ning, web sites, etc.

Books:

1. Textbook: "Instructional Design", Patricia Smith and Tillman Ragan, Merrill Publisher (Hold off on buying this for a couple of days until I get verification of this when I can unpack my books)

2. Additional readings are posted in the Moodle

Projects:

Again, the intent of this course is to provide the student with the theoretical basis for instructional design and an opportunity to participate in all phases of more than one instructional project. To this end the following requirements will be met:

1. Design three sets of instructional designs from different theoretical perspectives. These designs will meet the needs of actual clients and will follow the basic rules of color and art theory in addition to the core rules of the instructional design process used. These three projects will constitute 75% of the course grade (25% for each project).

2. A weekly web log will be kept in which you will reflect on readings and experiences with instructional design. This will be 10% of your grade.

3. Participation in class (and as a member of a design team) is an important part of a class of this nature, not only to validate your own ideas but to also share with others. 15 points of participation credit are available based on the quality of Forum contributions (15% of grade).

Grading policies:

Grades will be determined based on the above requirements. Test grades will be calculated on an individual basis and enough points will be added to each test grade so that the best grade in the class will equal 100% Grades below 90 will be assigned as ‘B’ and below 80 as ‘C’ and below 70 as ‘D’. Incomplete can be requested by students priorto taking the final exam for extraordinary circumstances that might arise during the course of the semester.

No late assignments after the end of dead week (last week of classes prior to final exams). Assignments received after this time will receive a grade of zero (0).

Course grade averages

Grades will be calculated by the following scale:

A = 90% or more

B = 80 to 89.4%

C = 70 to 79.4%

D = 60 to 69.4%

F = Below 60%

EEO/ADA Statement

EEO/ADA: The University of North Texas does not discriminate on the basis of race, color, religion, sex, age, national origin, disability or disabled veteran status in its educational programs, activities, admissions, or employment policies. A copy of the College of Education ADA Compliance Document is available in the Dean’s Office in the Research Park. Please see me outside of class to make any arrangements involving special accommodations. It is the responsibility of the student to inform the instructor of any disabling condition that will require modifications by the 12th class day.

Cheating

Plagiarism and cheating are serious offenses, which may be punished by any of the following:

1. failure on a project or paper

2. failure in the course, or

3. expulsion from the University of North Texas

Updated: August 28, 2009