

	<h1>ID 570: Systematic Instructional Design</h1> <p>Spring 2023 Syllabus</p>
Instructor: Dr. Hannah Digges Elliott	
Email: hannah.digges-elliott@wku.edu (preferred method of contact)	
Phone: 502.316.5652 (no calls or texts after 9 PM CT)	
Class Location: Online	
Instructor's Office Hours: Virtually on Tuesdays from 8:00 PM - 9:00 PM CT or by appointment	

*Note: This document and other class related materials are available on our course site at <https://wku.blackboard.edu>.

Address:

Western Kentucky University
1906 College Heights Blvd. #61030
Bowling Green, KY 42101-1030

Course Information and Requirements**Prerequisite:**

None

Required Texts:

- Dick, W., Carey, L., & Carey, J. (2015). The Systematic Design of Instruction. (8th. ed.). Pearson.
- Other required readings will be provided within the course site.

Primary Course Website:

BlackBoard

Graduate Catalog Description:

Systematic instructional design procedures to design, produce, and evaluate a unit of instruction.

Course Objectives/Student Learning Outcomes (SLO):

This course has been designed to enable you to employ systematic instructional (ID) design procedures. As a result, students who successfully complete this course should be able to design a unit of instruction by using systematic instructional design procedures.

Terminal Objective:

By the end of this course, you will be able to design, produce, evaluate, and revise a 20-30 minute print-based instructional unit by employing the procedures described in the eighth edition of The Systematic Design of Instruction (Dick, Carey and Carey, 2015).

Why print-based? – This course is about implementing an instructional design (ID) process. You could easily spend sixteen weeks learning one application used in ID. Learning a design model such as the Dick and Carey gives you a set of tools and a process applicable to a host of applications and does not depend on one particular technology or mediation. I hope you will master many applications and techniques during your coursework, but in this course you are best served learning about a process! ***That being said, if you wish to create a digital module, you must consult with me and gain approval by the date provided in the course site.***

Enabling Objectives:

To achieve our terminal objective, you will

- Write a goal statement/terminal objective for an instructional unit you will develop.
- Prepare a goal analysis for your instructional unit (part A of task analysis)
- Prepare a subordinate skills analysis for your instructional unit (part B of task analysis)
- Prepare a context analysis and learner analysis for your instructional unit.
- Write objectives for your instructional unit.
- Write test items for your instructional unit.
- Prepare an instructional strategy for your instructional unit.
- Produce a first draft print copy of your instructional unit.
- Conduct three one-to-one formative evaluations of your instructional unit, and describe the evaluation method, results, and revisions you would make to your unit based upon the data collected during your one-to-one formative evaluations.
- Revise your instructional unit based upon the data collected during your one-to-one formative evaluation.

Technology Requirements**Hardware:**

A computer or device with a stable internet connection capable of accessing Blackboard and streaming as well as recording audio and video (webcam and microphone).

Software:

We will be using the Blackboard learning management system to access the online course and submit course work. IMPORTANT: This course site will be using the Ultra Experience within Blackboard. As a result, the course site may look different from what you are accustomed to in a good way. It is a simple layout, and the various

components are easy to access. Please review the [Introduction to Blackboard Learn with the Ultra Experience for Students video playlist](#).

You will be reading articles and chapters in this course that are in Adobe PDF format, so be sure that you have the [Adobe Reader](http://www.adobe.com/products/acrobat/readstep2.html) (http://www.adobe.com/products/acrobat/readstep2.html) downloaded and installed on your computer.

This course also requires a great deal of writing and word processing, so be sure that you have Microsoft Word or its equivalent (must output .docx file types) downloaded and available to you. [Microsoft Office 365](https://www.wku.edu/its/sms/microsoft_sa.php) (https://www.wku.edu/its/sms/microsoft_sa.php) is offered to you at no cost through WKU.

Course Assignments, Projects, and Evaluation

Course Assignment Outline:

Students will be evaluated based on their performance in completing assignments such as the following:

- **Discussion Assignments:** The discussion assignments are our opportunities to share insights, perspectives, and work as well as to provide and receive feedback (peer review). Instructional design is a collaborative activity that requires giving and receiving consistent feedback with various project stakeholders. These discussion activities will serve as a mechanism to improve our skills as colleagues, collaborators, and designers while assessing our knowledge of the concepts discussed in preparation for the module assignments and projects. Please note that while these are called “Discussion Activities”, they may take place outside of the traditional threaded discussion forums at times.
- **Assignments, Quizzes, and Reflections:** These assignments, quizzes, and/or reflections will assess our ability to take our readings, videos, and other activities and use that knowledge to analyze, synthesize, evaluate, and/or create/propose concepts, strategies, and/or ideas depending on the context.
- **Instructional Design Reports:** In order to help you learn how to design a unit of instruction using the Dick, Carey & Carey model of systematic instructional design, you will be asked to prepare a series of four Instructional Design Reports. Each report will require you to apply one or more steps in the Dick, Carey & Carey model as you design, develop, and evaluate a 20-30-minute unit of instruction. The four reports are: a Goal Statement/Terminal Objective report, an Analysis report, a Design report, and a One-to-one formative evaluation report.
- **Individual or Team Synchronous Meetings with the Instructor:** You will be required to meet with the instructor 2x for approximately 30-60 minutes regarding progress, feedback, and advice on your instructional module. The dates and times of those meetings will be set by the students in consultation with the instructor.
- **Instructional Module:** You will also be expected to prepare, implement, and evaluate a 20-30 minute print-based self-instructional module. The assignments and instructional design reports you prepare throughout the semester will provide the blueprints for preparing this module.

Course Evaluation:

Your grade will be calculated based on percentages. As a result, tallying up your total points will not give you an accurate view of your course grade. Always check the Blackboard Overall Grade column for the most accurate calculations.

Course Assignment Categories	Percentage of Grade	Grading Scale
Discussion Assignments	(varies) 15%	A = 90%
Assignments, Quizzes, and Reflections	(varies) 15%	B = 80%
Instructional Design Reports	(4 @ 7.5%) 30%	C = 70%
Synchronous Meetings	(2 @ 5%) 10%	
Instructional Module	30%	
TOTAL Points	1000	

A schedule of assignments is provided within the course site. All assignments are due by midnight of the due date.

Class Time Management:

Management of your personal “class time” is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online.

Course Guidelines and Policies**Emails to Instructor:**

Please make sure your emails include your course in the subject line in addition to the overall topic to be discussed. An example of this might be: “Subject: ID560 – M1 Assignment Clarification”.

Naming Files:

Please use the following file naming convention: LastName_Class_AssignmentName. An example of this might be “Smith_ID570_Module1Assignment”.

File Formats Accepted:

The following file formats are accepted:

- Papers: .doc, .docx, or .pdf
- Graphics: .png, .jpg, or .pdf
- Video: None. Videos should be uploaded to a video platform and the links shared appropriately (Mediasite link, Zoom link, YouTube link, etc.)

Participation and Communication:

In terms of your participation in this course, it is required that you participate in a way that is both timely and regular. We have frequent discussions that will require you to think deeply about the content and provide opinions, perspectives, and your own work in addition to quality feedback to your colleagues. While positive reinforcement is always welcome such as “Good job”, it is not sufficient to entail adequate participation. Instead, you would need to explain why it is a good job and how it aligns with the concepts, etc. that we are covering. The same goes for providing constructive feedback. Do not simply say “This doesn’t look great,” but instead explore the concepts and how we can look to those to improve our work.

In terms of communicating with me, email is the best way to contact me. I check email every evening Monday through Friday, and I check it at least once a day on the weekend. You can generally expect a response within 48 hours. You can also feel free to call or text me via the number provided in the syllabus, but I do not accept calls/texts after 9PM CT unless they are previously scheduled. I am happy to help you, so please do not hesitate to contact me.

Regular and Substantive Interaction in Online Courses:

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Weekly optional synchronous sessions (office hours),
- Faculty participation in weekly discussion boards to select posts,
- Weekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission for weekly module assignments and within two weeks for major projects.

Student Disability Services:

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity:

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets “he/him” or “she/her,” there is a growing population who prefer “they/them” pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or

xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student's chosen names and pronouns will be respected at all times in the classroom.

Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software. For more information about the [Process for Academic Dishonesty](#)

Sexual Misconduct/Assault Policy:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

For further information and support you may choose to go to the Student Accessibility Resource Center: <https://www.wku.edu/sarc/>

Acknowledgements

The structure and content of this course is based on a course previously taught by Dr. Silvie Huang and Dr. Elena Novak who based much of her content on courses taught by Dr. Robert Reiser and Dr. Walter Dick, Florida State University, and Dr. Jim Russell, Purdue University. Our thanks to them for their contributions to this course.