Wayne State University
Administrative and Organizational Studies
Instructional Technology

IT 7100 – Introductory Graduate Seminar in Instructional Technology
Winter 2015 (January 12-May 5, 2015)
Online Course
Course Website: blackboard.wayne.edu

COURSE SYLLABUS

Instructor: Stacey DeLoose
Wayne State University
Instructional Technology
College of Education
Detroit, MI 48202
Office Phone: (313) 577-1728

Preferred method of communication:
Email: staceydeloose@wayne.edu or cell phone 586 804-0219

Office hours: By Arrangement online or by phone

Course Description: This course provides a graduate level introduction to the field of Instructional Technology. It includes a wide variety of topics related to the field, including: the scope of the field, careers in the field, learning theories, instructional design, needs assessment, evaluation, human performance technology, concept mapping, e-portfolios, requisite technology skills, how to conduct scholarly research, and an introduction to academic writing.

Course Goal: This course will introduce students to the field of Instructional Technology (IT), with the ultimate goal of helping students to determine their suitability to the field.

Course Outcomes: Upon completion of this course you will be able to:

- Define Instructional Technology (IT)
- Describe the scope of IT
- Describe IT past, present, future
- Identify the range of employment opportunities in the field
- Perform a literature review (doctoral students)
- Create an annotated bibliography (masters students)
- Create a concept map
- Explain the concepts of needs assessment and evaluation
- Describe the field of Human Performance Improvement
- Design simple instruction
- Create an e-portfolio
- Write a scholarly paper in APA style
- Explain a variety of learning theories
- Identify your own suitability to the field of IT
Required Texts:
Washington DC: American Psychological Association
(3) Additional articles/materials will be posted throughout the semester on Blackboard.

Instructional Strategies:
This course combines instructor presentations with experiential learning and active learner participation. Course activities will consist of lectures and hands-on activities to support the development of each learner’s knowledge of the practice and profession of instructional design.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Discussion Board Post &amp; Response to at least 2 peers’ posts</td>
<td>2</td>
<td>Initial post due 1/15, Responses due by 1/22</td>
</tr>
<tr>
<td>Peer Group Discussions</td>
<td>14</td>
<td>Multiple</td>
</tr>
<tr>
<td>Learning Reflections</td>
<td>8</td>
<td>Multiple</td>
</tr>
<tr>
<td>Library Quiz</td>
<td>5</td>
<td>2/1</td>
</tr>
<tr>
<td>APA Worksheet</td>
<td>5</td>
<td>2/8</td>
</tr>
<tr>
<td>1st Draft of Annotated Bibliography or Lit Review</td>
<td>5</td>
<td>2/22</td>
</tr>
<tr>
<td>Concept Map</td>
<td>10</td>
<td>4/5</td>
</tr>
<tr>
<td>E-Portfolio</td>
<td>20</td>
<td>4/19</td>
</tr>
<tr>
<td>Annotated Bibliography/Literature Review</td>
<td>30</td>
<td>5/3</td>
</tr>
<tr>
<td>Self-Evaluation</td>
<td>1</td>
<td>5/5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Grades:  

- 95-100    A  
- 93-94.99  A-  
- 90-92.99  B+  
- 85-89.99  B  
- 82-84.99  B-  
- 80-81.99  C+  
- 70- 80.99  C  
- Below 70  F  

I will not give a grade of ‘I’ (Incomplete) unless the student and I have an agreement in advance of the end of the semester to take an ‘I’ grade. The agreement will specify the work the student must complete to receive a passing grade. The student must complete the work without attending further classes. If the student has simply not finished all of the work, the final grade will include missing assignments, scored as 0 points. A grade of ‘I’ will change to F if not completed within one year, according to university policy.
**Academic Dishonesty/Plagiarism**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf)). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

**Enrollment/Withdrawal Policy**

Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term. Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately. See the university webpage for full details: [http://reg.wayne.edu/students/information.php](http://reg.wayne.edu/students/information.php)

**Attention Students with Disabilities:**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.
Religious Observance Policy:
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

Wayne State University Writing Center:
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/. To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330

Late Assignments
Please refer to the grading rubrics for individual assignments to read about the penalties for late assignments. Discussion board posts will receive zero credit after the deadline. Other assignments can receive an automatic loss of 15% if the assignment is turned in late. All assignment deadlines are at 11:59 p.m. on the date posted in the syllabus.
### Weekly Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments and Activities</th>
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</thead>
</table>
| 1    | Jan 12-18   | Introductions & Overview of Course              | Posted on Bb              | - Review Blackboard Contents  
- Intro Discussion Board Post                        |
| 2    | Jan 19-25   | Definitions, History of Field, History of WSU Program | R&D 1&3                   | - Review Blackboard Contents  
- Intro Discussion Board Response  
- ‘Meet’classmates                        |
| 3    | Jan 26-Feb 1| WSU Library System & Introduction to Academic Research | Posted on Bb              | - Review Blackboard Content  
- Take Library Quiz  
- Peer Group Discussion #1                  |
| 4    | Feb 2-8     | Academic Writing                                | APA Chapters 1-3          | - Review Blackboard Content  
- APA Worksheet Assignment  
- Learning Reflection #1                       |
| 5    | Feb 9-15    | E-Portfolios                                    | Posted on Bb              | - Review Blackboard Content  
- Peer Group Discussion #2                       |
| 6    | Feb 16-22   | Performance Improvement                         | -R&D 14                   | - Review Blackboard Content  
- Van Tiem, Moseley & Dessinger 1 posted on Bb  
- Peer Group Discussion #3                        |
| 7    | Feb 23-Mar 1| Learning Theories                               | - R&D 4-9                 | - Review Blackboard Content  
- Peer Group Discussion #4  
- Learning Reflection #2                        |
| 8    | Mar 2-8     | Instructional Design, Part 1                    | R&D 2 Spector 10          | - Review Blackboard Content                                      |
| 9    | Mar 9-15    | Instructional Design, Part 2                    | R&D, 18-21                | - Review Blackboard Content  
- Peer Group Discussion #5                       |
|      |             |                                                 |                           | *March 16-22 Spring Break, No Classes*                           |
| 10   | Mar 23-29   | Concept Mapping                                 | Posted on Bb              | - Review Blackboard Content                                      |
| 11   | Mar 30-April 5 | Needs Assessment, Evaluation                  | - R&D 10  
- Additional Readings posted on Bb | - Review Blackboard Content  
- Concept Map Assignment  
- Peer Group Discussion #6  
- Learning Reflection #3                        |
| 12   | April 6-12  | Getting a Job in Instructional Technology       | R&D, Chapters 26-28       | - Review Blackboard Content                                      |
| 13   | April 13-19 | Ethics in IT                                    | R&D, Chapters 29-34       | - Review Blackboard Content  
- E-Portfolio Due                                   |
| 14   | April 20-26 | Future of the Field                             | Posted in Bb              | - Peer Group Discussion #7  
- Learning Reflection #4                           |
| 15   | April 27-May 5 | Course Wrap Up                              | No readings               | - Masters Students: Annotated Bib  
- Doctoral Students: Lit Review  
- Self-Evaluation                                |