



**Fall 2015**

## **IST522 (4 Units) Instructional Design**

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### **Introduction**

Welcome to IST522. This course will provide you with the knowledge and skills necessary to design instruction or training. You will be able to:

- ▶ Describe and discuss the instructional design (ID) process with others
- ▶ Use an ID process to systematically design instructional programs
- ▶ Manage the development of instruction

I am looking forward to working with you.

### **Course Description**

Students work individually or in small groups to create plans for developing instruction. This course provides special emphasis on developing a working knowledge of the general instructional design process, completing a front-end analysis, and creating an instructional design blueprint (plan). Students will work on problem identification and definition, content organization and development, implementation strategies, and creating an evaluation framework.

## **Learning Outcomes**

As the course progresses, you will be able to:

- ▶ Identify, define, analyze and articulate instructional problems and needs
- ▶ Generate and organize audience appropriate instructional content
- ▶ Develop an effective implementation strategy
- ▶ Create a learning assessment
- ▶ Create and justify a project evaluation plan
- ▶ Apply relevant learning theories to an instructional problem
- ▶ Identify and explore diverse instructional products
- ▶ Complete a collaborative instructional design project with design document
- ▶ Create an individual instructional design document

Note: There will be additional objectives for each unit of instruction.

## **Overview**

The course will help you to design, develop, and evaluate instruction for a variety of content areas and audiences. The skills you develop should apply to designing for the many potential media and delivery systems available today—and for those that become available into the future. The concepts taught are the underlying foundation for design and are independent of media.

During the course we will review various instructional design procedures and models, and we will consider where instruction fits into the larger realm of human performance.

Teaching/learning activities will include a structured approach to creating a design plan for an instructional project, 3 reports that are the basis for the design plan, readings, and a group assignment to create an asynchronous seminar. There will be two open-book quizzes.

This course is a fast-paced course and requires strict adherence to the course calendar. You will need to keep focused and disciplined to meet the timelines of this course.

## Text and Readings

Required: Piskurich, G. M. (2015). *Rapid Instructional Design: Learning ID Fast and Right* (3d ed.). Hoboken, NJ: Wiley & Sons.  
ISBN-13: 978-1118973974 or ISBN-10: 1118973976

Required: Stolovitch, H. D., & Keeps, E. J. (2011). *Telling Ain't Training* (2d ed.)  
Alexandria, VA: ASTD Press.  
ISBN-13: 978-1562867010 or ISBN-10: 1562867016

Additional readings will be assigned during the semester (available electronically).

## Requirements and Grading

**Readings.** You are required to read *all* current assignments by their due dates (listed on the course schedule).

**Written Assignments.** Your work should be complete and should demonstrate your application of the ID process. *Papers must be free of spelling and grammatical errors.*

Unless otherwise specified, written assignments should follow the *APA Style Manual*. All work should be clear and professionally presented and on time.

**Quiz.** There will be two quizzes during the course based on the reading and instructors "lectures."

**Class Participation.** You are expected to participate in each on-line unit of instruction. We will communicate asynchronously using various electronic means and we may schedule a few synchronous discussions online, as well. You are encouraged to comment, ask questions, and actively participate in both planned and impromptu discussions so long as the discussion forwards the purpose of the class.

**Discussions.** By participating in this graduate-level seminar class, you are agreeing to abide by ground rules for discussion, both in your groups and online.

1. *Promote an environment conducive to learning. If something did not make sense, ask about it because it is likely that others feel the same and are reluctant to ask.*
2. *Respect differences of opinion and style.*
3. *Welcome disagreement and alternative explanations because they provide opportunities to learn.*
4. *Seek to understand your classmates' point of view.*
5. *Encourage participation. Everyone has something to contribute.*
6. *Promote clear communication:*
  - ▶ *Be specific.*
  - ▶ *Give examples.*
  - ▶ *Ask questions.*
7. *Speak for yourself. Let others speak for themselves.*

8. *Help achieve today's goals in the time available:*
- ▶ *Add to what has already been said.*
  - ▶ *Be conscious of time and do not monopolize discussions.*

**Final Grades.** Grades will be based on completion of course work, as follows:

10%	Class Participation
15%	Quiz (2 quizzes)
30%	3 Reports (part of design document)
30%	Final Design Document
15%	Asynchronous group seminar

- A (95-100%):** Extraordinarily high achievement. Unusually complete command of the course content; outstanding level of scholarship;
- A- (90-94%):** Excellent achievement. Very thorough command of the course content; very high level of scholarship;
- B+ (87-89%):** Very good achievement. Significantly above average understanding of materials and thorough command of course material.
- B (83-86%):** Good achievement. Signifies mastery and fulfillment of all course requirements; Solid, acceptable performance.
- B- (80-82%):** Fair achievement. Acceptable performance on most, but not all, aspects of the course.
- C+ (75-79%):** Not wholly satisfactory achievement. Marginal performance on some aspects of the course.
- C (70-74%):** Marginal achievement. Minimally acceptable performance on most aspects of the course.
- D (60-69%):** Students must retake the course.
- F (< 60%):** Unacceptable work. Little or no command of the course objectives.

Please note the following: *Students shall obtain a letter grade of B- or better in any course taken to satisfy graduation requirements. Receiving a C+ or below will result in retaking the course again.*

## Other Policies

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### Feedback

Individualized feedback will be returned to you via the Learning Management System. Every attempt is made to respond to your work within one week after the work has been submitted. Occasionally I will send individual feedback to your personal mailbox or I may send a group email to the class with my comments for some of the “public” activities. If any feedback is unclear or you’d like further guidance, please feel free to contact me via email.

### Late Work

You are responsible for checking on the dates that homework is due and to submit that work accordingly. Assignments are due no later than 11:59 p.m. PST on the specified date. If an assignment due date cannot be met, notify me prior to the due date. Any assignment/activity not received by the due date and time will be considered late and a reduction of points will be enforced as specified on the course rubric. A reduction of 10% will occur for every subsequent day it is late.

### Drop Date

Students can drop the class for any reason before the end of the Add/Drop period. After the Add/Drop period, a documented serious and compelling reason, such as illness or death in the family is required to drop, and a grade of “W” will show on your transcript. A serious and compelling reason is one that affects the student’s emotional or physical health, or financial conditions. Please consult with me if you are considering dropping the course for a more complete discussion of non-compelling issues.

### Diversity

The CSUMB Mission Statement is “to build a multicultural learning community founded on academic excellence from which all partners in the educational process emerge prepared to contribute productively, responsibly, and ethically to California and the global community”.

All students are required to show respect to their fellow students and to the instructor. While you may not necessarily agree with their beliefs, you are required to respect that they have them. I encourage you to share and embrace the multiculturalism of the CSUMB vision statement. In doing so you will be rewarded with a greater appreciation for this global community within which we all live and function.

## **Disabilities and Learning issues**

Our goal is for you all to have equitable access to succeeding in this course. Students with disabilities who require accommodations such as time extension or test accommodations must present verification from Student Disability Resources within the first two weeks of class. If you think a disability may impact your performance in this class, please contact me before the end of the Add/Drop period. You are encouraged to make contact with Student Disability Resources at [Student Disability Resources@csumb.edu](mailto:Student_Disability_Resources@csumb.edu) or call them at 831 582-3672 voice, or 582-4024 fax/TTY.

## **Academic Honesty**

Academic honesty is highly valued at CSUMB. Students must always submit work that represents their original words, ideas, and design. If any work used in a class, online posting, or assignment submission does not represent that student's original words, ideas, or design, all relevant sources must be cited and, when appropriate, permission to use the work must be obtained. It must also be made clear the extent to which such sources were used. Words, ideas, and designs that require citation and permission include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.

Online courses promote the publishing of individuals' work for the purpose of critique and/or comment by others. This should not be construed as an open invitation to use any part of that published work, whether it is in the form of text, language, ideas, or design format. If, in fact, a student wishes to borrow or use anything from another student's efforts, it should be treated as any other resource, i.e. prior permission must be received.

Within the SMART College, plagiarism and other forms of academic dishonesty are not tolerated. Students found by faculty to have breached the academic integrity policy in any assignment will, at minimum, fail the class. This breach will be reported to the college administration. As per the directives established by the CSU Chancellor's Office, should a student fail a course due to a violation of the academic integrity policy, that student will not be permitted to repeat the course. Without successful completion of all IST courses, that student will not be allowed to continue in or graduate from the MIST program.

Please see the CSUMB Catalog for more information about academic honesty, including consequences of academic dishonesty:  
<http://policy.csumb.edu/site/x20830.xml>