Rabb School of Continuing Studies

Course Syllabus – Fall 2014

I. Course Information

Principles of Online Instructional Design

RIDT 101 1DL

September 17 – November 25, 2014;
Online Course Week: Tuesday through Wednesday

Instructor Information:
Brian L. Salerno
Director of Online Learning & Assessment;
Program Chair; M.S. in Online Instructional Design & Technology;
Full-Time Faculty, Brandeis Graduate Professional Studies
Email: bsalerno@brandeis.edu
Phone: 781-736-3443

Virtual Office Hours:
By Appointment, Monday – Friday 7:00am – 3:00pm and evenings as needed.
Via BlueJeans web-conference: https://bluejeans.com/63443
Via Conference Call: 1-888-240-2560 ID: 63443

Course Site
https://moodle2.brandeis.edu/course/view.php?id=2646

Document Overview

This syllabus contains all relevant information about the course: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, and of weekly topics, outcomes, assignments, and due dates. Consider this your roadmap for the course. Please read through the syllabus carefully and feel free to share any questions that you may have. Please print a copy of this syllabus for reference.

Course Description

Catalog Description
This course introduces students to the foundational instructional design methodologies and models commonly utilized in the design and development of online courses, training modules, or programs. Students explore the application of evidence-based learning science to online course development through instructional design systems such as ADDIE, outcomes-based backwards course design, and more contemporary models, such as SAM (Successive Approximation Model). Participants examine the roles and responsibilities of the instructional designer as they relate to the online learner, instructor, subject matter expert, and others. Students explore best practices related to synchronous and asynchronous delivery of online learning content. Throughout the course, students will apply macro and micro design principles and collaborate to design and create online lesson prototypes; write measurable learning outcomes and related assessments; select and curate appropriate learning resources; integrate task analyses; and design activities that foster online learning communities and promote collaborative learning in asynchronous environments.
Instructor’s Note:
Thank you for registering for this course! I am looking forward to working with you this term as your instructor, and helping you to develop a solid understanding of online instructional design and the ability to apply those skills toward the design of e-learning projects. I have worked to make the procedures that we will use clear to everyone through this syllabus and through the materials posted in LATTE course. Please familiarize yourself with these materials and feel free to ask me any questions that you may have. I am happy to work with you individually and as a class to help you to learn and apply the new instructional design skills and concepts presented in the course, and I encourage you to ask questions when you are unsure and respond to your classmates’ questions when you believe you have the answer; in explaining how to approach problems, we learn more ourselves. We can all learn from each other, and I hope that we’ll have open and enriching discussions as we move forward!

My full introduction and biography has been posted to our discussion forum (Introduce Yourself forum in Week 1). I look forward to reading your biographies and getting to know you as well. I sincerely hope you enjoy this course, and look forward to your contributions.

Relevant Programs:

- Required Course in the M.S. in Online Instructional Design & Technology
- Potential Elective by petition in other Graduate Professional Studies programs

Prerequisites: None

Materials of Instruction

a. Required Texts


b. Required Software and Other Supplies : None

c. Recommended Text(s) / Journals


d. Online Course Content

- *This section of the course will be conducted completely online using Brandeis’ LATTE site, available at [http://latte.brandeis.edu](http://latte.brandeis.edu).* The site contains the course syllabus, assignments, discussion forums, links/resources to course-related professional organizations and sites, and weekly checklists, objectives, outcomes, topic notes, self-tests, and discussion questions. Access information is emailed to enrolled students before the start of the course. To begin participating in the course, review the Welcome Message and the materials found in the Week 1 block.
Overall Course Outcomes

Upon completion of the course, students will be able to:

1. Describe the value of systematic approaches to instructional design and the role of instructional designer in online learning environments.
2. Apply theories of learning and cognition to the design and development of online learning content and courses.
3. Assess online instructional goals through learner, contextual, and task analyses.
4. Develop measurable instructional outcomes and objectives to support the effective assessment of online learning.
5. Compare and apply the elements of current instructional systems design models to the development e-learning projects.
6. Develop instructional strategies, including identification and sequencing of appropriate learning resources, assessment instruments, and pedagogical/andragogical approaches for an online learning environment.
7. Create an evaluation plan, including formative and summative evaluations to assess the effectiveness of online instructional strategies.

Course Grading Criteria

<table>
<thead>
<tr>
<th>Percent</th>
<th>Component</th>
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<tbody>
<tr>
<td>30%</td>
<td>Discussions/Online participation:</td>
</tr>
<tr>
<td></td>
<td>• 30% individual discussions (including original responses and replies) 3% per week, 10 weeks</td>
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<tr>
<td>50%</td>
<td>Instructional Design “Blueprint” Assignments</td>
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<tr>
<td></td>
<td>1. Learning Outcomes/Objectives (15%)</td>
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<td></td>
<td>2. Instructional Goals &amp; Needs Assessment (15%)</td>
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<tr>
<td></td>
<td>3. Learner, Context, &amp; Task Analysis (20%)</td>
</tr>
<tr>
<td>20%</td>
<td>Final Project - Module Design &amp; Assessment Plan</td>
</tr>
</tbody>
</table>

Description of Assignments

**Individual Discussions/ Online Participation (30% of total grade/ 3% per week)**

Requirements:

- Post an original response to the discussion question in the Weekly Discussion forum on or before Saturday (midnight EST) of the course week.
- Post at least two substantive replies to the posts of others on or before Tuesday (midnight EST). These other posts are responses to the discussion topic messages of others. The assumption is that you will read through the posts of your classmates to enhance your learning; respond to those of your choice, based upon your own experiences and insights.
- Post to the discussions on at least three different days of the course week.
**Viewing Forum Posts:**

- In some cases, I have set up the Discussions forums so that you will not be able to view the original responses of others until you post a response to my starter thread. In other cases, the discussion is open and visible without the need to post in advance. I will identify the nature of the discussion at the beginning of each week.

**Evaluation Criteria**

- All graded assignments and assessments will be evaluated on a 100 point scale, and will be weighted toward your final grade according to the Course Grading Criteria section above.
- All graded assignments and assessments will include rubrics containing detailed success criteria included with each assignment document on the course homepage.
- Each week, 100 points may be earned toward the participation component of the grade.

**Online Discussion Response Quality Rubric**

This rubric can serve as your general guide for the basic components of a well-crafted discussion response. Please also see the detailed discussion criteria and grading schema on the pages following this rubric.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A-level</th>
<th>B-level</th>
<th>C/D-Level</th>
<th>F-Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consideration</td>
<td>Posed a new original idea or developed an opinion in depth</td>
<td>Opinion stated clearly</td>
<td>Opinion not clearly stated</td>
<td>Little or no evidence of rumination</td>
</tr>
<tr>
<td>Narrative</td>
<td>Provided vivid personal or professional examples or story to give context to the topic</td>
<td>Provided personal/professional examples or story related to the topic</td>
<td>No use of personal/professional examples or story</td>
<td>Unrelated personal examples or story—Off-topic</td>
</tr>
<tr>
<td>Reasoning</td>
<td>Justified reasoning or use of metaphorical thinking that encouraged responses</td>
<td>Interesting idea or metaphor posed with some justification</td>
<td>Argument without justified reason</td>
<td>Disconnected ideas or unoriginal ideas duplicative of readings</td>
</tr>
<tr>
<td>Citation</td>
<td>Appropriately cited relevant ideas beyond the assigned readings</td>
<td>Appropriately referenced class notes, material, or readings</td>
<td>Inaccurate citation or misapplied reference</td>
<td>No citation or references</td>
</tr>
</tbody>
</table>
Original Discussion Responses (60% of Weekly Participation Grade)

Evaluation Criteria:
- Includes your own insights into the topics, sharing your professional experiences as appropriate and your own conclusions
- Includes references to weekly required readings and/or other external sources, cited appropriately. All original responses must draw on external references which may include my topic notes, the additional readings, the text, or other sources that you locate to support and justify your responses.
- Answers the question posed completely
- Poses questions or points of consideration to elicit responses from classmates
- Consists of at least 200-300 words
- Well written, with no spelling or grammatical errors
- One day late: -10 out of 30 possible raw points; more than one day late: no credit

Substantive Discussion Replies (35% of Weekly Participation Grade)

- Substantive (beyond an "I agree" or complimentary post) with:
  - Follow-on points from your related experiences and/or from the readings
  - Follow-up questions of others to extend the conversation (encouraged)
  - Consists of at least 200 words
- Grammar/spelling/format/sources noted as appropriate
- One or more days late: no credit

Posting Actively to Discussion Throughout the Course Week (5% of Participation Grade)

- Post on three days of the course week: (full 5% credit)
- Post on two days of the course week: (3% credit)
- Post on one day of the course week: (1% credit)

Thoughts on Discussions

Keep in mind that these postings to the forums will be as rich as we make them; not having a traditional classroom in which to discuss topics, we can have some interesting discussions and share our experiences during the 10 weeks. They are required to encourage you to share your knowledge and ideas while gaining from the experiences of your peers as well. You will quickly adjust to the weekly requirements and become familiar with the review criteria, and I look forward to some rich discussions.

Instructional Design “Blueprint” Deliverables (50% of total grade)

Students will develop a set of instructional design deliverables leading up to the final project, which will be discussed in detail in separate instructions posted to the Assignments sections of each week in the course site. Some of the deliverables will be produced individually; in some cases students will work in small groups or pairs.

The following documents will be produced:

Learning Outcomes/Objectives (15%): Available Weds of Week 2, Due Tues of Week 3
Instructional Goals & Needs Assessment (15%): Available Weds Week 4, Due Tues Week 5
Learner, Context & Task Analysis (20%): Available Weds Week 6, Due Tues Week 7
Final Project – Module Design & Assessment Plan (20% of total grade)

The final project will require students to leverage the Instructional Design “Blueprint” Deliverables to create a complete instructional design plan for a module, e-learning unit, or short-course, develop an assessment strategy for the module, and an evaluation plan to determine the effectiveness of their instructional design. A portion of the grade will be determined by students’ successful participation in a peer-evaluation and feedback process. A detailed description and instructions for the final project will be provided well in advance, and will be posted to the appropriate Assignments section of the course.

Available Weds of Week 8, Project Due Sunday of Week 10, Peer-Evaluation due Tuesday of Week 10.

II. Weekly Outline

<table>
<thead>
<tr>
<th>Week 1 (Sept. 17 – 23)</th>
<th>Online Instructional Design: The Process and Profession</th>
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</thead>
<tbody>
<tr>
<td>Weekly Outcomes</td>
<td>1. Define the role of the instructional designer</td>
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<tr>
<td></td>
<td>2. Describe the key elements of the instructional design process</td>
</tr>
<tr>
<td></td>
<td>3. Explain the value of a systematic approach to the design of online learning</td>
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<tr>
<td></td>
<td>4. Outline the relationship between online instructional design and educational technology</td>
</tr>
<tr>
<td>Discussions</td>
<td>• Introduce Yourself Discussion</td>
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<tr>
<td></td>
<td>• Week 1 Discussion Response</td>
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<td></td>
<td>o Week 1 &amp; Introduce Yourself Replies</td>
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<tr>
<td>Readings &amp; Resources</td>
<td>• Week 1 Learning Resources</td>
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<tr>
<td></td>
<td>• Week 1 “Micro-Lesson”</td>
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<td></td>
<td>• Morrison Text: Chapter 1</td>
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<tr>
<td>Assignments / Assessments</td>
<td>• Week 1 Reflection (Optional)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 2 (Sept. 24 – 30)</th>
<th>Learning Outcomes &amp; Objectives: Design with Assessment In Mind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Outcomes</td>
<td>1. Outline the purpose and function of instructional objectives and outcomes</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate the process for writing objectives/outcomes for each of the three major domains</td>
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<td></td>
<td>3. Apply appropriate taxonomies to the development of learning outcomes/objectives</td>
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<td></td>
<td>4. Describe the relationship of objectives/outcomes to the evaluation of online learning</td>
</tr>
<tr>
<td>Discussions</td>
<td>• Week 2 Discussion Response</td>
</tr>
<tr>
<td></td>
<td>o Week 2 Replies</td>
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<tr>
<td>Readings &amp; Resources</td>
<td>• Week 2 Learning Resources</td>
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</tbody>
</table>
| Assignments / Assessments | • Begin: Learning Outcomes/Objectives Assignment (Due Week 3)  
• Week 2 Reflection (Optional) |
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<tr>
<td><strong>Week 3 (Oct. 1 – Oct 7)</strong></td>
<td><strong>Learning Science &amp; Instructional Theory: An Overview</strong></td>
</tr>
</tbody>
</table>
| Weekly Outcomes           | 1. Define learning science and instructional theory  
2. Identify the major paradigms of learning theory  
3. Describe how instructional designers leverage knowledge learning theory in the design of e-learning  
4. Apply behavioral and cognitive theoretical approaches to instructional design |
| Discussions               | • Week 3 Discussion Response  
  o Week 3 Replies |
| Readings & Resources       | • Week 3 Learning Resources  
• Week 3 “Micro Lesson”  
• Morrison Text: Chapter 14 |
| Assignments / Assessments  | • Submit: Learning Outcomes/Objectives Assignment (Due Tues)  
• Week 3 Reflection (Optional) |
| **Week 4 (Oct. 8 - 14)**   | **Instructional Design Models: A Comparison** |
| Weekly Outcomes           | 1. Identify the major elements of different contemporary models of instructional design  
2. Compare the efficacy of varying instructional design models and frameworks  
3. Demonstrate the process for selecting an appropriate ID model or framework to address the needs of a specific e-learning project |
| Discussions               | • Week 4 Discussion Response  
  o Week 4 Replies |
| Readings & Resources       | • Week 4 Learning Resources  
• Week 4 “Micro Lesson”  
• Morrison Text: None |
| Assignments / Assessments  | • Begin: Instructional Goals & Needs Assessment (Due Week 5)  
• Week 4 Reflection (Optional) |
| **Week 5 (Oct. 15 - 21)**  | **Needs Assessment & Online Instructional Goals** |
| Weekly Outcomes           | 1. Describe the purpose of needs assessment, goal analysis, and performance assessment in online learning  
2. Conduct a four phase needs/goals assessment to determine the |
necessity of an instructional intervention

3. Develop instructional goals that support the effective design of e-learning

| Discussions | • Week 5 Discussion Response  
|             |   o Week 5 Replies |
| Readings & Resources | • Week 5 Learning Resources  
|             | • Week 5 “Micro Lesson”  
|             | • Morrison Text: Chapter 2 |
| Assignments / Assessments | • Submit: Instructional Goals & Needs Assessment (Due Tues)  
|             | • Week 5 Reflection (Optional) |

**Week 6 (Oct. 22 – 28)**  
**Analyzing the Online Learner, Context, and Tasks**

| Weekly Outcomes | 1. Define Learner, Context, and Task Analysis  
|                | 2. Describe the characteristics of a population of learners for a proposed e-learning module  
|                | 3. Analyze the contextual characteristics of the proposed online learning environment  
|                | 4. Apply a task analysis method to a proposed e-learning module |
| Discussions | • Week 6 Discussion Response  
|             |   o Week 6 Replies |
| Readings & Resources | • Week 6 Learning Resources  
|             | • Week 6 “Micro Lesson”  
|             | • Morrison Text: Chapters 3 & 4 |
| Assignments / Assessments | • Begin: Learner, Context, & Task Analysis Document (Due Week 7)  
|             | • Week 6 Reflection (Optional) |

**Week 7 (Oct 29 – Nov 4)**  
**Designing Instruction: Sequencing & ID Strategies**

| Weekly Outcomes | • Outline examples of learning-related, world-related, concept-related, and elaboration theory instructional sequencing  
|                | • Apply appropriate sequencing strategies to a proposed e-learning module  
|                | • Describe the elements of an online instructional strategy  
|                | • Develop an instructional strategy for a proposed e-learning module |
| Discussions | • Week 7 Discussion Response  
|             |   o Week 7 Replies |
| Readings & Resources | • Week 7 Learning Resources  
|             | • Week 7 “Micro Lesson”  
|             | • Morrison Text: Chapters 6 & 7 |
| Assignments / Assessments | • Submit: Learner, Context, & Task Analysis Document (Due Tues)  
|                          | • Week 7 Reflection (Optional)  
| **Week 8 (Nov. 5 - 11)** | **Instructional Materials & e-Learning Content Design**  
| **Weekly Outcomes** | 1. Compare and contrast technology-driven instructional delivery formats commonly used in online learning environments  
| | 2. Apply appropriate instructional delivery formats to proposed e-learning modules  
| | 3. Design and curate online instructional materials to support an instructional strategy  
| **Discussions** | • Week 8 Discussion Response  
| | o Week 8 Replies  
| **Readings & Resources** | • Week 8 Learning Resources  
| | • Week 8 “Micro Lesson”  
| | • Morrison Text: Chapters 8, 9, & 10  
| **Assignments / Assessments** | • Begin: Final Project – Module Design & Assessment Plan (Due Week 10)  
| | • Week 8 Reflection (Optional)  
| **Week 9 (Nov. 12 - 18)** | **Developing an Online Assessment Strategy & Instruments**  
| **Weekly Outcomes** | 1. Describe how instructional objectives drive the selection of assessment and evaluation methods  
| | 2. Evaluate approaches for applying authentic assessments in online learning environments  
| | 3. Compare various assessment instrument types  
| | 4. Design appropriate assessments for a proposed e-learning module  
| **Discussions** | • Week 9 Discussion Response  
| | o Week 9 Replies  
| **Readings & Resources** | • Week 9 Learning Resources  
| | • Week 9 “Micro Lesson”  
| | • Morrison Text: Chapters 11 & 12  
| **Assignments / Assessments** | • Continue: Final Project – Module Design & Assessment Plan (Due Week 10)  
| | • Week 9 Reflection (Optional)  
| **Week 10 (Nov. 19 - 25)** | **Implementation & Evaluation of Online Learning**  
| **Weekly Outcomes** | 1. Describe the elements and considerations involved in the development of an e-learning implementation plan  
| | 2. Describe the purpose and benefits of formative and summative evaluations  
| | 3. Develop an evaluation plan, including a formative evaluation, for a
<table>
<thead>
<tr>
<th><strong>proposed e-learning module</strong></th>
<th><strong>4. Develop a comprehensive Instructional Design and Assessment Plan for a proposed e-learning module</strong></th>
</tr>
</thead>
</table>
| **Discussions**              | • Week 10 Discussion Response  
• Course Wrap-Up Response  
  ○ Week 10 Replies  |
| **Readings & Resources**     | • Week 10 Learning Resources  
• Final “Micro Lesson”  
• Morrison Text: Chapters 13 & 15  |
| **Assignments / Assessments**| • Submit: Final Project – Module Design & Assessment Plan (Due Sunday)  
• Complete: Peer-Evaluation (Due Tues)  
• Week 10 Reflection (Optional)  |

### III. Course Policies and Procedures

#### Orientation

All students who are new to Graduate Professional Studies or whom have not previously taken an online course are expected to have completed the Student Online Orientation course accessible from the GPS Resources block of the course homepage. This should be performed before the course start date.

#### Asynchronous Work

All required work for the course may be done asynchronously; i.e., students can login to the course, read/download materials, post to the forums, and submit assignments throughout the course week. Please carefully follow the syllabus and the weekly modules to help manage your time throughout the course week; once we enter week 2 or 3, students typically become much more comfortable with the pace and flow of the course.

At points throughout the semester, I will make myself available for synchronous chat sessions using the BlueJeans video conferencing link noted on the first page of this syllabus. These sessions will be open Q&A, and they are optional. I will post a recording of each chat session so that those students who did not participate can view the recorded synchronous discussions. For any group projects, students may use the asynchronous group forums available and, if they choose, they may use the synchronous group meeting rooms available.

#### Work Expectations

Students are responsible to explore each week’s materials and submit required work by their due dates. On average, a student can expect to spend approximately 3-5 hours per week reading and approximately 7-9 hours per week completing assignments and posting to discussions. The calendar of assignments and due dates is located at the end of this syllabus, and all assignments are due by the close of the associated week (Tuesday evenings).
Late Policies

Late discussion posts are strongly discouraged as the success of class discussion is dependent upon the active engagement of all participants in the course. Late policies related to discussion posts can be found in the Evaluation Criteria section above.

Points will be deducted for late Instructional Design "Blueprint" deliverables according to the following scale:

- 1-2 days late -5 points
- 3-4 days late -10 points
- 5-6 days late -15 points
- 7 or more days late - not accepted *Late Final Projects cannot be accepted

On rare occasion, personal or professional issues do arise that may warrant an exception to the late policy above. Please notify the instructor at least 24 hours in advance of a due date if an issue arises that will make it impossible for you to meet a stated due date. Exceptions, although rare, will be considered on a case-by-case basis.

Confidentiality in the Classroom

As we proceed throughout our Discussions, I'd like to highlight a point about confidentiality in our online classroom. We can draw on the wealth of examples from our organizations in class discussions and in our written work. However, it is imperative that we not share information that is confidential, privileged, or proprietary in nature. We must be mindful of any contracts we have agreed to with our companies. In addition, we should respect our fellow classmates and work under the assumption that what is discussed here (as it pertains to the workings of particular organizations) stays within the confines of the classroom.

Finally, for your awareness, members of the University's technical staff have access to all course sites to aid in course setup and technical troubleshooting. Program Chairs and a small number of Graduate Professional Studies (GPS) staff have access to all GPS courses for oversight purposes. Students enrolled in GPS courses can expect that individuals other than their fellow classmates and the course instructor(s) may visit their course for various purposes. Their intentions are to aid in technical troubleshooting and to ensure that quality course delivery standards are met. Strict confidentiality of student information is maintained.

Grading Standards

Students are graded on demonstration of knowledge or competence, rather than on effort alone. Each student is expected to maintain high standards of honesty and ethical behavior. All assignments are meant to represent your own work. I expect students to conduct themselves courteously online. If in my judgment a student's conduct is not courteous, I reserve the right to reduce that student's grade.

How Points and Percentages Equate to Grades

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>100-94</td>
<td>A+/A</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
</tr>
<tr>
<td>86-83</td>
<td>B</td>
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<tr>
<td>82-80</td>
<td>B-</td>
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<td>79-77</td>
<td>C+</td>
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<td>76-73</td>
<td>C</td>
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<td>72-70</td>
<td>C-</td>
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<td>69-67</td>
<td>D+</td>
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<td>66-63</td>
<td>D</td>
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<tr>
<td>62-60</td>
<td>D-</td>
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<tr>
<td>59 or &lt;</td>
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</tbody>
</table>
Feedback

Feedback will typically be provided on assignments and the final project within 10 days of the due date. Within 7 days of the close of each week, feedback will be provided on weekly participation via the associated Weekly Participation Feedback links; you do not have to submit anything to these assignments. I will be recording your weekly participation grades and providing narratives describing your discussion posts (participation) for that week.

Weekly Schedule (Dates)

<table>
<thead>
<tr>
<th>Week</th>
<th>Online Week Start/End Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 17 - 23</td>
</tr>
<tr>
<td>2</td>
<td>September 24 - 30</td>
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<tr>
<td>3</td>
<td>October 1 - 7</td>
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<td>4</td>
<td>October 8 - 14</td>
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<td>5</td>
<td>October 15 - 21</td>
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<td>6</td>
<td>October 22 - 28</td>
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<td>7</td>
<td>October 29 – November 4</td>
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<td>8</td>
<td>November 5 - 11</td>
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<td>November 12 - 18</td>
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<td>10</td>
<td>November 19 - 25</td>
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</tbody>
</table>

Calendar of Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Available</th>
<th>Date</th>
<th>Due</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcomes/Objectives</td>
<td>Weds, Week 2</td>
<td>Sept 24</td>
<td>Tues, Week 3</td>
<td>Oct 7</td>
</tr>
<tr>
<td>Instructional Goals &amp; Needs Assess.</td>
<td>Weds, Week 4</td>
<td>Oct 8</td>
<td>Tues, Week 5</td>
<td>Oct 21</td>
</tr>
<tr>
<td>Learner, Context &amp; Task Analysis</td>
<td>Weds, Week 6</td>
<td>Oct 22</td>
<td>Tues, Week 7</td>
<td>Nov 4</td>
</tr>
<tr>
<td>Final – Module Design &amp; Assess. Plan</td>
<td>Weds, Week 8</td>
<td>Nov 8</td>
<td>Sun, Week 10</td>
<td>Nov 23</td>
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<tr>
<td>Response to Discussion Question</td>
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<td>by Sat each week</td>
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<tr>
<td>Other Substantive Posts (2 per week)</td>
<td>2 by Tues each week</td>
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</tbody>
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IV. University and Division of Graduate Professional Studies Standards

{These are policies and procedures set at the University and Division level. An instructor may not remove these sections. All instructors must make these policies unquestionably clear to students by posting related announcements to the online classroom.}

Please review the policies and procedures of Graduate Professional Studies, found at http://www.brandeis.edu/gps/resources/student-handbook.html. We would like to highlight the following:

Learning Disabilities

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this course, please contact me immediately.

Academic Honesty and Student Integrity

Academic honesty and student integrity are of fundamental importance at Brandeis University and we want students to understand this clearly at the start of the term. As stated in the Brandeis Rights and Responsibilities handbook, “Every member of the University Community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student’s own effort. A student’s name on any written exercise constitutes a statement that the work is the result of the student’s own thought and study, stated in the student’s own words, and produced without the assistance of others, except in quotes, footnotes or references with appropriate acknowledgement of the source.” In particular, students must be aware that material (including ideas, phrases, sentences, etc.) taken from the Internet and other sources MUST be appropriately cited if quoted, and footnoted in any written work turned in for this, or any, Brandeis class. Also, students will not be allowed to collaborate on work except by the specific permission of the instructor. Failure to cite resources properly may result in a referral being made to the Office of Student Development and Judicial Education. The outcome of this action may involve academic and disciplinary sanctions, which could include (but are not limited to) such penalties as receiving no credit for the assignment in question, receiving no credit for the related course, or suspension or dismissal from the University.

Further information regarding academic integrity may be found in the following publications: "In Pursuit of Excellence - A Guide to Academic Integrity for the Brandeis Community", "(Students’) Rights and Responsibilities Handbook", AND "Graduate Professional Studies Student Handbook". You should read these publications, which all can be accessed from the Graduate Professional Studies Web site. A student that is in doubt about standards of academic honesty (regarding plagiarism, multiple submissions of written work, unacknowledged or unauthorized collaborative effort, false citation or false data) should consult either the course instructor or other staff of the Rabb School Graduate Professional Studies.

University Caveat

The above schedule, content, and procedures in this course are subject to change in the event of extenuating circumstances.