I. Course Information

RDIT 130 - Advanced Instructional Design & Assessment Strategies

Spring 2 Term: April 11-June 19 2018

Course Week: Wednesday through Tuesday

Instructor: Carol Damm, MEd

Email: cdamm@brandeis.edu

Please see the Instructor Information page, under General Course Information block, for additional details and contact information.

Syllabus Overview

This syllabus contains all relevant information about the course: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, weekly objectives, outcomes, readings, 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.

Course Description

This course emphasizes the application of adult learning theory to the instructional and e-learning design process. Students will more deeply explore the pedagogical and andragogical underpinnings of online instructional design and will apply these practices to the design of learning content for digital environments. Students will also examine the process of gathering and evaluating data applicable to various aspects of improving learner performance for the purpose of making instructional decisions and will explore a number of advanced assessment techniques to evaluate outcomes achievement. Students will apply cognitive science and learning theory to explore the enhancement of learning comprehension and knowledge transfer in the online classroom and/or workplace learning environment. The course will emphasize advanced online instructional design techniques key to fostering the development of healthy online learning communities. Students will gain the ability to apply the principles of instructional design and online learning assessment in both educational and corporate settings.

At the end of this course, the students will be able to:

- Identify characteristics of an adult learner in your own and your students’ behaviors.
- Describe the challenges that you see with helping adults to learn.
- Identify the motivations of your learners (intrinsic or extrinsic).
- Develop checklists and utilize it and interviewing techniques to uncover underlying issues and the content that should be incorporated into a course design.
- Incorporate the tenants of cognitive load theory into a visual and user interface design for a case study scenario.
Incorporate the tenants of cognitive load theory into the navigation for a case study scenario
Design a game that will help a learner acquire the knowledge/skills using the concepts in game design theory.
Design a strategy to use video, mobile learning, or nano learning that supports the 21st century learner's needs.
Utilize Web 2.0 tools, social learning, and connectivism to include social learning into an overall learning strategy.
Design and develop an assessment strategy that helps to measure learner competence.
Develop a storyboard that outlines all of the content and interactions for an eLearning.

**Prerequisites**
- RIDT 101 - Principles of Online Instructional Design
- RIDT 110 - Foundations of Instructional Technology for E-Learning

**Materials of Instruction**

**a. Required Texts**

**b. Topic Notes and Assignments**
- Weekly Topic Notes
- Additional material including journal articles and links to videos
- 4 assignments and one Final Case Study, available on the course site (in LATTE)

**c. 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 Grading Criteria**

<table>
<thead>
<tr>
<th>Percent</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 %</td>
<td>Weekly Discussions / Online participation</td>
</tr>
<tr>
<td>40 %</td>
<td>Assignments (4 at 10% each)</td>
</tr>
<tr>
<td>30 %</td>
<td>Final Project</td>
</tr>
</tbody>
</table>

**Description of Grading Components**

**Online Participation: Weekly Discussions and Reflection (30%, 3% per week)**
Each week, students are required to post original responses to one or two discussion questions by Saturday (by 11:55pm in his/her time zone), and at least two substantive replies to the responses of others by Tuesday (by 11:55pm in his/her time zone).
### Participation Evaluation Criteria:

<table>
<thead>
<tr>
<th>Question Responses</th>
<th>60% of weekly participation grade</th>
<th>Max. Points per criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Includes your own insights</strong> into the topics, sharing your professional experiences as appropriate and your own conclusions</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Includes references</strong> to weekly required readings and/or other external sources, cited appropriately. All original responses must draw on external references</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Answers the question posed completely</strong>: poses questions or points of consideration to elicit responses from classmates</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Consists of at least 250-300 words</strong></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Well written</strong>, with no minimal spelling or grammatical errors, and with the care normally exercised for the student’s professional communications</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**One day late:** -15 out of 30 possible raw points; more than one day late: no credit

<table>
<thead>
<tr>
<th>2 Discussion Replies</th>
<th>30% of Weekly Participation Grade</th>
<th>Max. Points per criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substantive</strong> (beyond an &quot;I agree&quot; or complimentary post) with:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Follow-on points from your related experiences and/or from the readings</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>o Consists of at least 200 words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Follow-up questions of others to extend the conversation (encouraged, but not required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar/spelling/format/sources</strong> noted as appropriate</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Reflection</th>
<th>10% of Participation Grade</th>
<th>Max. Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answers all of the prompts</strong></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

### 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.

### Assignments (40%)

There are 4 assignments during the semester. Each is worth 10% of the course grade.
Submission of each assignment is due by Tuesday at midnight EST in the week it has been assigned.

Late Policy: Half credit is deducted for an assignment that is submitted one day late unless otherwise noted. No credit is earned for an assignment submitted more than one day late.

Final Projects (20%)
Concepts studied in the class will be demonstrated through the development of the supporting documents for a course design. Each student will develop the following documents:

- Course Design Document that includes:
  - Learner analysis
  - Course objectives
  - Learning strategy
  - User Interface Design
- Assessment strategy
- Storyboard for a lesson to measure one course objective

The final case study will be due on the last day of Week 10.

Late Policy: The Final will not be accepted beyond the due date.
II. Weekly Information

On the course site, the home page contains 10 weekly blocks, one for each week of the course. Within each weekly block on the home page, you will find information and resources about the activities for each week:

- Objectives and Outcomes
- Topic Notes
- Additional Readings
- Discussions
- Assignments

Most of the items required for this course, but some are highlighted as "optional" for this course. As your schedule permits, you are encouraged to complete the optional work, as it will benefit your learning.

The pages that follow in this syllabus present a summary of the weekly objectives, outcomes, readings, assignments, and assessments.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Who is the Adult Learner &amp; Andragogy</th>
</tr>
</thead>
</table>
| **Objectives** | • Identify characteristics of an adult learner in your own and your students’ behaviors  
• Explain the difference between adult learners and children  
• Describe the differences between andragogy and pedagogy |
| **Outcomes** | • Evaluate how you view yourself as an adult learner.  
  o Do you believe Knowles’ description of how adults learn maps to how you learn?  
  o Does it map to how you design for your learners? |
| **Readings** | • Welcoming Message  
• Week 1: Andragogy  
  o Merriam & Caffarella – Ch. 4 Knowles’ Andragogy (p. 79 & 80 also)  
  o Knowles - The Adult Learner: A Neglected Species (excerpts p. 49-63)  
• Optional Reading  
  o K. Cercone - Characteristics of Adult Learners with Implications for Online Learning Design |
| **Assignments / Discussions / Self-Assessments** | **Discussion prompts:**  
List the major identifying features that you believe differentiate adult learners and how that affects your instructional designs.  
Describe how your learners comply with or differ from Knowles’ definition of adult learners.  
How do you view yourself as an adult learner?  
**Reflection**
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Analysis - Interviewing SME</th>
</tr>
</thead>
</table>
| **Objectives** | By the end of week 3, students will have an understanding of:  
  • How to develop checklists for interviewing a subject matter expert  
  • The checklist and interviewing techniques to uncover underlying issues and the content that should be incorporated into a course design. |
| **Outcomes** | • Interview a SME to help uncover underlying issues and the content that should be incorporated into a course design. |
| **Readings** | • Topic Note 1 – Interviewing SMEs  
  • Week 1 Readings  
    o Nuts & Bolts: Working with Subject Matter Experts –J. Bozarth  
    o Managing the unmanageable subject matter expert - Camoli & Prestera  
    o Asking Questions: Techniques for Semi-Structured Interviews - Leech |
| **Assignments / Discussions / Self-Assessments** | Assignment 1 instructions available, due Tuesday Week 3  
Interviewing SMEs: you will develop an interview instrument and interview a SME for the course that you will design  
**Discussion prompts:**  
What are the challenges in interviewing SMEs for designing courses?  
**Reflection** |

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Change &amp; Motivation</th>
</tr>
</thead>
</table>
| **Objectives** | By the end of week 2, students will have a better understanding of:  
  • Change and the reasons behind how people react to change.  
  • What motivates people to learn and how educators can support these factors.  
  • The transformative and self-direction learning theories |
| **Outcomes** | • Describe the challenges that you see with helping adults to learn?  
  • Identify the motivations of your learners (intrinsic or extrinsic). |
| **Readings** | • Topic Note – Motivation & Change  
  • Week 1 Readings  
    o Merriam & Caffarella – Ch. 3 Adult Learners: Who Participates and Why  
    o Wlodkowski – Chapter 4 What Motivates Adults to Learn?  
    o Kegan & Lahey – The real reason people won’t change |
| **Assignments / Discussions / Self-Assessments** | Assignment 1, due Tuesday Week 3  
Interviewing SMEs: you will develop an interview instrument and interview a SME for the course that you will design  
**Discussion prompts:**  
What are the challenges that you see with helping adults to learn? Are they intrinsically or extrinsically motivated?  
**Reflection** |
### Week 4

#### Audio/Visual & Navigation Design

| Objectives | By the end of week 4, students will have an understanding of:  
| - Visual design for learning.  
| - Balancing on screen text with audio.  
| - Cognitive load theory. |
| Outcomes | • Design the visual and user interface design for a case study scenario.  
| - Leverage cognitive load theory as you design the interface for a case study course. |
| Readings | • Topic Note – Visual Design & Cognitive Load Theory  
| - Week 1 Readings  
| o RCC – Chapters 4, 5, 6, 7, & 8  
| o RCC – Chapters 11, 12 & 14 |
| Assignments / Discussions / Self-Assessments | **Discussion prompts:** 
Given the guidelines that were introduce this week, what do you see as "easy" changes that you can make to your own designs that will help your learners acquire new learning?  
**Reflection** |

### Week 5

#### Games & Simulations

| Objectives | By the end of week 5, students will have an understanding of:  
| - Game theory  
| - The use of badges for learning  
| - Experiential learning theory |
| Outcomes | • Design a game that will help a learner acquire the knowledge/skills using the concepts in game design theory. |
| Readings | • Topic Note - Game Theory & Badges  
| - Week 1 Readings  
| o RCC – Ch. 16  
| o Using games-based technologies in overcoming difficulties in teaching information systems – Connolly & Paisley  
| o Using gamification to teach complex topics – Bird & Davenport |
| Assignments / Discussions / Self-Assessments | **Assignment #2**  
Design a game that will help a learner acquire the knowledge/skills for a case study. The case study requires more than just recall of information to achieve a badge.  
**Discussion prompts:**  
What types of games have you seen used in eLearning?  
What are the challenges for incorporating games and simulations into an eLearning design?  
**Reflection** |
<table>
<thead>
<tr>
<th>Week 6</th>
<th>Using Video in eLearning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>By the end of week 6, students will have an understanding of:</td>
</tr>
<tr>
<td></td>
<td>• The use of video in eLearning</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>• Describe the uses and benefits of using video in eLearning.</td>
</tr>
<tr>
<td></td>
<td>• Design a strategy to use video, mobile learning, or nano learning that supports the 21st century learner’s need</td>
</tr>
<tr>
<td><strong>Readings</strong></td>
<td>• Topic Note: Video in learning</td>
</tr>
<tr>
<td></td>
<td>• Week 1 Readings</td>
</tr>
<tr>
<td></td>
<td>o Lights, camera, learn!: Five tips for using video in eLearning – Philips</td>
</tr>
<tr>
<td></td>
<td>o Three indicators for using video in eLearning –</td>
</tr>
<tr>
<td></td>
<td>o Best Practices for Using Video in e-Learning - Athey</td>
</tr>
<tr>
<td><strong>Assignments / Discussions / Self-Assessments</strong></td>
<td>Assignment #3 (Due at the end of week 7)</td>
</tr>
<tr>
<td></td>
<td>Design a strategy to use video, mobile learning or nano learning that supports a broader learning strategy for a case study.</td>
</tr>
<tr>
<td></td>
<td>Discussion prompts:</td>
</tr>
<tr>
<td></td>
<td>How have you seen video used? What do you see as the advantage for this approach?</td>
</tr>
<tr>
<td></td>
<td>Reflection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Mobile &amp; Nano Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>By the end of week 7, students will have an understanding of:</td>
</tr>
<tr>
<td></td>
<td>• Mobile learning</td>
</tr>
<tr>
<td></td>
<td>• Nano learning</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>• Design a strategy to use video, mobile learning, or nano learning that supports the 21st century learner’s needs</td>
</tr>
<tr>
<td><strong>Readings</strong></td>
<td>Topic Note: Video, Mobile &amp; Nano Learning</td>
</tr>
<tr>
<td></td>
<td>• Mobile learning, Memory &amp; Attention Spans, Subscription Learning</td>
</tr>
<tr>
<td></td>
<td>• Week 7 Readings</td>
</tr>
<tr>
<td></td>
<td>o How Much Do People Forget? - Thalheimer</td>
</tr>
<tr>
<td></td>
<td>o Four important considerations for development of mobile serious games – Martin</td>
</tr>
<tr>
<td></td>
<td>o Visit the following website to review the mobile learning examples: <a href="http://horton.com/additional-resources/e-learning-examples/mobile-examples/">http://horton.com/additional-resources/e-learning-examples/mobile-examples/</a></td>
</tr>
<tr>
<td><strong>Assignments / Discussions / Self-Assessments</strong></td>
<td>Assignment #3 (Due at the end of week 7)</td>
</tr>
<tr>
<td></td>
<td>Design a strategy to use video, mobile learning and/or nano learning that supports a broader learning strategy.</td>
</tr>
<tr>
<td></td>
<td>Discussion prompts:</td>
</tr>
<tr>
<td></td>
<td>Locate an app for learning and share your personal review of it. What is your impression of nano learning? In what ways do you think that it would be useful?</td>
</tr>
<tr>
<td></td>
<td>Reflection</td>
</tr>
<tr>
<td>Week 8</td>
<td>Social Learning &amp; Connectivism</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>
| **Objectives** | By the end of week 8, students will have an understanding of:  
  - Web 2.0 tools used for social learning  
  - Leveraging connectivism into an overall learning strategy |
| **Outcomes** | • Discuss the use of social learning tools in practice |
| **Readings** | • Topic Note: Social Learning, Connectivism & Web 2.0 tools  
  • Week 1 Readings  
    o RCC ch13  
    o Creating Social Presence in Online Learning – Aragon  
    o Three Generations of Distance Pedagogy – Anderson & Dron  
    o Connectivism – eLearnspace [http://www.elearnspace.org/Articles/connectivism.htm](http://www.elearnspace.org/Articles/connectivism.htm) |
| **Assignments / Discussions / Self-Assessments** | Discussion prompts:  
  What types of social tools have you used in eLearning and how successful was it in helping learners to connect with each other?  
  Reflection |

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **Objectives** | By the end of week 9, students will have a better understanding of:  
  - The types of assessments that can be used to determine if learners meet the objectives  
  - How to align assessments with objectives |
| **Outcomes** | • Construct an assessment that aligns with objectives |
| **Readings** | • Topic Note: Mapping assessments to objectives  
  • Week 1 Readings  
    o Chapter 5- Assessments - Horton  
    o Avoiding assessment mistakes That compromise competence and quality - Shank  
    o Designing it right: Making an Impact with diagnostic assessments – Ng & Edwards  
    o Brain science: Testing, testing...the why’s and when’s of assessment – |
| **Assignments / Discussions / Self-Assessments** | Assignment #4  
  Write 5 objectives and the assessment items that can be used to determine if the learner met the objective. Due at the end of week 9.  
  Discussion prompts:  
  What other ways of assessing your learners can you think of beyond a multiple-choice test?  
  Reflection |
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Storyboarding &amp; Wrap-up</th>
</tr>
</thead>
</table>
| **Objectives** | By the end of week 10, students will have a better understanding of:  
  • Storyboarding |
| **Outcomes** |  
  • Develop a course design document and a storyboard that outlines all of the content and interactions for an eLearning. |
| **Readings** |  
  • Topic Note: Course Design Documents & Storyboarding  
  • Week 1 Readings  
    o Nuts & Bolts of Storyboarding |
| **Assignments / Discussions / Self-Assessments** | **Final Project**  
  Design a course that uses interactive strategies to help the learner engage with the content.  
  **Discussion prompts:**  
  Share your project and explain how it reflects what you have learned in this course.  
  **Reflection**  
  Give feedback on using VoiceThread in a discussion forum, as a reflection tool, and as a presentation tool |
III. Course Policies and Procedures

Orientation

From the home page on the course web site, please review the Student Orientation Course.

Asynchronous and Synchronous 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 Discussions, and submit assignments throughout the course week. Please carefully follow the syllabus and the weekly checklists 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.

As needed throughout the semester, synchronous Chat sessions can be made available using the course site’s Chat Room facility.

Work Expectations

Students are responsible to explore each week's materials and submit required work by the specified due dates. On average, a student can expect to spend approximately 3-5 hours per week reading and approximately 4-6 hours per week completing assignments, assessments, and posting to discussions. The calendar of due dates is located at the end of this syllabus.

Although students plan to complete course work according to the specified due dates, sometimes things interrupt these plans, resulting in late work. In most cases, late work is accepted, but there is an impact on the grading (as discussed in the following section), and repeated late work can significantly and negatively affect your grade.

In general, students are expected to manage the risks that may adversely affect their timely completion of course work to minimize the grading penalty for late work. Whenever you anticipate that some work will be late for some reason, a note to the instructor is appreciated.

Late Work

See the section titled "Description of Grading Components" for the criteria for handling late work related to the online participation components of this course. In order to allow adequate time for students to respond to the messages of others, it is especially important that messages from each student be posted in a timely manner. Grading penalties are incurred for any late postings.

The Final Project will not be accepted late.

Grading Standards

Grades are not given but are earned. 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 student work submitted during the course is meant to represent your own individual work.

Students are expected to conduct themselves courteously online. If in the instructor’s judgment a student's conduct is not courteous, that student’s grade may be reduced.

All course work should be completed with attention to good grammar and spelling. When instructions are provided regarding the mechanics for completing or submitting work, these details should be carefully followed. If submitted work is inadequate in any of these regards, the grade may be reduced.
How Points and Percentages Equate to Grades

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>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>
</tr>
<tr>
<td>82-80</td>
<td>B-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
</tr>
<tr>
<td>76-73</td>
<td>C</td>
</tr>
<tr>
<td>72-70</td>
<td>C-</td>
</tr>
<tr>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>66-63</td>
<td>D</td>
</tr>
<tr>
<td>62-60</td>
<td>D-</td>
</tr>
<tr>
<td>59 or &lt;</td>
<td>F</td>
</tr>
</tbody>
</table>

Feedback

Feedback will be provided on all assignments and the Final Exam within 10 days of the due date. In each case, review comments are provided through the relevant LATTE assignment activity.

Feedback about online participation will be provided through the "Participation Feedback" assignment activity within each weekly block. Participation grading will be completed within 7 days of the due date.

Grades for all of the course assignments and assessments are viewable through the LATTE "Grades" facility within the Left-Frame block on our course home page.

Access to LATTE Web Site

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.

Students have access to the LATTE course web site throughout the duration of course and for approximately two months after the course completes. If there are any materials that students want to download from their course site, this should be done before the site is closed to student view.

Class Schedule

The course runs for ten weeks. Each week begins on a Wednesday and ends on a Tuesday.

To accommodate celebration of holidays, traveling on business trips, or taking time for vacations, students are expected to schedule their course work accordingly, submitting work in advance of due dates when necessary.

Calendar of Due Dates

Remember that each course week begins on a Wednesday at 12:01am and runs until the following Tuesday at 11:59 pm.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Available</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1</td>
<td>Wed, Week 2</td>
<td>Tues, Week 3</td>
</tr>
<tr>
<td>Assignment #2</td>
<td>Wed, Week 5</td>
<td>Tues, Week 5</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Assignment #3</td>
<td>Wed, Week 6</td>
<td>Tues, Week 7</td>
</tr>
<tr>
<td>Assignment #4</td>
<td>Wed, Week 9</td>
<td>Tues, Week 9</td>
</tr>
<tr>
<td>Final Project</td>
<td></td>
<td>Tues, Week 10</td>
</tr>
<tr>
<td><strong>Weekly Discussion Topics</strong></td>
<td>Wed each week</td>
<td>1 response by Sat; 2 replies by Tues</td>
</tr>
<tr>
<td><strong>End of Week Reflection</strong></td>
<td></td>
<td>Tues each week</td>
</tr>
</tbody>
</table>
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, images, photographs, charts, 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 (http://www.brandeis.edu/gps/). 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 Division of Graduate Professional Studies.

**University Caveat**

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


