ITLS 6350 Online: Instructional Design Process I, FULL

Semester: Spring 2015 (Jan 7 – Apr 24, 2015)

Course Tool: Instructure Canvas (https://learn-usu.uen.org/)

Instructor: Yanghee Kim, Ph.D   TA: Andee Felker, M.S.
              Room 213, Education Bldg   Email: andee@felker.com
              yanghee.kim@usu.edu, 435-797-2653 (Office)   Tel: 801-791-8354 (Cell)

Contact hours: Canvas Conference (4pm-5pm, Tuesday), or by Appointment

Course Overview:

Welcome to INST 6350, Instructional Design Process I. The learners in this class are beginning Master's students in the Department of Instructional Technology and Learning Sciences. This course runs in two design tracks (Instructional Design Track and Curricular Design Track). The Instructional Design Track (IDT) is for the students who are interested in becoming professional instructional designers and intends to help the students understand and develop skills in the principles and processes of systematic design of instructional materials for clients in private and public organizations.

The Curricular Design Track (CDT) is for the students who are currently working in K-16 formal education (as teachers, administrators, or instructional support staffs) or interested in working in this sector. This track aims to help students understand and develop skills in the effective design of curriculum, and assessment to promote deeper understanding by learners. All the coursework including learning objectives, textbooks, assignments, and projects will be different in each track. The workload in CDT will be lighter than IDT. The students should choose their design track on the first week and post their choice by Monday, January 12, 12pm to the Canvas discussion board.

The course will place a strong emphasis on *learning by doing*. This course is different from theory type courses (e.g., Learning theory and Foundations) and requires a higher demand of work creating the actual product. This is not such a course where students simply read and talk. Students will develop design skills by tackling the instructional/curricular design problem of their choice and producing materials. Therefore, students who do not have experience with this type of work may have a steep learning curve because every problem is unique and there is not one right answer that can be given by the instructor.

Also, this class is not one you can wait until the last minute to work on; on-time reading and working on deliverables as scheduled is critical to succeed in this course. Weekly readings, learning activities, and assignments are arranged to fit into the stages of the design project. Also, as reading is foundational for any type of learning, active reading (i.e., critical reading and reading to apply) of the weekly materials will be an important key to success in this course.

As the course is delivered at a distance, the class will be communicated mainly via CANVAS. The course materials, once posted, are current and complete. However, due to the project-based approach, some minor changes are possible in response to unexpected, urgent needs or for clarification. Therefore, it is required that the students visit the CANVAS course at least once a day and keep up with announcements and changes.

Any student, who needs to work ahead for a personal reason, should discuss with the instructor in advance. Please post course-related questions to the Discussion Board and post private questions to the Canvas Message Center. In general, your posts will be answered within 24 hours except weekends and holidays. The Discussion Board (not emails) and Canvas Message Center are the quickest way to reach the instructor and teaching assistant.

The grading scale is as follows:

A	93 - 100	C+	77 - 79
A-	90 - 92	C	73 – 76
B+	87 - 89	C-	70 – 72
B	83 - 86	D	60 – 69
B-	80 - 82	F	0 – 59

Instructional Design Track (IDT)

This track is designed for those who have aspirations to become <u>a professional instructional designer</u> who develops instructional materials for clients in private and public organizations. The target learners of the materials are most likely to use the <u>materials as a self-learning tool</u>. Through readings and design projects, you will practice developing a self-instructional material for potential learners. All coursework is geared toward your design project.

IDT_Textbooks:

Dick, W., Carey, L., & Carey, J. O. (2008). *The systematic design of instruction* (7th ed.). New York: Allyn Bacon ISBN-10: 0205585566; ISBN-13: 978-0205585564 -- an older or newer version will work too.

Mager, R. F. (3rd ed.). (1997). Preparing instructional objectives: A critical tool in the development of effective instruction. Center for Effective Performance. ISBN: 1-879-618-03-6 -- you can purchase this text via cepworldwide.com. Also, this book will be a quick reading for Week 6, only taking a couple of hours. I encourage you to share a copy with the classmates.

Gustafson, K. L., & Branch, R. M. (2002). *Survey of instructional development models* (4 ed.). New York: ERIC Clearinghouse on Information & Technology — a pdf file will be provided.

IDT_Additional Readings:
-- pdf's will be provided for the required chapters.

Gagne, R. M., Briggs, L. J., & Wager, W. W. (1992). *Principles of instructional design*. New York: Harcourt Brace Jovanovich College Publishers.

Gronlund, N. E. (8th ed.) (2006). *Assessment of student achievement*. Boston: Allyn and Bacon.
Larson, B. E. & Keiper, T. A. (2007). *Instructional strategies for middle and high school*. New York: Routledge Taylor & Francis Group.

Smith, P. L., & Ragan, T. J. (1999). *Instructional Design*. Danvers, MA: John Wiley & Sons, Inc.

IDT_ Learning Objectives:

In the area of **Learning Fundamental Principles and Theories:**
- Describe the rationale for each phase of the ISD process and the major activities in the phase.
- Discuss on the strengths and weaknesses of the ISD process.

In the areas of a) **Learning to Apply Course Materials** and b) **Developing Specific Skills and Competencies**,

- Conduct instructional analysis that covers learner analysis, content analysis, and context analysis.
- Create a design blueprint describing learning objectives, instructional sequences and strategies, and assessments matching with the objectives.
- Given the design blueprint, develop a self-instructional material.

- ▪ Evaluate the material formatively with tryout learners and, if necessary, write a revision plan.
- ▪ Given the revision plan, finalize the material along with the learner guide.

IDT_Assignments:

1. Design Project and Deliverables

The design project is to develop a one-hour-long and self-instructional material. "One-hour-long" will be an approximate time limit for the learners to complete the given material. "Self-instructional" means that your learners will self-study the material you develop, without your presence. So your material must be self-contained, including content information, learning activities, practice/feedback, and assessments of learning. You will decide on a subject matter of your own expertise or interest and the target learner group, but the topic must teach an *intellectual skill*. Your reading on Week 3 will help you understand the meaning of intellectual skills. Topics from your work are very welcome. If you cannot come up with a work related intellectual skill, you may find a partner from the class and work together as a team. For example, suppose you're a tennis instructor in a sports center; you may have a hard time finding an intellectual skill to teach – playing tennis is a motor skill. Further, the profession of instructional design entails working with others most of the time. In this course, therefore, collaboration is strongly encouraged. If at all possible, form a two-person team (the team must not be more than 3 persons) to share different perspectives and reduce workload -- one team will complete one design project. From past experience, students who chose to do the project individually were overloaded and less successful in completing the course.

Also, you will decide on the delivery mode of your material, either print-based or computer-based. If you decided to develop a computer-based material, time spent on programming will not be counted for credit. The print-based material (e.g., pdf format) is recommended if you do not have proficient programming skills. Emphasis in grading will be placed on solid design thinking skills, not elaborate graphics or fancy features.

Aligned with the stages of your material development, the deliverables below will serve as milestones working towards the final product. In the work place, it is natural to communicate your work in progress to your colleagues and supervisor. Use that tone when you prepare the deliverables. Also, although the course emphasizes producing rather than talking, we value peer feedback and simulate peer-expert reviews as is common in the real world. Students should post their deliverable drafts to the discussion boards prior to submission (3-5 days before the due depending on the assignments), to receive peer feedback on time -- more details appear later in the Class Participation section.

Detailed guidelines and examples of each assignment are posted on the course CANVAS. The examples posted are not models; they are from former students, so far from perfect. There is more than one way to structure your project presentation. The examples provide ideas to help you formulate your project. Rather than trying to copy the examples, use them for ideas and create what works best for you and your selected topic.

a) Proposed Topic Description

Describe the learning outcome you intend to address in your material and who are the target learners. The learning outcome must be an *intellectual skill* (see Week 3 reading). This paper will be posted only to the discussion board (not the submission system) and should be brief (no more than 1 double-spaced page). Your topic description helps the instructor to see if you have understood the reading clearly and also invites classmates to form a project team.

b) Analysis Report (10 pts)

This is the start of the design project. Once you have formed a project team, you should diligently move to this planning phase. Understanding your instructional problem as accurately as possible is a fundamental step for any instructional opportunity across the board. Thus, the Analysis Report is expected as a critical deliverable from your project. This report will identify instructional goals, detailed curriculum topics, target learner characteristics, and performance contexts in which the skills to be learned from your material will be used. The report consists of no more than 10 typewritten double-spaced pages including diagrams, tables, and figures. The analysis report makes up 10% of the course grade.

c) Design/Development Report (20 pts)

In this phase, you will implement your plan (what is written in the analysis report) and develop the material. The D/D Report specifies how your instructional material will be organized and focused toward the instructional goals. This report will be a detailed blueprint of your material. Your report should include instructional objectives, assessment items matched with the objectives, instructional sequence, instructional strategies, and learning activities including practice and feedback. Upon completing this report, you should have all instructional content completed -- approx. 80-90% of your draft material done. Completing the draft might involve simply working on formats and illustrations. The D/D report does not have to include the draft. This report makes up 20% of the course grade and is the most time-intensive part of the course.

d) Formative Evaluation (20 pts)

Develop the initial version of your instructional material (i.e. the draft material). Again, if you have completed the design report correctly, creating a draft will simply involve formatting and adding illustrations when necessary. Given the draft, it is critical to conduct formative evaluations. Hold at least three **one-on-one** trial sessions with a learner (another learner each time, therefore *three learners independently*) to evaluate the draft*.* If you ask three learners to try the draft at once, it is not a one-on-one evaluation but a small group evaluation. If you deem other types of formative evaluations (i.e., small group and field testing) more appropriate than one-on-one trials, discuss with the instructor in advance. The Formative Evaluation Report includes your draft and the characteristics of the three learners, the procedures of each of the three evaluation sessions, the *debriefing*, and the analysis of the evaluation results. Most importantly, list your revision plans in detail to improve and finalize the material. This report makes up 20% of the course grade.

e) Final Product and Learner Guide (20 pts)

After making revisions, submit the final version of your material with a learner guide (approx. one double-spaced page) briefly outlining the content, the target learners, requirements, prerequisite skills, and any other information that your learners need to know before starting your material. This assignment makes up 20% of the course grade.

f) Expected Workload for Each Deliverable

Topic Description	Analysis	Design & Development	Formative Evaluation	Final Product	Total
Light (5%)	Medium (10%)	Very heavy (50%)	Heavy (25%)	Light (10%)	100%

The required format for all submissions is MS Word (.doc or docx) or pdf. I find that a doc(x) is more convenient to provide feedback and comments, so encourage you to use doc files when possible. The due date for the first four deliverables will be on Saturdays by 11:59pm; the due for Final Product will be on Wed, Apr 22, 11:59pm. Late submissions will be accepted but will receive a 5-point penalty for each day past the due dates. As we all understand, working with computers is not always predictable. Please do not wait until the last minute; be prepared in advance.

2. Class Participation (30 pts)

Class participation is required and makes up 30% of the final grade. You will participate in class discussions and peer reviews on others' project deliverables. Each on-time participation will count as 3 points.

a) Deliverables peer review post (4 posts)

In the work place, it is common to review and criticize colleague designers' work. The class will post their deliverable drafts to the discussion board and receive peer-expert reviews prior to the submission. This applies to Topic Description (discussion post only; not formal submission), Analysis Report, D/D Report, and Formative Evaluation Reports. Final Product will be a submission without peer reviews. Students are expected to sincerely read others' draft deliverables and provide constructive feedback and suggestions. Your on-time feedback posts (not the draft posts) will earn credit for class participation. (3 points each). Your posts must be meaningful and with substantial ideas to earn credit.

b) Class discussions and worksheets post (6 posts)
There are six required posts, including worksheets and class discussions, 3 points each.

- Week 1: On-time track choice post (due on <u>Mon, Jan 12, noon</u>)
- Week 3 & Week 6/7 worksheets: these are designed to support your understanding of the reading and enhance the discussions. Once you have completed your reading and the worksheet, you will post a response to one of the questions to the discussion board and then respond to others' posts. Each worksheet will earn you 3 points.
- Weeks 4, 14, and 15 class discussions: With the assigned reading, the class will post their reflections and critiques and respond to others' posts. To earn credit, each post should present meaningful and solid ideas; simple agreement/disagreement and/or compliments will not be considered substantial.

Notes:
- All posts for credit have due dates; <u>only on-time posts will earn credit</u>. "Meaningful" posts should contain substantial ideas. Your deliverable draft posts <u>will not</u> earn credit because they are for your benefit. But your feedback posts to others' drafts will earn you credit.

- We are tracking your posts on a weekly basis. For the cumulative class-participation credits, please contact the TA personally.

2. Optional Quizzes (No credit)

Only if interested, you may take a quiz on each chapter to check your understanding of the reading. The quiz is voluntary without credit and is available to assist your learning.

IDT_Grading:

Assignments and Project		
		Percentage
1. Deliverables	Analysis report	10%
	Design report	20%
	Formative evaluation	20%
	Instructional module	20%
2. Class participation		30%
Total		**100%**

IDT_Class Schedules:

Unit	Date	Topics	Assignments	Weekly Readings
Course Orientation	Week 1 (1/7-9)	Course orientation	• Post your self-introduction (no credit) • Post track choice. (For credit; due on Jan 12)	
	Week 2 (1/12-16)	Instructional Design models		Gustafson & Branch
Unit 1: Analysis	Week 3 (1/19-23)	Learning outcomes	• Worksheet 1 discussion post (Due on Jan 24) • Topic Description posts (Due on Jan 24)	Gagne et al. (1992) Ch 3, 4, & 5 – pdf posted
	Week 4 (1/26-30)	Front-end analysis & goal analysis	• Class discussion post (Due on Jan 31)	Dick & Carey, Ch 2, 3, & 4

	Week 5 (2/2-6)	Learner and context analysis		Dick & Carey, Ch 5
Unit 2: Design & Development	Week 6 (2/9-13)	Performance objectives	• Analysis Report (Due on Feb 14)	•Mager's text, read all •Dick & Carey, Ch 6
	Week 7 (2/16-20)	Developing assessments	• Worksheets 2 & 3 discussion post (due on Feb 21)	Dick & Carey, Ch 7
	Week 8 (2/23-27)	Objectives and assessments		Gronund, Ch 2 & 9 – pdf posted.
	Week 9 (3/2-6)	Developing instructional strategies		Dick & Carey, Ch 8; Larson & Keiper – pdf posted.
	Spring Break (3/9-13)			
	Week 10 (3/16-20)	Developing instructional materials	• D & D Report (Due on Mar 21)	Dick & Carey, Ch 9
Unit 3: Formative Evaluation	Week 11 (3/23-27)	Formative evaluations I		Dick & Carey, Ch 10
	Week 12 (3/30-4/3)	Formative evaluations II		
	Week 13 (4/6-10)	Revising instructional materials	• Formative Evaluation Report (Due on Apr 11)	Dick & Carey, Ch 11
Unit 4: Wrap Up – Models & Critiques	Week 14 (4/13-17)	Summative evaluation; ID Models	Class discussion post (Due on Apr 18)	Dick & Carey, Ch 12; Gustafson & Branch
	Week 15 (4/20-24)	Critiques over ISD	• Final Project Submission (Due on **Wed, Apr 22)** • Class discussion post (Due on Apr 25)	ID & creativity; Unconventional ID; DesignToTheory

Curricular Design Track (CDT)

This track is designed for the students who are currently working in K-16 formal education (as teachers, administrators, or instructional support staffs) or interested in working in this sector. Critical reading and reflection on your practice of teaching or instructional support are critical in this track. Although discussion in the text largely focus on K-12 classrooms, the major arguments could be applied to both K-12 and college levels that intend to teach for deeper understanding. The design project in this track deals with curricular unit planning in a way that facilitates students' deeper understanding, achieving the predefined learning goals.

The design model students will use in this track and also the authors' points, are insightful and thought provoking. Mindful reading of weekly materials is emphasized, so weekly quizzes are presented to reward timely reading along with scheduled class discussions and the curricular design project.

CDT_Textbook:

Wiggins, G., & McTighe, J. (2005). (2nd ed.). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development. Paperback ISBN: 1-4166-0035-0.

Gustafson, K. L., & Branch, R. M. (2002). *Survey of instructional development models* (4 ed.). New York: ERIC Clearinghouse on Information & Technology — a pdf file will be provided.

CDT_ Learning Objectives:

In the area of **Learning fundamental principles and theories**:
- Learn the six facets of understanding.
- Understand the design of curriculum, assessment, and instruction that engage students in inquiry and promote transfer of learning.
- Understand an array of methods for appropriately assessing the degree of student understanding, knowledge, and skill.

In the areas of a) **Learning to apply course materials** and b) **Developing specific skills and competencies**:
- Apply Backward Design to a project designing an effective curricular unit.
- Develop skills and competencies in designing lessons and units that will promote students' understanding.
- Effectively discuss related topics and provide constructive feedback to others.

CDT_ Assignments:

1. *Lesson Plan Critique (Assignment #1, 10 pts)*

   This assignment asks you to take a critical look at an existing lesson plan according to the understanding-by-design (UbD) template before you start your own curricular design. To complete this assignment, you will: i) locate an existing lesson plan, ii) critically evaluate the plan, and iii) suggest how to improve the plan following UbD. This critique consists of no more than 2 pages. The assignment makes up 10% of your grade.

   Instructions:

   a) Locate a lesson plan from UEN (http://www.uen.org) or you may use your own plan.
   b) Critically evaluate the plan according to the UbD template (Figure 1.2, page 22).
   - Use the template.
   - Examine if the lesson plan addresses the bullet points in the template.
   - If some points are missing, suggest how you would improve the plan.
   c) The Critique should be no more than 2 pages.
   d) Name the file: **Critique_FirstnameLastname.**doc.
   e) Submission will be due on Saturday, February 7, 11:59pm.

2. *Curricular Design Project (30 pts)*

This project will design a curricular unit in the area of your interest, following the three stages of backward design. So, you first decide on a subject matter of your expertise, a curricular unit of your interest, and the grade level. To complete the project, you will produce the three deliverables below.

Students should post their drafts to the discussion boards at least three days prior to submission to receive peer feedback on time.

a) **Desired Results** (Assignments #2, 10 pts)

   Desired Results starts your project of designing a curricular unit, which will be completed with Assignment #4: Learning Plan. To start your design project:

   i) Choose a curricular unit in your subject matter. If you are not in a teaching position, choose any topic of your interest. One unit typically includes multiple lessons, with the number of lessons at your discretion.
   ii) On the top of the first page, provide the information on your learner group (grade level), the course title, and how many lessons it might take to master this unit
   iii) Perform Stage 1 of Backward Design, using the template in Figure 1.3 on page 24 of the textbook.
   iv) Your desired results must identify: Established goals, Essential questions, Understandings, and Key knowledge and skills in a separate section as in the template.
   v) This report will be no more than 3 pages.
   vi) Name the file: **DesiredResults_FirstnameLastname**.*doc.*
   vii) Submission will be due on Saturday, March 7, 11:59pm.

b) **Assessment Evidence** (Assignments #3, 10 pts)

   Continue your project of designing a curricular unit by establishing assessment evidence in the same document with Desired Results.

   i) Perform Stage 2 of Backward Design, using the template in Figure 1.3 on page 25 of the textbook.
   ii) Your assessment evidence must identify Performance tasks, Other evidence, and Student self-assessment and reflection in a separate section, which should be aligned with the desired results in Stage 1.
   iii) This report will be no more than 2 pages.
   iv) Name the file: **AssessmentEvidence_FirstnameLastname.**doc.
   v) Submission will be due on Saturday, March 28, 11:59pm.

c) **Learning Plan** (Assignments #4, 10 pts)

   Complete your project of designing a curricular unit by charting a learning plan.

   i) Perform Stage 3 of Backward Design, using the template in Figure 1.3 on page 26 of the textbook.
   ii) Your learning plan must specify students' learning activities to support their achieving the desired results identified in Stage 1.
   iii) The plan should be no more than 3 pages.
   iv) Name the file: **LearningPlan_FirstnameLastname.**doc.
   v) Submission will be due on Saturday, April 18, 11:59pm.

   Your design will be evaluated based on its completeness. It will not be evaluated based on the content details because they fall within your area of expertise.

   The required format for all submissions is MS Word (.doc or docx) or pdf. I find that a doc(x) is more convenient to provide feedback and comments, so I encourage you to use doc files whenever possible. The due date for all deliverables will be on Saturday, 11:59pm if not specified differently on the schedule. Late submissions will be accepted but will receive a 5-point penalty for each day past the due

date. As we all understand, working with computers is not always predictable. Please do not wait until the last minute; be prepared in advance.

Important! The class should post their drafts on the discussion board and provide sincere feedback on the others' drafts prior to the submission. Your on-time feedback posts (not the draft posts) will earn credit for class participation.

3. *Quizzes (30 pts)*

A total of 10 open-book quizzes (one quiz worth 3 pts) will be implemented, to promote timely reading of the text. All quizzes will be open on the third week of the semester. Each quiz covers one chapter (e.g., Quiz 1-1 covers Chapter 1) and is time-limited (20 minutes). The quiz items are verbatim quotes from the text. To ace a quiz, you must read through the chapter (including tables and charts). You must not rely on slides or chapter summary notes, which serve as reading guides, not as quiz prep. From past experience, some students tried to answer the question based on their own speculations and experiences, which is not the intent of the quizzes. Again, the items are not to invite your thoughts but simply to reward your on-time reading of the text – critical thinking will be invited later in class discussions. To promote on-time reading, a quiz will be closed on the Sunday (11:59pm) that immediately follows the scheduled reading week.

Also, if you have any issues with quiz taking (e.g., test anxiety), you may opt to do a weekly reflection paper. On a single-spaced page, summarize the chapter in a paragraph or so and also reflect upon the ideas interesting you in another paragraph. Please do not write more than one page. If you choose to do a paper, please inform the instructor and TA in advance.

4. *Class Participation (30 pts)*

Class participation is required and makes up 30% of the final grade. Using the Discussion Board, the students are expected to be actively involved in providing feedback on the others' assignment drafts and sharing constructive critiques and reflections. Each on-time participation will be worth 3 points.

a) Deliverables peer review post (3 posts – a total of 9 points)

The class will post their assignment drafts to the discussion board and receive peer-expert reviews prior to the submission. This applies to the curricular design project assignments (Assignments #2, 3, & 4). Students are expected to sincerely read others' draft deliverables and provide constructive feedback and suggestions. Your on-time feedback posts (not the draft posts) will earn credit for class participation (3 points each).

b) Class discussions (21 points)

There are six required posts, 3 points each, plus discussion leadership (6 points).
* *Week 1 Track choice post*: Only on-time posts earn 3 points (Due on Monday, Jan 12, 12pm).
* *Five discussion boards (3 points each)*: The authors' arguments and the design model are well received by many educational professionals, but at the same time involve some controversy. Students are encouraged to reflect upon their daily practices and participate in critical dialogues. This track will have five class discussion sessions, Unit 1 through Unit 5. All the boards have due dates (Fridays, 11:59pm, the last week of the scheduled unit); only on-time posts will be worth credit. Also, to earn credit, the posts must be meaningful and contain substantial ideas; simple compliments and superficial agreements or disagreements will not be worth credit. Volunteer discussion leaders will manage the discussions.
* *Discussion leaders (6 points)*: students are strongly encouraged to serve as a discussion leader or as part of a team of discussion leaders. These leaders have full freedom regarding questions/issues, organization, and logistics for the discussions, and should keep the topics of discussion closely related to the key messages of the unit. Please volunteer for discussion leaders by Friday, Jan 16, including the choice of a Unit. Discussion leadership will earn 6 credits -- the leader(s) of one discussion board will have only four discussion sessions as participants.

Notes:
- All boards for credit have due dates. "Meaningful" posts should contain substantial ideas. Your assignment draft posts will not earn credit because they are for your benefit. But your feedback posts to others' drafts will earn you credit.
- We are tracking your posts on a weekly basis. For the cumulative number of your posts, please contact the teaching assistant personally.

CDT_Grading:

		Percentage
1. Lesson Plan Critique		10%
Design a Curricular Unit	2. Desired Results	10%
	3. Assessment Evidence	10%
	4. Learning Plan	10%
Class Participation		30%
Quizzes (Open-book, 20 mins)		30%
Total Points		**100%**

CDT_ Class Schedules:

Unit	Date	Topics	Assignments	Weekly readings
Course Orientation	Week 1 (1/7-9)	Course Orientation	• Post your self-introduction (no credit) • Post your track choice (For credit; due on Jan 12, noon)	
	Week 2 (1/12-16)	Instructional Design models	• Volunteer for discussion leaders by Fri, Jan 16.	Gustafson & Branch
Unit 1: Introduction to UbD	Week 3 (1/19-23)	Introduction to Understanding by Design		Textbook Introduction (p1-11)
	Week 4 (1/26-30)	Backward Design	• Quiz 1-1	Chapter 1
	Week 5 (2/2-6)	Understanding Understanding	• Quiz 1-2 • Lesson Plan Critique (Due on Sat, Feb 7) • Unit 1 Discussion post (Due on Fri, Feb 6)	Chapter 2
Unit 2: Desired Results	Week 6 (2/9-13)	Gaining Clarity on Our Goals	• Quiz 2-1	Chapter 3
	Week 7 (2/16-20)	The Six Facets of Understanding	• Quiz 2-2	Chapter 4
	Week 8 (2/23-27)	Essential Questions: Doorways to Understanding	• Quiz 2-3	Chapter 5

	Week 9
	(3/2-6)
		Crafting Understanding	• Quiz 2-4
			• Desired Results
			  (Due on Sat, Mar 7)
			• Unit 2 Discussion post
			  (Due on Fri, Mar 6)
				Chapter 6

Spring Break (3/9-13)				
Unit 3: Assessment Evidence	Week 10 (3/16-20)	Thinking Like an Assessor		Chapter 7

	Week 11
	(3/23-27)
		Criteria and Validity	• Quiz 3
			• Assessment Evidence
			  (Due on Sat, Mar 28)
			• Unit 3 Discussion post
			  (Due on Fri, Mar 27)
				Chapter 8

Unit 4: Learning Plan	Week 12 (3/30-4/3)	Planning for Learning		Chapter 9
	Week *13* *(4/6-10)*	Teaching for Understanding	▪ Quiz 4 • Unit 4 Discussion post (Due on Fri, Apr 10)	Chapter 10
Unit 5: Concluding Thoughts	Week 14 (4/13-17)	The Design Process	• Quiz 5-1 • Learning Plan (Due on Sat, Apr 18)	Chapter 11
	Week 15 (4/20-24)	The Big Picture: UbD as Curriculum Framework	• Quiz 5-2 • Unit 5 Discussion post (Due on Fri, Apr 24)	Chapter 12

Students are expected to maintain "The Honor Code" required by USU:

http://catalog.usu.edu/content.php?catoid=4&navoid=547?