

Course Syllabus

Instructor	Dr. Andrew Walker (Andrew)	Phone	435.797.2614
Office	Education 216	E-mail	andy.walker@usu.edu (mailto:andy.walker@usu.edu)
Meets	Arranged	Office Hours	Wed 3-4pm, or by appointment

TA	R-Jay Wilde	E-mail	Message through Canvas
Office		Meets	Arranged

TA	Mason Lefler	E-mail	Message through Canvas
Office	Education 218	Meets	Arranged

Class Website:

The class web site is available at <https://online.usu.edu/> (<https://online.usu.edu/>) under the “**canvas**” option. To log in you'll need to use the same A# and PIN you use to get into banner.

Description:

This class is designed to shepherd you through your Creative Project (Plan C) culminating experience for your Master of Education (MEd), or Master of Learning Technologies & Instructional Design (MLTID) in Instructional Technology and Learning Sciences. The focus of the class is not on lecture but rather to provide a scaffolded set of preliminary and culminating assignments focused on your project proposal and project summary. Vignettes on critical competencies for proposal writing (such as literature searches, annotated bibliographies, problem statements, crafting a purpose statement, etc . . .), as well as project summary (such as user centered design studies and gant charts) will be provided but you are the driving force behind what you choose tackle in your creative project.

Course Objectives (aligned with IDEA Evaluation system):

- **(II) Application of Learning**, Professional skills - Borrowing on material learned throughout prior coursework or experiences, articulate a well-crafted proposal, execute the promised work, and write a cogent summary highlighting key lessons learned.
- **(IV) Intellectual Development**, Learning to Analyze and Critically Evaluate Ideas – As part of crafting a literature review, analyze evaluate, deconstruct and then synthesize a range of appropriate literature (theoretical, empirical, and other reviews).
- **(V) LifeLong Learning Skills**, Learning how to find and use resources for answering questions or solving problems – Searching for appropriate (relevant, trustworthy) literature (broadly defined) related to creative project efforts.

Textbook:

There are no required texts for this class. There are however, several sources of content. The first is screencasts produced specifically for this class. These are free and you can access them even after the class is finished:

<http://itls.usu.edu/~aewalker/videos/itls6960/> (<http://itls.usu.edu/~aewalker/videos/itls6960/>)

Students are also encouraged to make use of:

- Current APA Style Guide
- Prior class materials (especially from Instructional Design classes, Learning Theory, Foundations, or any Development Oriented classes).

Technical Requirements:

- Word processor (Word is used in all demonstrations)
- Citation software (Zotero, an open source product) is used in all demonstrations <https://www.zotero.org/> (<https://www.zotero.org/>)

- Gant Chart software (GantProject, an open source product) is used in all demonstrations <http://www.ganttproject.biz/> [\(http://www.ganttproject.biz/\)](http://www.ganttproject.biz/)

Requirements:

Completion of project proposal (45%)

Completion of the project summary (45%)

Class participation (10%)

You will be responsible for keeping up in this class. Although there is some flexibility in pacing (e.g. you can work ahead) you will need to stay current with the class deadlines. There will also be opportunities for assistance. **Those who do not take the available opportunities to contact me early on, either for a preliminary or full submission and then want help when a deadline looms will not get it.** Not because I'm inherently mean, but because there will not be time. If you require help one of the best things you can do is a) send me a current draft of what you are working on and then b) call me on the phone.

Assignment submissions will be made online through links to the class website (if it happens to be down, send me the file via email) and are due as indicated in the respective rubrics, before midnight on the date posted on the schedule below.

Evaluation Criteria:

Each assignment will have specified evaluation criteria. Unless otherwise noted, your mark will be lowered by 10% for each 24-hour period in which an assignment is late. Other than the full submissions, **you get one free assignment to drop, no questions asked.** In return **I don't want to hear about any extenuating circumstances** unless you want to discuss an incomplete (see below).

Group Work:

Group work on a creative project is possible but much more difficult to navigate. You have to make a clear case for the unique role that you are playing. This is a case of complimentary efforts as a possibility but each of you will have to do work that stands on it's own. For example, one of you might focus on the design and another on the development. Each of you will be responsible for a proposal and project summary, but you might benefit from a shared annotated bibliography. Carefully consider the person you are working with and any dependencies there might be between the two efforts. Do you think the person's late design efforts will hold up your development tasks?

Grading Scale:

A	94% ≤ x < 100%
A-	90% ≤ x < 94%
B+	87% ≤ x < 90%
B	84% ≤ x < 87%
B-	80% ≤ x < 84%
C+	77% ≤ x < 80%
C	74% ≤ x < 77%
C-	70% ≤ x < 74%
D+	67% ≤ x < 70%
D	64% ≤ x < 67%
D-	60% ≤ x < 64%
F	< 60%

Plagiarism:

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling. Cases of plagiarism will not be handled in house so to speak. **I will formally report any cases to the University and then work towards resolving them directly with you.** This includes honest mistakes

like not knowing you need to quote text taken directly from a source, or leaving off citations.

Persons with Disabilities:

Students with documented disabilities who are in need of academic accommodations should notify me and/or contact the Disability Resource Center at (435) 797-2444 and fill out an application for services. Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

In accordance with University policy, incompletes are not to be given for poor performance. There will be no incompletes given unless the conditions are beyond the student's control. Such conditions have to have written documentation. The term "conditions beyond the student's control" includes (1) incapacitating illnesses that prevent a student from attending classes for a period of at least two weeks; (2) a death in the immediate family; (3) financial responsibilities requiring a student to alter course schedule to secure employment; (4) change in work schedule as required by an employer; or (5) other **unexpected** emergencies of this nature. When an incomplete is given, it is anticipated that the remaining work will be finished within four weeks. If the course must be retaken to make up the work, an incomplete is not appropriate; instead students should withdraw from the class (which can be done even after the regular drop period assuming the above circumstances).

Incompletes:

Requests I have received that do not qualify as incompletes:

- *You are taking too many credits this semester and don't have time to finish.*
- *You've opted to finish this class the next semester but don't want to lose your tuition dollars* (my apologies—I try to be sensitive to saving students money but I can't do this anymore, withdraw and enroll next term).
- *You are concerned about handing in a quality final project or paper with your remaining time.* You know the deadlines now—there are no surprises in this class. If you're really concerned then get started early.

Public Realm Disclaimer:

I tend to think that ideas exchanged between us may benefit the rest of the class. Unless you tell me otherwise, I'll assume that questions or comments that you make are acceptable to pass on and may email them out or discuss them with the rest of the class. I do have a really bad habit of unintentionally quoting too much text from emails. If you send a message and want to make sure that part of it remains private, separate it out from your questions and write PRIVATE in all caps ahead of it. I'll do my best to make sure I don't pass it along.

Course Schedule:

This class is designed to be done online and asynchronously but that does not mean I want to avoid contact with you. Successful students will interact with me throughout the semester. There will also be opportunities to peer review the work of other students. As assignments are introduced, I will attempt to give you a vision of how I might use the grading rubric on various samples. But you'll have to bear with me as this is an initial offering of this class.

Date

Details

