

ITLS 7000 Pro-Seminar | Fall 2016

The course is designed to provide doctoral students with an introduction to the department, its faculty, and research issues in the field of instructional technology and learning sciences. It is also an opportunity for faculty to get to know incoming doctoral students. The class meets from 1:30pm-4pm in EDUC 282

LEARNING ACTIVITIES

Readings will be assigned by the individual instructor for each session, and limited to 50 pages maximum.

Discussions

You will need to come up with questions on their readings (see below).

Each faculty member will be doing some sort of an activity that is related to getting a look at the practice of research (writing, coding, analysis, etc . . .)

GRADES

100 total points for the course will be assigned as follows:

1. Two papers @ 40 points each.
2. Submitting two questions via direct email (cc me) to each visiting ITLS faculty member one week prior to his/her class session. These questions are either to be 1) directed to the author(s) based on the assigned reading(s), or 2) to the visiting faculty member (worth 2 points each; total 20 points)
3. Completion of the above requirements will be expected of all students. Students are expected to prepare thoroughly for class by reading assigned materials prior to class, to participate in class discussions, and to complete the assigned tasks.

Final grades will be determined based on totaling the scores for all assignments. Grades will be awarded based upon percentages of total score as follows:

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

Course papers

Two papers are required, the first one midway through the semester and the second at its completion (see corresponding assignments for details and due dates).

UNIVERSITY POLICIES & PROCEDURES

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** 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 using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students 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.

Disability related resources for current students:

- [DRC Student Handbook](#)
- [Deaf and Hard of Hearing Student Handbook](#)
- [Disability Related Scholarships](#)
- [Campus Resources](#)
- [Documentation Guidelines](#)
- [Online Resources for Students with Disabilities](#)

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: <http://www.usu.edu/student-services/>, 435.797.1712, studentservices@usu.edu, TSC 220
- Student Advocates: <http://www.usu.edu/ususa/legal/>, 435.797.2912, TSC 340,
- Access and Diversity: <http://www.usu.edu/accesscenter/>, 435.797.1728, <mailto:access@usu.edu>; TSC 315
- Multicultural Programs: <http://www.usu.edu/accesscenter/multiculture/>, 435-797-1728, TSC 315
- LGBTQA Programs: <http://www.usu.edu/accesscenter/lgbtqa/>, 435-797-GAYS, TSC 314
- Provost's Office Diversity Resources: <http://www.usu.edu/provost/faculty/diversity/>, (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State
University: <http://www.usu.edu/student-services/studentcode/>

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances](#).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)

Assignments Summary:

Date	Details	
Mon Aug 29, 2016	Course Introduction	1:30pm to 4pm
Mon Sep 5, 2016	No Class - Labor Day	1:30pm to 4pm
	Reading Questions - Walker	due by 11:59pm
Mon Sep 12, 2016	Andrew Walker	1:30pm to 4pm
	Reading Questions - Belland	due by 11:59pm
Mon Sep 19, 2016	Dr. Brian Belland	1:30pm to 4pm
	Reading Questions - Kim	due by 11:59pm
Mon Sep 26, 2016	Dr. Yanghee Kim	1:30pm to 4pm
	Reading Questions - Recker	due by 11:59pm
Mon Oct 3, 2016	Mimi Recker	1:30pm to 4pm
	Reading Questions - Litts	due by 11:59pm
Mon Oct 10, 2016	Dr. Breanne Litts	1:30pm to 4pm

Date	Details	
Mon Oct 17, 2016	IRB	1:30pm to 4pm
	Reading Questions - Fields	due by 11:59pm
Mon Oct 24, 2016	Dr. Debbie Fields	1:30pm to 4pm
	Reading Questions - Searle	due by 11:59pm
Mon Oct 31, 2016	Dr. Kristin Searle	1:30pm to 4pm
	Paper 1	due by 11pm
	Reading Questions - Haderlie	due by 11:59pm
Mon Nov 7, 2016	Dr. Sheri Haderlie	1:30pm to 4pm
	Reading Questions - Feldon	due by 11:59pm
Mon Nov 14, 2016	Dr. David Feldon	1:30pm to 4pm
	Reading Questions - Lee	due by 11:59pm
Mon Nov 21, 2016	Dr. Victor Lee	1:30pm to 4pm
	Reading Questions - Clarke-Midura	due by 11:59pm
Mon Nov 28, 2016	Dr. Jody Clarke-Midura	1:30pm to 4pm

Date	Details	
Mon Dec 5, 2016	Career Services	1:30pm to 4pm
Mon Dec 12, 2016	Paper 2	due by 11pm
	Developing Research Skills	
	Part 1: Review the First Submission!	
	Part 2: Compare Your Reviews	
	Part 3: The Final Version!	