C&I 504: Systematic Design of Instruction
Course Syllabus
Donna M. Post, Ph.D., Instructor
Spring 2014

Systematic (adj):
1. carried out in a methodical and organized manner;
2. habitually using a method or system for organization;
3. deliberate and regular in a methodical manner;
4. constituting, based on, or resembling a system.

--Encarta® World English Dictionary
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INSTRUCTOR INFORMATION
A. Name: Donna M. Post, Ph.D.
B. Title: Associate Professor
C. Office Location: 323-N Wham Building
D. Office Hours: Immediately after class is fine. Otherwise, I meet with students by
appointment (usually during afternoon hours) because all of my classes are taught at night. I
am pro-student and sincerely interested in your academic progress. Thus, we will negotiate a
mutually agreeable time to meet--day or evening, on-campus or off. To arrange an
appointment, you are encouraged to e-mail me (fastest option) or call me at home or at the
office; you can also talk to me before or after class.
E. Phone/Fax/E-Mail: It is easiest and quickest way to reach me is by e-mail. You may also
call my home phone number, where there is an answering machine. E-Mail:
dmpost@siu.edu Home: 618-529-1799 Office: 453-4224 FAX: 453-4244
F. Snail Mail: Assignments and other printed materials or communications not handed to me
directly may be dropped off in Wham 327 (the Curriculum and Instruction office). Ask the
receptionist to put the materials in my mailbox. Please do not e-mail assignments. (The
Curriculum and Instruction office is open from 8:00 A.M. to 4:30 P.M., Monday through
Friday. A receptionist is available during the lunch hour.)

COURSE INFORMATION
A. Title: Systematic Design of Instruction
B. Number: C&I 504
C. Credits: 3 hours
D. Prerequisites: Enrollment as a Curriculum and Instruction Master’s Degree candidate
E. Location: Wham 312
F. Days/Dates/Hours: Section 001= Tuesdays, January 14 to May 6, 2014, 4:00-6:25 P.M.
G. **Primary Premise of the Course:** Effective instruction at all levels requires careful and systematic analysis and re-design of many interrelated teaching, learning, assimilation, and memory elements that affect intellectual outcomes in critical and fundamental ways. True reflective practitioners will value, engage in, and routinize the processes of creative activity, implementation, observation, feedback, interpretation, refinement, and re-implementation of these instructional practices only if the processes are carefully taught and instructors are held accountable for related competencies as part of their professional educational experience. Excellent instructors can teach *any* content to others once they clearly understand it themselves and apply specific systematic analysis and design processes in instructional design and implementation.

H. **Catalog Description:** Gives graduate students an opportunity to investigate, discuss, and apply systematic approaches to instruction. Special emphasis is given to that element of the instructional system that allows for the integration of instructional media into the process. *(SIUC Graduate Catalog, 2013-2014, p. 178. Available on-line at [http://www.siu.edu/gradschl/catalog.htm](http://www.siu.edu/gradschl/catalog.htm). Go to the Curriculum and Instruction pages.)*

I. **Detailed Description:** You will develop an *original* instructional product (unit of instruction) by identifying an instructional goal relevant to your teaching assignment and applying all the steps of the instructional design process in a particular sequence.

J. **Course Objectives:**

**COGNITIVE GOALS:**

The learner will:

1. learn and routinize critical steps in the systematic design of instruction;
2. apply what s/he learns to produce an *original* instructional product that clearly demonstrates understanding of and competence in using various design elements;
3. seek opportunities to apply skills learned during class activity to complete daily instructional activities required as part of his or her present or future job situation;
4. develop skills in effective evaluation of instructional materials and approaches; and
5. expand his or her knowledge of instructional theory and research findings.

**AFFECTIVE GOALS:**

The learner will

1. actively participate in discussions related to course content and activities;
2. develop an appreciation for the utility of systematic analysis procedures in instructional contexts;
3. recognize and encourage diverse opinions and suggestions regarding instructional design and lesson implementation methods;
4. work cooperatively and collaboratively with peers in large and small group settings;
5. volunteer to share knowledge gained through outside readings, observations, or experiences relevant to class content and activities;
6. collaborate in group activities to develop, maintain, and reinforce peer learning and professional development; and
7. understand and appreciate the products and perspectives of colleagues who teach across various grade levels and content areas.
COURSE INFORMATION (continued)

K. Instructional Methods:
   1. Whole-class discussions of course-related materials/readings/activities/experiences.
   2. Small-group discussions.
   3. In-class workshops.
   4. Individual student presentations/projects.
   5. Lectures.
   6. Peer editing and feedback.

TEXTS, READINGS, MATERIALS

A. Recommended Text (NOT REQUIRED):

B. Optional Text(s):

C. Supplementary Texts:

MEANS OF STUDENT ASSESSMENT—300 Total Course Points

A. 101 points—Instructional Product (Unit of Instruction/Module): You will develop an original product (module of instruction with a subordinate skills analysis) to illustrate your level of competence in applying all aspects of the systematic approach to instructional design presented in the class text and modified or explained during class lectures. This is accomplished in two steps, one worth 35 points and the other worth 66 points.

B. 15 points—Oral Presentation—During a brief in-class presentation, you will provide an overview of the instructional product you developed as part of the course. You will provide at least one relevant handout as part of this activity.

C. 52 points—Homework—You will provide the course instructor with drafts of four different sections of the instructional product/unit/module for formative assessment and feedback. The drafts are worth 28, 28, 28, and 20 points respectively. Your total homework score (a maximum 104 points) is divided by 2 to arrive at the homework grade used in final grading.
MEANS OF STUDENT ASSESSMENT continued

D. 50 points—Mid-Term Exam—You will complete a combination multiple choice, short answer, and essay exam during week 7 or 8 of the course.

E. 70 points—Final Exam—You will complete a combination multiple choice, short answer, and essay exam during week 16 or 17 of the course.

F. 12 points—Participation/Peer Assistance—Participation scores are assigned at the professor’s discretion as follows: High quality participation=12 points; average quality participation = 8 points; little or poor quality participation = 4 points; no participation=0 points.

GRADING SCALE/POLICIES

<table>
<thead>
<tr>
<th>Scale</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100% = A</td>
<td>276-300</td>
</tr>
<tr>
<td>84-91% = B</td>
<td>252-275</td>
</tr>
<tr>
<td>75-83% = C</td>
<td>225-251</td>
</tr>
<tr>
<td>68-74% = D</td>
<td>204-224</td>
</tr>
</tbody>
</table>

NOTE: The course is based on points, and your grade is based on the percentage of points you achieve. I reserve the right to deduct points for late assignments or excessive absence at the rate of 10 points per day and, for a missed exam, up to 15 total points.

B. Objectivity: For the sake of objectivity, a grading criteria sheet is used to evaluate all assignments. You will be provided with a copy of the grading criteria sheet far in advance of each assignment due date so that my expectations are clear and so that you will have ample opportunity to ask questions and clarify issues.

C. Incompletes: I am most reluctant to give incompletes for courses I teach except in extreme cases where a student’s health or circumstances warrant special consideration. I would rather that both you and I be finished with the responsibilities of the course within a few days after the end of the semester. Please do not ask for an incomplete unless you feel yours is a special case.

COURSE POLICIES

A. Attendance/Tardiness/Early Dismissal: Your attendance at all class meetings is expected. The courtesy of a phone call or an e-mail message explaining an unexpected absence is appreciated. Please see me in advance to discuss anticipated absences and their impact on your progress in the course. In cases where absence or tardiness is excessive, in the instructor’s opinion, a reduction in grade points (as explained in the section above) may result.

B. Class Participation: As this is a graduate class, you are expected to make contributions of a substantive nature during all discussions of course content. Your insights and experience are valuable, and I expect that your peers and I will learn vicariously through what you can share with us. Please take an active role without being forced to do so.

C. Missed Exams or Assignments: As noted above, there are possible penalties for late or missed exams and assignments--10 points per day for assignments, and up to 15 points total for a missed exam. It is your responsibility to make arrangements to satisfy the requirements of the course and to make up missed work as soon as possible after a problem has occurred. Please be advised, however, that your grade in the course will be an ‘F’ until all missed work is completed satisfactorily except in extenuating circumstances. I do not excuse students
COURSE POLICIES (continued)

from completing assignments and compensate with a lower grade, nor do I give incompletes in the course except under conditions outlined above.

D. Academic Dishonesty: This is rarely a problem among graduate students. However, I feel it’s important to explain my policy up front. It is this: University guidelines regarding plagiarism and academic dishonesty will be followed precisely. Should you be found guilty of academic dishonesty, your grade in the course will be an ‘F’. No exceptions will be made.

E. Preparation of Assignments: It is assumed that all products presented for grading in this class are, in their entirety, originals you’ve produced as evidence of specific course competencies. It is further assumed that all work submitted by you for a grade in this course was designed and completed by you. I am inclined to trust the academic integrity of my students. However, if I learn that my trust may have been misplaced, you may be charged with academic dishonesty, and your grade and credit for the course may not be posted on a transcript until the situation is investigated and a finding is announced. The format that you are to follow for a particular assignment will be distributed in writing and explained thoroughly in class in ample time for you to comply before the due date.

COURSE CONTENT

A. 60% --Development of skills for the systematic design of instruction. You will learn not only the specific skills themselves, but also a convincing rationale for their use in the design and re-design of instruction.

B. 10% --Critical/Comparative analysis of instructional materials and design. You will comparatively analyze the instructional materials and designs presented by your peers as a means of becoming better instructional designers individually.

C. 15% --Consideration of instructional options and tools. You will learn to choose among various equally valid instructional approaches and tools useful in specific instructional contexts through readings and class discussions designed to explore instructional possibilities, likely student outcomes, and personal preferences.

D. 15% --Development and use of instructionally effective media. You will develop original print and non-print materials for use in obtaining specific learning outcomes.

“WORKING” BIBLIOGRAPHY


“WORKING” BIBLIOGRAPHY (continued)


“WORKING” BIBLIOGRAPHY (continued)


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**Emergency Procedures:**

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT website at [www.bert.siu.edu](http://www.bert.siu.edu) or the Department of Public Safety's website at www.dps.siu.edu (disaster drop down), and provided in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
SIUC'S TEACHER EDUCATION MODEL
TOWARD REFLECTIVE PRACTICE

LINKING EDUCATION AND COMMUNITY

MORAL SOCIAL ETHICAL ECONOMIC

Teacher School Service Personnel Administrator

PEDAGOGY
PRACTICE EVALUATION CURRICULUM
HISTORY & PHILOSOPHY MANAGEMENT & DISCIPLINE INSTRUCTIONAL STRATEGIES HUMAN GROWTH & LEARNING

REFLECTION
ANALYSIS SYNTHESIS ASSESSMENT CRITICAL THINKING

KNOWLEDGE BASE SUBJECT MATTER MAJOR

HUMANITIES ARTS SOCIAL SCIENCES SCIENCES