CI 504 SYSTEM APPROACH TO INSTRUCTION
SYLLABUS

Disclaimer:
This syllabus may be subjected to change without prior notice. The latest changes will be announced in class and the most current version posted on and distributed via the class website.

Time and Location:
Monday 6:30 pm – 9:00 pm Wham 0301B

Instructor:
Dr. Christian S. Loh (csloh@siu.edu), Wham 323F.

Co-Instructor:
Ting Zhou (zhouting@siu.edu)

Office Hours

- Mon/Tue 2.00 pm to 4.00 pm
- Tue/Wed/Thu 9.30 am - 12.30 pm
- Other meeting will be by appointment only.
- Please email me for appointment so I can be sure to meet with you.

Description:
This course 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.

Pre-Requisite:
No pre-requisite. Required for all C&I Master students.

Objectives:
After completing CI 504, students will be able to:

- Understand the history for systematic design of instructions
- Apply the basic instructional design model
- Identify and analyze an instructional problem in a business or an educational setting
- Design instructional approaches and strategies to solve the problem
- Develop corresponding solution and apply media
- Implement and evaluate the instructional approach
- Create an instructional design course or training plan
Textbooks

Reference

Technology
Resources on the Internet may be needed from time to time. A mobile device (e.g. smartphone or tablet) is required for some of the in-class activities and course assignments. Online course management system will be used for quizzes, assignment and final project.

EVALUATION
Reading assignments must be completed by the dates announced and before coming to class. Periodically throughout the classes, students may be asked to complete quizzes or exercises. The advanced reading and completion of our-of-class assignments will be essential to full participation in the in-class activities. The role of these assignments is primarily practice and feedback.

A maximum of 120 Points for grading are distributed as follows.

- Participation .........................................10%
- ISD Assignment.....................................20%
- Quizzes ................................................40%
- Mini Project..........................................20%
- Final Project.........................................30%

Course assignments must be completed in a timely manner. Late submissions are subject to a full grade penalty. Incompletes will be given only in the events of significant obstacles to course completion, e.g. serious health condition, death in the family, etc.

**Late assignment and projects are subject to a FULL GRADE penalty.**

PARTICIPATION
All assignments should be completed prior to deadline (due at the start of the class). Any research paper or proposal submitted should reflect critical thinking on the part of the writer and be of publishable quality. If blog writing is required for the course, it should be substantive and reflective. Please use proper English when writing and always use a spell check to ensure you writing is relatively free of grammatical/ typographical errors.

Papers/assignment may be submitted to TurnItIn to check against plagiarism. You should familiarize yourself with the University's policy on plagiarism.
PLAGIARISM POLICY:
Papers/assignment may be submitted to TurnItIn to check against plagiarism. You should familiarize yourself with the University's policy on plagiarism.

ATTENDANCE:
Attendance is expected whenever class meets. However, being present for all classes do not automatically get you an "A" in the class. You should notify the instructor via email in advance of any absences. Absences, even if approved, may result in lost participation points. (Note that full attendance does not guarantee full participation points.)

THE "EFFORT" ARGUMENT:
The amount of time you spend on your project can not be meaningfully used as a criteria for grading.

As recommended by Graduate School, "B" is awarded for GOOD project, and "A" is reserved for projects that are "over and above expectation". "C" is reserved for projects that are below production quality with severe mistakes/errors.

If you believe you will have problem receiving a "B" (or even a "C" grade) from me based on your submitted work, you may want to reconsider if this course is right for you.

FINALS AND GRADING
There will be no Final exam for this class. However, you are expected to be present during the Final, which is scheduled to be from 5.00pm to 7.00pm on Dec 14, 2015.

GRADUATE SCHOOL GRADING SYSTEM

According to the Graduate School guideline (p.19-20), grades are assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent. 4 grade points.</td>
<td>(Exceed expectation)</td>
</tr>
<tr>
<td>B</td>
<td>Good. 3 grade points.</td>
<td>(Meet expectation)</td>
</tr>
<tr>
<td>C</td>
<td>Conditional, not fully satisfactory. 2 grade points.</td>
<td>(Not fully meet expectation)</td>
</tr>
<tr>
<td>D</td>
<td>Poor, not satisfactory. 1 grade point.</td>
<td>(Do not meet expectation)</td>
</tr>
<tr>
<td>F</td>
<td>Failure. 0 grade points.</td>
<td>(Fail)</td>
</tr>
</tbody>
</table>

Grades given at the end of a Graduate Level Course are FINAL and may not be changed by additional work or by submitting additional materials.
### WEEKLY SCHEDULE:

<table>
<thead>
<tr>
<th>Time</th>
<th>Contents and Activities</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/24</td>
<td>Intro. to Systematic Design of Instructions</td>
<td>Syllabus</td>
</tr>
<tr>
<td>8/31</td>
<td>Analysis</td>
<td>Assignment (Pt 1) DUE</td>
</tr>
<tr>
<td>9/7</td>
<td>Labor Day</td>
<td>No Class</td>
</tr>
<tr>
<td>9/14</td>
<td>Task Analysis</td>
<td></td>
</tr>
<tr>
<td>9/21</td>
<td>Analysis</td>
<td></td>
</tr>
<tr>
<td>9/28</td>
<td>Design, Learning Objectives</td>
<td></td>
</tr>
<tr>
<td>10/5</td>
<td>Design, Learning Environment and Activities</td>
<td></td>
</tr>
<tr>
<td>10/12</td>
<td>Fall Break</td>
<td></td>
</tr>
<tr>
<td>10/19</td>
<td>Mini Project Presentation</td>
<td>Mini Project DUE</td>
</tr>
<tr>
<td>10/26</td>
<td>Design, Group activity.</td>
<td></td>
</tr>
<tr>
<td>11/2</td>
<td>AECT CONFERENCE</td>
<td>Homework (No Class)</td>
</tr>
<tr>
<td>11/9</td>
<td>Development, flip classroom</td>
<td></td>
</tr>
<tr>
<td>11/16</td>
<td>Development, synchronized setting</td>
<td>Assignment (Pt 2) DUE</td>
</tr>
<tr>
<td>11/23</td>
<td>Implementation and Evaluation</td>
<td>Final Project Announcement</td>
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<tr>
<td>11/30</td>
<td>Final Project Work Week</td>
<td>Homework (No Class)</td>
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<tr>
<td>12/7</td>
<td>Final Project Class Presentation</td>
<td>Final Project DUE</td>
</tr>
<tr>
<td>12/14</td>
<td>Final week, Course Feedback</td>
<td>Final Meeting</td>
</tr>
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The Teacher Education Program (TEP) at Southern Illinois University Carbondale is fully accredited by the National Council for the Accreditation of Teacher Education/ Council for the Accreditation of Educator Preparation (NCATE/CAEP) and by the Illinois State Board of Education. Spanning the entire university, the Teacher Education Program is administered through the College of Education and Human Services and includes majors from the College of Education and Human Services, the College of Science, the College of Liberal Arts, and the College of Agricultural Sciences. Teacher education programs approved by the State Educator Preparation and Licensure Board (SEPLB) are offered at the undergraduate level in early childhood education, elementary education, special education, secondary education, and in majors and minors that lead to the special certificate to teach K-12 art, music, physical education, and foreign languages.

Teacher Education Conceptual Framework:
Preparing Reflective Educational Leaders

The conceptual framework identified by Southern Illinois University Carbondale’s College of Education and Human Services reflects the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders are able to review, reconstruct, reenact, and critically analyze their own and their students’ performances as a means to formulate explanations with evidence. A reflective educational leader fosters his/her professionalism in practice when he/she values students’ myriad identities, equips students with the literacies required to participate in a democratic society, and engages stakeholders to make this learning accessible, rigorous, and relevant.

Our conceptual framework views the professional development of teachers and other educational personnel to be an evolutionary and maturational process. Our goal is to prepare a competent, reflective educational leader, ready to assume the responsibilities of educating individuals but with full awareness that his or her induction into the profession continues throughout the duration of his or her professional career. We believe that our teacher candidates not only practice reflective thinking but also become practitioners of reflective action. We believe that effective teaching is characterized by interactions with students to present subject matter, followed by informed reflection on these interactions and presentations. Teachers should make decisions among methods and content based on their competence in both subject matter and pedagogy, rather than acting as technicians following a predetermined curriculum. All unit programs are aligned to the Illinois Professional Teaching Standards as well as standards from their respective content areas.

The model below represents the three major tenets of SIU’s Teacher Education Program:

*Literacies, Identities, and Engagement:*
Literacies:

*Reflective educational leaders* understand the vast array of literacies students need to function in today’s modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy (Chessin & Moore, 2004; Crowe, Connor, & Petscher, 2009; Cunningham & Stanovich, 2001; Delpit, 1995; Kear, Coffman, McKenna, & Ambrosio, 2000; Leinhardt & Young, 1996; McKenna & Kear, 1990; Moje, 2008; Perry, & Delpit, 1998; Shulman, 1987; Schwartz, 2005; Wilson, 2006; Wineburg, 2001).

Identities:

*Reflective educational leaders* understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning (Brown, 2005; Cramer, 2006; Epstein, 2009; Irvine, 1997; Olsen, 2010; Rose & Meyer, 2002; Vygotsky, 1962/1996; Washburn, Joshi, & Binks-Cantrell, 2011).

Engagement:

*Reflective educational leaders* are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and by serving as advocates for students, parents or guardians, and the profession (Amatea, Daniels, Bringman, & Vandiver, 2004; Bemak, & Chung, 2008; Hiebert, Morris, Berk, & Jansen, 2007; Keys, Bemak, Carpenter, & King-Sears, 1998; Lach & Goodwin, 2002; Ladson-Billings, 1995; McCann & Johannessen, 2008; Ratts, DeKruyf, & Chen-Hayes, 2007).
Dispositions

The professional attitudes, values, and beliefs demonstrated though verbal and nonverbal behaviors (dispositions) as educators interact with students, families, colleagues, and communities should support student learning and development. These dispositions are:

The candidate demonstrates professionalism:
- dependability and reliability
- honesty, trustworthiness, ethics
- enthusiasm, love of learning and commitment to the profession

The candidate values human diversity:
- shows respect and sensitivity to the learning needs and abilities of all individuals
- shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
- strives for best practices to address diverse learning needs and abilities of all individuals
- strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
- collaborates with diverse peers, professional colleagues, staff and families

The candidate develops professionally:
- engages in ongoing acquisition of knowledge
- engages in development of research-based practices
- assesses own performance and reflects on needed improvements

References


IMPORTANT DATES *

Semester Class Begins: ............................................. 08/24/2015
Last day to add a class (without instructor permission): ............... 08/30/2015
Last day to drop a course (without instructor permission): ............. 09/06/2015
Last day to drop a course using SalukiNet: .......................... 11/01/2015
Last day to file application for a Change of Name: ..................... 09/18/2015
Final examinations: .............................................. 12/14–12/18/2015

Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

FALL SEMESTER HOLIDAYS

Labor Day Holiday 09/07/2015
Fall Break 10/10–10/13/2015
Veterans Day Holiday 11/11/2015

WITHDRAWAL POLICY ~ Undergraduate only

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

INCOMPLETE POLICY~ Undergraduate only

An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

GRADUATE POLICIES

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY POLICY

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM CODE


MORRIS LIBRARY HOURS

http://www.lib.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicare.siu.edu/index.html

EMERGENCY PROCEDURES

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring : http://tutoring.siu.edu/
Math Labs http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:

SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/