Course Change Request

Data Submitted: 03/07/18 8:59 am

Viewing: **TCMG 402 : Instructional Technology and Design**

Last approved: 09/05/17 3:20 am
Last edit: 03/08/18 11:21 am

Changes proposed by: chrischerry

Catalog Pages referencing this course

- **TCMG - Technology Management (TCMG)**
- **BS-HRDV: Human Resource Development - BS**

Programs referencing this course

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Cherry</td>
<td><a href="mailto:chrischerry@tamu.edu">chrischerry@tamu.edu</a></td>
<td>979-458-3560</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

Other

To allow for the course to be offered at a distance in order to serve the needs of our students.

Course prefix     TCMG  Course number     402

Department     Educ Admin & Human Resource Dev

College/School     Education & Human Development

Academic Level     Undergraduate

Undergraduate course level justification (Select One)

Academic Level (alternate)     Graduate

Effective term     2018-2019

Complete Course Title

Instructional Technology and Design

Abbreviated Course Title

INSTRUCT TECH & DESIGN

Catalog course description

Design principles; development of instruction; contemporary issues and trends; foundations in learning research; requirements for instruction, task and needs analysis; learning situations and instructional models; hardware and software innovations; assessing instructional outcomes; factors affecting utilization.

Prerequisites and Restrictions

EHRD 371 with a grade of C or better; junior or senior classification or approval of instructor.

Concurrent Enrollment     No

In Workflow

1. EAHR Department Head
2. Curricular Services Review
3. ED Committee Preparer UG
4. ED Committee Chair UG
5. ED College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 03/07/18 9:42 am
   Mario Torres
   (mstorres): Approved for EAHR Department Head
2. 03/07/18 10:04 am
   Sandra Williams
   (sandra-williams): Approved for Curricular Services Review
3. 03/07/18 10:53 am
   Kristy Anderson
   (kanderson): Approved for ED Committee Preparer UG
4. 03/08/18 2:08 pm
   Chris Cherry
   (chrischerry): Approved for ED Committee Chair UG
5. 03/08/18 2:09 pm
   Chris Cherry
   (chrischerry): Approved for ED College Dean UG
6. 03/08/18 3:17 pm
   Sandra Williams
   (sandra-williams): Approved for UCC Preparer
7. 03/09/18 3:35 pm
   Sandra Williams
   (sandra-williams): Approved for UCC Chair

History

https://nextcatalog.tamu.edu/courseleaf/approve/
Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EHRD 371</td>
<td>C</td>
<td>UG</td>
<td></td>
</tr>
</tbody>
</table>

Crosslistings: No
Crosslisted With:

Stacked: No
Stacked with:

Semester: 3
Credit Hour(s): Contact Hour(s) (per week): Lecture: 3
Lab: 0
Other: 0
Total: 3

Repeatable for credit: No
Three-peat: No
CIP/Fund Code: 1305010004
Default Grade Mode: Letter Grade(G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education): Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Faculty have reviewed the course syllabus and have determined that the student learning outcomes are equivalent to those in the current traditionally-delivered version of the course.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Course meets the definition of formalized instruction with active faculty engagement through an evaluation of actual time spent by faculty in instructor-facilitated learning.

Will this course be taught as a distance education course?
Yes
No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.
Yes

Is 100% of this course going to be taught in Texas?
Yes

Will classroom space be needed for this course?
No

This will be a required course or an elective course for the following programs:
Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD consideration? No

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus  Syllabus TCMG 402.pdf

Letters of support or other documentation

No

Additional information

Reviewer Comments

Sandra Williams (sandra-williams) (03/07/18 10:03 am): Add syllabus.

Sandra Williams (sandra-williams) (03/09/18 3:35 pm): UCC approved March 9 via e-vote.

Reported to state? No
TCMG 402 Sections 598/599:
Instructional Technology and Design
Course Syllabus
Spring 2018 Online

Instructor Information

Name: Christine L. Mark, PhD
Office Location: 559 Harrington Tower
Office Phone: 979.862.2935
Office Hours:
  • Virtual office hours will be held in eCampus using Blackboard Collaborate (link on left in eCampus) on Sunday nights from 8-9PM
  • In-person office hours in my on campus office on Tuesday and Thursday from 11AM -1PM
  • Other office hours by appointment

Email: cmark@tamu.edu
Twitter: @christinemark
Skype: Christine L. Mark
Google Hangouts: Christine Mark
Second Life: Crystal Outlander
LinkedIn: Christine Mark

Teaching Assistant: Raka Moitra Bhaduri
Office Location: Harrington Tower
Office Hours: By appointment
Email: rakamaitra@tamu.edu

Course Description and Prerequisites

Welcome to Instructional Technology and Design (TCMG 402) online. Prerequisites: EHRD 371 with a grade of C or better; junior or senior classification or approval of instructor.

This course covers instructional design principles, development of instruction, contemporary issues and trends in instructional technology and design, foundations in learning research, requirements for instruction, task and needs analysis, learning situations and instructional models, hardware and software innovations, assessing instructional outcomes, and factors affecting utilization.

Course Purpose

The purpose of the course is to give learners hands-on experience with designing a course using the principles of systematic instructional design while applying theories of learning and teaching. Learners will work with different models of systematic instructional design based
upon the ADDIE model (analyze, design develop, implement, and evaluate) to develop a course module to be deployed on a learning management system. Learners will use learning development tools including Adobe Captivate and TechSmith Camtasia to create an interactive learning experience utilizing technology-mediated multimedia to engage learners.

**Learning Outcomes and Course Objectives**

By the end of the course, learners will be able to:

- Demonstrate a working knowledge of instructional systems development (ISD)
- Apply theories of learning and teaching to instructional design
- Describe the purpose of a learning management system and SCORM
- Use a learning management system to create and deploy a module for an online course
- Create media-rich educational content and multimedia using technology tools (Camtasia, Captivate, etc.) for an online learning course

**Textbook and Resources Required**


A subscription to Lynda.com is required for the course. This is a free service for learners. Follow these steps to get an account:

1. Go the [https://www.lynda.com/](https://www.lynda.com/).
2. Click on “Sign In” in the upper right-hand corner.
3. Click on "Organization Login" in the middle page under Log in to [lynda.com](http://lynda.com).
4. Towards the bottom of the page enter “[www.tamu.edu](http://www.tamu.edu)” in the blank under the prompt "Or, enter your organization's URL to log in through their portal." and then click “Go.”
5. You should be prompted to enter your NetID and Password.
6. Once your account has been verified you might be asked if you already have a Lynda.com account. You should choose that you have never had a Lynda.com account unless you have had a paid account previously.

**Technology Requirements:** Learners are required to have reliable access to the Internet. Learners are required to watch videos, access PowerPoint presentations, complete and upload projects, etc. and will need a computer capable of these tasks. Learners will be required to work with eLearning and multimedia software including Camtasia and Captivate. Failure to have the required technology may affect the ability to complete assignments and will affect the learner’s grade. This is an online class based upon learners having the appropriate technology and equipment.

This course is deployed through eCampus, [http://ecampus.tamu.edu/](http://ecampus.tamu.edu/). All course materials except the textbook can be downloaded from the course site. Supplemental readings and other materials assigned during the semester will be on eCampus.
Learners will be synchronously meeting with their group and the instructor online (using technology such as Collaborate, Skype, Google Hangouts, etc.). Access to this technology will be needed.

**Privacy and Security**

In today’s online environment security and privacy are critical issues. The table below lists the technology learners will be using in the course and the link to the information and policy concerning security and privacy:

<table>
<thead>
<tr>
<th>Type of Technology</th>
<th>Name</th>
<th>Link to Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chrome</td>
<td><a href="https://www.google.com/chrome/browser/privacy/">https://www.google.com/chrome/browser/privacy/</a></td>
</tr>
<tr>
<td></td>
<td>Google Hangouts</td>
<td><a href="https://www.google.com/policies/privacy/">https://www.google.com/policies/privacy/</a></td>
</tr>
<tr>
<td>Video</td>
<td>YouTube</td>
<td><a href="https://www.youtube.com/static?template=privacy_guideline">https://www.youtube.com/static?template=privacy_guideline</a></td>
</tr>
</tbody>
</table>

**Help with Technical Issues**

Sometimes, when we are working with technology problems can occur. When learners are taking an online course this is especially frustrating. If learners have technical issues they should do the following:

1. Let your instructor know the nature of the issue. If it has to do with the design of the course the instructor can help you with the problem. If the instructor can't help you she will steer you in the right direction for help.
2. If you experiencing issues with eCampus contact the TAMU help desk at:
   - Email: helpdesk@tamu.edu
   - Phone: (979) 845-8300
3. You can also contact the College of Education Help Desk at [http://it.education.tamu.edu/](http://it.education.tamu.edu/)
Learner Support Information

Links to learner support services are located on eCampus for the course. Click on the tab on the left side labeled ‘Student Resources’ for information on what to do for technical issues as well as other problems that may be encountered. Links are also provided on eCampus for academic resources such as the Writing Center, the Library, etc.

Class Structure

To accomplish the learning outcomes, learners will be involved in a variety of learning experiences. The course format will emphasize lectures, learner discussions, videos, group activities, individual assignments, etc. This course is hands-on, as learners will use technology to actually produce learning objects and instructional materials. An outline of the lecture topics and associated course material is attached. The course will be taught in an online environment. Even though this is an online course, learners are expected to be engaged and participate in assignments and discussions. Learners are responsible for reading and learning the material in the textbook and well as other assigned materials. Learners are also responsible for watching all videos assigned and listening to podcasts and other multimedia materials provided by the instructor. A list of activities for each week will be placed on eCampus. Learners are responsible for checking the list and completing all activities while meeting deadlines for all deliverables.

Grading Criteria

Performance in this course will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Participation</td>
<td>150</td>
<td>7.5%</td>
</tr>
<tr>
<td>Chapter Quizzes (12*10 pts)</td>
<td>120</td>
<td>6%</td>
</tr>
<tr>
<td>Group Activities and Discussions (8*50 pts)</td>
<td>400</td>
<td>20%</td>
</tr>
<tr>
<td>Captivate Training on Lynda.com (5*20 pts)</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Semester-Long Learning Unit Project:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CourseSites Setup with Video</td>
<td>150</td>
<td>7.5%</td>
</tr>
<tr>
<td>Development of Assessment Instruments</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Development of Instructional Strategy</td>
<td>100</td>
<td>5%</td>
</tr>
<tr>
<td>Development and Deployment of Captivate Learning Unit:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of Final Draft</td>
<td>150</td>
<td>7.5%</td>
</tr>
<tr>
<td>Final Learning Unit</td>
<td>500</td>
<td>25%</td>
</tr>
<tr>
<td>Completion of Formative Evaluations</td>
<td>150</td>
<td>7.5%</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>80</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>2000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The final grade in the course is based on the total points earned throughout the semester.

<table>
<thead>
<tr>
<th>Final %</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>Over 1800</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>1600-1799</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>1400-1599</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>1200-1399</td>
<td>D</td>
</tr>
<tr>
<td>0-59%</td>
<td>Less than 1200</td>
<td>F</td>
</tr>
</tbody>
</table>

Assignments and Evaluation

General Participation (150 points)

Since this is an online course there are no physical meetings of the class. Learners will be required to synchronously meet with their group for discussions and activities as well as be actively engaged with the course material.

Class participation through the campus eLearning platform at https://ecampus.tamu.edu is essential for learner success; therefore, learners are required to promptly and regularly login to the web site to complete assignments and remain informed about course information. Each learner is expected to be in the course at least four days per week, and to check his or her email daily. Grades for the course will be recorded in eCampus. Absences from participating in the online structure of the course may only be excused as defined by the Texas A&M University Student Rules available at http://learner-rules.tamu.edu/rule07.

Total points for class participation will be determined by:

- 75 points determined by your group members through peer evaluations. Each person will complete a peer evaluation form evaluating themselves and their group members. The peer evaluation form can be found in the Week 14 folder.
- 75 points determined by the instructor and will be based upon your overall participation and engagement in the course and will be graded using a rubric.

Points for class participation will be posted in the eCampus grade book on eCampus at the end of Week 14.

Chapter Quizzes (120 points)

Learners are expected to read all assigned materials each week and watch a presentation. A quiz will follow the presentation consisting of ten multiple-choice questions. The quiz will cover the material in the textbook, other materials assigned, videos assigned, and the presentation.
Quizzes are due on Sunday nights at 11:59 PM as indicated in the folder for each week and extensions will not be given.

**Group Activities and Discussions (400 points)**

Each learner will be assigned to a small group and each group will meet to discuss course materials and complete activities (8 activities/discussions at 50 points each). The purpose of the activities/discussions is for learners to have a forum to discuss some of the issues and current trends involving instructional technology and design and to carry out activities related to the semester-long learning project. The groups are meant to be a resource or a ‘design team’ to talk about ideas for the project. In the real world instructional design issues are often handled by utilizing a team approach and the group process in this course is meant to simulate the collaborative process that actually occurs. Groups may meet in person, but are encouraged to meet using communication technology such as Collaborate, Skype, or Google Hangouts. Each learner must fully participate in order to receive the maximum points. Some weeks this discussion may be based on personal experience or require research to find evidence of a particular topic in the real world and post your findings. During other weeks learners will be required to integrate what they have learned. Each group will submit a report outlining their discussion and answering the questions posed as well as listing who participated that week. A rubric (accessed in the discussion assignment) will be used to grade the discussions. Discussions will be graded by the Wednesday following the Sunday night due date. The Instructor and/or Teaching Assistant will be attending at least one of your meetings virtually. Groups can also invite either or both of them to attend any of the discussion meetings.

**Captivate Training on Lynda.com (100 points)**

Lynda.com, a training site, will be used to train learners on how to use Adobe Captivate to create interactive learning units. The purpose of the training is to allow learners an opportunity to view the features of Adobe Captivate and become familiar with the software before using the software to create an interactive learning unit. Learners will be asked to complete certain training modules on Lynda.com and then take a quiz. Quizzes are short answer and will be graded by Wednesday night following the Sunday night deadline.

**Semester-Long Learning Unit Project:**

There are five individual assignments for the project:

1. **CourseSites Set-Up with Video (150 points)** – The purpose of the CourseSites set-up with video assignment is to give learners the opportunity to utilize a learning management system (LMS) by developing and adding content to an LMS (CourseSites). Each learner will create an introduction video with the purpose being to give learners hands-on experience with video planning, production, and editing. A checklist will be
used to grade the assignment (found in the assignment on eCampus). The assignment will be graded within one week of the due date.

2. Development of Assessment Instruments (100 points) – The purpose of the development of assessment instruments assignments is to give learners hands-on experience with developing assessments from a set of given objectives. Learners will be given a semester-long case study and will develop the assessment instruments based upon the case study. Each learner will follow the instructions, complete the activity, and then upload a Word document to eCampus with their assessments. A checklist will be used to grade the assignment (found in the assignment on eCampus). The assignment will be graded within one week of the due date.

3. Development of Instructional Strategy (100 points) – The purpose of this assignment is to provide learners with hands-on experience developing an instructional strategy using the Dick and Carey Model and Gagne’s Nine Events. The purpose of the instructional strategy is to provide a plan for how the instruction will be developed and carried out. Learners will be following the semester-long case study to develop their instructional strategy. Each learner will follow the instructions, complete the activity using the template provided, and then upload the template (Word document) to eCampus. A checklist will be used to grade the assignment (found in the assignment on eCampus). The assignment will be graded within one week of the due date.

4. Development and Deployment of Captivate Learning Unit (650 points) – The purpose of this assignment is to provide learners hands-on experience with developing a learning unit. Learners will use Adobe Captivate to develop an interactive learning module with multimedia and deploy the module to the CourseSites LMS. Each learner will follow the instructions, complete the activity and upload the SCORM content unit to the LMS. A checklist will be used to grade the assignment (found in the assignment on eCampus). The assignment will be graded within two weeks of the due date. **NOTE: This project must be completed in order to receive a passing grade in the course. Any student not completing a project will receive an F for the course.**

5. Completion of Formative Evaluations (150 points) – The purpose of this assignment is to give learners a chance to take training developed by two of their peers and to provide formative feedback. Each learner will follow the instructions, complete the evaluations using a provided checklist and upload the checklist to eCampus. Learners will also email the checklist with feedback to the designer of the course being reviewed. The assignment will be graded within one week of the due date.
Final Reflection (80 points) – Each learner will answer a series of questions about the course and their experience and reflect upon what was learned, problems encountered, and what could have been done differently. The questions will be posted in the Week 14 folder and will be graded using a rubric. The assignment will be graded within one week of the due date.

Guidelines for Late Work

All assignments are due on the day and time specified. Assignments submitted after the due date and time will be considered LATE. Unless otherwise stated in writing for an assignment, 20% will be deducted for each day assigned work is late. Assignments will be submitted via eCampus.

Accessibility and Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all learners with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Learner Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Texas A&M is committed to ensuring that all university information on websites is accessible to everyone. For additional information, visit, http://cio.tamu.edu/Accessibility_Statement.php.

You will be using some different types of technology in this course. The table below contains links to the accessibility information for these technologies:

<table>
<thead>
<tr>
<th>Type of Technology</th>
<th>Name</th>
<th>Link to Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Management System</td>
<td>Blackboard</td>
<td><a href="http://www.blackboard.com/accessibility.aspx">http://www.blackboard.com/accessibility.aspx</a></td>
</tr>
<tr>
<td></td>
<td>eCampus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CourseSites</td>
<td></td>
</tr>
<tr>
<td>Browser</td>
<td>Internet Explorer</td>
<td><a href="https://www.microsoft.com/enable/products/ie11/">https://www.microsoft.com/enable/products/ie11/</a></td>
</tr>
<tr>
<td></td>
<td>Safari</td>
<td><a href="http://www.apple.com/accessibility/">http://www.apple.com/accessibility/</a></td>
</tr>
<tr>
<td></td>
<td>Chrome</td>
<td><a href="https://www.google.com/accessibility/products-features.html">https://www.google.com/accessibility/products-features.html</a></td>
</tr>
<tr>
<td></td>
<td>PowerPoint</td>
<td></td>
</tr>
<tr>
<td>Communication Technology</td>
<td>Skype</td>
<td><a href="https://support.skype.com/en/skype/windows-desktop/everythingelse/accessibility/">https://support.skype.com/en/skype/windows-desktop/everythingelse/accessibility/</a></td>
</tr>
</tbody>
</table>

Page 8 of 13
Academic Integrity and Plagiarism

Scholastic misconduct is defined broadly as “any act that violates the rights of another learner in academic work or that involves misrepresentation of your own work.”

The handouts used in this course are copyrighted by the instructor or the original creator. ‘Handouts’ means all materials generated for this class, which include, but are not limited to, syllabuses, quizzes, exams, videos, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, learners do not have the right to copy the handouts, unless the instructor or creator expressly grants permission.

As commonly defined, plagiarism consists of passing off, as one’s own, the ideas, words, writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Self-plagiarism is turning in work in a class that you completed for a different class, even if it is for the same instructor, and is expressly prohibited unless prior permission is obtained from the course instructor.

According to Texas A&M University Faculty Senate, “Plagiarism is one of the worst academic sins because the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Texas A&M University learners are responsible for authenticating all work submitted to an instructor. Each learner must produce proof that the item submitted is indeed his/her own. Learners must keep appropriate records. The inability to authenticate academic work is sufficient grounds to initiate an academic dishonesty case.”

Any incident involving academic dishonesty may result in a grade of ‘F’ for the individual assignment or for the entire course (based on severity of the incident) and learners will be referred to the Aggie Honor Code Office for academic and/or disciplinary action.

For many years Aggies have followed a Code of Honor, which is stated in this very simple verse:

“An Aggie does not lie, cheat or steal or tolerate those who do.”
The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

For additional information please visit: http://aggiehonor.tamu.edu

Communication Policies

Netiquette

When taking an online class participants need to be aware of netiquette. Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that that they are interacting with other real people. The following bullet points cover some basics about communicating online:

- Be sensitive to the fact that there will be different cultural and linguistic backgrounds, as well as different political and religious beliefs, plus other differences in general.
- Use good taste when composing your responses in discussion forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Do not use all capital letters when composing your responses as this is considered shouting on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others’ views and opinions and avoid ‘flaming’ (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterwards, for example: Frequently Asked Questions (FAQ). After that you may use the acronym freely throughout your message.
- Use good grammar and spelling and avoid using text-messaging shortcuts. Make all of your net communication as professional as possible.

Email Policy

The preferred method for communication in this course is email. I check my email several times per day. When using e-mail it is critical that you follow the following protocol:
• You must use your official TAMU.edu email account. I will not, under any circumstances, send emails to Hotmail, Yahoo mail, Gmail, or other 3rd party clients. There are legal and privacy issues that need to be followed.

• Your course number goes first in the subject line. Make sure you put TCMG 402 in the subject line. I teach several classes and this helps keep everything organized and I can respond to you more quickly.

• All emails must have a proper salutation. Please use Dear Dr. Mark, or Howdy Dr. Mark, or just Dr. Mark.

• All emails MUST have your name at the end of your message. I have hundreds of learners, and will not memorize your e-mail address. Even though you think it is obvious, I often do not automatically know the email address is yours.

• All emails must be typographically and grammatically correct. These are professional and formal written documents and the same care and diligence should be used for their creation. Emails with typos and hideous grammatical errors will be deleted.

• All emails must be free from capitalization errors, dropped punctuation, and goofy abbreviations. Please remember that I am not one of your chat or text buddies, but rather a professional business contact.

• Finally, remember that conveying any kind of tone in an email is nearly impossible, so be careful that you do not convey the wrong message. It is not in your best interest to send your instructors email that appears to be angry, demanding, or condescending, especially if you are asking for some sort of dispensation or assistance.

During the week I will do my best to respond to your email within 24 hours of receipt, providing it conforms to the above standards. I do monitor my email on weekends but sometimes I may not get back to you on weekends until Sunday night.

Meeting Venues

In general, it is always best to meet with the instructor personally during regularly scheduled office hours or make an appointment to meet in person. If this is not possible, the instructor utilizes a variety of electronic technology to keep connected with learners:

• Office Phone: I am not very good at checking office voice mail, so use the office phone ONLY during scheduled office hours. Your frantic voice mail might not be heard until months later, if ever. This phone is never to be used to leave ‘absence’ messages.

• I hold virtual office hours using Blackboard Collaborate in eCampus every Sunday night from 8-9 PM. You are welcome to stop by if you have a question or if you would just like to chat. This is a great way to get to know your instructor since this is an online class.
• Skype: My Skype ID is ‘Christine L. Mark’. This application is generally not running, so if you want to initiate a Skype call, please send an email and I will connect to Skype at a mutually convenient time. I will be happy to chat with you live via Skype, with or without video.

• Google Hangouts – my Google Hangouts ID is “Christine Mark”. Send me an email and I would be happy to chat with you on Google Hangouts at a mutually convenient time.

• Second Life: I maintain a presence as Crystal Outlander in Second Life. If your avatar would like to meet your instructor’s avatar for a chat or some intellectual repartee’ you are heartily invited to IM me when you are on-line. Get a free account—it’s fun and addicting.

Important

PLEASE TALK WITH ME IF YOU HAVE ANY ISSUES OR PROBLEMS CONCERNING THE COURSE OR ASSIGNMENTS. If you have a problem relating to the course and would like to discuss it with me, please contact me during my scheduled office hours at 979.862.2935. If these hours are not convenient, you may contact me at any time using the methods listed above. I may also be reached by email at cmark@tamu.edu.

If you are experiencing an issue or problem please contact me as soon as you can because if you wait until the last week of the semester there is probably nothing we can do solve your issue or problem.
<table>
<thead>
<tr>
<th>Week(s) Ending</th>
<th>Topic</th>
<th>Assignments/Activities (To Be Completed by Midnight on Sunday)</th>
</tr>
</thead>
</table>
| Jan 21         | Syllabus, Course Schedule
Group Assignments
Chapter 1: Introduction to Instructional Design | Complete Activities in ‘Start Here’ Become Familiar with Course on eCampus Complete All Activities in Week 1 Folder Group Activity/Discussion 1 |
| Jan 28         | Chapter 2: Identifying Instructional Goals Using Front-End Analysis
Chapter 3: Conducting a Goal Analysis | Complete all Activities in Week 2 Folder Lynda.com training Part 1 Group Activity/Discussion 2 |
| Feb 4          | Chapter 4: Identifying Subordinate and Entry Skills
Chapter 5: Analyzing Learners and Contexts | Complete all Activities in Week 3 Folder Lynda.com training Part 2 Group Activity/Discussion 3 |
| Feb 11         | Chapter 6: Writing Performance Objectives
Learning Management Systems (LMS) SCORM | Complete all Activities in Week 4 Folder Lynda.com training Part 3 Group Activity/Discussion 4 |
| Feb 18         | Learning Management Systems (LMS) SCORM (cont.) | Complete all Activities in Week 5 Folder Lynda.com training Part 4 CourseSite Set-Up with Instructor Video |
| Mar 4          | Chapter 7: Developing Assessment Instruments | Complete all Activities in Weeks 6/7 Folder Lynda.com training Part 5 Group Activity/Discussion 5 Development of Assessment Instruments |
| Mar 25         | Chapter 8: Planning The Instructional Strategy – Theoretical Basis
SPRING BREAK
Chapter 9: Planning Logistics and Management for the Instructional Strategy | Complete all Activities in Weeks 8-10 Folder Have fun and relax! Group Activity/Discussion 6 Development of Instructional Strategy |
| Apr 8          | Chapter 10: Developing Instructional Materials | Complete all Activities in Weeks 11-12 Folder Draft of Adobe Captivate Learning Unit |
| Apr 15         | Adobe Captivate – Completion of Learning Unit | Complete all Activities in Week 12 Folder Development of Adobe Captivate Unit |
| Apr 29         | Chapter 11: Designing and Conducting Formative Evaluations
Chapter 12: Revising Instructional Materials | Complete all Activities in Weeks 14-15 Folder Completion of Formative Evaluations Group Activity/Discussion 7 |
| May 1          | Wrapping up the Semester | Complete all Activities in Week 16 Folder by May 1st Final Reflection Peer Evaluations Group Activity 8 |

*Instructor may change schedule at any time