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**Syllabus: 09A EHRD 473 501: INTRO TO DIST LEARNING**

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**EHRD 473 - Introduction to Distance Learning - Sect. 501  
Spring 2009**

- Instructor:** Dr. Charles C. Farnsworth  
Clinical Assistant Professor  
Human Resource Development  
514 Harrington Tower  
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Office hours: Mon & Fri 10 am - noon; Tues 2 - 5 pm
- Course Description:** Introduction to the field of distance learning; application of distance learning principles to educational and training settings via a variety of distance learning modalities. Prerequisite: Junior or senior classification and approval of instructor.
- Course Objectives:** By the conclusion of the course the participants will be able to:
1. Communicate, in writing, the pros and cons of distance education using documented arguments to support their position. (Chapters 1 – 4)
  2. Correctly apply research-based instructional design principles in the development of a web-based distance education module. (Chapters 5 – 10)
  3. Explain, in writing, how media decisions affect the effectiveness of the instructional strategies used in distance education and how instructional design decisions affect the choice of media. (Chapters 1 – 9)
  4. Develop appropriate student assessments for your distance education module. Test your module on students and determine your learning outcomes. Use these outcomes to improve your module. (Chapters 10 & 13)
  5. Demonstrate and explain proper application of accessibility standards, copyright law, and course development cost estimation. (Chapters 11 & 12)
- Class information:** Day: Wednesday  
Time: 1:50 pm - 4:00 pm  
Location: 569 Harrington Tower
- Required Text:** Michael R. Simonson, Sharon Smaldino, Michael Albright, Susan Zvacek (2009). Teaching and Learning at a Distance: Foundations of Distance Education, Fourth Edition, Boston, MA: Pearson/Allyn and Bacon; ISBN-13: 978-0-13-513776-5; ISBN-10: 0-13-513776-4
- Evaluation:** A = 90 - 100 points  
B = 80 - 89.99 points  
C = 70 - 79.99 points  
D = 60 - 69.99 points  
F = < 60 points  
100 grade points may be accumulated as follows:  
Class attendance: 10 points (-1 for each miss)  
Assignments on time: 20 points (- 5 per late assignment)  
Instructional Design essay exam: 20 points  
Distance Learning Project: 50 points (5 separate stages of your project will be required: Goals & Objectives, Syllabus, Learning Activities, Beta Version & Final Version.

**Evaluation rubric:**

Criteria	Failing	Below Average	Average	Above Average	Excellent
Job knowledge	0.125 X Total	0.15 X Total	0.175 X Total	0.20 X Total	0.25 X Total
Initiative	0.125 X Total	0.15 X Total	0.175 X Total	0.20 X Total	0.25 X Total
Thoroughness	0.125 X Total	0.15 X Total	0.175 X Total	0.20 X Total	0.25 X Total
Creativity	0.125 X Total	0.15 X Total	0.175 X Total	0.20 X Total	0.25 X Total
<b>Total Points</b>	<b>0.5 X Total</b>	<b>0.6 X Total</b>	<b>0.7 X Total</b>	<b>0.8 X Total</b>	<b>1.0 X Total</b>

**Definitions for rubric:**

- Failing – The student produces no evidence of effort in meeting the criteria.
- Below Average – Some evidence exists that the student has made an effort to meet the criteria but there is still no evidence of meeting the criteria.
- Average – The student has fulfilled the minimum conditions of the assignment but nothing

more.

- Above Average – The student has clearly expended effort to exceed the minimum conditions for completing the assignment but does not display excellence in the performance.
- Excellent – The student has clearly exhibited ownership of the assignment through an excellent performance that produces much more than the minimum conditions for completing the assignment.
- Job knowledge – The student demonstrates that they not only possess the knowledge required to fulfill the assignment but also that they understand how this knowledge can best be applied to complete the activity.
- Initiative – The student can be relied upon to complete all task related to the activity even though some of the tasks may not have been anticipated during the initial stages of the project.
- Thoroughness – No part of the job is left undone and no part of the job is done less than perfectly.
- Creativity – The student produces novel yet effective solutions to tasks related to completing the project.

**Schedule:**

Jan 21 - Course intro, student forms, Discussion: Goals & Objectives  
 Jan 28 - Class Activity on writing goals & objectives  
 Feb 4 - Stage 1: "Goals & Objectives" due (printed); class discussion: Writing course syllabi  
 Feb 11 - In-class consultation day  
 Feb 18 - Stage 2: "Course Syllabus" due (printed); peer review of syllabi.  
 Feb 25 - Class discussion: Design course activities  
 Mar 4 - Stage 3: " Learning Activities" due (printed); discuss on-line development.  
 Mar 11 - In-class consultation day  
 Mar 25 - In-class consultation day  
 Apr 1 - Beta Version due; beta version evaluation  
 Apr 8 - In-class consultation day  
 Apr 15 - Instructional Design Essay Exam  
 Apr 22 - In-class consultation day  
 Apr 29 - Final Version due  
 No Final Exam

**Americans with Disabilities Act (ADA) Information**

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 students 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 the Department of Student Life, Disability Services in Room B118 of Cain Hall, or call 845-1637. Helpful information is located at <http://disability.tamu.edu>

Due to emergency evacuation requirements, if you feel accommodations will be needed, the department requires you to fill out a disability information form and provide a class schedule for the current semester. This form will be supplied to the instructor and placed in the students file for easy accessibility in case an emergency should arise. The forms are available in the academic advising office, 511 Harrington Tower.

**SCHOLASTIC MISCONDUCT/ACADEMIC DISHONESTY**

**Academic Integrity Statement**

**"An Aggie does not lie, cheat, or steal or tolerate those who do."**

Honor Council Rules and Procedures are on the web at <http://www.tamu.edu/aggiehonor>

Scholastic misconduct is defined broadly as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments or examinations; plagiarizing (which means misrepresenting as your own work any part of work done by another); submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. Students who participate in any of these activities will receive a "no pass" grade in this class and will be subject to University disciplinary action.

**Faculty Senate Statement on Plagiarism**

The handouts used in this course are copyrighted. All materials generated for this class are considered "handouts," including, but not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless expressly granted permission to do so by the instructor. 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 should have the permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among colleagues without whom the research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest edition of the *Texas A&M University Student Rules*, under the section "Scholastic Dishonesty."

Student Rule 2.15: Plagiarism is the intentional use of ideas, words or data of another person without giving appropriate credit.

Student Rule 20.1: Commission of the following acts shall constitute scholastic dishonesty.

20.1.3: Plagiarism: Failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.

20.1.4: Conspiracy: Agreeing with one or more persons to commit any act of scholastic dishonesty.

From <http://student-rules.tamu.edu/>

### **Sexual Harassment**

Texas A & M University policy prohibits sexual harassment. Copies of this policy statement on sexual harassment are available at <http://www.coe.tamu.edu/COEguidelines/I.Administration/I62-64/I62-64.pdf>

Complaints about sexual harassment should be reported to the EAHR Department or University Human Resources.

### **EHRD COURSE EVALUATION**

All students will be expected and requested to complete an EHRD course evaluation near the end of the semester. The hard copy evaluation forms are anonymous and data is compiled and reported in aggregate format.

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