

# Spring 2026 ITLS-6520-IO2 XL Syllabus

ITLS  
6520

## Course Description

Instructional Design I is a required course for all ITLS Master's degree students and an elective course for other interested graduate students. The course content addresses fundamental instructional design processes, practices, tools, technologies, and knowledge that are common in professional instructional design communities. This course will provide an introduction to various instructional design models that have been established previously or are recently emerging. Students will also investigate learning theories, current trends, and issues associated with effective instructional design practices and processes.

This course aims to provide you with theoretical, experiential, and critical perspectives on instructional design as it is applied in a variety of educational contexts. Students in this course are primarily associated with Kindergarten through undergraduate (K-16) instructional design settings or with instructional design in other professional settings (e.g., corporate, government, libraries, museums, and non-profits). Practices and approaches associated with both K-16 and professional settings will be covered in this course.

This course includes a number of readings and students are expected to keep up with all the reading material and actively participate in the course activities, whether they are discussions, student presentations, or assigned activities. The culmination of the course will be a group instructional design module project that is to be executed over multiple weeks and involves the actual constraints and demands involved in real-world instructional design.

## Course Objectives

At the end of the course, you will be asked to complete an IDEA evaluation and report on how you think the class met the learning objectives. Below are the essential and important objectives for this course from the USU course evaluation system.

### **OBJECTIVES (IDEA LEARNING OBJECTIVES)**

*At the end of the course, you will be asked to complete an IDEA evaluation and report on how you think the class met the learning objectives. Below are the essential and important objectives for this course from the USU course evaluation system.*

### **COURSE OBJECTIVES**

Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	<ul style="list-style-type: none"> <li>Define and recognize fundamental instructional design terminology, such as ADDIE, learning objectives, and needs analysis.</li> </ul>
Acquiring skills in working with others as a member of a team	<ul style="list-style-type: none"> <li>Recognize the importance of thinking about needs and objectives in instructional design work, while considering and reconciling competing demands placed on instructional designers.</li> <li>Produce evidence of learning as needed for stakeholders.</li> </ul>
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	<ul style="list-style-type: none"> <li>Develop and demonstrate knowledge of different components of a systematic instructional design process, and as a group design an instructional module on a specified topic of your choice.</li> <li>Identify learner or organizational needs and implement strategies for solving instructional design problems.</li> <li>Be introduced to existing tools and technologies used for instructional design, and use an assortment of those tools to execute a final ID project.</li> </ul>

## Instructor

**Instructor: Rebecca Y. Bayeck, Ph.D**

## Course Structure

Delivery of this course is online, through Canvas. Specifically, this course will be taught asynchronously. When you access the course website on Canvas, you will notice that the course is structured by weekly modules. You can access the learning materials and activities via Canvas in your own time within the module period from Monday to Sunday. You will still need to follow the module schedule. For further information, please see Course Outline at the end of this syllabus, or click *Modules* in the left-side navigation menu on Canvas.

This class takes a sociocultural approach to learning and teaching, where individuals acquire knowledge, skills, and competencies through interactions with others. To accomplish this, the course uses group discussions and the project aims to facilitate productive learning interactions. The instructor will regularly participate in your group discussions throughout the course of the semester. We will be learning from each other as I believe you all have much to share and this is the space and time to share your knowledge, insights, and experiences.

## Course Resources

### REQUIRED TEXTBOOKS AND RESOURCES

- The Essentials of Instructional Design Brown & Green, 5th Edition (2024)



**Auto Access:** This course requires all-inclusive digital materials that are provided to you at a lower price than traditional printed materials. These materials are paid for through an “Auto Access Digital Materials” charge placed on your student account when you registered for the course and can be accessed in Canvas through the Bookshelf. For more details, including dates, deadlines, and opt-out info, visit your Bookshelf in Canvas

Each week's module includes various articles, videos, lectures, and blog posts. These are intended to provide multiple ways to learn certain concepts and skills. It is not necessary to view or read everything posted in the modules unless it is otherwise noted as required reading.

## Course Requirements

Brief descriptions are provided below. Detailed assignment descriptions and due dates will be provided in Canvas. Active participation in all course-related activities is a critical component of the course performance. The following are key Module activities:

### Discussion Participation:

- **Reading Reflection Discussion:** For the first 12 weeks, you will be asked to reflect on each week's readings and associated supporting material found on Canvas. You'll be asked to complete an original post and comment on at least two peer's posts (see due dates). The overall aim of this discussion is to continue to learn from each other and grow your own understanding. **These discussions are due by 11:59 pm on Wednesdays for your first post and your two responses are due Sunday at 11:59 pm. Always make sure to end your first post with a question to keep the conversation going.**

### Professional Preparation Assignments:

Every week you will be asked to explore tools/resources while also laying the foundation to be "career-ready" once you have completed your degree. While most of these activities won't take much of your time, they all will play a critical role in getting you launched into your careers.

- **Networking, Portfolio, and Project Management:** During the first few weeks you will be asked to complete some small assignments to in preparation to enter into the professional workforce as an instructional designer. There will be three assignments, each focused on getting started with networking, basic project management using Kanban, and getting your portfolio prepped. While they won't take much of your time, they all will play a critical role in getting you launched into your careers. Further, the assignment to create a portfolio site will be required for the final submission of your final group assignment.
- **Tool/Resource Exploration Discussion:** Every week during most of the semester, you will be asked to explore different tools and resources that are useful to have in your instructional design "toolbox." When you begin to look for an instructional design position, you will be asked about your familiarity with different tools and technologies. This is intended to give you a jump start on your future career. You will be required to share what tool/resource you explored, what you liked/didn't like about it, and how you can see yourself using it. This also is an opportunity to explore the tools and resources available to help you complete your final project. A non-exhaustive list of tools and resources will be provided on Canvas, but you also have the option of finding your own tools and resources to explore and share. If you do find your own, the instructor will add these to the master list. **These discussions are due by 11:59 pm on Sundays. You are not required to respond to your peers, but please do take the time to look at what everyone is experimenting with and ask questions about their experiences with the tools/resources, as they might be of future interest to you for your final project or future careers.**

### Instructional Module Group Project:

As a semester-long group project, you will be asked to select a learning topic for which you will design instruction. The choice of your topic can be inspired by your experience as a student, teacher, parent, employee, employer, etc. You may have identified a situation or a problem you think can be addressed or solved with the design of new instruction around that topic. This Instructional Module project is broken down into three major parts:

- **Instructional Module Design Document:** This document details the different phases of instructional design. You will first develop a design document outlining how you would teach the learners the necessary information. To help with this, I provided you with a document that outlines the process to help you with completing this assignment.
- **Module Prototype:** You will then create a prototype of the instructional module. You will be able to use any tool of your choice (e.g., Articulate, Captivate, etc...) to illustrate and create the prototype of the module you created. You should keep the scope of the module small or else develop a plan for a smaller piece of the overall problem. **Lastly, you will write a commentary document about what you made and justify the reasons why.**
- **Instructional Module Added to Your Portfolio:** You will add your instructional module, with its appropriate supporting elements, to the portfolio you created earlier in the semester and share it with the class.

You will work on this project over most of the semester, with the last few weeks dedicated to bringing it to completion as a group and preparing your individual portfolio.

## Performance Evaluation

### GRADE WEIGHTINGS

Your final grade will be computed based on the following percentages. There is no curve for the class. Grades will be assigned based on the scale below, with your final grade rounded to the nearest tenth of a percentage point.

- Discussion Participation (30%)
- Professional Prep Assignments (25%)
- Instructional Module Project (45%)

### LATE WORK POLICY

Late assignments will be docked 25% off their final grade for every day it is overdue. If a course participant is unable to submit an assignment or discussion by the due date, they are encouraged to contact the instructor as soon as possible. One late submission due to human error is permitted for the semester but must be indicated in a comment on the submission. *The one exception to this policy deals with the final project: late final papers, projects, and presentations will not be accepted.*

### INCOMPLETES

In accordance with University policy, incompletes are not to be given for poor performance. There will be no incompletes given except for conditions beyond the student's control, including:

- Incapacitating illnesses that prevent a student from attending classes for a period of at least two weeks
- A death in the immediate family
- Financial responsibilities requiring a student to alter course schedule to secure employment
- Change in work schedule as required by an employer

Other unexpected emergencies may be considered on a case-by-case basis. Regardless of the cause for the incomplete, appropriate documentation of the circumstances is required for an extension to be considered. **Note:** This request should also be done two to three weeks before the end of the semester. Any requests for an extension at the end of the semester are likely to not be considered.

## AI USE STATEMENT

Many of you may be aware of the increasing notoriety of artificial intelligence tools, like ChatGPT, used in higher education and other areas. Although AI has many positive and creative uses in higher education, it can also be used in more dishonest and nefarious ways. I have given these tools much thought lately and would like to lay out my expectations for you in this class:

- I will **not** accept **any** assignments (discussion posts, reflective essays) or final project essay being **entirely** generated by AI tools (like ChatGPT).
- You may use such tools as research to provide you with information—or to give you ideas on how to create a prototype or an instructional module, but I will expect you to cite it as a source (or not use the entire module/lesson designed by any AI tool). If you do use a direct quote, or part of the module/lesson designed by AI, you must clearly mark it and provide the reference. I expect you to balance the use of direct quotes or products generated by AI with your own, original content.
- Failing to cite a direct quote or source of information can be considered an academic integrity violation - and this will include AI-generated content.

If you are considering exploring or using AI-generated content in this course, I encourage you to be thoughtful and carefully gauge how it is used. **Ultimately, you are responsible for the content you submit in this course.** This is an exciting time as technology continues to evolve and impact your education—please be wise!

## Grade Scheme

The following grading standards will be used in this class:

Grade	Range
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%

Grade	Range
D	< 67.0 % to 60.0%
F	< 59.0 % to 0.0%

## Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 (<https://studentconduct.usu.edu/studentcode/article5>) for more information.

## University Policies & Procedures

### Appropriate Use of Canvas and Other IT Resources

Canvas and all other course technologies are information technology services provided as tools to further the mission of the university. By using these services, users agree to comply with USU Policy 550: Appropriate Use of Computing, Networking, and Information Resources (<https://www.usu.edu/policies/550/>) and the accompanying Terms of use for USU IT ([https://usu.service-now.com/aggies?id=kb\\_article\\_view&sysparm\\_article=KB0015388](https://usu.service-now.com/aggies?id=kb_article_view&sysparm_article=KB0015388)) resources, as well as Article V-3.B.25.c (<https://www.usu.edu/student-conduct/student-code/article5>) of the USU Student Code. Using course technologies in ways that are inconsistent with the university's mission or are disruptive will not be tolerated. Disruptive behavior includes any activity that interferes with either the faculty member's ability to conduct the class or the ability of other students to profit from the instructional program.

### Classroom Behavior

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 (<https://www.usu.edu/student-conduct/student-code/article5>) for more information.

### Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and

creative activities, subject to the limitations imposed by professional responsibility. Policy 4002: Academic Freedom and Professional Responsibility (<https://www.usu.edu/policies/4002/>) further defines academic freedom and professional responsibilities.

## Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. 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.

For additional information go to: ARTICLE VI. University Regulations Regarding Academic Integrity (<https://www.usu.edu/student-conduct/student-code/article6>)

## Discrimination and Sexual Misconduct

### General Overview

USU strives to provide an environment for students and employees that is free from discrimination (<https://www.usu.edu/equity/non-discrimination>) and sexual misconduct (<https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms>). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Distance

Education room 400 in Logan, 435-797-1266, [titleix@usu.edu](mailto:titleix@usu.edu) (mailto:titleix@usu.edu), or at [equity.usu.edu/report](https://www.usu.edu/equity/report) (<https://www.usu.edu/equity/report>). You can learn more about the USU resources available for individuals who have experienced sexual misconduct at [sexualrespect.usu.edu](https://www.usu.edu/sexual-respect/) (<https://www.usu.edu/sexual-respect/>). Resources for individuals who have experienced discrimination are listed at [equity.usu.edu/resources](https://www.usu.edu/equity/resources) (<https://www.usu.edu/equity/resources>).

## **Required Reporting of Sexual Misconduct and Threats of Harm**

USU cares about our students and provides a number of resources and supportive measures to students who may be experiencing thoughts of self-harm or who have experienced sexual misconduct. To ensure students are informed about resources and services available to them, including available grievance or criminal processes for incidents of sexual misconduct, USU has implemented reporting policies and practices (<https://www.usu.edu/policies/340/>) that require designated employees to report any information they receive about incidents of sexual misconduct. This reporting policy also assists USU with its efforts to prevent sexual misconduct and keep our campus community safe.

Under USU's sexual misconduct reporting policy, I am designated as a "reporting employee" (<https://www.usu.edu/civilrights-titleix/reporting/reporting-employees>). This means that if you share information with me about incidents of sexual misconduct (<https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms.php>) (sexual harassment, sexual assault, relationship violence, or sex-based stalking), including within a course assignment, I *will report* that information to the USU Title IX Coordinator (<https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator.php>). I will also share with you information about designated confidential resources (<https://www.usu.edu/equity/sexual-misconduct/confidential-resources>), supportive measures (<https://www.usu.edu/equity/Supportive-Measures.php>), and how you can file a report (<https://www.usu.edu/equity/report.php>) with the USU Title IX Coordinator.

Self-disclosures about sexual misconduct that you experienced are not required for your course work.

Similarly, if you disclose thoughts of harm to self or a threat to others to me, including within a course assignment, I will report the information to the appropriate campus administrators. I will also share with you information about the mental health and wellness resources (<https://www.usu.edu/aggiewellness/caps/>) available to you.

## **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**

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) (<http://www.usu.edu/drc/>) as early in the semester as possible (University Inn # 101, (435) 797-2444, [drc@usu.edu](mailto:drc@usu.edu) (mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

## **Students Who are Pregnant or Have a Pregnancy-Related Condition**

If you need academic accommodations related to pregnancy, childbirth, false pregnancy, termination of pregnancy, recovery, or other pregnancy related conditions, please contact the Office of Equity as early as possible. All accommodations related to pregnancy must be approved by the Office of Equity. The Office of Equity will then coordinate with instructors to provide accommodations. The University will not exclude a student from participating in any part of an educational program based on the student's pregnancy or pregnancy related conditions.

*Office of Equity:* Distance Education, Room 400, Logan Campus, 435-797-1266, Office of Equity: Pregnancy and Pregnancy Related Conditions (<https://www.usu.edu/equity/pregnancy-accommodations>).

## **Inclusive Excellence**

USU provides resources to help all students feel included as part of the campus and broader USU community. To learn more about the resources available and how to access them, visit the Student Affairs Office (<https://www.usu.edu/student-affairs/>).

## **Grievance Process**

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Academic Grievances section of the Course Catalog (<https://catalog.usu.edu/content.php?catoid=39&navoid=30452>).

## **Full details for USU Academic Policies and Procedures**

- Acceptable Use of University Computing Resources (<https://www.usu.edu/policies/550/>)
- Academic Policies and Practices (USU Catalog) (<https://catalog.usu.edu/content.php?catoid=39&navoid=29998>)
- Student Conduct (<http://www.usu.edu/studentconduct>)
- Student Code (<https://www.usu.edu/student-conduct/student-code/>)
- Academic Freedom and Professional Responsibility Policy (<https://www.usu.edu/policies/4002/>)

## **Emergency Procedures**

In the case of a drill or real emergency, classes will be notified to evacuate the building via USU official communication channels. Those channels will be: an audible alarm, such as a fire alarm; an Aggie Alert notification; or notification by a USU representative. In the event of a disaster that does not permit enough time for notifications, evacuate as the situation dictates (i.e., when shaking ceases in an earthquake; immediately when a fire is discovered or in the event of other immediate life safety concerns). If it does not inhibit safety, turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs. See USU Emergency Management (<https://www.usu.edu/dps/emergency/>) for more information.

## **General Health Protocols**

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick, and frequent hand washing.

## **Mental Health**

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State

University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS) (<https://counseling.usu.edu>).

Students are also encouraged to download the "SafeUT App" (<https://safeut.org/>) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.