# IV. Course Requirements and Grading

**Class Participation (20%)**

This is a seminar course, implying active engagement in discussions and other class activities. Participation includes completing pre-class readings, online exercises, and joining in class discussions – both in-class and online. If you choose to participate online in a given week, you should expect to review recorded presentations and participate in one or more online discussions focused on applying concepts derived from the weekly topic.

*A note about online participation in discussions:* Posting a single comment in a weekly discussion is not enough … online discussion requires an interchange of ideas and multiple written messages. **At a minimum** you are expected to post your own initial response to the discussion prompt, reply to the posts of several (2 or more) peers, and reply to the replies you receive on your initial post. Considering that in-class discussions often involve several hours of interactive dialogue, you should plan on spending at least that much time in any topical discussion, though not all at once. A proven, successful participation schedule is to post your initial message within a short period of time (2-3 days), reply to peers, and then reply to the replies you’ve received on later days. The instructor will read all posts, reply to some posts, but will certainly not respond to all!

*One further note:* Online students who join class live using Zoom (or any other web conferencing software) are still required to participate in the online asynchronous discussion(s) for that week.

**Reflection Posts (20%)**

Weekly all students will post their thoughts about the class and the course content in an ongoing discussion thread in the “Reflections” forum. These posts are intended to help you consider questions important to you, and capture your thoughts at selected instances in time. Posts will be viewable by others, though there is no requirement for others to read anyone else’s posts. You will receive full credit for this assignment if you contribute 10 meaningful posts (approximately one per week) during the fifteen weeks of the term. Specific instructions will be available in class the first session.

**Learning Theory Applications (Designs for Instruction) (30%)**

You will create three short instructional designs (forms of instruction) during the course, each describing how to teach following a specified instructional theory.

Designs are meant for practice in applying learning theories and instructional methods to the design of a learning experience that uses technology. Subjects for instruction are your choice, but the method to be applied is assigned. Technology is also always your choice. Each design should cover ~10-15 minutes of instruction and clearly show how the learning theory works. You will share your designs in class in a 3 minute or less screencast. Include a description/explanation (it can be separate or part of your material) that explains how you used the learning theory to stimulate learning. Your instructional designs should include:

* An instructional sequence (in any media) that teaches your topic.
* A Learning Objective/Outcome.
* An explanation of the theory demonstrated in the teaching and how you applied it to get at learning.

Always include references for the theory(ies) discussed, note citations where appropriate in APA format, and source all intellectual property used or referenced. This includes other person’s text/ideas/images, audio and all URL/online resources used) as appropriate.

1. Behaviorist Instruction – draft due week 5 (Date and Time); final version a week later
2. Cognitivist Instruction – draft due week 7 (Date and Time); final version a week later
3. Constructivist Instruction – draft due week 10 (Date and Time); final version a week later

More details for each component will be provided in class as needed.

**Learning Theory Research Project (30%)**

You will design your own research for your final project in [Course Name]. This should be a personal study that interests you and will provide you much greater understanding of an instructional theory, theory application, or technology question. It will help form your own approach to instruction with technologies and ground your further study in the program. It must be a scholastic project, meaning you will have a defining Research Question that you will answer in the project. This does NOT mean it is just a text “report”; rather you are to use media, text, graphics, audio and anything else that will help you put forward your question, your case, and your evidence. If you create a video, make sure you accommodate ways to provide explanations. If you create a PDF, make sure you use graphics, type style, audio, and anything else that will improve the Information Architecture of your report.

The project asks you to develop a question about something YOU want to know that is related to instruction, learning, design and your understanding of theory or a set of related theories that work to improve learning. You will be encouraged to work in review groups to leverage the shared understandings of several other people to improve your project.

Major components of the Learning Theory Research Project include:

* Project Description – due week 12 (Date and Time) (brief: 200-500 words)
* One Project Update – due week 13 (Date and Time) (brief: 200-500 words)
* Written Report and Media – due week 15 (Date and Time) (1500-2500 words or equivalent)
* Presentation – due week 14 or 15 (Date and Time) (10 min)

More details for each component and grading rubrics will be provided in class as needed.

**Late Assignments**

In order to receive full credit for an assignment, **it must be turned in at the requested time**. Partial credit for late assignments may be given, at the discretion of the instructor. *Typically, late assignments will receive a minimum 10% grade reduction, and* ***will not be accepted after one week has passed since the original due date.***

*Grading:*

A- to A 90-100 %

B- to B+ 80-89 %

C to C+ 75-79 %

No Credit below 75%

**Incomplete:**

If you do not complete the course requirements by the end of the semester, you may receive a grade of “I” (Incomplete) with prior arrangement with the instructor. Per SF State policy, 75% of all course assignments must be successfully completed prior to the end of the semester in order to qualify for consideration of an Incomplete. All Incomplete grades will have a pre-arranged deadline for completion, in any case no longer than one year from the end of the current university term (Spring, Summer or Fall).