Course Number: EDMD 7970
Course Title: Special Topics in Instructional Technology: Theory & Practice of Distance Education
Credit Hours: 3

Date Syllabus Prepared: June 2005

Text(s): American Psychological Association (2001). *Publication Manual of the American Psychological Association (5th ed.)*. Washington, D.C.: American Psychological Association (Required – All students)

Hubbard, R. S. & Power, B. (2003). *The art of classroom inquiry* (Rev. ed.). Portsmouth, NH: Heinemann. (Required – Master's degree and Education Specialist degree students)

Schram, T. H. (2003). *Conceptualizing qualitative inquiry : Mindwork for fieldwork in education and the social sciences*. Place: Pearson (Required – Doctoral students)

Stern, P. C. & Kalof, L. (1996). *Evaluating social science research* (2nd ed.). New York, NY: Oxford University Press (Required – All students)

Other readings as assigned by the instructor

Other Required Materials:
3-ring binder (at least 2 inches)
Tab dividers
Peel & stick tab dividers

Course Description: The major objective of this course is to demystify the process of identifying a research interest and reviewing scholarly literature –Because this course serves master's degree, education specialist degree, and doctoral students, we have divided the course into two parts.

Part 1

During this part of the course we will focus on the process of transforming an interest into a researchable problem. Because master's students and education specialist students may return to pursue doctorates we have provided all of you with a set of readings drawn from Stern, *Evaluating Social Science Research*, 2nd ed. to assist you in learning what it means to have "a researchable problem" and what are strategies, skills, and conventions for reviewing scholarly literature. Each student should follow the suggested sequence in an effort to transform her/his general interests into a particular research problem. (Note: There are no guarantees that your effort will be successful as no algorithms for this process exist.) The end product of this process will be chosen by the student; I will offer a number of options to facilitate your choice.

During this part of the course we will continue our focus on reviewing academic literature. Unlike Part 1, Part 2 will center on the individual interests of students. You will read texts selected for students presently pursuing master's and education specialist degree in contrast to students presently pursuing doctoral degrees. However, this reading will be secondary to independent work on a bibliographic essay focused on a research territory in Distance Education that is of interest to you.

View this structure as tentative. I am willing to modify it to meet individual needs. Those who wish to alter the structure should see me after class or during my office hours. We will meet as a group more often during Part 1 of the course than during Part 2. Students will work independently during Part 2 and meet with me one at a time on a regularly scheduled basis.

Course Objectives: Course objectives are divided into the "musts" and the "mays." The difference between the two rests in the commitment of each student.

After appropriate learning experiences the student **must**:
- Develop and communicate a grounded understanding of a strand of the Distance Education literature
- Make regular academic progress toward the final project goal (negotiated with the instructor)

After appropriate learning experiences the student **may**:
- Implement recommendations from the Distance Education literature in personal and/or professional practice
- Publish teacher research in essay form
- Join a teacher research group and conduct teacher research in her/his classroom, write, and publish that research
- Extend the bibliographic essay into a dissertation proposal

Course Requirements:
- Attend all regularly scheduled class meetings
- Participate fully in class discussions and writing sessions
- Complete all assigned homework exercises
- Complete a thematic overview of Distance Education
- Complete one Keyword Tracing Project
- Complete one Bibliographic Essay (Final Project)
- Complete 15/5 writing samples based on assigned readings

Thematic Overview Project
Each student will complete a 2-3 page thematic overview that describes a strand in the English language education literature. Specific topics will be selected in class, and students will be expected to conduct literature searches that provide a broad and coherent

understanding of the themes within that topic. Topics can include major research strands, hybrids of major research strands, or other appropriate topic approved by the instructor.

Keyword Tracing Project
Each student will select two (2) key words that they will "trace" through the English language arts education and related literatures. The format for this "tracing" will be a combination of graphic and narrative forms. That is, students will complete a narrative that provides the reader with evidence you have constructed a grounded (literature-based) understanding and definition of each of your keywords. You should operationalize your keywords according to how they are presented in the literature, as well as historicizing them. This means that you will describe trends in the treatment of these terms so that the reader understands them fully, and could be confident in your understanding of the terms in relation to the body of literature as a whole. You will also complete a graphic representation of your tracing for each key word. Your graphic may be completed in any form you choose, but I will be demonstrating a specific piece of software in class that you may choose to use for this portion of the assignment.

Bibliographic Essay
Each student will complete a comprehensive bibliographic essay. This essay will be a provide the reader evidence that you have developed a broad coherent understanding of a specific theme within the Distance Education literature. You may elect to examine major research strands or hybrids of research strands for your project.

Course Content:
In general (except when we deviate), we will follow a writing workshop structure.

Date	Topic/Reading	Assignment Due
June 28	Introductions/Expectations Deadlines Attendance Timeline for scheduling work First Assignment characteristics DE Books 15/5 structure	Optional invention assignment Writing time
June 30	APA Tabbing Information Literacy Models (Kuhlthau & Big 6) Keyword Trace explanation Orientation to Writing Workshop	Quick thematic overview (DE) 2-3 pages (keyword draft suggestions): this is the proposal for your bibliographic essay. 15/5 (Stern 1-2)
July 5	Endnote 2nd floor instructional lab (ask for assistance) 5-6:30 pm Structured Library Time	
July 7	Word Session (HC 3442 – inside LRC) 6-8 pm WebCT Document Exchange Peer Review	0 ("zero")Draft of Bibliographic Essay - including process cover sheets Memo describing & comparing 2-3 key studies and provide

Date	Topic/Reading	Assignment Due
		alternative explanations for results. 15/5 (Stern 3-5)
July 12	Research Notebooks Notetaking/reading research articles(together comp/cont process)	
July 14	Writing Workshop	Keyword Trace 15/5 (Schram 1-6; Hubbard & Power 1-4)
July 19	Writing Workshop	
July 21	Writing Workshop	Penultimate Draft (bibliographic essay) including process cover sheets 15/5 (Schram 7-9; Hubbard & Power 5-6)
July 26	Writing Workshop	
July 28	Writing Workshop	
Aug 2		Final Bibliographic Essay Due - including process cover sheet

Evaluation & Assessment:
The final grade for the course is based on a ratio of the points earned to the students to the points offered during the semester.

		The following grading scale will be used:	
		90-100% (90 pts)	A
15/5 Writings (@ 5 pts each)	20 pts	80-89.9% (80 pts)	B
Keyword Tracing	20 pts	70-79.9% (70 pts)	C
Bibliographic Essay	60 pts	60-69.9% (60 pts)	D
Total:	*100 pts*	Below 60%	F

Class Policy Statement(s):
Special notes: It is the student's responsibility to maintain backup copies of disks and assignments and to complete the work in the time available. Students are strongly encouraged to make regular time in their schedules for the completion of computer based projects. Typically more time is needed than is available in the class meeting schedule for the successful completion of these projects. The instructor may request to see a student's disk and assignments at any time during the semester in order to assess progress. Students should contact the instructor regularly during class, office hours or via e-mail for assistance. Assignments are due at the beginning of the class

period noted. In cases where assignments are emailed to instructors, they are due *prior to the beginning* of the class indicated on the schedule.

Technology: This course is heavily supported through the use of WebCT, a Web-based tool for material delivery and communication. Each student automatically has access to the course site through the registration process. It is the student's responsibility to access the site (http://webct3.auburn.edu:8900/SCRIPT/8179/scripts/serve_home.pl) on a regular basis to check email, announcements, and to access handouts or other information for the class. Additionally, students are encouraged to make use of the chat room feature for conferencing needed in order to collaborate on project work. Students are expected to try to solve their own technological problems through trouble shooting and contacting Auburn University Help Desk personnel prior to contacting the instructor. When communicating with help desk personnel, please record the name of the person helping you, the time that you called, and the difficulty you were reporting. If the instructor needs to follow up on any issues, this information will be helpful in tracking down the correct solution.

<div align="center">Helpful information for students:</div>

OIT Help Desk Webpage: http://www.auburn.edu/helpdesk/
WebCT Information: http://www.auburn.edu/helpdesk/webct/student.html
Password update information:
https://austudy.duc.auburn.edu/cgi-bin/ndcgi.exe/gid/pgLogon
AUInstall (software available to students at Auburn): http://www.auburn.edu/oit/aunet/

Attendance: Students are expected to attend all classes. Attendance policy is as specified on pages 83 and 84 of the 1999 – 2000 Tiger Cub Student Handbook (http://www.auburn.edu/student_info/tiger_cub/index.html). The instructor may raise or lower your course grade as much as a full letter grade on the basis of attendance and participation. You are responsible for keeping up with your work and what is going on in class. If you are absent, late or leave early, you are still responsible for deadlines on exercises and exams. Students are responsible for initiating arrangement for missed work due to excused absences.

Make-up quizzes and exams: Make-ups will be given only for University approved excuses as outlined in the Tiger Cub (http://www.auburn.edu/student_info/tiger_cub/index.html). Arrangements to make up course work must be made in advance. Students who miss course work because of illness need a doctor's statement of verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

Academic Misconduct: All acts of dishonesty in any work constitute academic misconduct. The University Academic Honesty Code will be followed in the event of academic misconduct. Acts of dishonesty in any work will result in the letter grade of F for all parties involved. See Tiger Cub Student Handbook

(http://www.auburn.edu/student_info/tiger_cub/index.html) for more specific information.

Accommodations: It is the policy of the University to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete course requirements, you may request disability accommodations. Please contact the Students With Disabilities Office (844-2096). After initial arrangements are made with that office, contact your professor.

The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.

Sources: Barbara Ash, Associate Professor, Department of Curriculum and Teaching, Auburn University

Wendy Bishop, Professor (deceased), Department of English, The Florida State University

Edwin Bridges, Professor Emeritus, School of Education, Stanford University

Sara Wolf, Assistant Professor, Department of Educational Foundations, Leadership, and Technology, Auburn University

Alyson Whyte, Assistant Professor, Department of Curriculum and Teaching, Auburn University