

# HRD 4323-Syllabus

Be advised that links listed in this course typically open in new windows. Please ensure any pop-up blockers you have allow pop-ups from this site.

## Welcome

Welcome to the UT Tyler and Developing Web-Based Instruction. I am your instructor, Tracy A. Parks (find out more about me in Staff Information located in the left-hand navigation bar) and I look forward to meeting with you in our virtual classroom.

I have developed this course in a modular format to assist you in organizing your time and efforts. Each module, located in the Modules area, is contained in a folder that holds all of the items addressing that topic. Each module lasts for one week and always starts on Wednesday and ends on the following Tuesday. Each module will contain information that describes a particular aspect of web-based instruction and will provide resources for further investigation. Additionally, each module will specify required reading, writing, and discussion requirements. (See Modules in the left-hand navigation bar.) You are responsible for all of the information contained in the module area. Your understanding of these topics will be assessed in the discussion assignments or quiz, mini-projects and final project.

Read through each section of this syllabus and related general information carefully. If you have any questions, please post your questions in the Getting Started Forum in the discussion board located in the Communications area. Please refer back to the information contained in this syllabus anytime you have a question regarding the basic course information. You can access a printable version of this syllabus by clicking the link "Printable syllabus" located in the syllabus area or at the link below. [Adobe Reader required](#) for all .PDF files. **Also, be aware that there is a required quiz in the Syllabus area to ensure your understanding of all parts of the Syllabus.**

One final note: If you are unfamiliar with accessing the Internet or have questions regarding technical requirements, you may want to look at the services available in the [Technical Support](#) section from Campus Computing. The basic technical requirements for this course are also listed in this syllabus for your convenience. In addition, you can access the [UT Tyler](#) for general information about UT Tyler and its student services, which will be reviewed briefly later in this syllabus.

## Introduction

Is this your first time to take a Web-based online course? If so, you will find it dramatically different from your previous experiences. There is no face-to-face contact with your instructor and fellow participants. You may feel you are working alone. You may feel confused and anxious because you can't ask questions and receive immediate feedback. Relax! You are not alone, and any anxiety you feel will go away as you become familiar with this environment. You may even begin to prefer this environment because of the flexibility that it affords you in managing your time and the learning materials.

I want to stress to both the experienced and inexperienced online course participants that the key to successful completion of this online course, or any online course, is organization. This syllabus and schedule outlines in detail my expectations of you as participant, including grading policies, assignments, and projects, and a schedule of readings and assignment/project due dates. **This is not a self-paced course.** Deadlines exist because the course is offered within the UT Tyler course schedule and to help you complete the course successfully in a timely manner. **You may work ahead on the reading and assignments but not in the discussion /quiz assignments.** The key term is "discussion" and that is what we want from all of you. The best learning comes from everyone sharing and exploring different perspectives.

The course has been designed in modules to assist you in organizing your efforts. See the Course Schedule located in the Syllabus area for a summary of the course schedule, reading assignments, discussion or quiz assignments, mini and final projects and due dates.

### Navigating the Course

In order to effectively participate in online learning, it is imperative that you understand how your course is arranged and how to access and contribute information. Below you will find a list of the links in the left-hand navigation bar for your course along with a description of the material that you will find under each.

<b>Start Here!</b>	This is the area where you are to start and contains important beginning information. This area will be moved to the bottom of the navigation bar after a few weeks. Refer back to it anytime for reviewing starting material.
<b>Announcements</b>	This is the area where new announcements are always being made. This area changes frequently, so that is why it is the first page you see when you enter the course after Week 2.
<b>Staff Information</b>	This is my contact information and is put here so that you can easily find it without having to go all the way through the Syllabus. It also has my picture and short bio so that you know who I am.
<b>Syllabus</b>	This area contains the Syllabus and all information related to the course logistics. There is no learning material in this area, but it is a vital resource on the “how to’s” and “when’s” of this course. Refer to this area often about the schedule, grading procedures, technical information etc.
<b>Modules</b>	This area contains the material that you need to learn and lays it out for you in weekly folders broken up into modules. <b>Everything that you need to learn or do for a week</b> can be found in your weekly modules.
<b>Communications</b>	This area contains all of your communication tools. You can go here to E-mail your peers, access the discussion board, conduct live chats, do group work (if assigned) and see the course roster.
<b>Tools</b>	This area contains all of your non-communication tools. These are things that can assist you through the class, like checking your grades, changing your personal information, and updating your homepage.

If you have additional question regarding the navigation within this course, please refer to the Blackboard Student Manual available under the Tools area.

### Technical Information

This is a centralized listing of important technical information and assistance.

If you experience technical problems or have a technical question about this course you can obtain assistance by accessing [The UT Tyler Campus Computing Center](#).

### Computer Requirements-Minimum hardware requirements and recommended software configurations

- o Ensuring you have the proper hardware and software is imperative to your success in an online course. The requirements chart below is based on those results of testing conducted by Blackboard. Additional information is available at [Blackboard Client Browser Configurations guidelines \(.pdf\)](#). UT Tyler is currently using Blackboard 6.0.

		WINDOWS® OPERATING SYSTEMS		MAC® OPERATING SYSTEMS		
		2000	XP	10.2	10.3	10.4
MICROSOFT® INTERNET EXPLORER® WEB BROWSERS	5.2	N/A	N/A	C	C	N/A
	5.5	N/A	N/A	N/A	N/A	N/A
	6.0	C	✓	N/A	N/A	N/A
	7.0	N/A	P	N/A	N/A	N/A
NETSCAPE® AND MOZILLA® WEB BROWSERS	NS 7.1	C	C	C	C	N/A
	NS 8.0	C	✓	TBD	TBD	TBD
	Firefox 1.0	C	✓	C	✓	✓
APPLE® SAFARI® WEB BROWSERS	1.0	N/A	N/A	C	N/A	N/A
	1.1	N/A	N/A	N/A	C	N/A
	1.2	N/A	N/A	N/A	✓	N/A
	2.0	N/A	N/A	N/A	N/A	✓

KEY	
✓	Certified – fully tested and supported
C	Compatible – key application areas tested
N/A	Not tested – specified Browser is not supported for the Operating System
P	Provisional – will test on Beta versions of new platforms and browsers. Certification is dependant on release by 3 <sup>rd</sup> parties
TBD	To Be Determined – not enough information is known at this time to determine appropriate designation

- **Audio**  
16 bit or better sound card and speakers (if your course contains audio content)
- **Internet Connection**  
56.6 KBPS modem, cable modem, DSL, or intranet (T-1)  
Note: Corporate or academic security firewalls may block some course content, such as chat or streaming media
- **Email Address**  
Email is a vital communication medium in online learning. It is important that you have a working email address to receive communications from your advisor, instructors, and classmates. Notify your instructor if you need to change your email address.
- **Virus Protection**  
It is recommended that you protect your computer from viruses. Keep your antivirus software up to date with the latest virus updates. Antivirus and Personal Firewall products may be available to you for free or at a reduced price through the [Campus Computing Center](#). Check with your ISP, network help desk, or search the Internet for more information and product resources.
- **Spyware & Adware Protection**  
Spyware and Adware are fast-growing threats that represent a major security and privacy risk. **Spyware** is a program that is installed, with or without the user's permission, and can monitor computer activity while broadcasting the information back to an outside party that controls the program. **Adware** displays unwanted advertising to your computer, can track your Web surfing habits and report it back to a central advertising server. It can slow your PC to a crawl by bombarding it with unwanted ads. Spyware and Adware removal tools and protection may be obtained through the [Campus Computing Center](#) or online resources.
- **Pop-Up Blockers**  
Please turn off any pop-up blocking software while in the course because many items will open in new windows or in "pop-up" windows.
- **Browsers**
  - I highly recommend that you use [Mozilla Firefox](#) browser for this course in both PC and Mac, but below are your options:










[Download Safari](#)



- UT Tyler courses use Java, JavaScript, browser plug-ins, helper applications and cookies. It is **essential** that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course.
- **Apple and Unusable Browsers**-Please be advised that if you are using an **Apple** computer, you will not be able to use the **Internet Explorer Browser** or **Safari Browser** to view and post content in this course.
- **Unsupported Browsers**-America Online (AOL), Prodigy, Juno, MSN, Yahoo and other Internet Service Providers (ISPs), provide their own internal and proprietary web browsers. These browsers may not be compatible with UT Tyler courses. We strongly recommend downloading and installing one of the Blackboard supported browsers listed above to ensure optimal functionality with the elements of your online course. **Note:** It's not recommended to use IE on Macintosh since it is no longer supported by Microsoft.

- **Plug-ins and Helper Applications**

-  Macromedia Flash Player allows you to view content created with Macromedia Flash such as interactive web applications and animations.
-  Shockwave Player allows you to view content created with Macromedia Director such as games and interactive 3D simulations.
-  RealPlayer allows you to view and listen to streaming video and audio.
-  QuickTime Player allows Mac and Windows users to play back audio and video files.
-  Windows Media Player allows you to view, listen and download streaming video and audio.
-  Adobe Reader allows you to view, save, and print Adobe Portable Document Format (PDF) files.
-  Sun Java Runtime Engine (JRE) allows you to use interactive tools on the web.
-  PowerPoint Viewer 2003 lets you view full-featured presentations created in PowerPoint 97 and later versions.

- **Links in .PDF Files**

This course contains a number of .PDF files that require [Adobe Reader](#) to view. Please make certain you have the program downloaded and installed.

Further, to ensure that hyperlinks opened from within .PDF files open in new windows, please take the following steps in Adobe Reader:

- 1) Choose Edit
- 2) Choose Preferences > Click on General then **Uncheck** - Open cross-document links in same window
- 3) Choose Preferences > Click on Internet then **Uncheck** - Display PDF in browser


After opening a browser and clicking on a link in a .PDF file, click “Allow” when prompted at the link.

- **Tools**
  - [Blackboard Academic Suite User Manual](#)  
Resource detailing the tools and functions included as part of the *Blackboard Academic Suite* from the Student or general user perspective.
- **Getting Help** -If you are having technical problems, please contact the Campus Computing Center:
  - Campus Computing Center  
Business 101  
3900 University Blvd  
Tyler, TX 75799  
(903) 566-7367  
[bbadmin@uttyler.edu](mailto:bbadmin@uttyler.edu)
- **FAQs**-Frequently Asked Technical Questions
  - [UT Tyler Student Frequently Asked Technical Questions](#)

## How Blackboard Functions

### How to turn in Projects and Mini-Projects

All projects and mini-projects, **except discussion assignments**, will be submitted through the

assignment link in each module (In the module, look for this symbol  , which indicates it is a Project or Mini-Project).

Use the following process to prepare and submit assignments:

- Prepare your project using Microsoft Word or your web-page editor, depending on the assignment. Name your assignment with the following convention: last name, first name, project title (ex. lastnamefirstnamemini1.doc) **You will have to compress or zip your web-files together.**

- Click on "View/Complete Assignment" in the modules overview area
  - Number 1-shows the assignment instructions
  - Number 2-is where you add your comments and attach your completed assignment
  - Number 3-when all attached files (your completed assignment files) are uploaded, click submit

When assignments are received, I will open them in Dreamweaver for grading. I will make comments, ask questions, etc. I will then return your assignment through the Student Gradebook area. ***You must click on the grade to view my comments. Be advised that your papers are subject to plagiarism detection programs.***

If you need more instructions on how to submit files through the assignment link in the modules, please read the Blackboard Student Manual located in the Tools area.


### **How to send E-mails**

All electronic mail communication related to this course will utilize your student E-mail (*stemail*) account, unless you request the use of a different email address. To communicate by E-mail within the course with other participants or all participants, click the Communications link on the left. Click Send E-mail to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor. If you need more instructions on how to send E-mail messages with Blackboard please read the student manual located in the Resources area of the course. Notify your instructor if you need to change your email address.

Questions or problems other than technical problems (see Technical Requirements in this Syllabus) may be submitted to the instructors' E-mail address. **Do not submit assignments through the E-mail.** Submit them through the Assignment Turn-In option or Discussion Board, as directed. You will receive quick responses to any E-mails you send during my office hours. Generally speaking, I check my E-mail inbox several times a day during the workweek, less frequently on the weekend, and rarely after 8 p.m. any day. If my schedule will make me unavailable to answer E-mails for a day or two, I will send an announcement out so that you can plan accordingly. One caveat: technical problems in E-mail systems may slow down responses!!

### **How to post in the Discussion Boards**

The Discussion Board feature in Blackboard is an online discussion forum in which students and faculty can communicate asynchronously (anytime) via message postings. We will use this tool frequently. When you click the Discussion Board link located in the Communications area or in

the Modules (In the module, look for this symbol , which indicates a discussion assignment), a listing of subject categories, called forums, will appear in a table format.

All threads (topics) pertinent to a category will appear as links under that subject's forum. The instructor has control what general subject categories are available for discussion in the course. At the instructor's discretion, students may or may not have the option of starting a new thread

under the general subject categories and may or may not be able to edit their comments after they have been posted.

Students can (and will be required to) respond to threads in the course discussion. To respond to a thread:

- Click Communications located in the left-hand navigation bar or click on the Discussion Assignment link in the module.
- Click on Discussion Board.
- Click on a forum link to open it and view the contents within.
- Open a message.
- Click Add New Thread to post your initial comments or click Reply to respond to any existing posts.

Your response will now appear in the table, along with your name as author and date/time of posting. Icons will appear to the right that allow either a response, or perhaps editing and deletion options. If the edit icon or the trash can (delete icon) doesn't appear, the student doesn't have editing or deletion privileges.

Check the Discussion Board often. Since the discussion is asynchronous, other responses will be submitted after your post. Be sure to check the Discussion Board area each time you log into the course, to view any added material. **I would suggest you check the discussion board a minimum of 3 times a week, unless you opt out of the discussion and take the weekly quiz.**

While I will not respond to each and every posting, I will read each posting and with respond when appropriate. Review the Discussion Grading Rubric on the Grades and Grading page, for what constitutes a good and relevant posting.

If you need more instructions on how to read and post messages in the Discussion Board, please review the Blackboard Student Manual located in the Tools area of the course.

### **How to take a Quiz**

To take a module quiz, simply click on the quiz link located in the module. Be sure that you are ready to take the quiz prior to beginning the quiz; because once you begin you must finish it. You will have 20 minutes to complete each quiz. The questions will consist of multiple choice or true/false and they will be taken from your reading, the lecture material and the In-Practice examples. There will be 10 questions worth 2 points each. Each quiz will only be available during the week that the module is scheduled for; therefore, if you fail to participate in the discussion and do not get the quiz taken before it closes you will not receive participation points for the week. Once you complete the quiz, ensure that you click Submit at the bottom of the quiz.

### **Course Description**

## **HRD 4323: Developing Web-Based Instruction**

A study of concepts and practices relating to the development, implementation and teaching of Internet courses.

### **Course Prerequisites**

There is no prerequisite for this course; however, it is advisable to discuss taking this course with your adviser to ensure it fits into your degree plan.

### **Course Goals, Objectives and Competencies**

#### **Goals**

Upon successful completion of this course participants will be able to:

- Describe the fundamental issues and concepts of designing Web-based instruction.
- Integrate design concepts of Web-based instruction into a framework of theory and practice.
- Develop an in-depth experience by creating each stage of quality design resulting in a training program.
- Demonstrate rudimentary Web-page development.

#### **Objectives**

Upon successful completion of this course participants will be able to:

- List and explain the major issues surrounding Web-based instruction.
- Define the factors that create a theoretically sound design for Web-based instruction.
- Identify research literature in the field of designing Web-based instruction.
- Create a Web-course using basic html (hyper-text markup language) and Web-paged editors, while taking into consideration design principles and concepts.
- Present a Web-based design and develop and implement that knowledge into a working and usable Web-course.
- Apply the concepts learned in the text and discussions and use those principals to build a self-designed Web-course.

#### **Competencies**

- **Computer-Based Skills** – The student will utilize email, Web-based conferencing, World Wide Web searches, and Web-editing tools and file compression programs.
- **Communication Skills** – The student will demonstrate written communication skills using the Internet to participate in course activities.
- **Interpersonal Skills** – The student will discuss ideas, current events and opinions regarding the Web-based instruction presented in class.

- Problem Solving (Critical Thinking) – The student will use conceptual thinking and problem solving skills to design and implement Web-based instructional material for producing class projects.
- Ethical Issues in Decision Making and Behavior – The student will develop an appreciation for maintaining integrity in the content, design and development of Web-based instruction.
- Personal Accountability for Achievement – The student will complete the assignments and will participate in class discussions as appropriate.

## Specific Course Requirements

### Reading Assignments

- Each participant is responsible for completing the reading assignments in a timely manner. Deadlines are listed in the Course Schedule. Lectures and In-practices examples are also required reading.
- Discussion and written assignments are made with the assumption that required reading assignments are completed prior to completion of discussion and written assignments.

### Discussion Board Assignments OR Quiz Assignments

In each Module you will have the option of how you want to participate in this course. You can either participate in the module discussion OR take the module quiz. You will only receive points toward one activity. For example, Joe Student decides in Module 3 to participate in the module discussion, but in Module 4 he doesn't find time to get involved in the discussion so he takes the module quiz instead. Note: There are two modules where discussion participation is required and no quiz substitute is available. If you fail to participate in the discussion and do not get the quiz taken before it closes you will not receive participation points for the week.

### Discussion Board

- The Discussion Board is located in the Communications area.
- Each participant is responsible for participating in the asynchronous discussions of each module. In some cases, there may be more than one discussion board forum per module. Active participation is required and will include posting answers to questions posed by the instructor and replying to other participants' postings. At least one posting per discussion question is required. Responses must demonstrate thought and insight of the assigned topic.
- Discussion postings should be made in a timely manner. **Posting at the last minute will reduce the points you receive, as this does not promote the discussion process.** (See the Discussion Grading Rubric in the Grades and Grading area.) Posting on the due date or late does not allow for your peers to “discuss” your thoughts. Deadlines are listed in the Course Schedule.
- Please note that all discussion postings must be completed by 10:00 p.m. Central Standard Time (GMT – 6hrs) on the due date.

- Quality of answers is as important as quantity. A participant's comments should add to the discussion. Comments should be supported, as required, with references cited appropriately.
- When posting to the discussion area, please type in your comments directly into the discussion forum. Don't type your comments into a document and then attach it to the discussion, unless specifically advised to do so. This method is difficult for some students to access.
- Please be courteous. Don't flame (i.e., post insults, invective, or other personally disrespectful comments) or post flamebait (i.e., deliberately provocative or manipulative material intended or likely to elicit flames).
- Please be careful in the use of sarcasm and irony. Online communication lacks the subtle nonverbal cues that help us interpret such rhetorical flourishes in face-to-face settings, so that it is easy to miss the point or misunderstand. More importantly, it is easy to give or take offense where none is intended. Accordingly, give people the benefit of the doubt, and if you are misunderstood, don't get defensive. You might also consider using such rhetorical devices somewhat less in this medium than you would in ordinary conversation, since they are generally less effective here.
- Please don't post excessively or monopolize the conversation. Remember that multiple shoot-from-the-hip posts are much less effective than fewer carefully-thought-out ones, and that some patience in responding will encourage more contributors with a wider variety of ideas and perspectives to participate.
- Please be tolerant of those who are still learning how to use the Web and this forum (e.g., people who accidentally send multiple copies of the same message, PEOPLE WHO FORGET AND LEAVE THEIR CAPS LOCK KEY ON WHEN TYPING).
- The instructor and/or participants may use synchronous chats as the need arises. The chat options are located in the Communications area, and are listed as Collaboration or Live Classroom. You will be notified if a chat is scheduled but students may choose to organize these themselves to discuss information further.

(Some Guidelines Adapted from [online discussion guidelines](#)). For additional tips and hints on using a Discussion Forum visit [Netiquette](#).

## Quiz

- The quiz will consist of 10 questions worth 2 points each.
- The quiz questions will be either multiple choice or true/false.
- The quiz questions will be taken from the textbook reading, the lectures and from the In Practice examples.
- Once you begin the quiz, you must finish it.
- The quiz will open at the start of the module and close at 10:00 p.m. CST on the final day of the module.
- Quizzes will not be reopened for any reason unless specific technical problems are discovered.

## Written Projects and Mini-Projects

- All projects are to be completed in a Web-page editor, then zipped or compressed for turn-in. They are to be submitted in a timely manner. Deadlines are listed in the Course Schedule.
- All written projects must be submitted by 10:00 p.m. Central Standard Time on the due date.
- All projects should be submitted through the assignment links provided in the modules. If your Web connection is down for some reason, please E-mail me.
- [The Writing Center](#) is a resource from UT Tyler that may be of help in improving written assignments. You may submit your pages for review by The Writing Center, but be aware of their turnaround time. Ensure you submit it early enough for them to return it to you so that you may submit it by the due date.
- Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. **Be advised that your projects are subject to plagiarism detection programs** (see Academic Dishonesty within this syllabus).
- **Late assignments will receive a letter grade deduction for each week they are late.** (see Grades & Grading within this syllabus).

### Completion Time

You should expect to spend as much time on an online course as you do in a face-to-face course. As a rough guide, you should plan to spend six to ten hours per week on this course (3 hours per credit hour). The actual amount of time will vary from individual to individual. This estimate includes the time you spend in reading, discussions, and assignments.

You will have access to all course materials from the start of the course to the end. You may look and study ahead, or go back and review, at any time during the course. All assignments, including discussion boards, have set due dates. Due dates are as of 10:00 p.m. Central Standard Time on that date. Discussion boards and quizzes will terminate, as shown in the Modules area, at 10:00 p.m. CST on the last day of each module.

### Grades and Grading

I will grade assignments within 7 days after they are posted or submitted.

Activity	Points
<b>Syllabus and Start Here! Combined Quiz</b>	50 points
<b>Class participation</b>	300=20 points each x 14 Discussion OR Quiz Assignments and one Homepage Assignment.
<b>Mini-Projects (10 Total)</b>	1,000=100 points each x 10 Mini-Projects
<b>Final Project</b>	150 points

<b>TOTAL</b>	<b>1,500 Points Possible</b>
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**Assignments will not be accepted if they are more than two weeks late. Late assignments will receive a minimum of one letter grade deduction for each week they are late.**

- A=1350 points or more
- B=1200 - 1349 points
- C=1050 - 1199 points
- D=900 - 1049 points
- F=899 and below

**To access the Student Gradebook**, click the Tools button located in the left-hand navigation bar, then choose My Grades. You will only be able to see your personal grades. To see if the instructor left any comments for you, click on the grade itself.

<b>Mini-Projects and Final Projects Weighted Grading Rubric</b>				
<b>CATEGORY</b>	<b>100% of points earned</b>	<b>80% of points earned</b>	<b>60% of points earned</b>	<b>40% of points earned</b>
1)Following Instructions  Total 25 pts (Final 35 pts)	The student understood and followed the instructions given at an <b>exceptional</b> level. 90% or more of the content was completed as required. The assignment was submitted on or before the due date.	The student understood and <b>followed the instructions given at a good level.</b> 70% or more of the content was completed as required. The assignment was submitted on or before the due date.	The student understood and <b>followed the instructions given at a fair level.</b> Between 50% and 70% of the content was completed as required. The assignment was submitted on or just after the due date.	The student understood and <b>followed the instructions given at a poor level.</b> Less than 50% of the content was completed as required. The assignment was submitted late.
2) Learning of Material  Total 25 pts (Final 35 pts)	The student has an <b>exceptional understanding of the learning material</b> for this project.	The student <b>has a good understanding of the learning material</b> for this project.	The student has a <b>fair understanding of the learning material</b> for this project.	The student has a <b>poor understanding of the learning material</b> for this project.
3) Webpage  Total 30 pts (Final 50 pts)	The Webpage(s) functions <b>exceptionally well</b> with all images and links working	The Webpage(s) functions <b>good</b> with only minor errors in the images and links.	The Webpage(s) functions <b>fair</b> with numerous errors in the images and links.	The Webpage(s) functions <b>poorly</b> with a most or all of the images and links having errors.

	properly.			
4) Layout Total 10 pts (Final 15 pts)	The Webpage(s) has an <b>exceptionally attractive and usable layout</b> . It is easy to locate all important elements.	The Webpage(s) have an <b>attractive and usable layout</b> . It is easy to locate all important elements.	The Webpage(s) are <b>confusing and hard to navigate</b> . It is somewhat difficult to locate most of the important elements.	The Webpage(s) are <b>cluttered looking, hard to navigate and confusing</b> . It is often difficult to locate important elements.
5) Spelling and Grammar Total 10 pts (Final 15 pts)	There are <b>no errors in spelling, punctuation or grammar</b> in the Webpage(s).	There are <b>1-3 errors in spelling, punctuation or grammar</b> in the Webpage(s).	There are <b>4-5 errors in spelling, punctuation or grammar</b> in the Webpage(s).	There are <b>more than 5 errors in spelling, punctuation or grammar</b> in the Webpage(s).

### Example of grade on Mini-Project

1) Followed the instructions given at an exceptional level.	100% X 25 pts	25 pts receives
2) The student has a good understanding of the material.	80% X 25 pts	20 pts received
3) The Webpage(s) functions <b>exceptionally well</b> .	100% X 30 pts	30 pts received
4) The Web pages are confusing and hard to navigate.	60% X 10 pts	6 points received
5) There are 1-3 errors in spelling, punctuation or grammar.	80% X 10 pts	8 points received
	<b>Total</b>	<b>89 of 100 points</b>

<b>Discussion Participation Weighted Grading Rubric</b>		<b>Total Score Possible for each Discussion= 20</b>		
<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>1) Promptness and Initiative 5 pts</b>	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Responds to most postings several days after initial discussion; limited initiative. <b>Posts on the due date or shortly before</b>	Does not respond to most postings; rarely participates freely; posts at the last minute or after the due date.

			<b>leaving little time for replies.</b>	
<b>2) Delivery of Post 5 pts</b>	Consistently uses grammatically correct posts with rare misspellings	Few grammatical or spelling errors are noted in posts	Errors in spelling and grammar evidenced in several posts	Utilizes poor spelling and grammar in most posts; posts appear "hasty"
<b>3) Relevance of Post 5 pts</b>	Consistently posts topics related to discussion topic; cites additional references related to topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks i.e. "I agree", "Good Job"
<b>4) Expression Within the Post 5 pts</b>	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic	Opinions and ideas are stated clearly with occasional lack of connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Does not express opinions or ideas clearly; no connection to topic
<b>5) Contribution to the Learning Community 5 pts</b>	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Does not make effort to participate in learning community as it develops; seems indifferent

<b>Example of grade on a Discussion Assignment</b>	
1) Consistently responds to postings in less than 24 hours;	4 pts received
2) Few grammatical or spelling errors are noted in posts	3 pts received
3) Frequently posts topics that are related to discussion content	3 pts received
4) Expresses opinions and ideas in a clear and concise manner	4 pts received
5) Frequently attempts to direct the discussion	3 pts received
<b>Total</b>	<b>17 of 20 pts</b>

**Textbook**

*Designing and Developing Web-Based Instruction*. Wang, H. & Gearhart, D. Pearson Merrill Prentice Hall, 2005. ISBN # 0-13-098780-8.

Textbook accompanying website: [Designing and Developing Web-Based Instruction](#)

### **Accessing Library Resources**

Students enrolled in this course can utilize the Robert R. Muntz Library at [library.uttyler.edu](http://library.uttyler.edu) at the University of Texas at Tyler. Follow these links, and then complete the instructions at the library site for accessing information from a distant location.

### **UT Tyler Resources**

The UT Tyler provides several resources to assist you and make your online learning experience a positive one. A listing of resources is available at the Student Services link on the UT Tyler Web page. Some of the highlights are:

[Registrar's Office](#)-Campus contacts available to help you through the registration process.

[Campus Computing Center](#)-Technical assistance.

[Library](#)-UT Tyler Library, complete with a digital librarian to answer your questions via e-mail or phone.

[Student Services](#)-Student Services can arrange assistance for students with special needs or disabilities.

[Academic Calendar](#)-Keep track of important dates.

[Office of News and Information](#)-Online Newsletter of the UT Tyler.

### **IDEA Statement**

If you have a disability, including a learning disability, for which you request an accommodation, please contact [Ida MacDonald](#) in the UT Tyler Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located at your home campus or at the University of Texas at Tyler's University Center, Room 111. The telephone number is (903) 566-7079 (TDD 565-5579).

### **Academic Dishonesty**

Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the [Handbook of Operating Procedures](#), University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty

to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the student's official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

## **University Policies**

### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/StudentRightsandResponsibilities.html>

### **Grade Replacement/Forgiveness**

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average.

Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule include, but are not limited to, the following: totally withdrawing from the university; being administratively dropped from a course; dropping a course for a personal emergency; dropping a course for documented change of work schedule; or dropping a course for active duty service with the U.S. armed forces or Texas National Guard.

Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

### **Disability Services**

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Course Evaluation**

At the end of semester you will be asked to complete an evaluation specifically for this course. This evaluation will be reported anonymously. Your comments and recommendations will be seriously considered as the course is updated. Your input throughout the semester contributes to my commitment to continually improve the quality and relevance of this course.

### **Getting Started**

Refer back to the information contained in this syllabus anytime you have a question regarding the basic course information.

1. Complete all steps in the Start Here! area.
2. Complete the Syllabus and Start Here! Combined Quiz, located in the Syllabus area.
3. Print a copy of the schedule and complete the assignments that are due for Module 1 and begin on Module 2.