

WRS Instructional Design

Reading & Writing at the University

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Overview

This document details course design using sound instructional design principles. Using a variety of specific theoretical perspectives, including **constructivist design theory** and **performance improvement theory**, this document is meant to be a brief but comprehensive guide to understanding what went into the back-end development. As you will see, each section specifies different I.D. principles used in decision-making for course design and development.

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Phase 1: Planning & Analysis

Phase Overview

Planning and analysis, though often overlooked in order to immediately head into design and development, are incredibly significant to planning a successful instructional design. In the academic classroom, like in corporate L&D, identifying strategic objectives and conducting a high-level curriculum assessment allows for intervention-based instructional design. A comprehensive learning needs analysis assists in refining costs and scope by specifying resource requirements. Each document in this section, therefore, pinpoints ideal tasks to be completed in the design and development phase, ensuring a precise, accurate, and rapid course design lifecycle.

Strategic Objectives Report

General Course Information: This course's strategic goals are generalizable goals that could apply to many introductory courses – which means that while many curricula are different based on content, most organizations use similar enumerations (100, 200, 300, ...) to indicate level of involvement and achievement that is expected for learners.

This course's number is WRS 106 course, which indicates it is an introductory-level course that should not require in-depth involvement of learners in both intellectual and time commitments, but which should encourage them to attempt technical competencies multiple times over so that they have mastered these before the succeeding classes. WRS identifies the curriculum-basis to be Writing Studies. Finally, the course catalog's general title for the course is "Reading and Writing in the University."

Strategic objectives (in order of significance):

- Improve technical and analytical skills: to accomplish this goal, I will build competencies in writing and analysis by providing several opportunities for low-stakes and high-stakes writing as well as verbal assignment submission.

For this course, I have formulated three major assignments (a group presentation, a close reading essay, and a final research project) that allow learners with different learning styles to demonstrate technical and analytical skills. To establish a baseline for improvement, learners are given a diagnostic on the first day of the course.

- Improve productivity with cross-functional teams: to accomplish this goal, I will build assignment(s) that not only require collaboration from start to finish but require cross-functional, meaning learners from different majors/disciplinary "homes," collaboration to be successful.

In this course, learners produce a group presentation in a three-person team that requires specific analytical competencies like research aggregation and reporting as well as specific technical competencies like transcribing, incorporating media, and public speaking. Each member of the team will be from different disciplines and will therefore be able to provide different perspective and skills to the project.

- Build high-performing teams: to accomplish this goal, I will build low-stakes and high-stakes assignments that require multiple opportunities for team-building

with different learners. This means that not only will learners become close with one another, sustaining a classroom culture and familiar rapport, but will individually develop the skills to work in team environments with many types of individuals.

- Invest in tools to make learners more productive: to accomplish this goal, the research assignment requires that learners learn how to do university-level research, aggregation, transcribing, and condensing. Learners meet with on-campus experts at the beginning of the course and can set-up consecutive meetings with experts to better their assignment's outcome.
- Improve learner retention: to accomplish this goal, I will reveal to learners the ability to succeed in the curriculum by putting forth effort in all of the assignments. Additionally, as the course is designed with different kinds of assignments, I emphasize to learners that even if one does not see oneself as a particular type of learner, they will have the opportunity to really shine in another assignment with different expectations of them. Finally, as the course is an introductory course, I will emphasize to students that their abilities are not meant to have been mastered prior to the course. I will encourage them to engage and persist with difficult tasks.
- Develop leadership abilities and potential of the team: to accomplish this goal, the course has a major opportunity for leadership – the group presentation. The presentation requires leadership of all three members, an organizational leadership role that helps plan, a public-facing leadership role whose public speaking makes up the majority of the presentation, and a design leadership role whose technical competence allows for the presentation to be an appealing visual aid to the presentation.
- Maintain alignment across the curriculum: to accomplish this, I have requested previous course outlines and designs so that what is covered in this course is a continuation of the curriculum for the Writing Studies department at the University of Miami. I have also participated in the pedagogical workshop provided by the department that theorizes the discipline's major takeaways and experiments with implementation techniques in classroom environments.
- Create performance-based culture: to accomplish this goal, all learners are given explanatory rubrics for each assignment, including low-stakes, in-class assignments. Additionally, learners are surveyed throughout the course after each assignment deadline in order to gauge reaction performance.

Specific Course Information: The overall goal is to provide an introductory course in Writing Studies that focuses on the continued iteration of writing practice so that mastering is possible. The research technique will be required, as students are meant to produce research projects of some sort in this course per departmental guidelines. I will use the topic of "Cultural Studies" for the course's major content narrative. "Cultural Studies" indicates a focus on qualitative data derived from items produced within a cultural context, including films, television, music, and literature, as well as the political and social paradigms that accompany this production, such as Eurocentrism, patriarchy, sexism, racism, homophobia, and other polarizing topics.

Learning objectives (using Bloom's taxonomy):

- Demonstrate effective written communication skills in relation to specific rhetorical tasks.
- Construct original, well-reasoned arguments using a range of materials
- Find, evaluate, integrate, and synthesize appropriate and relevant primary and secondary sources in their writing
- Engage in close-reading of texts
- Cite sources formally (using MLA, APA, Chicago, or other citation formats)

Performance Analysis

"According to Rossett (1999), performance analysis centers on the directions an organization wishes to go (i.e., desired performance) and the drivers that encourage or impede performance (i.e., current performance). During this phase, organizational analysis is conducted to identify the vision, mission, values, goals, and strategies of the organization where a performance issue is occurring (Van Tiem et al., 2004). Environmental analysis is also conducted to uncover factors related to the performance issue (Gilbert, 1996; Mager & Pipe, 1997)."

These might include:

- "Knowledge, skills, motivation, expectations, capacity, and ability of the workforce;
- Resources, tools, information, and feedback provided by the organization as well as the consequences, rewards, and incentives of performance or nonperformance; and
- Job tasks, processes, policies, procedures, and employee responsibilities."i

As an instrument to establish the baseline performance of learners in the course, I issued a diagnostic that features multiple occasions for critical thought about the curriculum topic as well as multiple technical and analytical competencies.

[Jump to data & analysis](#)

WRS 106 Diagnostic

Choose from the following prompts and write an argumentative essay that uses evidence.

- 1) "In many ways writing is the act of saying I, of imposing oneself upon other people, of saying listen to me, see it my way, change your mind. It's an aggressive, even a hostile act. You can disguise its aggressiveness all you want...—with the whole manner of intimating rather than claiming, of alluding rather than stating—but there's no getting around the fact that setting words on paper is the tactic of a secret bully, an invasion, an imposition of the writer's sensibility on the reader's most private space."

Based on the above quote from Joan Didion, describe how writing is "an invasion."

- 2) Interracial relationships, such as marriages, friendships, and business partnerships, are more common today than ever before in America. According to some people, stereotypes help us to organize a highly confusing world. However, stereotyping can also make us mentally lazy and frequently lead to prejudice since misunderstandings can arise from people's ignorance of other people's cultures. Write a brief (2-page single

spaced) essay detailing what you think stereotypes do and whether this is a good or bad thing. Describe how cultural differences can result in stereotype and consider how to combat stereotypes. What are some reasons people stereotype others? What are some negative results of stereotyping? How have you been affected by others of a different ethnic background than your own?

- 3) What are the flaws of distance learning education compared to standard learning methods?

Diagnostic Data & Analysis

Knowledge, skills, motivation, expectation, capacity, and ability	<ul style="list-style-type: none"> Learners have expressed ability to argue for a specific topic but have a gap in knowledge involving proper citation of sources, depth of analysis, college-level grammatical constructions, and academic writing style
Resources, tools, information, and feedback	<ul style="list-style-type: none"> Feedback given to learners is in the form of instruction, as this diagnostic was meant to gauge ability and knowledge about the course's skills so that the content can be tailored to this group of learners
Consequences, rewards, incentives of performance or nonperformance	<ul style="list-style-type: none"> The diagnostic was a low-stakes assignment and is part of several low-stakes, in-class assignments that allow learners to practice major tasks before high-stakes evaluations The incentive for performance for this task is not applicable
Tasks, processes, policies, procedures, and employee responsibilities	<ul style="list-style-type: none"> Learners were meant to complete the diagnostic in under forty minutes Learners were meant to complete the diagnostic by typing and submitting the essay to LMS (Blackboard/Canvas) Faculty responsibility is to ensure that diagnostic is done by each person without using the internet so that the diagnostic functions as a proper gauging of knowledge for the specific class

Conclusion:

Overall, some learners have the ability to make a concise argument; however, the majority of learners do not have the ability to sustain an argument over the course of an entire essay. Moreover, their sustaining of any argument is usually at the expense of depth – hence, learners often used the five-paragraph format rather than one that involves depth (definition of terms, counterarguments, etc.). The instructor's facilitation will need to involve a variety of modalities of learning (including e-learning authoring)

so that students are able to engage with course content and tasks in a variety of in-person and virtual environments.

Learning Needs Analysis

The following learning analysis is developed based on George M. Piskurich's scholarship on learning analysis. The template below is also Piskurich's.ⁱⁱ

Learning Objective	Tasks	Content	Procedures/ Documents/ Job Aids
<ul style="list-style-type: none"> • Perfect written communication style at collegiate level • Create argumentative writing from start to finish (thesis to final submission) • Peer review in order to deconstruct classroom expectations as well as learning outcomes in writing • Analyze dense theoretical texts • Apply theoretical concepts to real-world, concrete contexts • Understand the metatextual in relation to the textual • Understand cross-genre analysis • Perfect citation ability in MLA, APA, and Chicago styles 	<ul style="list-style-type: none"> • Produce three assignments: close reading essay, presentation with a group, and a final research project • Sit for final examination • Apply textual and metatextual information from the course in new and/or more specific contexts • Pass quizzes that involve major college grammatical constructions and citation styles • Participate in low-stakes in-class writing assignments that require immediate reflection on course material 	<ul style="list-style-type: none"> • Readings in the form of PDFs (esp. Judith Butler, Audre Lorde, Toni Morrison) • <i>A Writer's Reference</i> ed. Diana Hacker • Grammatical constructions (parallelism, modifiers, comma usage, demonstrative pronouns, expletives, formal writing without contractions, prepositions, adverb placement, noun and adjective clauses) • Analysis process for close reading (observation, analysis, argument) 	<ul style="list-style-type: none"> • Grading and scheduling contract for each assignment • Textbook(s) • E-Learning authoring tools (Articulate360) • Worksheets for close reading assignment drafting • Cross Genre Analysis worksheet • Meta-text and text worksheet • Theory translation activity sheet • Briefs for each essay and research assignment • Syllabus • Whiteboard and dry-erase markers

Phase 2: Design & Development

Phase Overview

The design and development stages make up the most important phase in all of instructional design (I.D.) if for no other reason that because without the development of the deliverable, there is nothing produced.

In the academic classroom, like in corporate L&D, planning is often occluded by the design and development stage. Most facilitators in academia will produce a single document (the syllabus) for their course and this will make obvious design decisions that have been made – if any – and will detail the course roadmap. In most academic settings, this document is considered a contractual obligation between facilitator and learner – that is to say that it is a document that binds both facilitator and learner to the proscribed procedures, policies, tasks, and schedule. Many academic settings – especially public academic institutions – require specific elements be explicitly stated in documentation whereas other institutions do not.

In this section, I have coordinated two syllabi – one for schedule and one for content outline. In addition, I have included a design document that details decisions made and reasons behind those decisions with regard to the syllabus document(s).

Content Outline

The document below is the syllabus for the course. This includes information about the course's content and articulates specific tasks, procedures, and policies for the classroom. Many of the items in this document are required by the institutional client (University of Miami), but I have added a personal flare to most.

WRS 106 Syllabus (1)

Course: ENG 106, Section T1

Course Location: Dooly 204

Course Credit hours: 3

Instructor: Preston Taylor Stone

Office Hours: By appointment (Virtual)

Institution: University of Miami

Course Time: T/R 5:05pm-6:20pm

Email: ptstone@miami.edu

Course Description:

Eminent queer black essayist, novelist, and public intellectual **James Baldwin** says in an interview published in *Esquire's* July 1968 issue (published just after the assassination of Dr. Martin Luther King, Jr.):

How would you define somebody who puts a cat where he is and takes all the money out of the ghetto where he makes it? **Who is looting whom?** Grabbing off the TV set? He doesn't really want the TV set. He's saying screw you. He wants to let you know he's there...

The mass media—television and all the major news agencies—endlessly use that word 'looter.' On television you always see black hands reaching in, you know. And so the American public concludes that these savages are trying to steal everything from us, and no one has seriously tried to get where the trouble is. After all, you're accusing a captive population who has been robbed of everything of looting.



In an interview after the LA riots of 1992, Nobel Laureate Toni Morrison says, "What struck me most about the people who were burning down shops and stealing was how long they waited." And famously, Dr. Martin Luther King, Jr. himself said, "The riot is the language of the oppressed."



Baldwin and others to discuss how the riot has been formed in the American imaginary. In reading non-fiction works, we will discuss the purpose of essays in society, and students will finish prepared to do ample research and writing in academic contexts.

As the purpose of ENG 106 at the University of Miami is to prepare students to enter the academic community of the university through writing, students will be required to read, interpret, research, contextualize, and write about the works introduced in the course. Students will be introduced to primary and secondary research strategies, argumentation and contextualization, and citation styles required of all successful researchers.

The topic of this course notwithstanding, students will leave this course demonstrating the capacity to excel in all academic majors. No prerequisite knowledge of the subject of this course is required in order to succeed.

Course Goals and Learning Outcomes

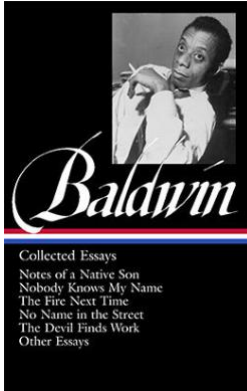
At the end of this course, students will exhibit the ability to

- Demonstrate effective written communication skills in relation to specific rhetorical tasks.
- Construct original, well-reasoned arguments using a range of materials
- Find, evaluate, integrate, and synthesize appropriate and relevant primary and secondary sources in their writing
- Engage in close-reading of texts
- Cite sources formally (using MLA, APA, Chicago, or other citation formats)

Required Materials

- Regular access to a computer
- Portable storage (flash drive, email, cloud, etc)
- Most texts will be provided on Blackboard and linked on the schedule section of this document. You will be expected to print and bring these to class or have full access to them during class. The texts that will not be provided via Blackboard PDF will be required purchases for students. These required purchases are listed below:

James Baldwin: Collected Essays (ed. by Toni Morrison)



[Amazon](#)

[Barnes & Noble](#)

[IndieBound](#)

[Library of America](#)

Policies & Expectations

Participation

Students are required to attend class, come to class on time and prepared (having done the reading/s or assignment/s), at least attempt all classwork activities, turn in assigned work when due, participate fully in good faith in any peer work, participate in class discussion, focus on the work at hand, and conduct oneself in a manner appropriate to the college classroom.

Rubric for class participation

5	Student is always attentive and contributes relevant insight very often, completing all in-class assignments in a collaborative and receptive manner
4	Student is attentive and completes all in-class assignments in a collaborative and receptive manner
3	Student is distracted but completes all in-class assignments
2	Student is often distracted and off-task, hesitant and unreceptive to collaboration
1	Student does not complete in-class assignments
0	Student is absent

On Writing and Reading

This class will ask a lot of you in terms of writing and reading. You are likely to do more reading in a quicker time in this course than any other course you have taken before. I will, before class, ask that you respond to several informal prompts on Blackboard in the hopes you will at least attempt to do this work. Homework is a small part of your participation grade but will be immensely helpful to you in thinking about the texts we are discussing and formulating a topic for your final paper. I understand this is not your only class and I respect that you have a personal life beyond our classroom. Nonetheless, I expect you will come to class having at least attempted to do the assigned reading and writing all the way through and having prepared notes, ideas, or questions to discuss with the class.

Revision is a central and integral part of this course and any writing course of merit. In order for your writing to be consistently improving, you *must* bring it through multiple drafts of revision. Revision, then, is a requirement of this course. You will upload free-write, journaling, even outlines and sketches, to your Google Drive folder. Failure to do so will cast a burden of proof

on your having done consistent revision in good faith for each assignment, and this will be reflected in your grades.

Attendance

Each student is allotted 4 unexcused absences (two whole weeks) and 3 tardies. Absences beyond this may result in deductions from the student's final grade. Excessive absences will result in the student failing the course. After a student has been late (tardy) 3 times, each following time the student is late will result in 1/3 an absence. This means once a student has been late to class 6 times, they will receive an absence. Students who are consistently distracted in class (texting, browsing the internet, etc.) will be warned to pay closer attention to class. After this warning, if a student is continuously distracted in class, they will be marked absent. Students who acknowledge holy days on the same day(s) we have class will be excused if they have alerted the professor of *all* of these by the end of three days after you are enrolled in class. Absences do not excuse any due dates or work missed.

Electronics Policy and Google Drive vs. Blackboard

Each student is required to bring tablet, laptop, or similar electronic device to class in order to take notes, complete and submit in-class writing assignments, access readings or notes for class discussion, and participate in peer review. No electronic device should be a distraction from the activities of the classroom for any student. The use of laptops or tablets is allowed *only to complete classroom-related activities*. If electronic devices become a distraction or a means by which students avoid class participation, the student(s) in violation will receive an absence for class that day.

We will spend most of our class time working in **Google Drive**, a cloud-based file sharing system to which each student at the University of Miami has access. To log-in to your Google Drive, visit google.miami.edu and use the same credentials you use to access your email, Canelink, and Blackboard interfaces. You will have your own folder within the classroom's folder ("ENG 106 F20"). Drive is where you will submit your drafts, revisions, in-class writing assignments, reflections, and peer reviews. It is up to you to make sure you have access to your Blackboard and Google Drive accounts and folders at all times. Inability to access Google Drive or Blackboard will not be sufficient excuse for not turning in assignments on time. For IT help, UMIT is located on the third floor of the Richter Library or may be accessed at it.miami.edu.

Academic Honor Code

As a student of the University of Miami, you have agreed to uphold the Honor Code. Violation of this code includes but is not limited to cheating, plagiarism, collusion, or academic dishonesty. The Undergraduate Student Rights and Responsibilities Handbook defines each of these violations:

"Cheating – Implies the intent to deceive. It includes all actions, devices and deceptions used in the attempt to commit this act. Examples include, but are not limited to,

copying answers from another student's exam, and using a cheat sheet or crib notes in an exam.

Plagiarism – is representing the words or ideas of someone else as your own. Examples include, but are not limited to, failing to properly cite direct quotes and failing to give credit for someone else's ideas.

Collusion – is the act of working together on an academic undertaking for which a student is individually responsible. Examples include, but are not limited to, sharing information in labs that are to be done individually.

Academic Dishonesty – includes any other act not specifically covered that compromises the integrity of a student or intrudes, violates, or disturbs the academic environment of the university community. Examples are attempting or agreeing to commit, or assisting in or facilitating the commission of, any scholastic dishonesty violation, failing to appear or testify without good cause when requested by the Honor Council, failing to keep information about cases confidential, supplying false information to the Honor Council and accusing a student of a violation of this Code in bad faith." (Title III, B)

Any student who violates the Honor Code will fail not only the assignment but the entire course. Each of you has the ability to think through your own unique ideas. If you are thinking of violating the Honor Code because you are overwhelmed or in distress, speak with me and we will come up with a better solution.

On Accessibility and Acceptance

Every student, no matter their identity, ideology, or ability, is welcome and valued in this class. This class will require that we confront political, social, and ideological questions that may be deemed controversial. I encourage you not to shy away from this opportunity to think through these issues. No matter what, no student should ever feel unwelcome or unsafe in this classroom. If you find that you feel inappropriately uncomfortable, consistently unsafe, or need help, please let me know immediately and I will direct you to the resources that may help. The University of Miami Counseling Center (UMCC) provides professional support to students no matter their gender expression, sexual preferences, sex, race, financial or immigration status. You can make an appointment by calling 305-284-5511, by visiting counseling.studentaffairs.miami.edu, or by visiting the counseling center on Merrick Dr. (across from the Pavia Garage).

Students with accessibility requirements are provided for by the University of Miami's Office of Disability Services (ODS) and may contact this office at 305-284-2374 or disabilityservices@miami.edu to make any requests for accessibility. If you have trouble contacting the ODS, let me know and I will help you. If you have contacted the ODS and have any requirements of me, please be sure to let me know as soon as possible.

Turning in assignments

Papers should be submitted **on Blackboard/Google Drive** on the day and at the specified time they are due. Each day a paper is late, there will be a deduction of 10% from the grade. All assignments are assigned in due time to be completed by each student on time. It is your own job to make sure you do not forget deadlines and that you turn your assignments into the correct platform (Blackboard, email, or [Google Drive](#)). Every deadline is listed on this document in the schedule section, on the assignment sheets themselves, and verbally said in class. If you require an extension(s) for your assignment(s), you must request them of the instructor *at least* three class periods (over a week) prior to the due date of the assignment. Under no circumstances is the instructor required to grant you an extension(s). No late blackboard posts will be accepted.

The Writing Center (305-284-2956, www.as.miami.edu/writingcenter) can help you at any stage of the writing process. Appointments are suggested, but they also accept walk-in visits. If I think it's necessary, I will ask you to use the Writing Center on a regular basis.

OWL @ Purdue is a great online resource for writing and research techniques. It can be located at https://owl.purdue.edu/owl/purdue_owl.html.

Extra Credit is not available or permitted in this course. I do not allow extra credit for several reasons: put simply, it is unfair to those who have committed to the work required of this class if others are able to do extra work for credit. Moreover, extra credit requires extra effort and time to which I am unable to commit for reading, annotating, grading, and categorizing within the gradebook.

Grades

If you have a question or concern about an assignment or participation grade, please come and see me during my office hours or talk with me before or after class to arrange a meeting. Due to federal requirements, UM faculty are not permitted to discuss grades via email or phone, so we will need to meet in person and in private.

Overall Grade Distribution:

Attendance/Class participation	250pts
Lensing Assignment:	150pts
Close Reading:	150pts
Literature Review:	300pts
Research Essay:	150pts
<hr/>	
Total:	1000pts

Grading Scale:

A	940-1000	B+	870-899	C+	770-799	D+	670-699
A-	900-939	B	830-869	C	730-769	D	600-669
		B-	800-829	C-	700-729	F	0-599

A – Exemplary B – Effective C – Sufficient D – Unsatisfactory F – Failure

On Communication

I will make a point to learn each of your names and I expect you will learn to use one another's name in conversation, as well ("I agree with what ___ said"). This will create a welcoming and meaningful culture for our classroom. If you have a question about the policies or assignments for this class, you may speak to me before, during, or after class, via email, or in office hours. I will make a point to reply to your email within 24-to-48 hours. If you have not received a response from me after two days, you should email me again. Please do not email me to ask questions about an assignment one or two days before it is due as this will not allow due time for me to respond and for you to use this answer in writing your assignment.

Assignments

The course will be scaffolded with three major projects:

The first, an in-class **group presentation**, will detail one riot from history (including the present) with specific attention to how the riot was presented in media, including film, television, print journalism, etc. Attention will be on interpretation of connotative language as well as research and writing across multiple media formats.

The second, a **close reading** essay, will interpret one piece from the syllabus as a piece of writing, noting the specific metatextual attributes of the piece. Attention will be on interpretation, metatext, and argumentation.

The third, a **research project**, will be given in two parts: an annotated bibliography of 7 peer reviewed sources followed by a literature review that puts these sources into interaction with one another along an argumentative throughline. Attention will be on research, in-class workshop, and revision based on peer review.

Design Document

While the design of the course, as an in-person modality course, is not as important as the content, it is nonetheless significant to the learner's experience (LX).

Learning Management System (LMS)

The learning management system chosen by the University of Miami (UM) is Blackboard. This is one with which I am familiar, having taught in the platform multiple years now with UM. However, Blackboard does have some incapacities with regard to personalization. Nonetheless, I have attempted to convene the best of the abilities of the LMS so that the LX is not compromised when out of the classroom.

Navigation:

Announcements: Announcements tab at the start of the course navigation allows for learners who may have missed any classes to catch up on significant messages sent to all other learners. The LMS allows for this to be sent via email whenever posted but requires that the Announcement author opt-in to this email function. Learners are able to opt-in to changes made to the site, but it is unlikely that all learners will do so. Therefore, I almost always send announcements regularly and opt-in for each to be sent to learner emails.

Syllabus: The syllabus window contains both the downloadable .pdf document that details course outline information (above) as well as the roadmap (next section) as well as an iFrame that I placed into the item so that learners can scroll through a "live" version of the syllabus that is located in the cloud. I remind learners that the scrollable iFrame has the most recent and most up-to-date version.

Course Documents: The course documents contains both a link to the Google Drive folder with all up-to-date reading assignments (in pdf format) and a link to the Diagnostic with answers. This page will be updated and reveal new documents as the course proceeds, especially with regard to handouts.

uReserves: UM allows for professors to place semester-long reserves on texts or films in the catalog that a course requires. This allows for learners who are unable or unwilling to purchase textbooks or required materials to access these materials through the library. Clicking on this option takes learners directly to the library's course reserve, where they can see which texts are on reserve. Then, they are able to go to the library and request up to three hours per day with each text.

Assignments: The assignments tab has a location for each assignment's brief (explanation of the assignment, its procedures, and requirements) as well as links to the Drive folder where learners are able to submit their rough drafts for annotation by the

instructor. Learners will also upload final drafts of each assignment under this option when the time comes for due dates.

Discussion Board: The discussion board function in Blackboard is used by many instructors as a location of homework submission; however, as there are no individual homework assignments for this course beyond the major assignments, I have chosen to use the functionality to allow for general questions to be posed digitally. This creates a digital paper-trail for any issues that learners may be having on assignments as well as a database of FAQ.

My Grades: This is where learners will be able to see their grades throughout the course.

Send Email: This option allows learners to choose to send emails to the class, the instructor(s), or to other individual learners. This allows for communication throughout the term, which will be especially necessary for group projects should the learners not have each other's personal contact information.

Research Guide: The research guide is a webpage made in collaboration with several librarians and myself and is meant as a one-stop shop for all things related to the course, including course reserves, topics information, the Writing Center (a tutoring center accessible to learners both virtually and in-person), and many other resources at the learners' disposal that may be of use to them in the duration of the term.

Fonts

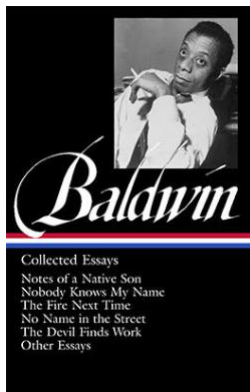
- The font-face used for the documentation of the course is Cambria, which has anecdotally been perceived to be a "memorable" font according to recent educational psychological research.
- The font-face used for the materials online are dependent on the platform and most are required based on the University of Miami's visual signature requirements or based on the Blackboard LMS capabilities.
- In the course roadmap (below), I use two highlight colors for the text to note first, assignments for the course (yellow), and second, the calendar deadlines for the university (green).

Media

The syllabus document uses several photo and illustration media, below, and the Research Guide crafted by the librarian for the learners in the course also has similar media.



These photographs encapsulate the astute (left) as well as the innocent (right) intellectual whose name the course receives. Baldwin's nonfiction reflects on his own and others' intellects as well as their innocence through a variety of paradigms and contexts. I choose each of these for this reason.



This image is associated with the cover of the text which is a required purchase for learners. In the syllabus (1) document, I include these images so that learners are aware of what they are looking for whenever they go to the bookstore or to an online location to find the books.



I produced this piece of media in order to create a visual signature for the course, one that includes Baldwin's iconic face, the Black Power fist, and a thematic visual in the form of a painting of police that will become relevant to the course's content for the learners.

Course Roadmap

This document features the roadmap or schedule for the course itself.

WRS 106 Syllabus (2)

Course Schedule:  = University calendar  = Due date

Please note that the course schedule is subject to change; however, students will always be told in due time of changes. Also note that some essays make their way into more than one part of the course.

On Reading: *Plan to read as much as you are able; I understand that students may have more time some weeks and less time others. This is why the schedule is setup in this manner. You should, nonetheless, employ your time management skills in order to read all of the assigned readings – in their entirety.*

Part 1 (Weeks 1-2), The eminent American cultural voice of the 20th century, enter James Baldwin

Readings:

- "The Negro Artist and the Racial Mountain" by Langston Hughes
- Excerpts from *The Souls of Black Folk* by W.E.B. DuBois
- Passages from *The New Jim Crow* by Michelle Alexander
- The following essays by Baldwin:
 - "The American Myth"
 - "History as Nightmare"
 - "The Image of the Negro"
 - "The Negro at Home and Abroad"
 - "The American Dream and the American Negro"

Part 2 (Weeks 3-6), James Baldwin on "the American Negro", History, and "the American Dream"

Readings:

- "The Propaganda of History" by W.E.B. DuBois (*Black Reconstruction*)
- Selected chapters from *A Political Companion to James Baldwin*, ed. by Susan J. McWilliams
- "Mama's Baby, Papa's Maybe: An American Grammar Book" by Hortense Spillers
- *13th* (documentary) dir. by Ava DuVernay
- The following essays by Baldwin:
 - "History as Nightmare"
 - "Lockridge: 'The American Myth'"
 - "The American Dream and the American Negro"
 - "Preservation of Innocence"
 - *The Fire Next Time*

- "Notes on the House of Bondage"

**** Week 6 Group Presentations begin based on schedule sign-up sheet ****

Part 3 (Weeks 7-9), James Baldwin on Culture, Class, and Whiteness

Readings:

- *I am Not Your Negro*, dir. by Raoul Peck
- "Transubstantiation of a Poor White" from *Black Reconstruction* by W.E.B. DuBois
- Chapters 5 & 11 from *A Political Companion to James Baldwin*, ed. by Susan J. McWilliams
- Introduction to *Ontological Terror: Blackness, Nihilism, and Emancipation* by Calvin L. Warren
- The following essays by Baldwin:
 - "A Report from Occupied Territory" (1966)
 - "The White Man's Guilt" (1965)
 - "The Black Boy Looks at the White Boy" (1961)
 - "Down at the Cross: Letter from a Region in My Mind" (1963)
 - "Freaks and the American Ideal of Manhood" (1985)

**** Week 8 – Close Reading Assignment due ****

**** Week 10: Spring Break ****

Part 4 (Weeks 11-12), James Baldwin on Protest and Violence

Readings:

- "Counter-Revolution of Property" from *Black Reconstruction* by W.E.B. DuBois
- *Take This Hammer* (documentary), dir. Richard O. Moore
- Ch 12-13 from *A Political Companion to James Baldwin* ed. by Susan J. McWilliams
- The following essays by Baldwin:
 - "No Name in the Street"
 - "Down at the Cross: Letter from a Region in My Mind"
 - "Nobody Knows My Name: A Letter from the South"
 - "My Dungeon Shook: Letter to My Nephew on the 100th Anniversary of Emancipation"

Part 5 (Weeks 13-14), The Riot of the American Imaginary

Readings:

- "The Lived Experience of the Black Man" as well as the Conclusion and Foreword from *Black Skin, White Masks* by Frantz Fanon
- The following essays by Baldwin:

- "A Report from Occupied Territory"
- "Dark Days"
- "Notes on the House of Bondage"
- "An Open Letter to Mr. Carter"
- "The Price of the Ticket"

**** Week 13 – Annotated Bibliography due ****

Part 6 (Weeks 15-16), The Right to Riot: The Politics of Looting

Readings:

- "When Rioting Is the Answer" from *Zócalo Public Square* and *TIME*
- Selections from *The Riot Report and the News: How the Kerner Commission Changed Media Coverage of Black America* by Thomas J. Hrach
- "On Violence" from *The Wretched of the Earth*
- "Down at the Cross" by James Baldwin

**** Before End of Finals – Literature Review due ****

Phase 3: Implementation & Evaluation

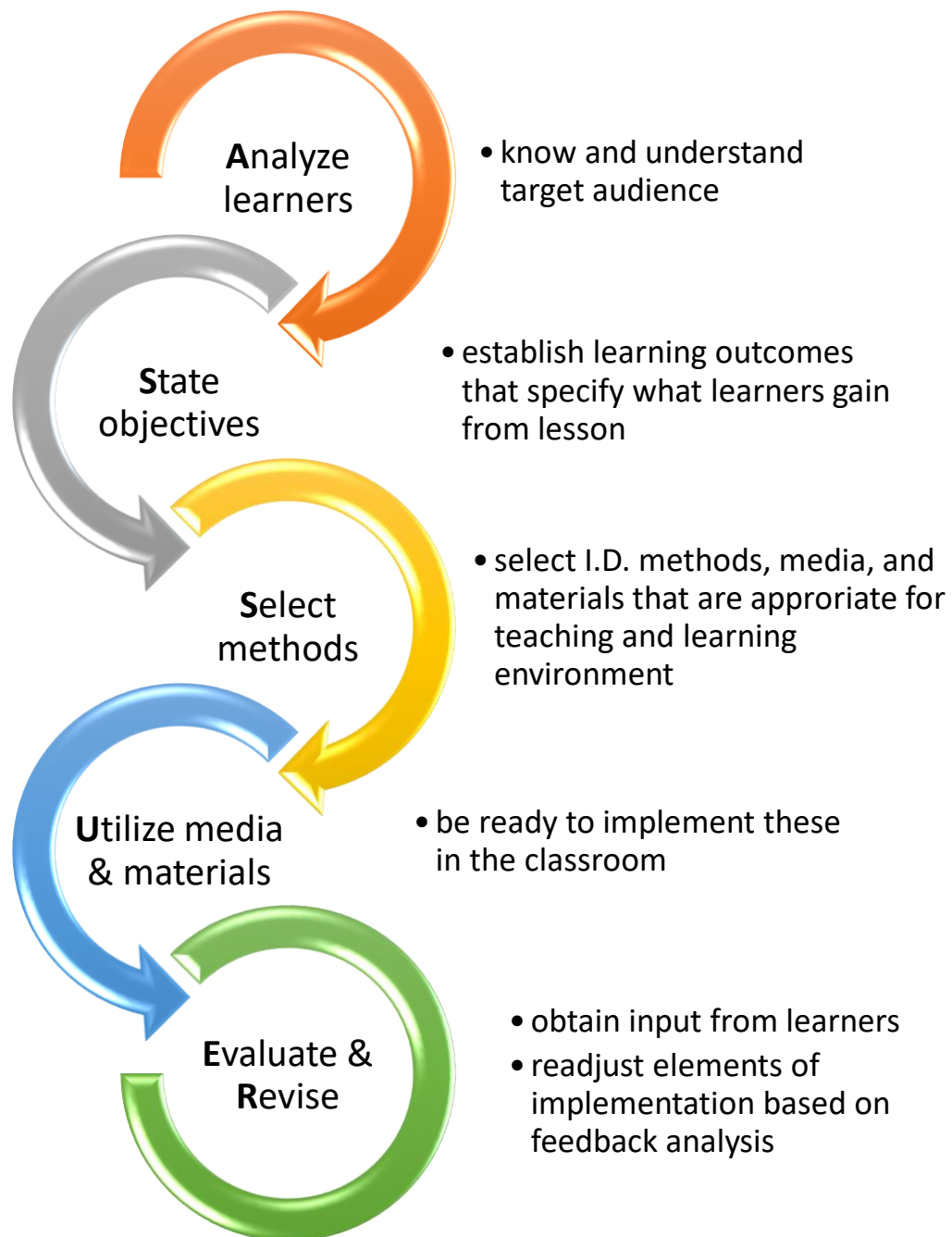
Phase Overview

According to the Kirkpatrick model, “to ensure the effectiveness of a training program, time and emphasis should be put on the planning and implementation of the program.”ⁱⁱⁱⁱ The four levels of the Kirkpatrick method were introduced in the late 1950s but have remained relevant to every L&D professional since. In the contemporary era, Kirkpatrick himself notes that the addendum is merely to make sure that there is ROI (return on investment) for the training. Yet, this is still baked into the four evaluative levels: Reaction, Learning, Behavior, Results.

This phase represents a culmination of research, implementation, and analysis that uses the Kirkpatrick model of evaluation as its inspiration. Employing the model entails reversing the levels from results, to behavior, to learning, to reaction. Similarly, this phase will use this ordering. However, prior to this evaluative technique is the implementation. For the implementation section, I have chosen to rely on Gagne’s nine events of instruction and the ASSURE model. In courses where there is more educational technology or e-learning, then I may have used the Mayer principles. However, this course is entirely facilitated in-person with the hybrid involvement of an LMS.

Facilitator Strategy and Maintenance Plan

The "ASSURE" model



Analyze learners: majority of the learners are undergraduates in their first or second years with majors in business, political science, engineering, or general/undeclared Arts & Sciences who are participating in the course because of its being a requirement at University of Miami.

State objectives: on the first day of the course, learners are confronted with both the diagnostic essay and the syllabus explanation, which means that they have knowledge of the course's content, the expectations with regard to assignment submission and participation requirements (including attendance). This allows for them to make an informed choice before the add/drop deadline on the academic calendar.

Select methods: learners in the course will encounter a variety of hybrid lessons – meaning that no one class period will be the same and no one class period will be dedicated to a single method of instruction. In my experience, it is best to change activities or tasks every 20-30 minutes based. In a course such as this, which lasts for approximately 90 minutes, this means we will be changing pace in the class from task to task at least two times. The two main methods of instruction will be discussion and low-stakes in-class writing activity; however, there will also be the incorporation of group work regularly (at least once per week).

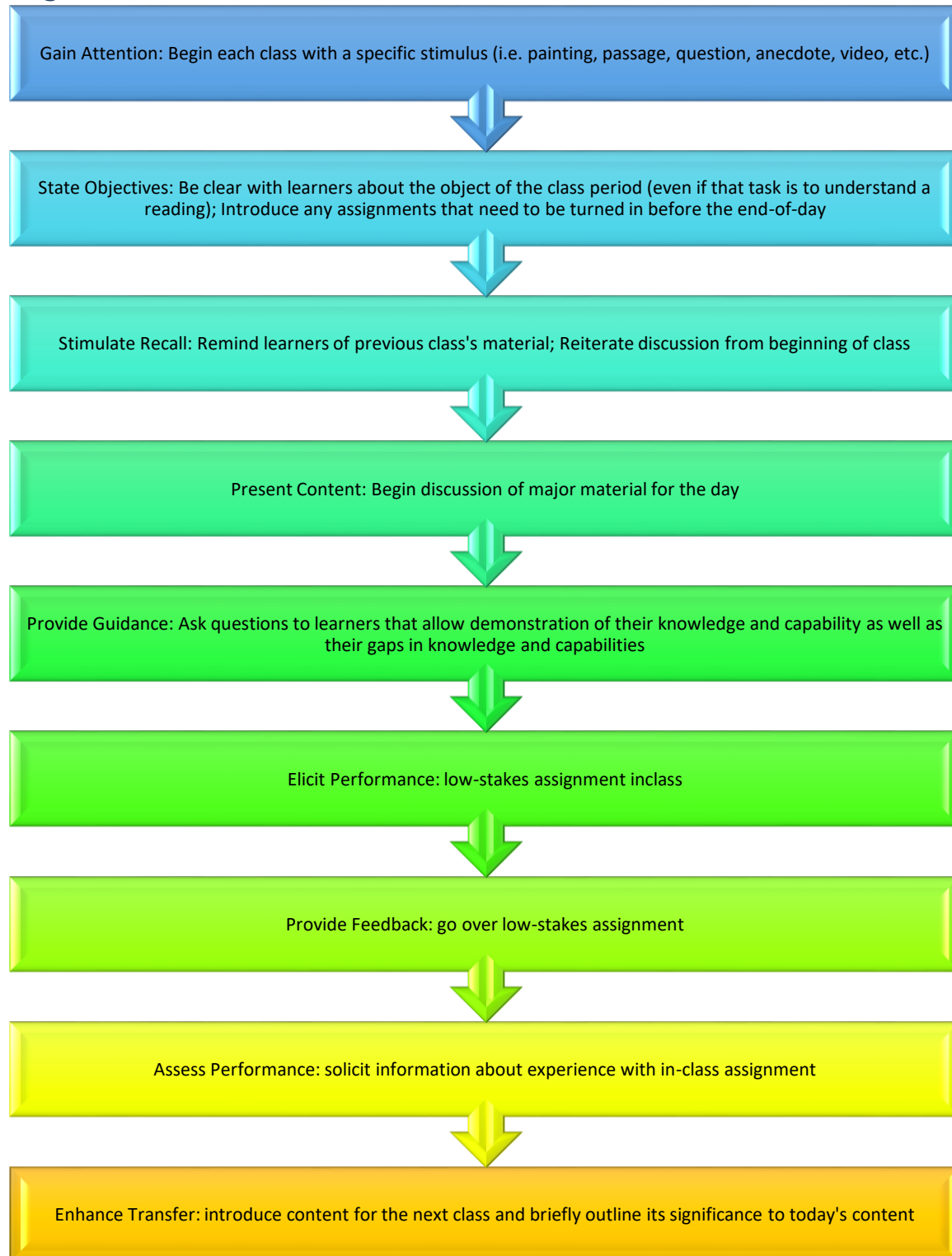
Utilize media & materials: the classroom in which this course is to be facilitated comes with a desk for each learner as well as a podium desk with dual monitors that projects onto a larger screen for learners. Additionally, the projection capability includes audio incorporation should I need to create videos with audio for the lessons. Finally, the classroom has a whiteboard with dry-erase markers that I will utilize at least once each class period.

Evaluate & Revise: based on each class period, I will adjust the expectations for the following class. What this means ultimately is that the planning can only do so much; and that the facilitator must be prepared to change the pace of the classroom at a moment's notice, which I am capable of doing, should things go awry or should learners become very obviously disinterested.

Move to next page



Gagne's Nine Events of Instruction



Evaluation Report & Analysis

Evaluation reports with analysis can be longer, in some cases, than many of the other items for the project's lifecycle combined. However, based on the learning outcomes of the course as well as the Kirkpatrick model of evaluation, I have crafted a survey that will be introduced to learners in the mid-term and then reiterated in the final. This mostly tests Level 1 (Reaction) of Kirkpatrick; however, this is perhaps the most important of all for academic instructors.

[Jump to Analysis](#)

Student Survey

Directions: Select the choice that applies most to you. [The following questions require that learners choose one of five options 1- Not at all; 2- No; 3- Neither; 4- Yes; and 5- Yes, very much.]

1. I am enjoying this class overall.
2. I am enjoying the readings for this class.
3. I feel am benefitting from this class.
4. My writing is going to improve as a result of this class.
5. My analytical skills are going to improve as a result of this class.
6. I do not care for this class.
7. I am looking forward to the end of the semester so that I do not have to attend this class anymore.
8. There are times when I zone out in class because I am not interested.
9. While there is a lot of work, I do see the relevance of each assignment.
10. There is too much reading in this course.
11. There is too much writing in this course.
12. Overall, I am satisfied with my progress and involvement in this course.
13. I am learning how to conduct college-level research and write college-level papers.
14. I'm learning how to approach social issues from a different perspective
15. I'm learning how to think critically about the issues that face culture, race, and other (what some may consider) controversial topics.
16. I would have never known about the background and significance of this course topic if I had not been in this class.
17. I've learned how to analyze texts and visual media better and more deeply.
18. I think that the blog posts are a great learning tool.
19. I do not think in-class writing assignments are helpful.
20. I find it pretty hard to keep up with the readings.
21. I am often stressed that I will not be able to complete my work for this class.
22. The instructor lectures too often.
23. I do not feel I can participate during in-class discussions.

Open-ended questions:

- 24. How might you improve your intellectual progress and participation in this course?
- 25. How might this course be improved by the instructor?
- 26. In your own words, what was the goal of Assignment 1?
- 27. What challenges did you have in completing Assignment 1?
- 28. If you were to repeat Assignment 1, what would you change or do differently?

Directions: Select the choice that applies most to you. [The following questions require that learners choose one of five options 1- Not at all; 2- No; 3- Neither; 4- Yes; and 5- Yes, very much.]

- 29. I found it difficult to find the time to complete Assignment 1.
- 30. I did not understand the point of doing Assignment 1.
- 31. Assignment 1 made me a better reader.
- 32. Assignment 1 made me a better writer.

Analysis 1

Questions 1-12 gauge overall satisfaction (Kirkpatrick Level 1) of the course thus far. This means that by the end of the twelve questions, students are able to articulate their reaction, in a general sense, to the course's content to that point. These questions are repeated in the end-of-term survey.

Questions 13-23 gauge satisfaction with specific mechanisms of learning in the class, including learning outcomes specific to the course regarding writing and research and low-stakes tasks like homework and in-class work. These questions are repeated in the end-of-term survey.

Questions 24-28 allow students to reflect without quantitative gauging on one specific assignment. This requires individual accountability and articulation of specific guidelines of the assignment from the perspective of the individual learner. This means that the survey allows the instructor to see if they articulated well enough to students what the necessity of the assignment was *and* its constitutive elements. These are not repeated in the end-of-term survey.

Questions 29-32 quantify the results from the previous section by providing students the opportunity to gauge their reaction to and experience with an assignment. These are not repeated in the end-of-term survey.

Analysis 2 (Reverse Kirkpatrick Course Guide)

1. Which results do we want to achieve with the course? (**Results**) Learners should be able to succeed in advanced college classrooms beyond this one having used this opportunity to hone their academic writing craft.
2. What do people need to do differently? (**Behavior**) Learners need to pass the final exam at minimum 70/100 percentage points.
3. What knowledge and skills do people need? (**Learning**) The primary goal of this course is to polish learners' writing skills and help learners become more expedient, more thorough, and more sophisticated writers competent to succeed in advanced level university courses beyond this course. Learners must become competent at working with multiple sources, engaging in inquiry-based projects, and presenting their findings in non-written formats (e.g., oral, visual, multimodal) where appropriate. Learners should exhibit ability in research and argumentation as well as technical competencies producing start-to-finish research essay deliverables using both word processing, library databases, and LMS submission capabilities.
4. How do we design an attractive intervention? (**Reaction**) Learners should feel their environment and their experience in the course is worthwhile and meaningful to their studies as well as their lives as a whole. This requires learning solutions that are adaptive, interactive, and regularly updated to reflect on-going research in learner experience (LX).

Endnotes

ⁱ Richey, Rita C., et al. *The Instructional Design Knowledge Base : Theory, Research, and Practice*, Taylor & Francis Group, 2010. *ProQuest Ebook Central*, <http://ebookcentral.proquest.com/lib/miami/detail.action?docID=957318>.

ⁱⁱ Piskurich, George M.. *Rapid Instructional Design : Learning ID Fast and Right*, John Wiley & Sons, Incorporated, 2015. *ProQuest Ebook Central*, <http://ebookcentral.proquest.com/lib/miami/detail.action?docID=1895845>.

ⁱⁱⁱ Kirkpatrick, Donald, and James Kirkpatrick. *Transferring Learning to Behavior : Using the Four Levels to Improve Performance*, Berrett-Koehler Publishers, Incorporated, 2005. *ProQuest Ebook Central*, <http://ebookcentral.proquest.com/lib/miami/detail.action?docID=335397>.