TIFFIN UNIVERSITY / ONLINE

EDU602 Strategic Communication for Instructional Designers
(3 credit hours)
Course Syllabus

Course Description

This course equips instructional designers with skills sets in strategic communication necessary to navigate human interactions in complex organizations. Students learn to recognize and to assess conflict styles in power-up and power-down dynamics, in order to focus on collaborative outcomes. Emphasizing active listening, students hone skills of audience analysis to discern the needs orientation apparent within a given learning context. Learners explore the rhetoric of intervention to advocate, when necessary, for superior pedagogical practices.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Distinguish power differentials within organizational interactions to deliver end-to-end value for teaching and learning.

2. Determine communication strategies to facilitate collaboration between instructional designers, faculty, and learners.

3. Develop advanced interpersonal skills sets for diagnosis of needs to affect teaching and learning outcomes.

4. Align instructional design systems to advance pedagogical approaches across disciplines.

Required Textbook(s) and Resources

There is no required resource for this course. Your instructor will provide articles, videos, and open educational resources in the course.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the Tiffin University Library. You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the Library Events - Upcoming Events web page. For further assistance email a librarian, at: library@tiffin.edu.

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Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).

2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.

3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET** on **Wednesdays.**

4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET** on **Saturdays, and**

5. Major assignments and reflections are typically due by **11:55 p.m. ET** on **Sundays.**

Learning Activities

This course will include a variety of simulation and authentic activities in an attempt to isolate and mirror potential communication activities of an actual instructional designer. Each week will have a discussion forum, but the organization and responses to these forums will extend beyond traditional written responses. In the forums and assignments, you will have options to present your ideas in different ways. Because the topic is communication, there will be two group activities in the course where you will work in unique ways with your peers. Activities will emphasize best practice and theory application and de-emphasize formal academic writing.

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Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (n/a) Activity 1.2 (40)	**Discussions** Activity 2.1 (40)	**Discussions** Activity 3.1 (40)	**Discussions** Activity 4.1 (40)	**Discussions** Activity 5.1 (40)	**Discussions** Activity 6.1 (40)	**Discussions** Activity 7.1 (100)	**340**
Assignments Activity 1.3 (50)	**Assignments** Activity 2.2 (50) Activity 2.3 (60)	**Assignments** Activity 3.3 (50)	**Assignments** Activity 4.2 (50)	**Assignments** Activity 5.3 (50)	**Assignments** Activity 6.2 (50) Activity 6.4 (75)	**Assignments** Activity 7.2 (90) Activity 7.3 (60)	**585**
n/a	n/a	**Group Work** Activity 3.2 (Graded in 4.3)	**Group Work** Activity 4.3 (75) Activity 4.4 (Graded in 5.3)	**Group Work** Activity 5.2	n/a	n/a	**75**
90	150	90	165	90	165	250	1000

Grading Scale

A: 90-100%

B: 80-89%

C: 70-79%

F: <70%

Please see the Academic Bulletin for grade appeal information.

Course Schedule and Weekly Checklist

Start Here

☐ MON: Activity 1.1: Meet Your Peers – Introductory Post

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Week 1 – Fukinsei: Introduction to Interpersonal Dynamics

- ☐ WED: Activity 1.1: Meet Your Peers – Secondary Post
- ☐ WED: Activity 1.2: Perception Checking – Introductory Post
- ☐ SAT: Activity 1.2: Perceptions Checking – Secondary Post
- ☐ SUN: Activity 1.3: Communication Failure Reflection

Week 2 – Audience Analysis & Introductions

- ☐ WED: Activity 2.1: Non-SME Stakeholders – Introductory Post
- ☐ WED: Activity 2.2: SME Research Selection
- ☐ SAT: Activity 2.1: Non-SME Stakeholders – Secondary Post
- ☐ SAT: Activity 2.2: SME Research
- ☐ SUN: Activity 2.3: Kick-Off Call

Week 3 – Persuasion & Managing Up

- ☐ WED: Activity 3.1: Persuasion Role-Play – Introductory Post
- ☐ WED: Activity 3.2: Group ID-SME Communication – Secondary Post
- ☐ SAT: Activity 3.1: Persuasion Role-Play
- ☐ SUN: Activity 3.3: Persuasion and Power Dynamics Techniques

Week 4 – Conflict & Conflict Resolution

- ☐ WED: Activity 4.1: Types of Conflict in the Workplace – Introductory Post
- ☐ SAT: Activity 4.1: Types of Conflict in the Workplace – Secondary Post
- ☐ SUN: Activity 4.2: Conflict Video
- ☐ SUN: Activity 4.3: Group ID-SME Communication Submission

Week 5 – Communication Technology/Communication to Groups and Learners

- ☐ WED: Activity 5.1: Communication Article Review – Introductory Post
- ☐ WED: Activity 5.2: Group Presentation
- ☐ SAT: Activity 5.1: Communication Article Review – Secondary Post

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☐ SUN: Activity 5.3: Chat Simulation

Week 6 – Project Management Communication

☐ WED: Activity 6.1: Project Management Plan – Introductory Post

☐ SAT: Activity 6.1: Project Management Plan – Secondary Post

☐ SUN: Activity 6.2: Emergency Procedures Job Aid

☐ SUN: Activity 6.3: Communication Toolbox

☐ SUN: Activity 6.4: Group Presentation

Week 7 – A Communication Toolbox/Differences in Communication

☐ WED: Activity 7.1: Communication Differences – Introductory Post

☐ THU: Activity 7.2: Communication Toolbox

☐ SAT: Activity 7.1: Communication Differences – Secondary Post

☐ SUN: Activity 7.3: Reflection

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

● Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.

● Monitor your TU email account **daily** for important updates and announcements.

● Take ownership of your learning experience and act in a proactive, self-directed manner. That means:

  o Fully participate in all learning activities.

  o Complete assignments as described in rubrics or other instructions.

  o Submit all work on time and in the specified format (e.g. APA format for citations).

- Utilize and incorporate instructor provided feedback to improve your work.
- Ask questions so you can better understand course material or assignments.
- Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
- Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.

- Maintain an active and engaged presence in all course activities and throughout the course.

- Respond to your emailed questions within 48 hours, if not sooner.

- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."

- When grading your work:
  - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
  - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
  - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.

- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable

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accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a support ticket.

Veterans

The Veteran and Military Resource Center assist veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at http://www.tiffin.edu/va.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.

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