

# IP&T 664 - Advanced Instructional Design

Fall 2017

Section 001: 168 MCKB on T from 12:00 pm - 2:50 pm

## Instructor/TA Info

### Instructor Information

**Name:** Jason McDonald

**Office Location:** 150-E MCKB

**Office Phone:** 801-422-3674

**Email:** jason@byu.edu

**Office Hours:** Thu 12:00pm-2:00pm

## Course Information

### Description

IP&T 664, Advanced Instructional Design, is an intensive, studio-based design course. It is meant to prepare you for professional work as an instructional designer; but it will also prepare you to think critically and deeply about instructional design practice, so as you advance in your career you are ready to take on leadership roles.

By the end of this course you will be able to work as part of an instructional design team to create a meaningful learning experience for a real client.

In this course *meaningful* is defined in two ways. First, your work will be of meaningful service to those with a stake in its creation, both sponsors and students, and fulfills their expectation of learning goals they hope to see achieved. Second, your work will be an expression of a meaningful design character:

- Viewing learners with empathy, and engaging in caring relationships with them even at a distance;
- Respecting learners as moral agents who are invested in the outcomes of their own learning;
- Focusing your efforts on learners' potential to grow and flourish as human beings regardless of the subject taught;
- Pursuing qualities in your design that reflect your highest ideals, and then taking responsibility for your actions as a designer;
- Etc.

The work you begin in IP&T 664 will continue next semester either as a mentored internship (IP&T 599R) or as a guided design practicum (IP&T 692R). If you take this course please plan now to participate next semester as well.

## Prerequisites

To take this course you will need to have passed IP&T 564 with a B- or better.

## Learning Outcomes

### Research instructional situations

This includes conducting independent research on student/stakeholder groups, design models to apply to a situation, and instructional strategies/methods your team is considering.

### Design instructionally useful artifacts

This includes specifications, documentation, and prototypes.

### Pitch design ideas

Presenting your designs to sponsors and other stakeholders, and responding appropriately to their feedback.

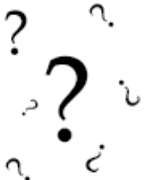
### Working with instructional design teams

This includes understanding their roles, inspiring them with design ideas, and managing inter-personal conflict.

### Reflect on design character

This includes evaluating how well your design character/practice aligns with your intellectual and spiritual ideals, adjusting as needed, and continually inspiring yourself towards higher standards of achievement.

## Materials

	Item	Price (new)	Price (used)
	<u>ID CASEBOOK: CASE STUDIES IN INSTRUCTIONAL DESIGN (P) - Required</u> by ERTMER	74.00	55.50

## Classroom Procedures

This class is taught using a studio method, meaning that much of our class time will be spent discussing or working on authentic projects as a means to learning the knowledge and skills of instructional design. Needed lecture will also be done in the context of project work, just-in-time as a topic becomes useful to our on-going exploration of the field.

You will be expected to show your works-in-progress, even if they are incomplete, to receive feedback from other students, the instructor, or invited guests. You are also expected to give feedback to other students and the instructor in a kind, but direct, manner.

I also hope you will comment on, and ask questions about, how what you are learning in other courses helps us better understand what we are learning in this course.

## Attendance Policy

The attendance policy is you need to be in class.

This class is based on discussion and collaboration, which, of course, can only take place if you're with us during our classes. I want to accommodate unavoidable absences. But there really isn't a substitute for the lost benefit of learning from other students, on whatever topic was addressed in your absence. Plus, other students will miss out on your contributions to their learning, which is a loss that cannot be replaced.

To help encourage good behavior, there is a small number of points attached to your attendance. Being late more than 15 minutes will result in loss of 1/2 of the points available for that day. You can drop one absence without loss of points. If other circumstances come up where you have additional absences, talk to me as soon as possible about options for making up the points (which, depending on the circumstances, may or may not be possible).

## Participation Policy

This is an advanced graduate class and your full participation is expected and required. If the instructor notices a pattern of non-participation in class discussions or activities he will address the matter with you to determine a remediation plan; continued non-participation will impact your grade as determined as part of that plan.

For assignments graded as a team, your fellow students will report how well you contributed towards the work of the whole. If you believe their assessment is not accurate, you will have the opportunity to present evidence to the contrary.

## Grading Policy

This course is graded through the following type of assignments:

- Regular attendance in class. Being more than 15 minutes late to class will result in loss of 1/2 the points for that day. You can miss one class period without penalty.
- Weekly reflection papers on readings and class discussions. Reflection papers will be due by the beginning of class, every week. Late submission will result in loss of 1/2 the points for that paper, after other grading takes place (e.g., if late your grade will be 50% of the points you earned from the assignment rubric). You can miss two reflection papers without penalty.
- Reaching certain team milestones in your assigned project.
- Your final exam will be to present as a team to your client on how your project design meets their goals. Your team will also provide an annotated copy of the presentation to the instructor that specifies how your design also reflects the standards of good design practice as discussed throughout the semester.

Further instructions and rubrics for all assignments can be found in the Assignments section of Learning Suite.

This is a criterion-graded course. Your performance will be judged against achievement standards set for each assignment and not compared to other students in the course.

The instructor reserves the right to change any aspect of this course (including but not limited to assignments, readings, due dates, topics of class meetings) at any time for any reason.

## Grading Scale

Grades	Percent
A	93%

A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%
T	0%

## Assignments

### Assignment Descriptions

#### Reflection Paper 1

Sep  
12

Due: Tuesday, Sep 12 at 12:00 pm

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

#### Reflection Paper 2

Sep  
19

Due: Tuesday, Sep 19 at 12:00 pm

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

## Project research, first pass

---

Sep  
26

Due: Tuesday, Sep 26 at 8:59 am

---

The initial research you complete as a team for your project is tentatively due on this date. The actual date may be slightly adjusted depending on the needs of your project.

Requirements will be discussed in class, and will be based in part on the nature of your project. Because this is a formative assignment you will receive full-credit for turning it in on-time and half credit for turning it in late. You will receive feedback and be expected to improve the assignment before turning it in for the final grade.

## Reflection Paper 3

---

Sep  
26

Due: Tuesday, Sep 26 at 12:00 pm

---

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

## Project research, final

---

Oct  
03

Due: Tuesday, Oct 03 at 8:59 am

---

All the initial research you complete as a team for your project is tentatively due on this date, incorporating the feedback from your instructor previously. The actual date may be slightly adjusted depending on the needs of your project.

Requirements will be discussed in class, and will be based in part on the nature of your project.

## Reflection Paper 4

---

Oct  
03

Due: Tuesday, Oct 03 at 12:00 pm

---

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

## Project strategy and ideas, first pass

---

**Oct  
10**

Due: Tuesday, Oct 10 at 8:59 am

Your initial project strategy and ideas as a team are tentatively due on this date. The actual date may be slightly adjusted depending on the needs of your project.

Requirements will be discussed in class, and will be based in part on the nature of your project. Because this is a formative assignment you will receive full-credit for turning it in on-time and half credit for turning it in late. You will receive feedback and be expected to improve the assignment before turning it in for the final grade.

### Reflection Paper 5

---

**Oct  
10**

Due: Tuesday, Oct 10 at 12:00 pm

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

### Project strategy and ideas, final

---

**Oct  
17**

Due: Tuesday, Oct 17 at 8:59 am

Your project strategy ideas as a team, incorporating feedback from your instructor, are tentatively due on this date. The actual date may be slightly adjusted depending on the needs of your project.

Requirements will be discussed in class, and will be based in part on the nature of your project.

### Reflection Paper 6

---

**Oct  
17**

Due: Tuesday, Oct 17 at 12:00 pm

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

### First round prototypes

---

**Oct**

**24**

Due: Tuesday, Oct 24 at 8:59 am

The first prototypes you complete as a team for your project are tentatively due on this date. The actual date may be slightly adjusted depending on the needs of your project.

Requirements will be discussed in class, and will be based in part on the nature of your project. Because this is a formative assignment you will receive full-credit for turning it in on-time and half credit for turning it in late. You will receive feedback and be expected to improve the assignment before turning it in for the final grade.

### Reflection Paper 7

**Oct  
24**

Due: Tuesday, Oct 24 at 12:00 pm

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

### Reflection Paper 8

**Oct  
31**

Due: Tuesday, Oct 31 at 12:00 pm

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

### Reflection Paper 9

**Nov  
07**

Due: Tuesday, Nov 07 at 12:00 pm

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

## Reflection Paper 10

---

Nov  
14

Due: Tuesday, Nov 14 at 12:00 pm

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

## Reflection Paper 11

---

Nov  
28

Due: Tuesday, Nov 28 at 12:00 pm

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

## Refined prototype

---

Dec  
05

Due: Tuesday, Dec 05 at 8:59 am

Your team's refined prototype or prototypes are tentatively due on this date. The actual date may be slightly adjusted depending on the needs of your project.

Requirements will be discussed in class, and will be based in part on the nature of your project.

## Reflection Paper 12

---

Dec  
05

Due: Tuesday, Dec 05 at 12:00 pm

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

## Reflection Paper 13



---

Dec  
12

Due: Tuesday, Dec 12 at 12:00 pm

---

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop two reflection papers during the course of the semester without penalty.

### Fall 2017 Milestone Completion

---

Dec  
12

Due: Tuesday, Dec 12 at 12:00 pm

---

Your final exam will be to present as a team to your client on how your project design meets their goals. Your team will also provide an annotated copy of the presentation to the instructor that specifies how your design also reflects the standards of good design practice as discussed throughout the semester. Requirements will be discussed in class, and will be based in part on the nature of your project.

### Help beginning ID students

---

Dec  
12

Due: Tuesday, Dec 12 at 11:59 pm

---

At two points nearing the end of the semester you will help the beginning instructional design class (IP&T 564) evaluate and improve their class projects. The procedure for conducting these reviews will be discussed in class, along with planning the specific days it will take place (tentative dates are found in the course schedule).

You will receive points for the help you give. Additionally, immediately following the weeks you help, your reflection papers should include some discussion of what you learned by helping the beginning students with their projects.

Since the beginning ID class does not meet on the same day as this class, I understand that some of you may not be able to help because of work commitments or other conflicts. If this is the case for you please discuss with me alternative assignments.

### Attendance

---

Dec  
21

Due: Thursday, Dec 21 at 11:59 pm

---

4 points for being in class

2 points if more than 15 minutes late

One missed class can be dropped without penalty

## University Policies

## Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

## Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

## Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

## Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to

adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

## Schedule

Date	Topics/readings	Assignments Due
Week 1		
T Sep 05 Tuesday	Review of instructional design  Preparing for next week's client meeting	
Week 2		
T Sep 12 Tuesday	Discussion of 1-2 ID case readings, determined in prior class  Client pitch  Planning for design research	<b>Reflection Paper 1</b>
Week 3		
T Sep 19 Tuesday	Discussion of 1-2 ID case readings, determined in prior class  Conducting design research	<b>Reflection Paper 2</b>
Week 4		

T Sep 26 Tuesday	Discussion of 1-2 ID case readings, determined in prior class  Idea generation/research on ideas	<b>Project research, first pass Reflection Paper 3</b>
Week 5		
T Oct 03 Tuesday	Discussion of 1-2 ID case readings, determined in prior class  Idea generation/idea refinement	<b>Project research, final Reflection Paper 4</b>
Week 6		
T Oct 10 Tuesday	Discussion of 1-2 ID case readings, determined in prior class  Present ideas to client  Understanding client feedback  Turning ideas into prototypes (model building/model testing)	<b>Project strategy and ideas, first pass Reflection Paper 5</b>
Week 7		
T Oct 17 Tuesday	Discussion of 1-2 ID case readings, determined in prior class  Refining prototypes	<b>Project strategy and ideas, final Reflection Paper 6</b>
Week 8		
T Oct 24 Tuesday	Discussion of 1-2 ID case readings, determined in prior class  Evaluating prototypes	<b>First round prototypes Reflection Paper 7</b>
W Oct 25 Wednesday	Help IP&T 564 students?	
Week 9		
T Oct 31 Tuesday	Discussion of 1-2 ID case readings, determined in prior class	<b>Reflection Paper 8</b>

	Further prototype refinement	
W Nov 01 Wednesday	Help IP&T 564 students?	
Week 10		
T Nov 07 Tuesday	Discussion of 1-2 ID case readings, determined in prior class  Further prototype refinement	<b>Reflection Paper 9</b>
Week 11		
T Nov 14 Tuesday	Discussion of 1-2 ID case readings, determined in prior class  Further prototype refinement	<b>Reflection Paper 10</b>
Week 12		
T Nov 21 Tuesday	<b>Friday Instruction</b>	
Week 13		
T Nov 28 Tuesday	Discussion of 1-2 ID case readings, determined in prior class  Further prototype refinement	<b>Reflection Paper 11</b>
Week 14		
T Dec 05 Tuesday	Discussion of 1-2 ID case readings, determined in prior class  Further prototype refinement	<b>Refined prototype Reflection Paper 12</b>
Week 15		
T Dec 12 Tuesday	Final client pitch  Understanding client feedback  Laying the ground for next semester	<b>Fall 2017 Milestone Completion Help beginning ID students Reflection Paper 13</b>

F Dec 15 Friday	<b>Fall Exam Preparation (12/15/2017 - 12/15/2017)</b>	
Sa Dec 16 Saturday	<b>First Day of Fall Final Exams (12/16/2017 - 12/21/2017)</b>	Final Exam: 270 MCKB 11:00am - 2:00pm
Week 16		
Th Dec 21 Thursday		<b>Attendance</b>