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Instructional Strategy

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Background:

Pre-Instructional Activities:

At the beginning of each section, the learners will take place in a discussion. During these discussions, the instructor will present several examples of the publication method their discussing. For example, during the discussion on traditional publishing, the instructor will give examples of authors who have published books through obtaining an agent or going directly to a publishing company. These success stories will catch the attention of the learners.

- Section One:
 - Gaining Attention:
 - Students will partake in discussion about the traditional publishing route. The discussion will include examples of successful publications through the traditional publishing route.
 - Informing Learner of Objectives:
 - Students will read instructor handouts on methods of traditional publication before class.
 - At the close of the discussion, the instructor will review the following objectives in front of the class, summarizing the coming lecture.
 - Searching online for agents and traditional publishing companies.
 - Students will be able to select their agents based on their requirements.

- Students will be able to identify the signs of a publishing company scam.
- Students will be able to identify the major characteristics of traditional publishing, including the benefits and shortcomings.
- Section Two:
 - Gaining Attention:
 - Students will partake in discussion about Self-Publishing.
Students will be presented successful cases, where the author has made success from self-publishing
 - Informing Learner of Objectives:
 - Students will read instructor handouts on methods of self-publication before class.
 - At the close of the discussion, the instructor will review the following objectives in front of the class, summarizing the coming lecture.
 - Students will be able to identify the responsibilities of the author in a self-publishing scenario.
 - Students will be able to identify the major characteristics of self-publishing, including the benefits and shortcomings.
 - Students will be able to search the Internet and find self-publishing websites to promote their work.
- Section Three: Digital Publishing

- Gaining Attention:
 - Students will partake in discussion about Digital Publishing.
Students will be presented successful cases, where the author has made success from digital publishing
- Informing Learner of Objectives:
 - Students will read instructor handouts on methods of digital publication before class.
 - At the close of the discussion, the instructor will review the following objectives in front of the class, summarizing the coming lecture.
 - Students will be able to identify the major characteristics of digital publishing, including the benefits and shortcomings.
 - Students will be able to find different digital publishing websites and explain the benefits each company offers.

Instructional Activities:

Before Instruction, students will read the handouts provided by the instructor. Students will also come prepared to discuss the material in class. The classes will primarily focus on the method of publication being discussed, providing students with the information they need fill out the worksheets, as well as contribute to the discussions.

- Section One:
 - Stimulating Recall of Prerequisite Learning:
 - Discussion of the known publishers involved in traditional publishing.

- Brief discussion where students discuss what they know about traditional publishing outlets.
- Providing Learning Guidance:
 - Class discussions about the process of obtaining an agent and the steps that are required to gaining one. Merits of an agent will also be discussed.
 - Discussion will also include the benefits of using an agent/traditional publishing routes.
 - Students will fill out worksheet in small groups of 2 or 3. The worksheets will direct the students in searching for traditional publishers and agents. Groups will also discuss the signs of scam companies.
- Eliciting Performance:
 - Students will take the section test to identify that the student has absorbed the material presented by the instruction. The test was presented in Appendix B of the Performance Measurement.
- Section Two:
 - Stimulating Recall of Prerequisite Learning:
 - Review discussion about the characteristics of Traditional Publishing
 - Class discussion of the known publishers involved in self-publishing.

- Brief discussion where students discuss what they know about self-publishing outlets.
- Providing Learning Guidance:
 - Learners will partake in a discussion about self-publishing, going through the steps and major characteristics of a self-publishing application.
 - Students will fill out worksheet in small groups of 2 or 3. The worksheets will direct the students in searching for self-publishers. Groups will also discuss the signs of scam companies.
 - Worksheets will also cover the responsibilities of the author in a self-publishing situation.
- Eliciting Performance:
 - Students will take the section test to identify that the student has absorbed the material presented by the instruction. The test was presented in Appendix C of the Performance Measurement.
- Section Three:
 - Stimulating Recall of Prerequisite Learning:
 - Review discussion about the characteristics of Self-Publishing
 - Class discussion of the known publishers involved in digital publishing.
 - Brief discussion where students discuss what they know about digital publishing outlets.
 - Providing Learning Guidance:

- Students will fill out worksheet in small groups of 2 or 3. The worksheets will direct the students in searching for digital publishers. Groups will also discuss the signs of scam companies.
- Students will have discussions to find out the benefits of the digital presentation method over the traditional paper-based method.
- Eliciting Performance:
 - Students will take the section test to identify that the student has absorbed the material presented by the instruction. The test was presented in Appendix D of the Performance Measurement.

Post-Instructional Activities:

At the end of each section, there will be a test to ensure that the student has fully absorbed the material. The tests will be taken after the completion of a section. After the instructor reviews their tests, the students will have the opportunity to resubmit their tests with the correct answers. This will reinforce the correct answers into the student's head and ensure the student retains the correct information.

- Section One:
 - Providing feedback and Assessing Performance:
 - At the beginning of Section Two, the class will review the test from Section One.
 - Students will re-submit the exam with the correct answers to reinforce the correct information in their heads.
- Section Two:
 - Providing feedback and Assessing Performance:

- At the beginning of Section Three, the class will review the test from Section Two.
- Students will re-submit the exam with the correct answers to reinforce the correct information in their heads.
- Section Three:
 - Providing feedback and Assessing Performance:
 - The second to last class, the students will review the test from Section Three before the students review their final assignment (Appendix E)
 - Students will re-submit the exam with the correct answers to reinforce the correct information in their heads.
- Final Examination
 - Enhancing Retention:
 - The final statement will cover the cumulative collection of knowledge from the student's experience in the course. The students will not only have to make their claim, but support their decision by providing information, not only about their choice, but also about why they did not choose another option.
 - Students will receive the results of their final statement 'exam' from the instructor after the course is completed. At this point, students will also receive their graded rubric and grade for the instructional course.