

TCO 363
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10-22-12

Assignment 3 - Instructional Goal Subordinate Analysis

The purpose of this document is to get men and women to complete a basic in the waltz with confidence and without error.

This goal fits into the psychomotor category. Learners will be required to keep their movements focused and steady to the beat of $\frac{3}{4}$ music. We will do this by standing in the proper stance, identifying the rhythm of the music, initiating the beginning of the dance, and executing proper foot placement for the completion of the basic. The order of these steps has been chosen chronologically according to the preparation and actual performance of the waltz.

A Standing the Proper Stance

- Approximate Distance From Partner
- Stand With Foot Placement
- Fix Posture
- Create a Strong Frame
- Tilt Head Slightly (Women Only)
- Close the Gap

B Identifying Rhythm of Music

- Counting Major Beats of Song

C Initiating the Beginning of the Dance

- Start by Pressing Firmly Against Your Partner (Men Only)
- Feel For initiation (Women Only)

D Executing Proper Foot Placement

Men

- Take one step forward with your left foot
- Bring right foot parallel with left foot at shoulder width apart
- Bring left foot together with right foot
- Take one step back with right foot
- Bring left foot parallel with right foot shoulder width apart
- Bring right foot together with left foot

Women

- Take one step back with your right foot

- Bring left foot parallel with your right foot at the same width of your male partner
- Bring left foot together with left foot
- Take one step forward with your left foot
- Bring right foot parallel with your left foot at the same width of your male partner
- Bring left foot together with right foot

Both

To begin waltzing, both the man and the woman must have the proper stance. They should be standing about two to three inches apart. Next, each partner should put his or her feet together. The current placement of your feet is called first position in ballroom dancing. Now fix your posture so you are standing upright without slouching.

Men

Next lift your elbows until your biceps are parallel to the ground. Make sure your shoulders are not drooping, but lifted. With your biceps still parallel to the ground, extend your left arm so that it is at a little more than a 120-degree angle with your elbow. Then turn your left arm so it is vertically parallel with your head. Your right hand will go on your partner's left shoulder blade. Be sure to keep your frame tight, so you can feel tension between you and your partner. Close the gap between you and your partner, so you two are slightly touching. There should still be a small gap of about two inches between your feet. Be sure to keep this form consistent throughout the dance.

Woman

Next lift your elbows until your biceps are parallel to the ground. Make sure your shoulders are not drooping, but lifted. With your biceps still parallel to the ground, extend your left arm so that it is at a little more than a 120-degree angle with your elbow. Next clasp your partner's left hand with your right hand. Place your left hand between your partner's left bicep and shoulder. Be sure to keep your frame tight, so you can feel tension between you and your partner. Tilt your head to the right, so it is at a two o'clock angle. Close the gap between you and your partner, so you two are slightly touching. There should still be a small gap of about two inches between your feet. Be sure to keep this form consistent throughout the dance.

Both

Although it falls on the man to initiate the dance, both individuals should be able to recognize the rhythm of the music. The waltz is performed to music with a $\frac{3}{4}$ time signature. If the song has a different time signature the waltz cannot be performed. To identify the time signature of the song, count mentally or verbally starting from one on the main beat of a song. Continue counting with the rhythm of the song until you hear the main beat again (a measure has been completed). Continue to count to that number as the song continues. If you are counting to three

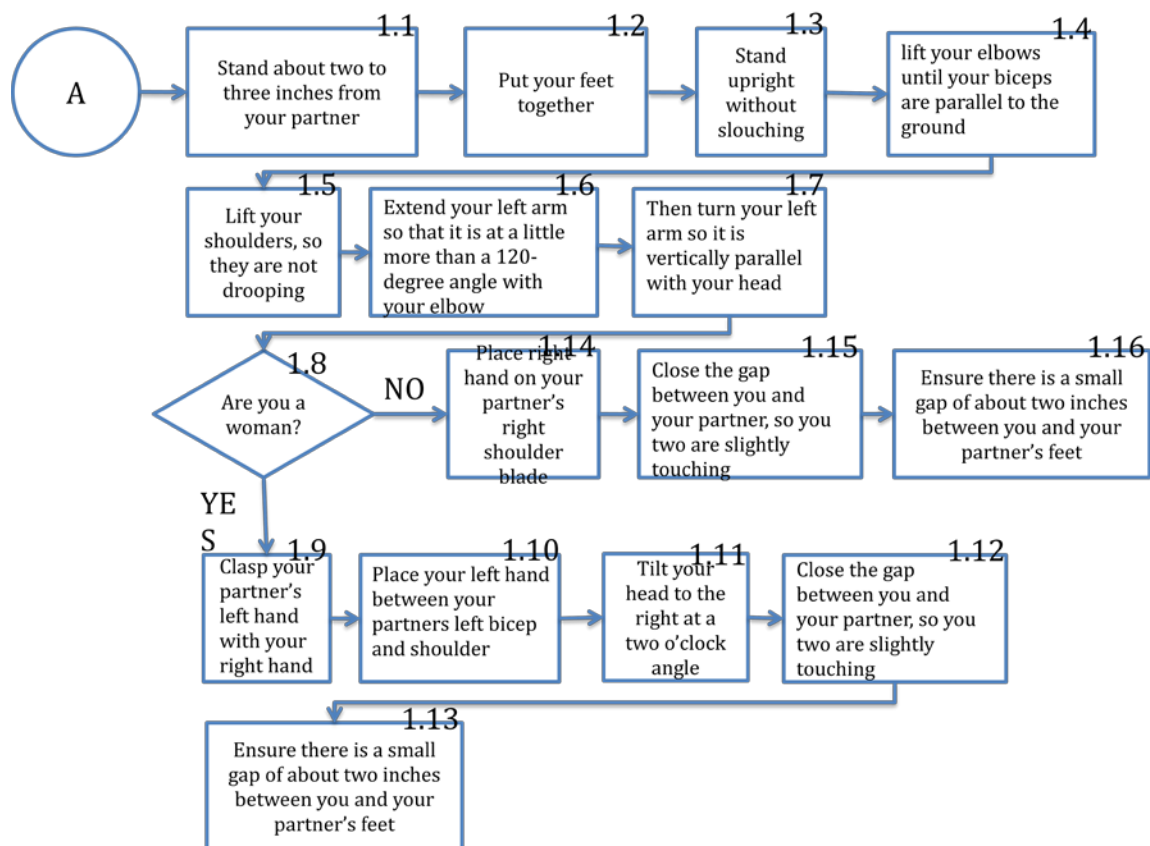
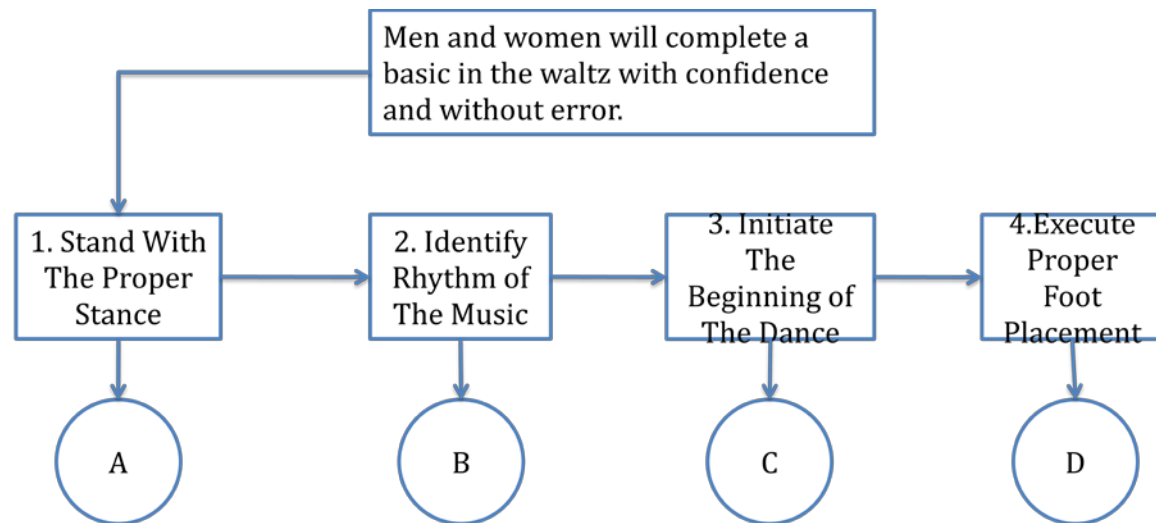
repeatedly then the song is in $\frac{3}{4}$ time. If not you cannot perform the waltz to this song.

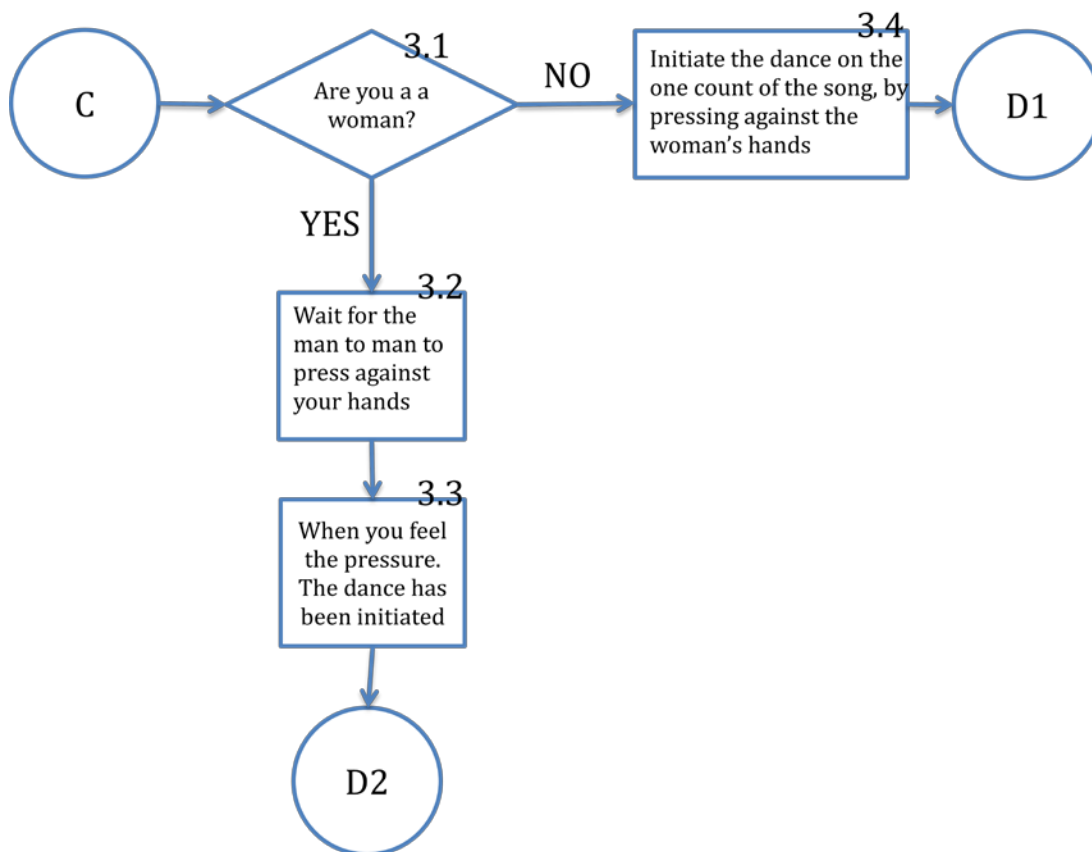
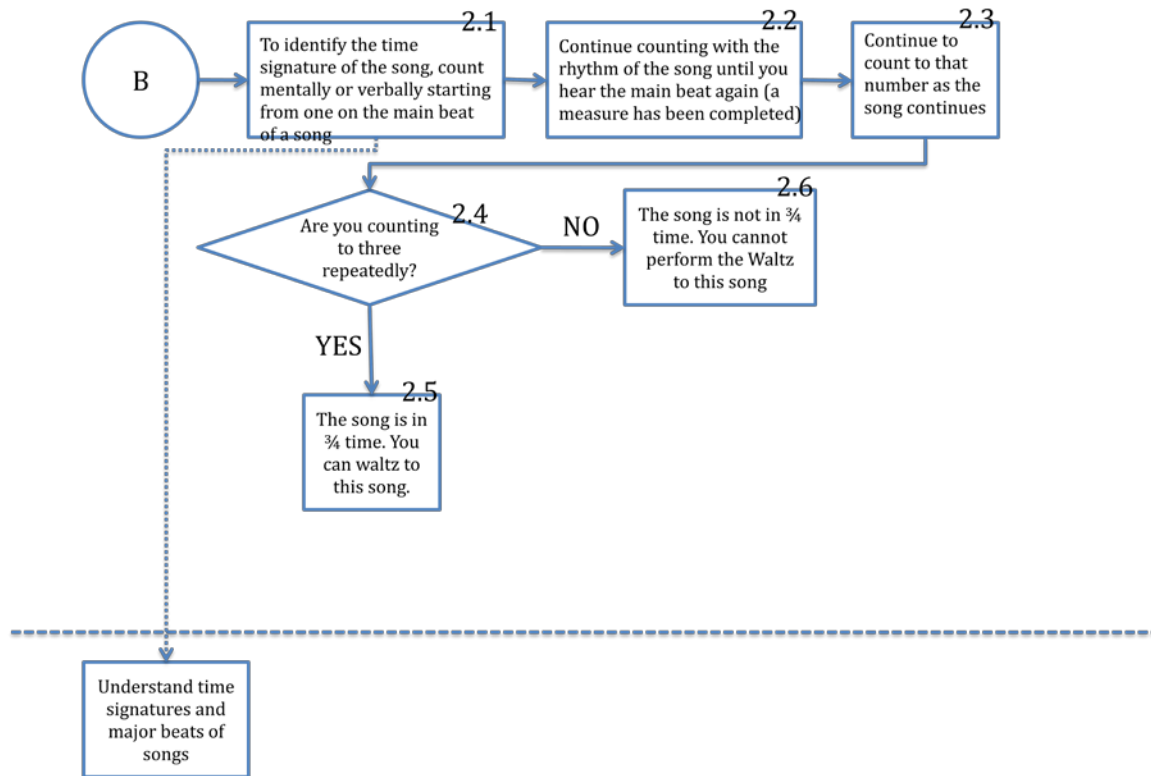
Men

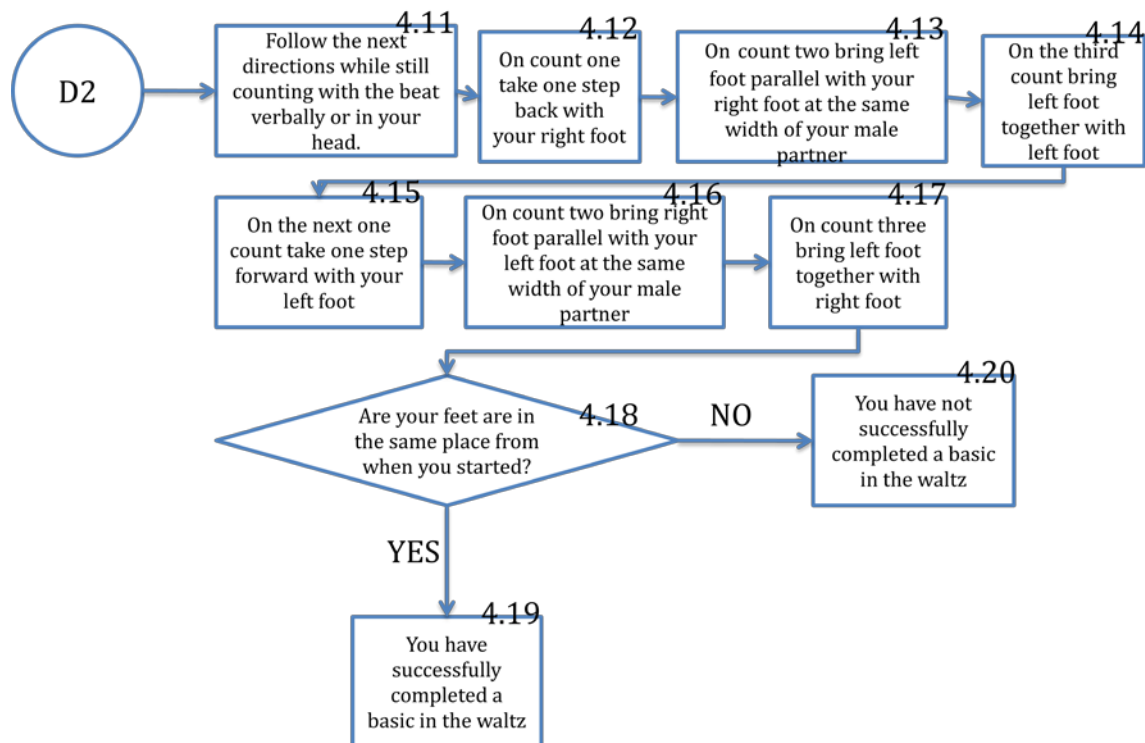
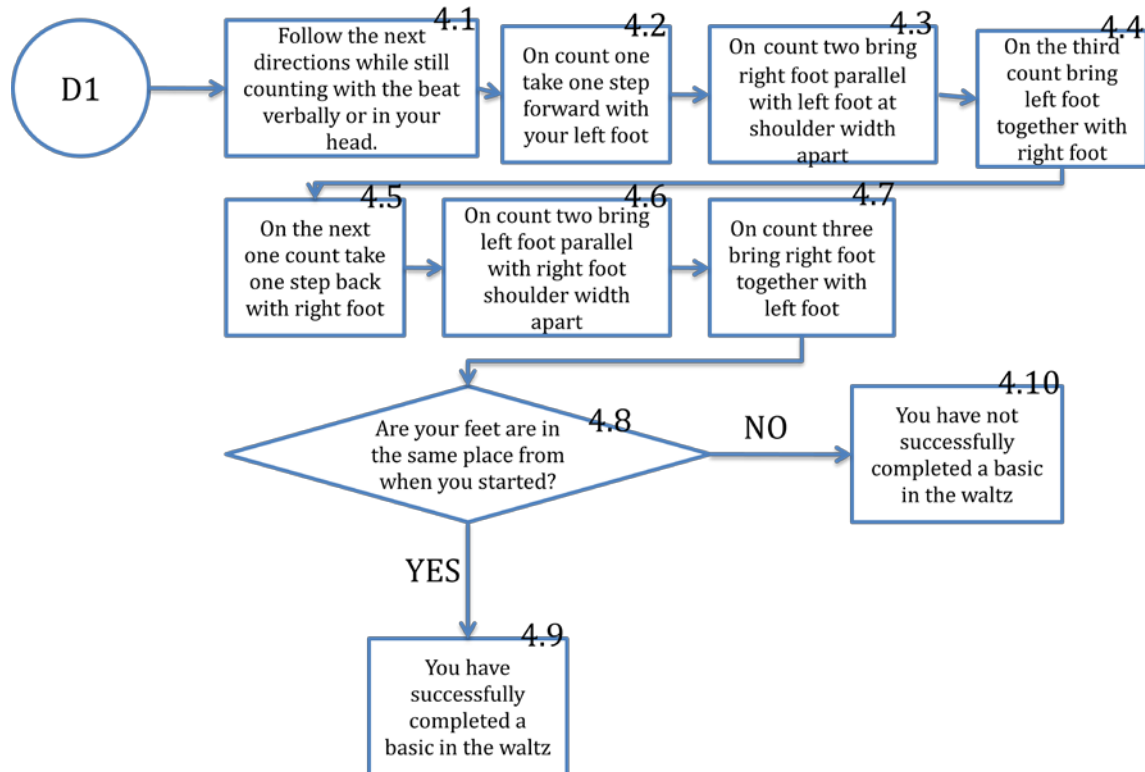
Initiate the dance on the one count of the song, by pressing against the woman's hands (This is where the good tension in your frame comes into play). Follow the next directions while still counting with the beat verbally or in your head. 1,2,3; 1,2,3; 1 take one step forward with your left foot, 2 bring right foot parallel with left foot at shoulder width apart, 3 bring left foot together with right foot. 1 take one step back with right foot, 2 bring left foot parallel with right foot shoulder width apart, 3 bring right foot together with left foot. Your feet should now be in to the place where they started. If you have completed these steps without error you have completed a basic in the waltz.

Woman

Wait for the man to man to press against your hands (This is where the good tension in your frame comes into play). When you feel this, the dance has been initiated. Follow the next directions while still counting verbally or in your head. 1,2,3; 1,2,3; 1 take one step back with your right foot, 2 bring left foot parallel with your right foot at the same width of your male partner, 3 bring left foot together with left foot. 1 take one step forward with your left foot, 2 bring right foot parallel with your left foot at the same width of your male partner 3 bring left foot together with right foot. Your feet should now be in to the place where they started. If you have completed these steps without error you have completed a basic in the waltz.







Men and women will complete a basic in the waltz with confidence and without error.

1. Stand With
The Proper
Stance

A

2. Identify
Rhythm of
The Music

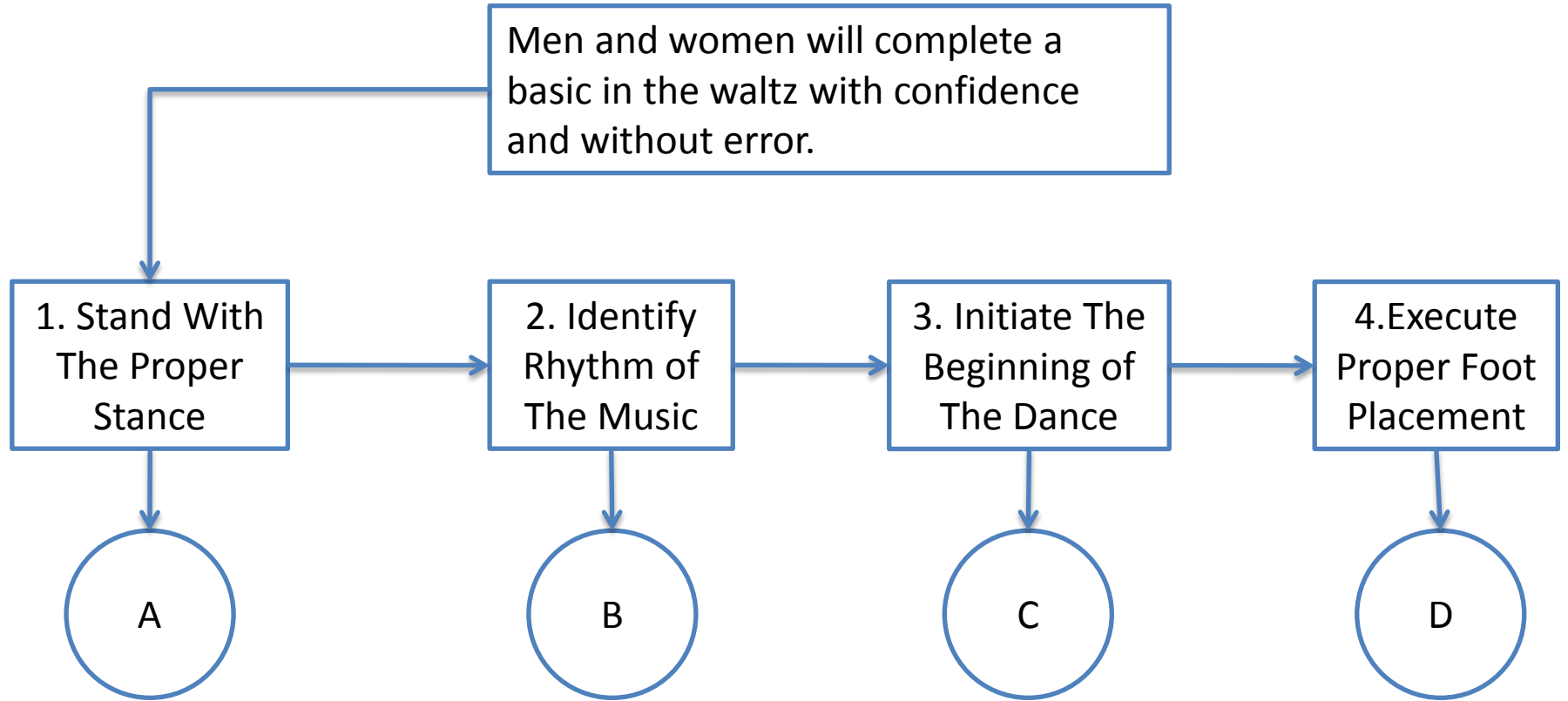
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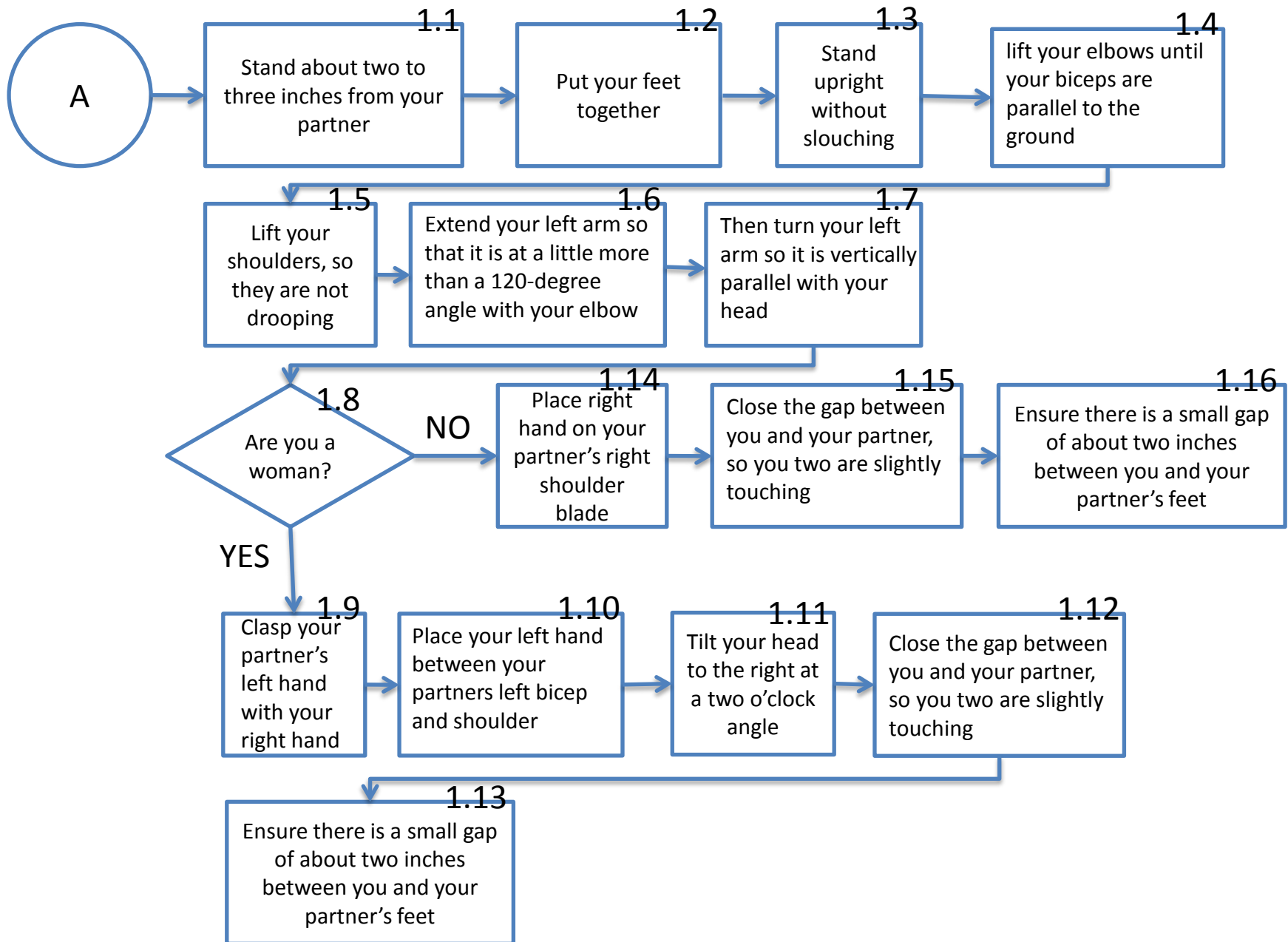
3. Initiate The
Beginning of
The Dance

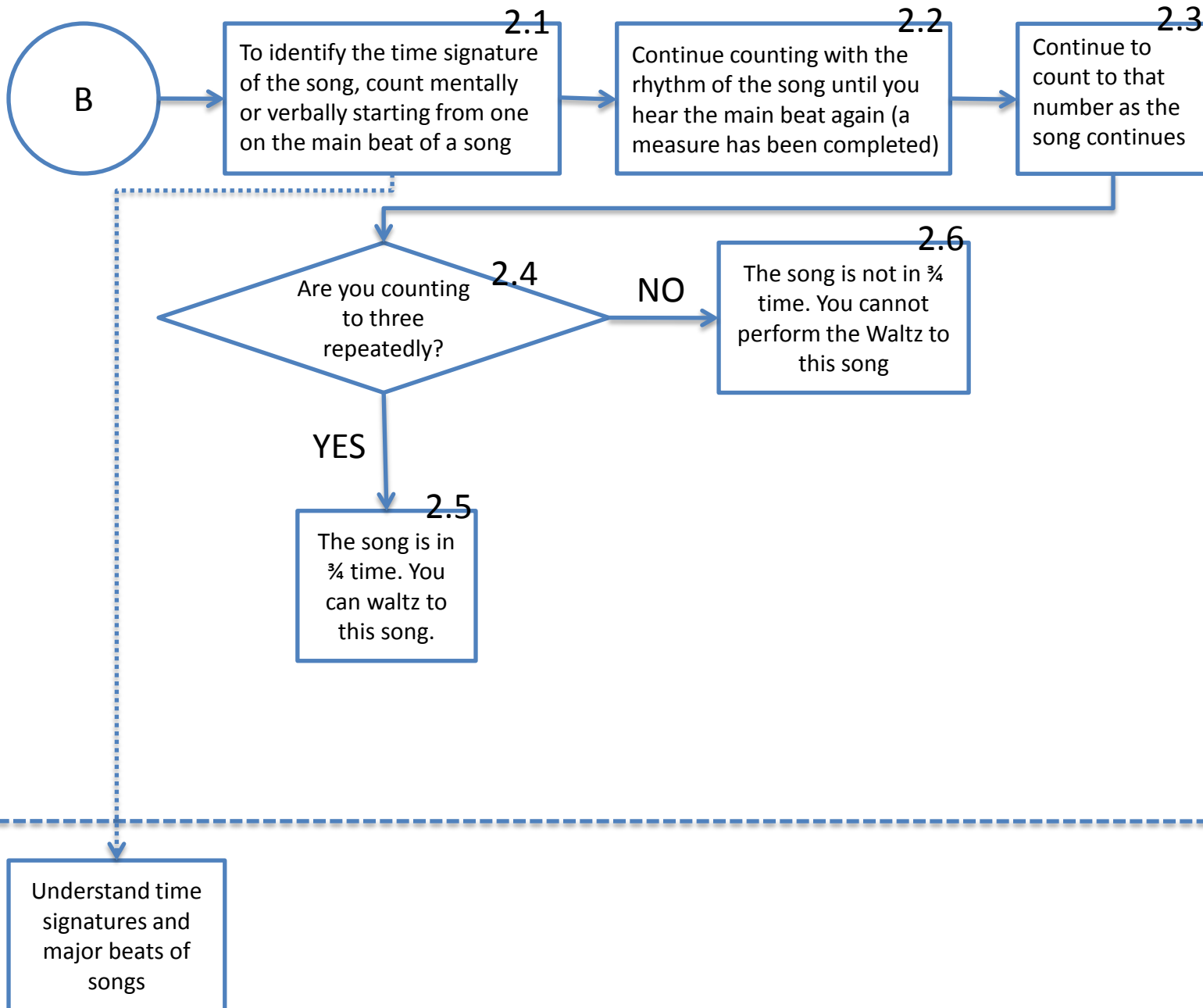
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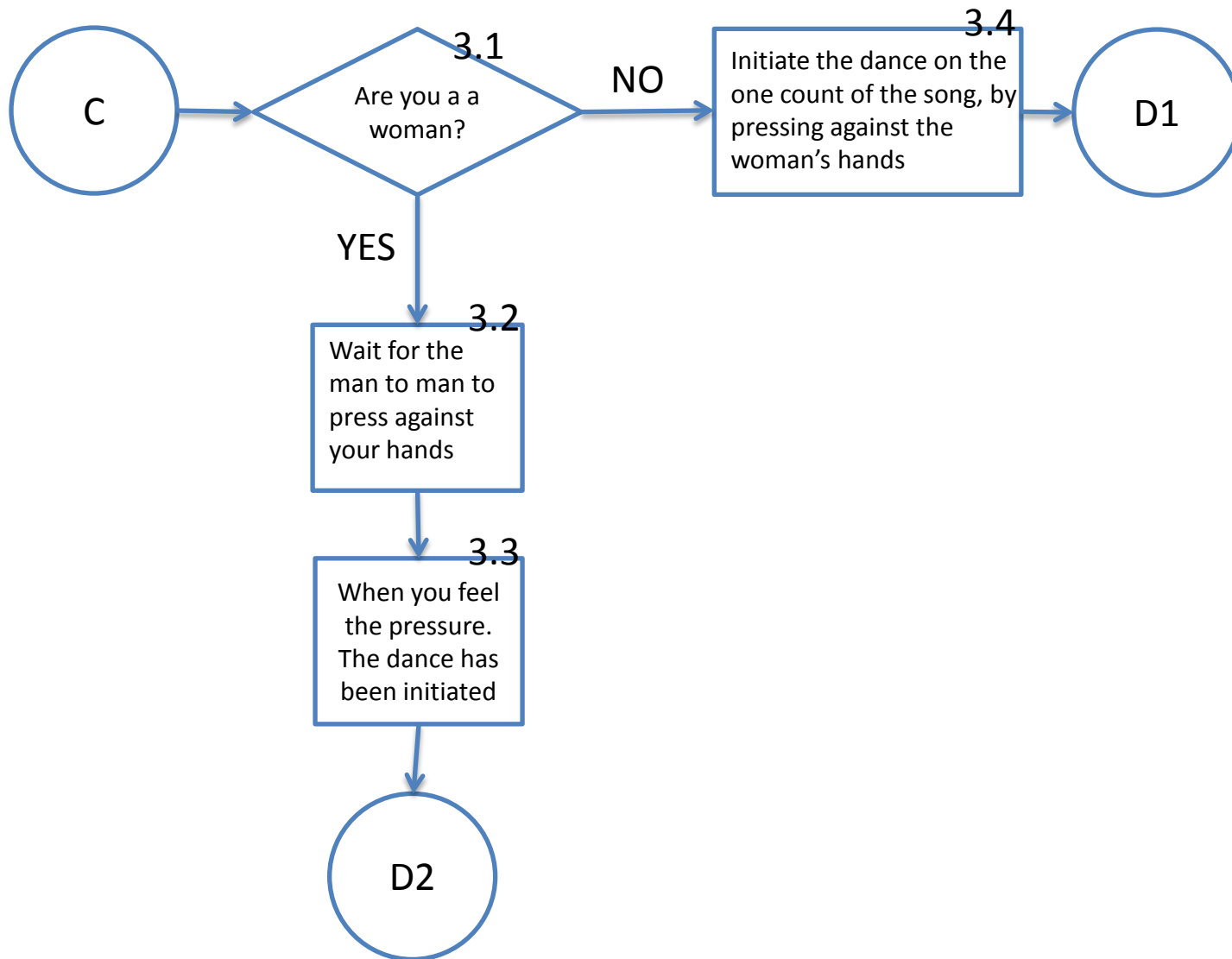
4. Execute
Proper Foot
Placement

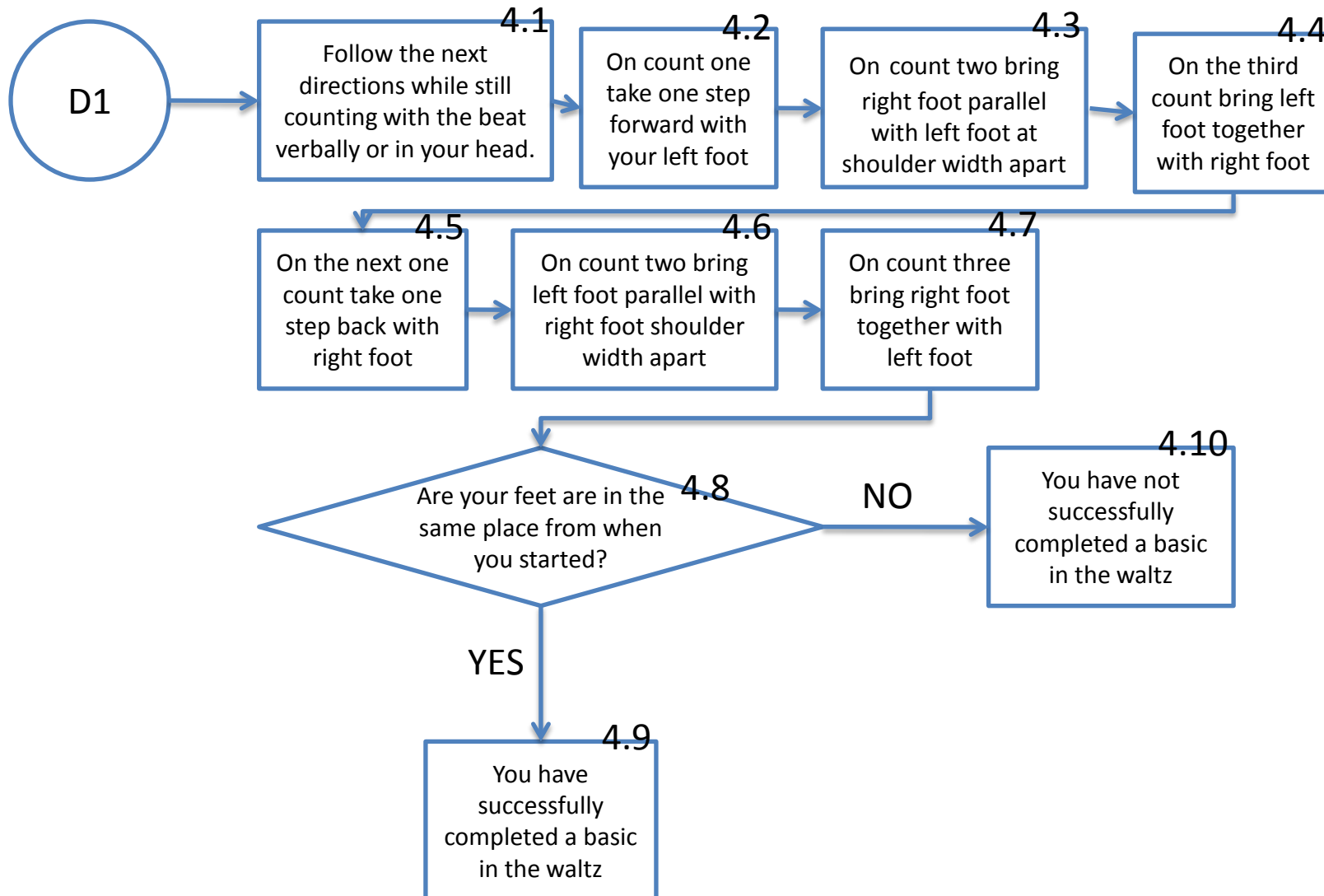
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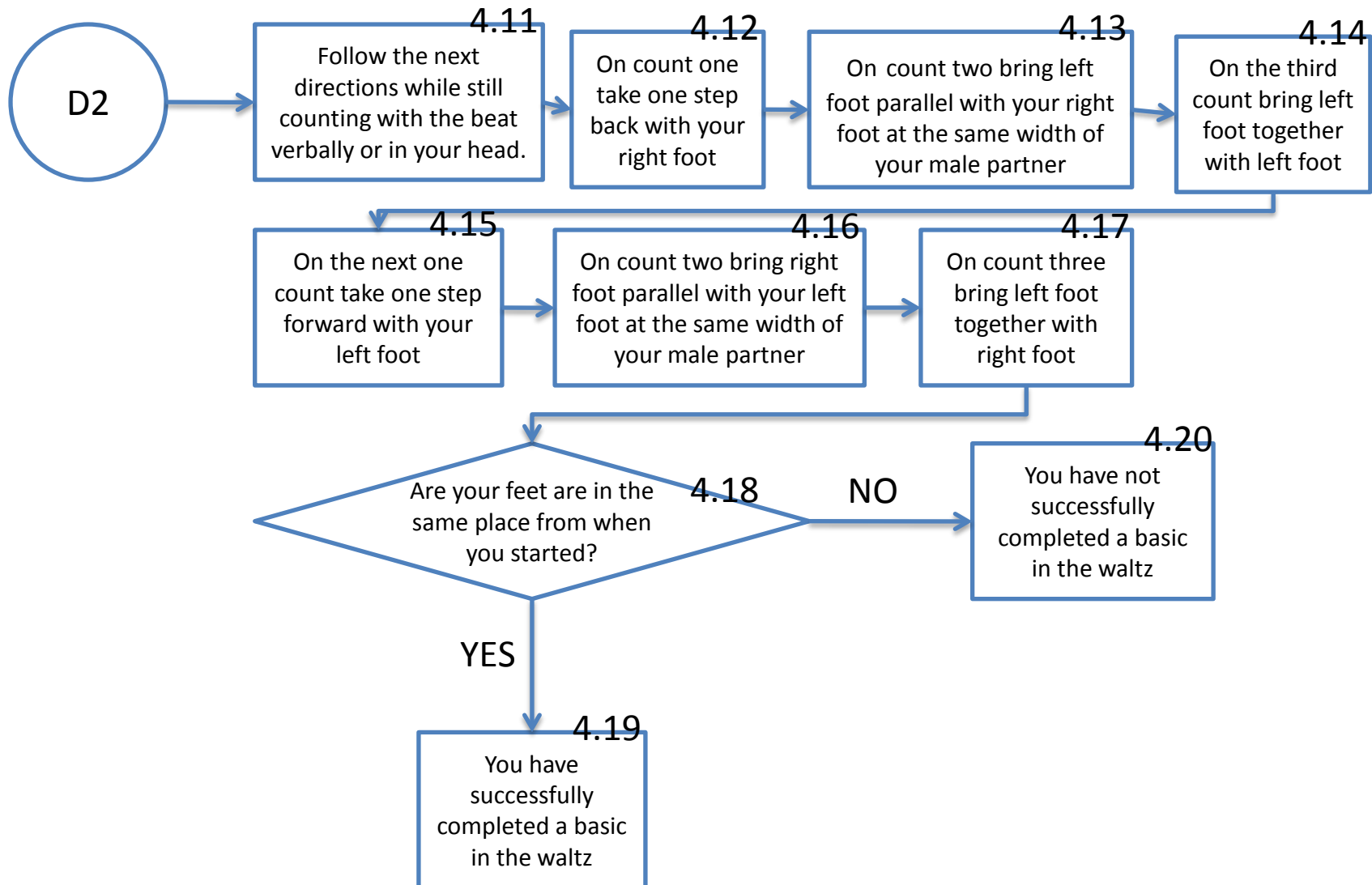












Subordinate and Entry Skill Goal Analysis

Introduction

The purpose of this document is to show the subordinate and entry skills necessary to complete instruction on “Connecting to Xbox Live”. In this paper is a goal analysis section, subordinate skills section, and a diagram. The purpose of the goal analysis section is to list out the steps required to accomplish the major goal. The purpose of the subordinate skills analysis section is to list out the baby steps required to accomplish each step in the instructional goal.

Goal Analysis

The overall instructional goal is to be able to connect an Xbox 360 to Xbox Live with 100% efficiency. In order to achieve this goal, it has been broken down into three smaller goals of connecting the Xbox to the TV, connecting Xbox to Internet, and navigating through the interface to input information. Connecting the Xbox to the television include connecting power, audio, and video cords. Connecting to the Internet includes determining what type of Internet you have and connecting to it. Finally, navigating through the interface includes inputting personal information, selecting your duration of Live service, and inputting payment information.

Subordinate Skills Analysis

The user must have certain skills coming into the instruction. In the steps of connecting the Xbox to the television and Internet, the user must be able to recognize cables and ports. There are three cords that are used and three ports on the back of the Xbox. In the final step of navigating through the interface, one must know how to use the controller and know their personal information.

Goal Statement

Microsoft Xbox 360 consumers will be able to connect to Xbox Live with great efficiency.

1.0(PM)

User will be able to
Connect Xbox
360 to television

2.0(PM)

User will be able to
Connect Xbox
360 to Internet

3.0(PM)

User will be able to
Navigate through
Interface and
input
information

1.1(PM)

Connect power cord
to outlet

1.2(PM)

Connect audio
and video cables
to television

Goal Statement

Microsoft Xbox 360 consumers will be able to connect to Xbox Live with great efficiency.

1.0(PM)

User will be able to Connect Xbox 360 to television

2.0(PM)

User will be able to Connect Xbox 360 to Internet

3.0(PM)

User will be able to Navigate through Interface and input information

2.1(I)

Determine type of Internet used

2.2(I)

Wired?

2.2.1(PM)

Connect cable to Ethernet port

2.3(I)

Wireless?

2.3.1(PM)

Connect wireless adapter to Internet

2.3.2(PM)

Input network name and password

Goal Statement

Microsoft Xbox 360 consumers will be able to connect to Xbox Live with great efficiency.

1.0(PM)

User will be able to Connect Xbox 360 to television

2.0(PM)

User will be able to Connect Xbox 360 to Internet

3.0(PM)

User will be able to Navigate through Interface and input information

3.1(PM)

Input personal information

3.2(PM)

Redeem code for 1 month, 3 month, or 12 month

3.3(PM)

Input payment information

Able to operate Xbox 360 controller
Know personal and payment information

TCO 363: Instructional Design

Subordinate Skills Analysis

The purpose of this subordinate skill analysis is to create a diagram of the steps required to complete a certain task. For my project, the subordinate skills analysis will break down the major steps required to change the oil in a car. The subordinate skills are those tasks that are required to complete the major tasks. There are also entry-level tasks that are basically background knowledge or knowledge that is assumed that the learner already knows. The instructional goal is that the learner will be able to effectively and efficiently change the oil in a car. This instructional goal will fall into the psychomotor skills domain of Gagne's domains of learning. The reason this project is included in the psychomotor skills domain is because it requires movement to complete the task. The learner will be required to turn a wrench, open quarts of oil, lie down on the ground, as well as others. The only time any other skills other than psychomotor would be used is when the learner needs to identify their own oil drain plug or filter. This would require intellectual skills or discriminations to determine the difference between the engine oil drain plug and the transmission fluid drain plug.

The major tasks associated with my project include situating the car in an appropriate location, draining the oil from the engine, removing the oil filter, reinstalling the oil filter and oil plug, filling the engine with oil and checking the dipstick for appropriate engine oil level. There are many subordinate steps associated with these tasks. The entry-level skills are expected prior knowledge. Examples of entry-level skills for an oil change would include knowing how to use a wrench, how to park a car, how to drive a car and how to jack-up your car (if needed). The order of the steps was determined by the required sequence of changing the oil. There is a very specific order that must be followed to complete an oil change. For example, you cannot refill the oil in your car before you have drained it. The order in which I present this project is based on my own experiences.

Entry-level skills and subordinate skills were identified as the little steps that are needed to complete the oil change. These are the steps that most people who do this on a regular basis would not really consider. Performing an oil change is a relatively simple and straightforward task, but doing it incorrectly can be detrimental to your car. By following this subordinate skills analysis, the learner will be able to effectively and efficiently perform an oil change. Issues may arise when following this project because many cars are different in that their oil drain plug or oil filter may be located in a different location. For the typical person, they will not be changing oil on many different cars; therefore, once they have identified the oil drain plug and filter, performing the oil change again will be much easier.

Learner will replace
the oil in their car.

