

Best and the Brightest

Course Syllabus

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Course Information

In this course, students examine intelligence testing and its uses in employee selection and placement. Students learn the principles and techniques of assessing human traits (reliability, validity, bias and other systematic errors), and apply them to intelligence testing. We will work to define "intelligence" and consider various approaches to intelligence, contrasting the theories of unitary vs. multiple intelligences. Students will examine the implications of the definitions and measurement approaches on different groups of people, both historically and currently, with attention to the unintended effects of the biases of test developers and the ethical implications of different approaches and uses of intelligence testing.

Course Learning Goals

After completing this course, you will be able to:

- Describe the history of intelligence testing and its effects on different groups.
- Describe and contrast theories of unitary and multiple intelligences and their ability to predict work and other outcomes.
- Describe and contrast the concepts of inborn, immutable intelligence vs. developed skills and their implications for selection, training, education and public policy
- Understand and know how to apply concepts of measurement, reliability, validity, random and systematic error (bias.)
- Describe the difficulty of selecting appropriate personnel for opportunities such as jobs, training and education
 - Understand and describe strengths and weaknesses of using various intelligence tests to select people for jobs, training and education.
 - Identify alternatives to intelligence tests for selecting people for jobs, training and education

If you opt to address an **H3A** competence, you will be able to:

- Describe arguments and research supporting and opposing each type of theory of intelligence (unitary vs. multiple, and inborn/immutable vs. developmental)

If you opt to address an **S3D** competence, you will be able to:

- Apply concepts of reliability, validity, random and systematic error to specific tests used for selecting and placing people into jobs, training or education.
- Describe the effects of systematic bias on the measurement of an intangible construct such as intelligence, and the impact on equality of opportunity.

If you opt to address an **FX** competence, you will be able to:

- Apply concepts of reliability, validity, random and systematic error to specific tests used for selecting and placing people into jobs, training or education.
- Recommend a range of alternative selection instruments to supplement or replace intelligence tests to select people into jobs, training or education.

If you opt to address an **A3C** competence, you will be able to:

- Describe the ethical implications of each type of theory of intelligence (unitary vs. multiple, and inborn/immutable vs. developmental)
- Describe the ethical implications of different definitions of validity and bias.
- Analyze, from an ethical perspective, the effects of using intelligence tests to make decisions about people

Course Resources

To buy your books, go to <http://www.mbsdirect.net>.

Hint: type DePaul for name of the school.

[Click here for help buying your books](#)

Required Reading:

Gould, S.J. (1996). *The Mismeasure of Man*. W. W. Norton & Company. ISBN-10: 0393314251.

"Intelligence and Achievement Testing: Is the Half Full Glass Getting Fuller?" *Psychology Matters*: APA Online. <http://www.apa.org/research/action/intelligence-testing.aspx>

"Intelligence" Wikipedia. Retrieved January 30, 2010 from http://en.wikipedia.org/wiki/Human_Intelligence

Gardner's theory:

"Theory of multiple intelligences," Wikipedia.

http://en.wikipedia.org/wiki/Theory_of_multiple_intelligences and <http://www.infed.org/thinkers/gardner.htm>

Guilford's theory:

Kearsley, G (2007), "Structure of the Intellect (J.P. Guilford)," *Theory Into Practice*. <http://tip.psychology.org/guilford.html> and "Howard Gardner, Multiple Intelligences and Education" at <http://www.indiana.edu/~intell/guilford.shtml>

Sternberg's theory:

Kearsley, G (2007), "Triarchic Theory (R. Sternberg)," *Theory Into Practice*: <http://tip.psychology.org/stern.html> and Sternberg's Triarchic Theory of Intelligences: <http://wilderdom.com/personality/L2-2SternbergTriarchicTheory.html#Analytical>

Robert J. Sternberg entry in the Human Intelligence Website: <http://www.indiana.edu/~intell/sternberg.shtml>

First three sections:

"Measurement," Quantitative Methods in Social Sciences (QMSS) E-Lessons.

http://ccnmtl.columbia.edu/projects/qmss/meas_about.html

Pages on Reliability and Validity:

Jonathan Howell, Paul Miller, Hyun Hee Park, Deborah Sattler, Todd Schack, Eric Spery, Shelley Widhalm, and Mike Palmquist. (2005). *Reliability and Validity*. Writing@CSU.

Colorado State University Department of English.

<http://writing.colostate.edu/guides/research/relval/>.

Read this example of validity and reliability:

Fred Beauvais, F., Edwards, R. and Oetting, E. (2003) American Drug and Alcohol Survey. Rocky Mountain Behavioral Science Institute.

<http://www.rmbsi.com/relvalid.html>

Read and watch videos.

"Bias in Measurement: Measurement Error" and "Bias in Measurement: Testing your Measurement Bias," Learning Math: Data Analysis, Statistics and Probability.

Annenberg Media.

http://www.learner.org/channel/courses/learningmath/data/session1/part_c/index.html

Benson, E. (2003). Intelligent Intelligence Testing. *Monitor on Psychology*. APA Online.

<http://www.apa.org/monitor/feb03/intelligent.html>

Jencks, C. (1998) Racial Bias in Testing. In Jencks, C. and Phillip, M. (Eds.), *The Black-White Test Score Gap*. Brookings Press, pp. 55–85. On e-reserve.

Reserve Reading:

Neisser, U. (1998). Introduction: Rising Test Scores and What They Mean. In Neisser, U. (Ed.), *The Rising Curve* (pp. 3–22). Washington, D.C.: American Psychological Association

For FX Competence only:

Highhouse, S (2008). *Stubborn reliance on intuition and subjectivity in employee selection*, *Industrial and Organizational Psychology*, 1, pp. 333-342.

US Office of Personnel Management, Assessment Decision Guide at:

<http://apps.opm.gov/ADT/ContentFiles/AssessmentDecisionGuide071807.pdf>

EEOC Uniform Guidelines on Employee Selection (1978) at:

<http://www.uniformguidelines.com/uniformguidelines.html>

U.S. Office of Personnel Management (2008). *Structured interviews: A practical guide*.

Rothstein, M.G. and Goffin, R.D. (2006). *The use of personality measures in personnel selection: What does current research support?* *Human Resource Management Review*, 16, pp. 155-180.

Sy, T., Tram, S. and O'Hara, L.A. (2006). *Relation of employee and manager emotional intelligence to job satisfaction and performance*. *Journal of Vocational Behavior*, 68, pp. 461-473.

Recommended reading (not required)

Interactive map of research on intelligence: Plucker, J. A. (Ed.). (2003). *Human intelligence: Historical influences, current controversies, teaching resources*.

<http://www.indiana.edu/%7Eintell/map.shtml>

Sternberg, R.J. (2002). *Cultural explorations of human intelligence around the world*. In

W.J. Lonner, D.L. Dinnel, S.A. Hayes & D.N. Sattler (Eds), Online Readings in Psychology and culture (Unit 5, Chapter 1), (<http://www.wvu.edu/~culture>) Center for Cross-Cultural Research, Western Washington University, Bellingham, WA.

Optional resources for unitary intelligence tests:

- Salny, A., "Mensa Workout," Mensa International. <http://www.mensa.org/workout2.php>
- "The Classic IQ Test," Tickle, Inc. <http://www.testq.com/career/quizzes/show/121>

Optional resources for multiple intelligence tests:

- "Multiple Intelligences for Adult Literacy and Education: Assessment: How Are You Smart?" Literacy Works. <http://www.literacyworks.org/mi/assessment/index.html>.
- Birmingham Grid for Learning http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/questions/choose_lang.cfm

Optional resources for validated intelligence tests:

General information about the Wechsler:

http://en.wikipedia.org/wiki/Wechsler_Adult_Intelligence_Scale

Publisher's info about the Wechsler (adult version):

http://psychcorp.pearsonassessments.com/haiweb/cultures/en-us/productdetail.htm?pid=015-8980-808&Community=CA_Psych_AI_Ability

General information about the Stanford-Binet:

http://en.wikipedia.org/wiki/Stanford-Binet_IQ_test

Publisher's info about Stanford-Binet

<http://www.riverpub.com/products/sb5/index.html>

General information about the Wonderlic Personnel Test:

http://en.wikipedia.org/wiki/Wonderlic_Test

Publisher's Information about the Wonderlic Personnel Test (Revised)

<http://www.wonderlic.com/hiring-solutions/employee-assessment.aspx>

Overview of several major tests: "IQ Test List: Most Widely Used and Recognized IQ Tests," ExtremeIntellect.com

<http://www.extremeintellect.com/ei2007/IQ/IQtestlist.html>

Buros listing of mental measurements: (Search for "Intelligence" in Title and Purpose of test, or search for a specific test)

<http://buros.unl.edu/buros/jsp/search.jsp>

Harcourt Assessment listing of intelligence tests:

<http://harcourtassessment.com/HaiWeb/Cultures/en-us/harcourt/Community/Psychology/results.htm?Community=CognitionIntelligence>

Pearson/Talent Lens listing of tests of cognitive skills and occupational skills (includes Miller Analogies test, Stanford Achievement Test, Watson–Glaser Critical Thinking, Raven Progressive Matrices, etc.):

<http://www.talentlens.com/en/>

Sternberg, Ch. 6. (2001). "Dr. Jekyll Meets Mr. Hyde: Two Faces of Research on Intelligence and Cognition." In Halonen, J. S. and Davis, S. F., The Many Faces of Psychological Research in the 21st Century. The Society for the Teaching of Psychology.

Course Competences

In this course, you will develop the following competences:

Competence	Competence Statement and Facets
H3A	Can use two or more theories of human psychology to understand and solve problems.
S3D	Can use scientific knowledge to understand varying perspectives on a policy issue.
A3C	Can examine a social issue from an ethical perspective.
FX	Can analyze cognitive abilities tests used for personnel selection or placement, and recommend supplemental or alternative assessment tools.

How the Competences will be Demonstrated in this Course

All of you will explore the concepts of intelligence, measuring intelligence, and using measures of intelligence to make decisions. You will be exposed to the basic concepts of measurement: reliability, validity, and random and systematic error (bias). You will read and discuss the history of intelligence testing, learn about the biases of early researchers and the assumptions about cognitive skills that are embedded in attempts to measure how smart people are, and learn how these tests have been used to select and place people and develop public policy. This content defines the course. You will all develop a definition of intelligence, both in a group and individually. You will understand test bias first hand by developing a biased test; take two online intelligence tests; and research a commonly-used, published intelligence test. **In addition:**

H3A: Can use two or more theories of human psychology to understand and solve problems.

1. Articulates two or more theories or models explaining human behavior.
2. Identifies a problem and proposes a solution using appropriate theoretical approaches.

If you opt to address this competence, you will compare and contrast at least two competing models of human intelligence: a unitary model vs. at least one multi-dimensional model; and an immutable and inborn model vs. a developmental model. You will describe these models in the class discussion, and explore the effects of different models on decisions such as selection, placement, equality of opportunity and social policy, and write a short research paper describing the model of intelligence reflected in a commonly-used, published intelligence test. You will also take two intelligence tests and analyze one in a paper that focuses on the model of intelligence reflected and make recommendations about its use.

S3D: Can use scientific knowledge to understand varying perspectives on a policy issue.

1. Identifies and describes a current public policy issue that has significant scientific or technological elements.
2. Analyses the scientific theories, methods, or standards taken by two or more perspectives on this issue.

If you opt to address this competence, you will focus on the reliability, validity and bias in intelligence testing, and the effects of these factors on decisions such as selection, placement, equality of opportunity and social policies such as education and affirmative action. You will discuss these phenomena, as well as different definitions of test bias,

and their effects. You will write a short research paper describing the development, reliability, validity and systematic error in a commonly-used, published intelligence test. You will also take two intelligence tests and analyze one in a paper that focuses on its reliability, validity and systematic error, its utility from multiple perspectives, and make recommendations about its use in public policy such as education, immigration or voting.

A3C: Can examine a social issue from an ethical perspective.

1. Identifies and describes a social issue or situation.
2. Identifies an ethical perspective relevant to the issue or situation.
3. Uses that perspective to raise or explore questions about this issue or situation.

If you opt to address this competence, you will focus on the ethics of intelligence testing. You will discuss the effects of intelligence testing, and different models of intelligence (unitary vs. multidimensional, and inborn and immutable vs. developmental), on outcomes such as selection, placement, equality of opportunity and social policies such as education and affirmative action. You will examine different definitions of test bias and consider the ethical implications of each; and write an extended research paper describing the development, reliability, validity and systematic error in a commonly-used, published intelligence test, and examine its use from the ethical perspective of its effects on various groups in society. NOTE: If you are taking this competence alone, you will only write a single, extended paper.

FX: Can analyze cognitive abilities tests used for personnel selection or placement, and recommend appropriate uses.

If you opt to address this competence, you will focus on the reliability, validity and bias in intelligence testing, and the effects of these factors on decisions such as selection, placement, and equality of opportunity. You will develop a working definition of intelligence, and write a short research paper describing the development, reliability, validity and systematic error in a commonly-used, published intelligence test. You will also take two intelligence tests and analyze one in a paper that focuses on its reliability, validity and systematic error, its utility from multiple perspectives, and make recommendations about its use. You will identify supplemental or alternative means of selecting employees into a given job or situation.

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Assessment of Learning

Competence	Competence Assessment
H3A	<ul style="list-style-type: none"> • Read and discuss readings on the history, development, and use of intelligence testing for selection and placement • Define of the concept of intelligence; explain the implications of different definitions; and develop a group definition as well as a personal working definition. • Discuss the history of the concept of intelligence and its testing, and the uses of intelligence testing. • Describe how to develop a basic test of cognitive abilities. • Describe (in general terms) how to assess the reliability and validity of a test. • Understand test bias by developing a biased test of cognitive

abilities and describing your process, taking a biased test, and analyzing the experience from both sides.

- Take two intelligence tests, one of a unitary concept of intelligence and one of a multi-dimensional concept of intelligence.
- Write a short (2 pp) research paper describing a commonly used, standardized published cognitive abilities test, focusing on the test's development and the construct or model of intelligence measured, including implications of the model.
- Write a 5-6 pp paper analyzing the model of human intelligence implied by and reflected in one of the cognitive abilities tests that you took, as well as aspects of intelligence that were excluded from the test; examine how well the test meets managerial needs (e.g., efficiency of assessment, decision-making accuracy) and employee needs (equal opportunity, fairness and equitable treatment); and integrate your findings into a recommendation about use of the test.

S3D

- Read and discuss readings on the history, development, and use of intelligence testing for selection and placement
- Define of the concept of intelligence; explain the implications of different definitions; and develop a group definition as well as a personal working definition.
- Discuss the history of the concept of intelligence and its testing, and the uses of intelligence testing.
- Describe how to develop a basic test of cognitive abilities.
- Describe (in general terms) how to assess the reliability and validity of a test.
- Understand test bias by developing a biased test of cognitive abilities, taking a biased test, and analyzing the experience from both sides.
- Take two intelligence tests, one of a unitary concept of intelligence and one of a multi-dimensional concept of intelligence.
- Write a short (2pp) research paper describing a commonly used, standardized published cognitive abilities test, including the test's development and assessment, including the test's reliability, validity and any likely sources of error.
- Write a 5-6 pp paper describing how one could apply the science of measuring human traits to assess the reliability, validity, and minimize error (systematic and random) of one of the cognitive abilities tests that you took. Include your evaluation of the likely reliability, validity and sources of error of the test. Analyze how the test might be used for public policy decisions such as school placement, affirmative action or immigration; and integrate the findings into recommendations about improving the test, uses of the test (if any) for affecting public policy, and recommendations about alternative approaches.

A3C

- Read and discuss readings on the history, development, and use of intelligence testing for selection and placement.
- Define of the concept of intelligence; explain the implications of different definitions; and develop a group definition as well as a personal working definition.
- Discuss the history of the concept of intelligence and its testing, and the uses of intelligence testing.
- Describe how to develop a basic test of cognitive abilities.
- Describe (in general terms) how to assess the reliability and validity of a test.
- Take two intelligence tests, one of a unitary concept of intelligence and one of a multi-dimensional concept of intelligence.
- Understand test bias by developing a biased test of cognitive abilities, taking a biased test, and analyzing the experience from both sides.
- Write an extended (10-12 pp) research paper describing a commonly used, standardized published cognitive abilities test, including the construct of intelligence measured; the procedures used to develop the test; its reliability, validity and likely sources of error; the history of use of the test; and an analysis of the ethical implications of its uses based on its fairness and its effect on multiple groups (e.g., cultural or ethnic groups). Integrate the analyses to make recommendations for either its continued use or limitations on its use. NOTE: If you are only taking the A-3-C competence, you will write only this one paper while other students write two.

FX

- Read and discuss readings on the history, development, and use of intelligence testing for selection and placement.
- Define of the concept of intelligence; explain the implications of different definitions; and develop a group definition as well as a personal working definition.
- Discuss the history of the concept of intelligence and its testing, and the uses of intelligence testing.
- Describe how to develop a basic test of cognitive abilities.
- Describe (in general terms) how to assess the reliability and validity of a test.
- Understand test bias by developing a biased test of cognitive abilities, taking a biased test, and analyzing the experience from both sides. .
- Write a short (2pp) research paper describing a commonly used, standardized published cognitive abilities test, including the construct of intelligence measured and the test's reliability, validity and likely sources of error.
- Write a 5-6 pp paper describing how one could apply the science of measuring human traits to assess the reliability, validity, and minimize error (systematic and random) of one of the cognitive abilities tests that you took. Include your

evaluation of the likely reliability, validity and sources of error of the test. Consider the use of the test in any given employment context (e.g., when hiring for a specific job or situation), and examine how well the test meets managerial needs (e.g., efficiency of assessment, decision-making accuracy) and employee needs (equal opportunity, fairness and equitable treatment) Make a recommendation about use of the test in this context, and recommend supplemental or alternative assessment approaches.

If you are taking more than one competence, you will write two papers that include both perspectives. If you are taking any combination of H3A, S3D and FX, you will write a 3-4 page paper on the standardized, published test instead of a 2-pp. paper; this will include both perspectives. You will also write an 8-12 pp paper instead of a 5-6 pp paper on one of the tests you took, including both perspectives. If you are taking A3C and any of the other competences, you will write a 5-6-pp paper on the test you took, and a 10-12 page paper on the standardized, published test including both perspectives.

Assessment Criteria for Writing Assignments

- All written assignments will be evaluated on the basis of their accuracy of representation of course concepts; accuracy of application of course concepts; depth of analysis and application; and breadth of analysis and application; and writing style (as below).
- All writing assignments are to be submitted according to APA standards. Citation guides are available at http://www.lib.depaul.edu/eresource/infotype_subject_search.asp?MaterialID=8.
- It is strongly suggested that if you are using word processing software that you use spell- and grammar-check tools before submitting any draft or final project. In any case, proofreading is essential.
- Be sure to avoid plagiarism. Read the information on this page: http://condor.depaul.edu/~tla/html/student_academic_integrity.htm. Papers will regularly be submitted to "TurnItIn.com" in order to ensure that the work is the student's own creation and not in violation of the University's Academic Integrity Policy. Submission of work in this course constitutes a pledge that the work is original and consent to have the work submitted to verify that fact.
- The previous cautions also applies to email and discussion postings. While daily postings on the discussion may be less formal than submitted assignments, under no circumstances should correct punctuation, correct spelling or the division of posted material into paragraphs be considered optional. If you use someone else's words, use quotation marks; if you use someone else's ideas, cite them.

Assessment Criteria for Online Discussion Participation

- In online discussions, you will clearly and consistently link what you are learning in the course, including course readings, to your real life experiences. These discussions are a place for you to exchange reflections with others in the class.
- Specifically, in order to receive credit for participation in the online discussion parts of the course it is important that:
 - you actively contribute substantive work (as defined below) at least 3-4 times per week in all discussion forums and in a range of topics in each forum.
 - you accurately integrate information from multiple sources, particularly class

readings. (Be sure to cite your sources appropriately; see "Online Participation Guidelines" for more information).

- you provide both depth and breadth of comments and analysis.
- you actively contribute to the online discussions in a collegial fashion, maintaining a respectful tone toward other participants, greeting others by name and closing with a signature.
- you contribute original ideas to the online discussion in ways that facilitates learning for other people, relating personal ideas to course ideas.
- you demonstrate good "listening" skills and active inquiry skills in the online discussions. This means that you should pay attention, address the commentary of others with openness, and offer constructive and interested commentary, whether in the form of questions or statements.
- you otherwise follow the "Online Participation Guidelines."

Course Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

Please note: Grades lower than a C- do not earn credit or competence in the School for New Learning.

Percentage distribution of Assessments

H3A, S3D, FX:

Percentage	Element of Course
30	Discussion
10	Definition of Intelligence (group and individual)
10	Describe new test and its reliability and validity
10	Develop and analyze biased version of new test
5	Take 2 intelligence tests
20	Analysis of one test taken (with appropriate focus)
15	Research paper on commonly-used published test (short)

A3C:

Percentage	Element of Course
30	Discussion
10	Definition of Intelligence (group and individual)
10	Describe new test and its reliability and validity
10	Develop and analyze biased version of new test
5	Take 2 tests
35	Research paper on commonly-used published test, its uses and ethical implications (extended)

Discussion Forums

Discussion Forums are an important component of your online experience. This course

contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

Online Participation Guidelines

The class Discussion is the forum for your participation, analysis and application of information in this class. It is the equivalent of our classroom.

Two discussions will help you get off to a good start on the course:

- **Introductions:** This is where you introduce yourselves to your classmates, and begin to develop a learning community.
- **Course Q&A:** this is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers. This will be checked 5 days per week to answer your questions.

Every week there will be discussions set up to focus on the class content. This participation is graded, and that grade is a significant component of your overall class grade.

- Participation is essential, so please connect to the course at least every second day, preferably daily.
- New questions will be added to the discussion topics throughout the week. Respond to the initial question or assignment early in the week; later in the week post comments to other class members to extend the discussion, and respond to additional questions from your instructor. The entire week is designed for you to actively engage in a range of ideas and topics.
- Discuss critically, give support to your peers, provide your own ideas and experiences, challenge the ideas of others or just make a comment that you read the posting.
- Include ideas, theories, research, and applications from the class readings.
- The role of the instructor is to make it easy for learners to interact, to promote significant discussion, to give feed back on postings and offer help where needed.
- This is not an independent study course, but a paced online group learning experience. Approximately 6 to 10 hours per week of time is to be spent on this course for ten weeks.
- Please accept the challenge to work with others, to construct knowledge in negotiation with others. Working individually on the assignments and just posting them might not lead to significant knowledge and skills.

Course Structure

This course consists of 10 modules, each completed in one week.

To view the course schedule, click on the Schedule link on the left-hand navigation bar. This page contains the most recently updated listing of the topics and

assignments due for each week of the course.

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Policies

Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/index.html> for further details.

Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- Resubmitting one's own previous work from a different course or college, without permission from the current instructor.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)
#370, Student Center, LPC, 773.325.1677

Description of Pass/Fail Grading Options

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but *will not* be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but *will* also be included in computing a student's grade point average.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

Please note: *There are four SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Learning Assessment Seminar (course number LL 102; competence L-1), Foundations of Adult Learning (course number LL 250; competences L-2 and L-3), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.*

There are an additional four SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system which may, instead, be taken for a letter grade assessment if this is a student's preference. These classes are: Academic Writing for Adults (course number LL 150; competence L-4), Critical Thinking (course number LL 155; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9) and Externship (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

If a student wishes to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

Protection of Human Subjects

For more information see: <http://research.depaul.edu/>.

Demonstrating the acquisition of competences in this course can involve "interactions" —interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom

discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.

2. You assess and ensure that no "harm"—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
 - a. If you want to use real names and relationships, they must sign an "informed consent" document. For information on creating an "informed consent document" see, for example, <http://www.research.umn.edu/consent>.

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Course Expectations

Time Management and Attendance

SNL's online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

Your Instructor's Role

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

Credits

This course was designed and produced by Beth Rubin and staff of SNL Online at DePaul University.

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