

The Leadership Edge

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Course Information

Course Description

In today's world, change is often viewed as the only constant. And, as the forces of change grow in intensity, complexity and global scope, a new kind of leader is being called into action. This course is designed to help you develop the insights, skills and operating methods that will give you a competitive edge for leading in the 21st century.

We are now living in the Age of the Knowledge Worker, but many of our organizations are still being run by the controlling model practiced during the Industrial Age. One of the major tenets of that model was that people needed to be controlled and managed. A system of rewards and penalties was instituted to motivate people (often the manual worker) and stimulate production. We will argue that a new model must be developed for our new age, one that taps into the human potential, intelligence and creativity of the Knowledge Worker and allows organizations to both survive and thrive in the complex, highly competitive environment of constant change. The new model focuses not on managing and controlling people, but on developing and empowering people to become peak performers.

We will examine two primary models of personal and organizational change: the transactional model, characterized by incremental change, and the transformational model, characterized by "deep change." You will gain a deeper understanding of the values, goals and operating methods of both the transactional and transformational leader. You will develop a working understanding of the process of transforming from contributing individual to manager, from manager to leader and then to a leader of leaders. As we examine this leadership development process, you will be asked to reflect on your own leadership skills, strengths, weaknesses and aspirations. An overarching goal of this course is to help you discover and develop new ways to better utilize your untapped talent, intelligence and creativity as well as that of others around you.

The course content also focuses on the central role that ethics plays in the leadership process. You will explore a broad set of ethical viewpoints and analyze, through the lens of leadership ethics, current social issues of interest to you.

You will become familiar with a wide range of prominent writers on contemporary leadership issues and challenges, including Ken Blanchard, Stephen R. Covey, Peter F. Drucker, Thomas L. Friedman, Daniel Goleman, Rosabeth M. Kanter, John C. Maxwell, Peter G. Newhouse, Robert E. Quinn, Edgar H. Schein and others.

Course Learning Goals

After completing this course, you will be able to:

- Identify and articulate the forces of change that are significantly impacting organizations and calling for organizational change and a new kind of leader.
- Articulate the relationship between emotional intelligence and leadership and apply that understanding to one's own leadership development process.
- Explain the central role that ethics plays in the leadership process.
- Develop a deeper understanding of the leadership skills, values and operating methods of transactional and transformational leaders.
- Examine and analyze the paradoxical lesson that we can only change an organization by changing ourselves.
- Identify the symptoms of personal and organizational "slow death" and understand the personal and organizational steps to change and apply them in one's own life and work experiences.
- Understand and articulate how the transformational perspective for organizational change can benefit people at any level of an organization whether the individual is a CEO, middle manager, church trustee or school teacher.
- Analyze and apply two or more ethical systems and apply them to current social and leadership issues.
- Articulate and connect the lessons learned from the study of leaders who guide, motivate and inspire high performers to one's own leadership practices and aspirations.
- Examine and evaluate the leadership development process involved in going from contributing individual to manager, from manager to leader and then from leader to leader of leaders.
- Develop and strengthen one's own skills as an internally-driven leader who can encourage, guide and motivate those around them.
- Create a plan for change based on the transactional and transformational models for organizational change.

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 Text Books:

Covey, S.R. (2004). *The 8th Habit: From Effectiveness to Greatness*. New York: Free Press ISBN 0-684-84665-9

Maxwell, J.C. (1993). *Developing the Leader Within You*. Nashville: Thos. Nelson ISBN 0-7852-8112-6 (or any edition)

Quinn, R. E. (1996). *Deep Change: Discovering the Leader Within*. San Francisco: Jossey-Boss ISBN 0-7879-0244-6

Required Article and Report Reading

Transcript of the "Charlie Rose Show: An Interview with Thomas Friedman".

Goleman, D. (1996) "What makes A Leader?" *Harvard Business Review*, pp. 93-102.

Kanter, R.M. (1996) "World Class Leaders: The Power of Partnering." *Leader of the*

Future, pp. 89-98.

Northouse, P.G. (2004)"Leadership Ethics." *Leadership Theory and Practice*, pp. 301-327.

Schein, E.H. (1996) "Leadership and Organizational Culture." *Leader of the Future*, pp. 59-69

Electronic Resources

Additional required readings are indicated throughout the course study guide and in the Assignments sections of the course website. Please report any non-working links to your instructor.

Websites:

Ethical Leadership:

<http://web-miner.com/busethics>

GoodWork Project:

<http://goodworkproject.org/>

Harvard Business Review: http://harvardbusinessonline.hbsp.harvard.edu/b02/en/hbr/hbr_home.jhtml

Course Competences

In this course, you will develop the following competences:

Competence	Competence Statement
A-3-C	Can examine a social issue from an ethical perspective.
A-4	Can analyze a problem using two different ethical systems.
H-2-C	Can identify an organizational problem and design a plan for change based on an understanding of change theories and models.
F-X	Written by you and the instructor

Assessment Criteria for Each Competence

If you are taking this course for **two** competencies, you will need to complete the Leadership Reflection Paper and two paper assignments (from Papers 1, 2 and/or 3), all scheduled readings and participate in all discussions as stipulated in the weekly instructions.

If you are taking this course for only **one** competence, you will need to complete the Leadership Reflection Paper and one paper assignment (from Papers 1, 2 and/or 3), all scheduled readings, and participate in all discussions as stipulated in the weekly instructions.

GUIDELINES FOR PAPER 1: THE LEADERSHIP AND ETHICS PAPER (A-3-C)

The Leadership Ethics Paper (A-3-C) is associated with the A-3-C competence or with an F-X competence that emphasizes the intent of the A-3-C learning outcomes.

In this paper you are asked to explore and analyze a social issue or situation from an

ethical perspective. The social issue or situation you select should affect large groups of people.

How to Proceed

You are greatly encouraged to begin to identify social issues of major concern to you as early in the class as possible. To help you prepare for your paper, we will be discussing potential social issues of interest to you and other members of the class throughout the course and especially in the Discussion Forums in Module 4. Please come to these Discussion Forums, in particular, with your ideas, thoughts and questions on issues related to this paper.

The ethical perspective you select can be one you have created on your own. If you choose that approach, your ethical perspective should engage the ideas of one or more significant ethicists. You may also choose to explore and analyze one of the ethical viewpoints you have covered in class. In selecting an ethical perspective, you may find it helpful to review and consider the broad set of ethical perspectives you examined in Modules 3 and 4. You should describe the ethical issues related to the social issue or situation, as seen through the lens of leadership. Your analysis should, in part, demonstrate your understanding of the connection between ethical perspectives and a leader's choices and conduct. You are also encouraged to describe how the leadership ethics lessons learned in this class are influencing your own leadership views and apply to the choices you face.

Other Paper Requirements

Paper 1: The Leadership and Ethics Paper (A-3-C) should be 4-5, double-spaced pages, in length (about 1,000 to 1,250 words). The paper is due at the **beginning** of Week Eight.

In preparing your paper you are encouraged to utilize the websites identified in the **Course Resources** page of this Study Guide.

GUIDELINES FOR PAPER 2: THE LEADERSHIP AND ETHICS PAPER (A-4)

The Leadership Ethics Paper (A-4) is associated with the A-4 competence or with an F-X competence that emphasizes the intent of the A-4 learning outcomes.

In this paper you will demonstrate your ability to analyze an issue or problem using two different ethical systems or perspectives.

How to Proceed

The issue or problem you select is your choice within the context of material we are covering in this course. The issue or problem that you plan to explore should be one that permits substantial ethical examination, for example, ethics in business, racial, gender, age or other discrimination in the workplace. You should select two different ethical perspectives for your analysis. You are encouraged to review and consider the broad set of ethical viewpoints you have examined in this class, especially in Modules 3 and 4. You may also find it helpful to access the websites identified in the Course Resources section of this Study Guide. In your paper you should describe the distinctive assumptions of the two different ethical systems. In your analysis of the problem you have identified, you should compare and contrast how the two different ethical systems apply to the particular issue or problem.

To help you prepare for this assignment, we will be discussing in class and small groups the guidelines for this paper and related topics in Module 4 Discussion Forums. Please do not hesitate to present ideas or raise questions on this paper in any of our

Discussion Forums. Be sure, however, to come to the Module 4 Discussion Forum, in particular, with your ideas, thoughts and questions regarding the Leadership and Ethics Paper (A-4).

Case Study: A film clip from "Other People's Money"

1. You will need to rent or buy the film "Other Peoples' Money". The movie scene that you want to pay particular attention to is towards the end of the movie. We are at a point in the story where the two protagonists, played by Danny DeVito and Gregory Peck, are about to speak at a stockholders' meeting.
2. The setting:

In the movie, Danny DeVito plays the part of Lawrence "Larry the Liquidator" Garfield, a powerful Wall Street investment banker with a reputation for buying and selling undervalued companies. The film clip opens at a point where Larry and the Chairman of the Board (played by Gregory Peck) of an 86-year old company that was founded by his father, are "dueling" with one another at the annual shareholder's meeting. At issue is the election of the board of directors. DeVito is trying to convince the shareholders to support him for chair of the board. Peck, the first to speak, engages the audience by presenting his case for retaining the current board. He accuses DeVito of "playing God with other people's money". In an emotional plea, Peck tells the stockholders that they have a responsibility to protect the employees and the community. "We care about people, not the price of the stock. That is what our business is about." Addressing the sizeable, hostile crowd, DeVito draws their attention to the realities of business. "You may recall that you invested in this company primarily to make money", he reminds them. He argues that the company will not survive the economic changes related to a shift in technology. DeVito says that he doesn't care about the employees or the community, nor should the shareholders. He suggests that their responsibility should be to themselves. His message is that the money they will earn when he purchases their stock and closes the plant can be put to better use than letting current management drain the remaining resources as the company continues down the road to inevitable bankruptcy.
3. You will be asked to analyze this case from different ethical perspectives in Discussion Forum 5.2 (Week Five).
4. To start the discussion, I would ask you to evaluate the ethical nature of the behavior of both DeVito and Peck. Among the ethical perspectives that you might take into account are:
 - Utilitarianism: the greatest good for the greatest number. Who wins in this case? Who loses? On the one hand, the closure of the plant will put a large number of people out of work, and the community will experience both the actual economic loss as well as the social costs related to the shut down. On the other hand, shareholder wealth is maximized and a more efficient economy, in the long run, prevails.
 - Categorical Imperative: doing that which is morally consistent with the principles of right and wrong. Is it more ethical to support the company and the community or to act in principled self-interest?
 - Self-Interest: within reason, taking care of self, in the long run, is better for society as a whole. This perspective seems to support DeVito's position. However, would voting to maintain the current board be in the best interests of the residents of the community?
 - Legality: because ethical behavior has many gray areas that are difficult to sort out, it may be easier to simplify the argument by accepting that which is legal. In other words, that which is legal is ethical. In this case, there are no apparent illegal activities by either DeVito or Peck or the

stockholders. DeVito, if elected chair, could make the decision to close the plant without crossing legal boundaries. Even though the law, within proscribed boundaries, recognizes corporate takeovers, are there secondary or underlying leadership conduct activities and issues that could be considered unethical?

- Light of Day: if someone you know (family, friend, workplace colleague) became aware of your actions, would you be embarrassed? The argument goes that if your action causes you embarrassment then the act could be considered unethical. In this case, neither DeVito nor Peck would be uncomfortable since both are going public with their claims. Let's shift our attention to the stockholders who voted for DeVito. Would they be willing to admit their action? Could it be a source of embarrassment and, therefore, described as unethical?
- What other ethical perspectives and questions would you like to raise for class discussion and/or possibly in your paper?

Important Note: This case study and your findings and observations from your own research and analysis, including class discussion, can and possibly should be incorporated or reflected in either or both of the Leadership and Ethics Papers (Papers 1 and 2).

Other Paper Requirements

Paper 2: The Leadership and Ethics Paper (A-4) should be 4-5, double-spaced pages, in length (about 1,000 to 1250 words). This Paper is due at the beginning of Week Eight.

GUIDELINES FOR PAPER 3: THE LEADERSHIP AND ORGANIZATIONAL CHANGE PAPER (H-2-C)

The Leadership and Organizational Change Paper is associated with the H-2-C competence or with an F-X competence that emphasizes the intent of the H-2-C learning outcomes.

In this paper you will be asked to present a plan which addresses a relatively complex organizational problem (for example, a change in the culture of the organization) that you will identify. You will want to demonstrate your ability to recognize the need for organizational change (for example, the conditions of "slow death"), to assess alternative response strategies (for example, incremental vs. deep change) and then to apply two leadership models (transactional and transformational) to effectuate organizational change. In the process you will also be demonstrating your understanding of how you would develop a plan for organizational change. In essence, your goal is to demonstrate your understanding of the process for creating organizational change.

How to Proceed

You are encouraged to review the material you have covered in class. You will want to give special attention to the lessons you have learned in Modules 6, 7 and 8. In Module 6, as you will recall, you learned how to identify and describe the signs of "slow death" and other symptoms reflecting the need of change. Be sure to consider your findings from the exercise/survey you completed entitled "The Slow Death/Deep Change Dilemma". In Module 7, you explored the ways that leaders at any level of an organization can experience deep change and create and contribute to organizational change. In Module 8, you examined the characteristics of the contributing individual, the transactional leader and the transformational leader and the role that each plays in the life and growth of an organization. You may find reviewing and reflecting on the "steps to personal and organizational change" questions, found at the end of each of the

chapters of Deep Change, helpful as you develop your paper.

One approach you might consider would involve creating your own "case study" that could take into account these and other points:

1. Identify the organization and describe the conditions that have sparked the need for change. This can be an organization that you know or one you create in your own mind. You could draw on material you have derived from a movie. In addition to "*Brubaker*", several movies that depict, for example, the transactional and transformational models, are "*Miracle*" (Disney), "*Dead Poets' Society*", "*Coach Carter*", "*A Touch of Greatness*"(Albion Films) and more. You probably can think of other films that interest you.
2. Describe your position. It could be your current position or one you select. Consider the levels of leadership defined by John Maxwell. What skills (for example, in the area say of emotional intelligence) will you bring to bear? What have you learned in class that could help you play your role?
3. What is your proposed strategy for change? Two options, of course, are either the transactional (incremental change) or the transformational (deep change) model or, thirdly, a combination of the two.
4. What steps would you take (even if only hypothetically) to implement the change process? In what ways would you convey the proposed change(s) to others, especially the influencers? How would you engage, for instance, the people Edgar Schein describes as the "carriers of the culture"?
5. What is your sense of time for implementing the change process?
6. What are your expected outcomes and why?

We will be discussing in small groups the scope of the Leadership and Organizational Change Paper in Week Six and possibly other Discussion Forums. Please come to this and other Discussion Forums with your ideas, thoughts and questions regarding this paper.

Paper Requirements

Paper 3: The Leadership and Organizational Change Paper should be 4-5, double-spaced, pages, in length (about 1,000 to 1,250 words). The Paper is due at the **beginning** of Week Ten.

General Assessment Criteria for your Final Papers

It is important that your final paper:

- Specifically addresses the competence that you are fulfilling in this course.
- Organizes your supportive evidence into relevant paragraphs that address your subject.
- Takes into account a variety of points of view.
- Demonstrates your appreciation of other points of view (demonstrates empathy and the ability to account for the vantage points of others).
- Demonstrates that you are able to integrate the evidence derived from your chosen sources into your argument according in standard English using proper grammar, mechanics, and sentence structure.
- Uses proper quotation form, including introduction of your quotation as well as your commentary following the quotation.
- an introduction and concluding paragraph.
- Contains proper APA or MLA citation form for in-text references as well as for bibliography.
- Is turned in on time.

Course Structure

This course consists of ten modules. The estimated time to complete each module is 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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Assessment

Course Grading Criteria

The Leadership Edge is a *graded course*. Your final grade is based on the successful completion of papers, discussion and reading assignments. The learning outcomes for each competence will be assessed based on the written evidence that you present online and in paper submission to your instructor.

Please see the following percentage distributions for specific assignments related to specific competencies:

For two competencies:

Leadership Reflection Paper:	10%
Paper Assignments 1, 2 and/or 3:	30% each, or a total of 60%
Your discussion and participation assignments:	30%

For one competence:

Leadership Reflection Paper:	10%
Paper Assignments 1, 2 and/or 3:	45%
Your discussion and participation assignments	45%

General Assessment Criteria for All Writing Assignments

In general, grading of an assignment will be based on the following:

Content refers to the treatment of the topic logically and analytically. This is the substance, the "what" of the paper; what you had to say about the topic, what you presented in defense of your position, and what your analysis revealed about thought processes and grasp of the material you grappled with.

Organization is the way your paper is arrayed and presented, including both the overall organization and the arrangement of sub-parts. These include: relevant title and subheadings; introductory material, where needed; summaries, where appropriate; connective and transitional links; and what used to be called "rhetoric": the skillful arrangement of the pieces for maximum persuasive impact on the reader.

Mechanics refers to the use of Spelling and Grammar check, the use of Standard English, the basics of sentence structure and punctuation, and effective and sensitive word choice usage. Mastery of basic communication and writing skills is a must for

undergraduate (and graduate) students. The paper you prepare should also use proper APA or MLA citation form for in-text references as well as for bibliography.

Assessment Criteria for Online Discussion Participation

In the online discussions your responses will be graded on whether you are:

1. Offering up ideas or resources and inviting a critique of them
2. Asking challenging questions
3. Articulating, explaining and supporting positions on ideas
4. Exploring and supporting issues by adding explanations and examples
5. Reflecting on and re-evaluating personal opinions
6. a critique, challenging, discussing and expanding ideas of others
7. Negotiating interpretations, definitions and meanings
8. Summarizing previous contributions and asking the next question
9. Proposing actions based on ideas that have been developed

The above list was adapted from Gilly Simpson's book E-Moderating: The key to teaching and learning online. London: Kogan Page: p.143 (2000).

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

For SNL courses taken for Pass/Fail, a "Pass" represents a grade of "A" for purposes of financial aid and employer reimbursement.

Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter.

Online Participation Guidelines

A significant part of your online learning experience involves learning with and from your classmates and the instructor in the online discussions and group assignments.

Active participation means sharing information and resources and posting you ideas and critiquing and expanding on the ideas of others in a collegial fashion. This discussion is informal in the sense that it is meant to encourage interested discussion. You are expected to follow accepted standards of English spelling, grammar and usage, although you will not be assessed for these particular characteristics when you are participating in online discussions.

These discussions are for you to exchange your reflections with your classmates and instructor about what you are learning. The discussions will be organized into forums around the particular topic you are studying each week.

You may be asked by the instructor to take leadership in a certain group for a certain time of the course. You will receive further instructions from your instructor if this occurs.

You should contribute your responses to the particular assignment for that particular discussion heading which will be posted.

For each Discussion Forum, you are required to make at least one original contribution

to each topic and respond to one classmate's contribution.

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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://studentaffairs.depaul.edu/homehandbook.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.
- 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.

Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

Incomplete Grades

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the

course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

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.

How To Do Well In This Class

This section provides a few hints on how to do well in this class:

1. Participate in class discussions. The class discussions and homework exercises are worth a large percentage of your grade. Most modules ask you to post an opinion and include a follow-up. Don't miss the follow-up posting.
2. Don't fall behind—in general once a discussion is graded its over. Don't think you can post discussion items several weeks after they are graded and expect credit. The class has moved on and it is difficult for course administrators to find your postings after it has been graded.
3. Read the assignments carefully. If the assignment says answer three questions, then answer three. If it says use APA research paper style then find out what that

- style is and use it.
4. Email questions. When you have any questions, email me. If I post a question to you (via your private discussion board), then answer it (it usually means I cannot find an assignment of yours).
 5. Post all assignments by the specified Due Date

Final Note

Participating in SNL courses can be an enriching, rewarding experience, and a chance to share ideas in a safe environment.

Some difficulties at the beginning of an online course are quite normal; solving them is part of every distance learning experience.

Enjoy your journey into lifelong learning!

Credits

This course was designed and produced by Gregory L. Gilmore and staff of SNL Online at DePaul University.

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