

Quantitative Reasoning

Course Information

Assessment

Policies

Course Expectations

Course Information

Course Description

This course offers you an introduction to the various topics in quantitative reasoning that you are likely to be exposed to throughout your university course work, your career, and your daily life, and how to more effectively handle these topics. It covers different approaches to problem solving, how numbers are used in the real world, how to manage your personal finances, basic concepts in statistics, and how they are applied in everyday settings and, finally, how money and populations grow and decay.

Excel spreadsheets and charts are used extensively in this course to illustrate graphically how to display, analyze, and interpret data. Using mathematical models to understand real-world phenomena and to make predictions is an important component of the course. A series of Discussion Board forums are used to link the text readings and the Excel projects to your personal experiences.

Note: The text book used for this course is supported by a website that is utilized throughout the quarter. The website is fully functional for PC users. Students should have access to a PC when they take the Quantitative Reasoning course

Disclaimer MyMathLab does not currently support Mac computers. If you have a more recent version with an Intel chip, then it is possible to use a Mac. There is a free download from CrossOver to do this.

Go to <http://www.codeweavers.com/products/cxmac/> for more information.

Excel Experience is needed for this course

The projects for this course require working problems using Excel spreadsheets. To do well in this course you need to have used Excel before taking this course and to have an understanding of its basic functionality. It is not recommended that you take this course without this background, unless you are willing to spend an extended amount of time on your own at the beginning of the course to learn the program.

If you have taken the SNL course *Introduction to Computer Productivity* for the S-5 competence you will be well prepared for this course. We recommend that you have Excel installed on the computer(s) you will be using for this course. If you do not own Excel, you may purchase a copy (with student ID) from ITD (Instructional Technology Development) for a very modest cost. This course also assumes that you will have computer access to the Internet at least five days a week.

Course Learning Goals

After completing this course, you will be able to:

- Use units of measurement to solve problems and check answers.
- Apply a general set of guidelines and hints for effective problem solving.
- Use percentages and explain how they can be abused.
- Demonstrate how to put very large and small numbers into perspective.
- Deal more effectively with uncertainty.
- Explain how errors can affect measured numbers.
- Critique how numbers may be deceiving.
- Explain and discuss the power of compound interest.
- Compare and contrast the advantages and disadvantages of investment plans, savings plans and loan payments.
- Use various financial calculators to analyze investment plans, savings plans and loan payments.
- Recognize and accurately interpret the statistics that appear daily in newspapers, on TV and in magazine articles.
- Compute linear and exponential growth.
- Build linear and exponential models and use them to make predictions.
- Use Excel to manipulate, analyze, and display data as pie charts, bar charts, maps and line graphs.
- Interpret graphs demonstrating critical thinking to determine their underlying assumptions.
- Use the Consumer Price Index to compare pricing data from different years.
- Discuss how critical quantitative reasoning skills are important to your survival to navigating a world exploding with numerical data.

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](#)

Note: You will need to either purchase the original textbook to get MyMathLab or you can purchase a used copy but you must purchase MyMathLab separately. In addition, there is an option to get the online book.

Required textbooks:

Using and Understanding Mathematics: A Quantitative Reasoning Approach, 4th edition, J. Bennett and W. Briggs, Addison-Wesley, 2008. ISBN 0-321-45820-6

Required: Text Book Website

The above text has an excellent supporting website, called MyMathLab/CourseCompass, designed by the publisher. In addition to an electronic version of the published material in the book, this website also has many wonderful resources that include video lectures, animated examples, homework, quizzes, a custom study plan and tutoring.

To access the website for the first time requires a course ID that you will receive from your instructor and an access code. How to purchase the text and access code, and how to register is discussed below. For more information about this website, including system requirements, go to www.mymathlab.com.

Strongly Recommended: Demonstration of how to enter answers for practice problems and test questions in MyMathLab.

http://media.pearsoncmg.com/aw/aw_mml_shared_1/player_tour/producttourmml.html

Required Software:

Microsoft Excel

Strongly Recommended: Basic Training in Excel.

Each of the following two URLs will give you a basic overview of how to use Excel. We recommend that you look at both as they are both relatively short.

http://www.internet4classrooms.com/on-line_excel.htm

<http://www.usd.edu/trio/tut/excel/>

Strongly Recommended: The Addison-Wesley Math Tutor Center

When you buy MyMathLab, you also get access to Addison Wesley's Math Tutor Center (<http://www.aw-bc.com/tutorcenter/>). The Tutor Center provides live tutoring for the odd-numbered exercises in your book, explains concepts, illustrations and examples in the textbook and provide more details to problems already answered in the textbook. The tutors will not help you to take an online test/quiz or give you answers. To contact the Tutor Center:

Call (toll-free): 1-888-777-0463

Fax: 1-877-262-9774

Email: tutor@aw.com

Optional Text Book

Excel 2003 for Dummies, Greg Harvey, Wiley Publishing Inc, 2003

Order from <http://www.dummies.com>

Optional Text Book

Excel Timesaving Techniques for Dummies, Greg Harvey, Wiley Publishing Inc, 2005

Order from <http://www.dummies.com>

Text Book, Access Code and Registration

The SNL online Quantitative Reasoning course requires the use of a website called MyMathLab. This is an interactive website where you can view the multimedia textbook and videos, do practice exercises and homework, and take the required module quizzes.

What do I need to get started?

You can purchase a new textbook that includes free access to MyMathLab, or purchase a used textbook and access to MyMathLab separately or purchase MyMathLab only.

Option 1

The textbook comes packaged with the MyMathLab access code. Textbook + MyMathLab purchase online at: <http://www.aw-bc.com/catalog/academic/product/0,1144,0321228197,00.html>

Students can get next day shipping on their textbook/access code purchase.

This text can also be purchased from <http://direct.mbsbooks.com/depaul.htm>

ISBN 0-321-22773-5

Option 2

Purchase a used copy of the text from an independent source such as amazon.com, borders.com, etc., and then purchase the MyMathLab access code as in Option 3.

Option 3

With this option you do not get a hard copy textbook. MyMathLab (Website) only purchase online at http://info.coursecompass.com/website/student_register.html

Students get their access code immediately.

Which option is best for me?

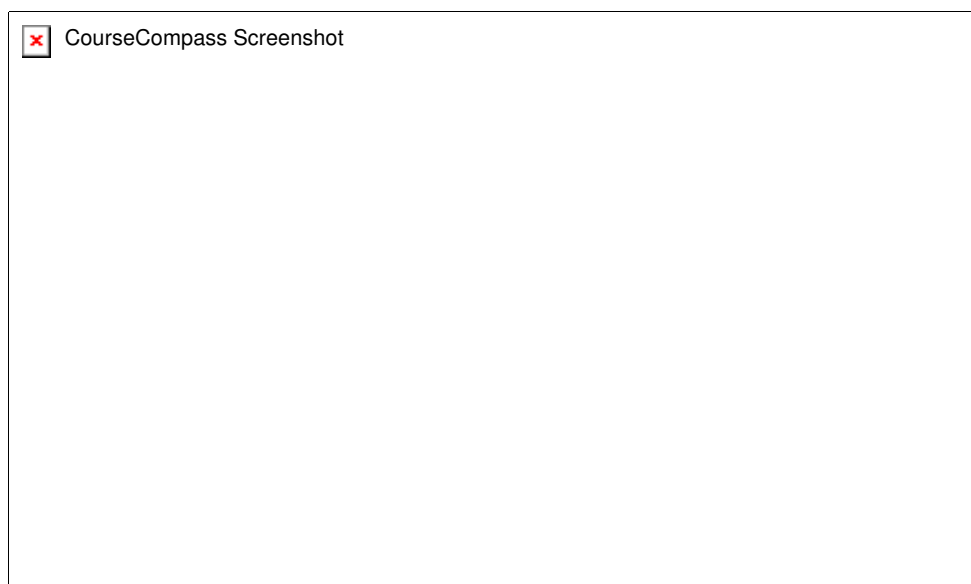
There are two main differences between the three options. The first one is cost. Option 2 will be less expensive than Option 1 and Option 3 is the least expensive. The second one is that Option 3 will provide you with an electronic version of the text, but no hard copy. However, you can print whatever you need from the electronic text. Options 1 and 2 provide you with a hard copy of the text, as well as an electronic text. If you are comfortable using only an electronic text book, then do option 3.

I made my purchase, what do I do next?

First view the following brief video on the registration process:

http://info.coursecompass.com/website/stu_tour2005/cc_library/cc_register.html

Now with your MyMathLab Student Access Kit, your instructor's Course ID that will be sent to you by your instructor, and your SNL email address, go to www.coursecompass.com. Click on Students Register to see the below page. Click on Next & follow the on-screen instructions to register to this website.



I've registered, now what?

1. During the registration process, you created your own personal login name & password. Login at www.coursecompass.com.
2. At the Welcome page, click on SNL Quantitative Reasoning under Courses you are taking.
3. Please read all the information contained at the postings on the Announcements page.
4. Click on the MyMathLab Installation Wizard to check your computer, monitor and browser software plugins status. Install any missing plugins. You need to do this once for each computer that you plan to use to access MyMathLab.
5. When done, close & then reopen your browser, log back in. You are now ready to start your work as indicated on the Announcements page.

Important: You **MUST** install all required software plugins to use this website from a home or work computer. A link to these plugins is located from within the MyMathLab website (under Sys Requirements). AOL users must minimize that browser and use

Internet Explorer. You must also disable any pop-up blockers for this site only. It is your responsibility to use a computer that will allow you to access the MyMathLab website as this is the only place where the Module quizzes may be taken.

Course Competences

In this course, you will develop the following competence:

Competence	Competence Statement
L-6	Can use mathematical symbols, concepts, and methods to describe and solve problems.

Course Structure

This course consists of 5 modules. The estimated time to complete each module is 2 weeks.

All modules have the same basic structure and ask you to:

- Read the Bennett chapter text material (required)
- View the Bennett chapter videos (optional)
- Work on the Bennett practice problems (optional)
- Take the Bennett online chapter quiz (required)
- Do the Excel project(s) (required)
- Contribute to the discussion forums (required)

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.

General Guidelines for Module Navigation

To navigate successfully through each module, you need to pay attention to the following guidelines:

Bennett MyMathLab/CourseCompass Website Navigational Guidelines

Bennett Text (Required)

The text is available in two formats: hard copy and an electronic copy. You will find the electronic version of the Bennett text at the MyMathLab/CourseCompass website. Everyone **must** have access to the electronic version of the text even if you have a hard-bound copy.

Please execute the following instructions to access the electronic text: At the website:

- Click on Chapter Contents (on the left)
- Click on the desired chapter
- Click on the desired section
- Click on the multimedia textbook section.

You now have access to the Bennett text for the desired section.

It will be very difficult to do well on the quizzes without first reading the relevant text material.

Bennett Video Lectures (Optional)

The video lectures are all available at the MyMathLab/CourseCompass website. There is a video lecture for each section of each chapter that we will cover in this course.

These video lectures are a wonderful way to support your learning of the text material. They are highly recommended, especially if you have been away from math and quantitative work for a while.

Please execute the following instructions to access the video lectures: At the website:

- Click on Chapter Contents (on the left)
- Click on the desired chapter
- Click on the desired section
- Click on the video presentation.

You now have access to the video lecture for the desired section.

Bennett Study Plan/Practice Exercises (Optional)

There are ample exercises to practice and to get feedback as to the correctness of your answers. To access these exercises, you need to go to the Study Plan.

These practice exercises are a wonderful way to support your learning of the text material. They are highly recommended, especially if you have been away from math and quantitative work for a while.

Please execute the following instructions to access the practice exercises associated with the Study Plan: At the website:

- Click on Study Plan (on the left)
- a chapter from the drop-down box
- Select a section from the drop-down box
- Click an objective

You will see a display of exercises that are for the section of the chapter that you selected. The ones highlighted in yellow are for the objective that you selected.

- Click on the first highlighted exercise

The exercise selection will now be restricted to the highlighted ones for the objective selected.

- Click on each radio button

You will now see the details of the exercise. Do the ones that are relevant to your needs.

Note: Once you take any test/quiz, the Study Plan will identify areas of weakness for you based on the results of the test/quiz and then provide additional practice for you to remove your weak areas.

Warning: If any part of the above does not work, you probably have missed a plug-in.

Please go back to the CourseCompass home page, click on Sys Requirements and download the needed plug-ins. If you are having trouble doing this, please contact the Addison-Wesley Help Desk at the following website:
<http://247.support.pearsoned.com/phone/index.asp>

You must do your work on a computer that will allow you to install the necessary plug-ins.

Bennett Online Chapter Quiz (Required)

The chapter quiz is available at the MyMathLab/CourseCompass website. While Bennett refers to the quizzes as exams, for this course, we wish to refer to them as quizzes.

Please execute the following instructions to access the chapter quiz: At the website:

- Click on Chapter Contents (on the left)
- Click on the desired chapter
- on Take chapter tests (second item at the top of the screen).

You might see more than one test. The test that you will be graded on is always identified as Module # Quiz. Any other test is optional and may be taken for practice, if your time permits.

Bennett Grade Book (Optional)

All your quiz grades will be recorded in the Bennett Grade Book. You may look at each chapter separately to see your grades. If you took an optional Bennett test, then you will have the option of reviewing the test questions to see worked-out solutions for the questions.

Recommended Strategies to do well with Bennett

1. Read a unit of material from the chapter.
2. View the unit video.
3. Do some practice problems from the Study Plan for the unit.
4. Do the above three steps for each assigned unit.
5. Take the Module quiz for the chapter for the first time.

If you are satisfied with your score, then you are done with the Bennett chapter. If not, continue.

6. Go to the Grade Book to see your quiz score.
7. Go to your Study Plan and work on your weak areas by doing more practice exercises. Perhaps, review any pertinent videos again.
8. the Module quiz for the second time.
9. Repeat the steps 6 and 7, if necessary, one more time.

You may take the Module quiz up to three times. The quiz will be scored for you automatically each time. Your best score will be used for grading purposes.

Excel Project Navigational Guidelines

Each Excel project has three main structural components

- An Instructions document to read the instructions as to how to do the project
- An Answer Form document to enter answers, tables and charts
- Excel spreadsheet(s) to start the project

Student Interaction with an Excel Project

- Go to the Course website
- Click on Course Materials in the left-hand side of the screen

- Click on the relevant Module # to access the Excel Project materials
- Select Excel Projects 1 to 6
- Open the Answer Form document and put your full name and DePaul Student identification number in the spaces provided.
- the Answer Form with the name indicated in the learning activity instructions for each Module.
- Print and Read the Instructions document until a request to perform an action is met
- Open any required spreadsheet(s)
- the requested action(s)
- Type or paste the result of the action into the Answer Form
- Continue with the above until all requests are satisfied
- Save the Completed Answer Form
- Submit the Answer Form in the Assignments area of the course website.

For those of you who need a fast refresher on the basics of Excel, each of the following two URLs will give you a basic overview of how to use Excel. We recommend that you look at both of them as they are both relatively short.

http://www.internet4classrooms.com/on-line_excel.htm

<http://www.usd.edu/trio/tut/excel/>

[Top](#)

Assessment

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

To earn a passing grade for this course you must attain at least a C- (69 to 72). A C- or better is the standard passing grade at SNL.

SNL Grading Policy for Lifelong Learning Courses

In certain SNL courses in the Lifelong Learning Area of the BA curriculum, instructors regularly use the pass/fail grading system. However, SNL also offers students the opportunity in several of these courses to select a "Grading" option where grades A through C- represent passing performance. The faculty member and the individual student together decide which system will best promote the student's learning in that particular course. With no exceptions, a student must obtain permission from the instructor to use the grade option by the beginning of the third week of the quarter. After the third week of the quarter the assessment style agreed upon, whether pass/fail or grading, cannot be changed. The instructor is required to provide the student the specific assessment criteria by which a grade will be determined prior to the student officially selecting this option. Grading criteria shall appear in the syllabus along with pass/fail assessment criteria.

Lifelong learning courses that already employ a grading system such as *Quantitative*

Reasoning and Collaborative Learning will continue to use this system. The Lifelong learning courses *Learning Assessment Seminar*, *Foundations*, and *Summit Seminar* will continue to employ the pass/fail system exclusively. This policy applies to the other lifelong learning competencies and courses including, *Academic Writing for Adults*, *Critical Thinking*, *Research Seminar*, and *Externship*. The pass/fail policy and procedure of the university found in the student handbook should be followed where a student wishes to seek this option for a graded course.

Assessment Criteria for the L-6 Competence

Criteria for Assessment:

1. Understands how variables are expressed and transformed through symbolic representations.
2. Interprets complex relationships of variables expressed verbally or symbolically.
3. Employs a mathematical process to explain or solve a problem.

The demonstration of this competence should reflect the logic required to frame and solve problems using some form of mathematical symbols. This is open to algebra, probability, statistics, etc. The level must be beyond computational (arithmetic) skills. We encourage applications of such thinking processes to work and other situations.

You will be assessed on the following four required components:

- Discussion Board Participation
- Excel Projects
- Module Quizzes
- Course Wrap-Up

Let us first understand the structure of the discussion board and forums that we will use in this course.

Discussion Board Structure

Each Module introduces a discussion forum topic. The topic is usually discussed over a series of two discussion forums.

Be aware that your instructor may make changes to this structure so that, in certain Modules, you may only do one discussion forum or none. Please read the Course Map and watch the Course Q&A forum for changes.

Discussion Forum:

- The topic is first introduced to the class via a Survey discussion forum. In this forum, you will be asked to post your personal responses to a series of questions pertaining to the topic.
- This forum is intended for the class to share their observations.
- There are no wrong answers to the questions. However, it is expected that everyone will contribute well-thought out responses.
- who does not participate or participates inadequately will have their grade for this forum reduced accordingly.
- Each Module of the Study Guide describes the details for participation in the discussion forum.

Team(or Group) Discussion Forums:

- The topic introduced in the discussion forum is now further explored through the use of small team (group) discussion forums.
- Each team member is first asked to search the Internet or the DePaul Library's Databases for an article related to the topic.
- Each team member will post an article summary, the URL and their individually formulated responses to the questions.
- Each team will have no constraints on selecting one or more articles from those proposed by team members, as long as the articles selected have a URL and can be used to answer the series of questions posed for the topic.
- Each team) will post their work to a group discussion forum that is accessible only to the team members and the instructor.
- The team secretary will collate the responses from the team and compose the first draft of the team response.
- Team members will edit and critique the draft until the team is satisfied, so that the secretary may post the final product to a course discussion forum.
- Each team member should contribute to the article selection process and actively participate in the formulation of the team's responses.
- Anyone who does not participate or participates inadequately will have their grade for this team Forum reduced accordingly.
- Each Module of the Study Guide presents the details for the Team forums.

The **Discussion Forums** allow you to provide your personal responses to questions and comments posed by your instructor and allows your classmates an opportunity to comment on your responses. Each person is required to respond to the questions posed by the instructor in a meaningful and thoughtful way and respond to the posting of at least one classmate. Any individual who does not participate or participates inadequately will have their grade reduced accordingly for that Discussion Forum.

For the **team (or group) discussion forums**: students will be assigned to teams of 3 to 6 by the instructor. Each team will be assigned to a private team (or group) discussion forum. These private discussion forums will be used by your teams to discuss the discussion topic, and submit a team response for the questions posed. Any member of a team who does not participate or participates inadequately in the discussion that leads to the team's response will have their grade for the Team Forum reduced accordingly.

Online Discussion Participation Guidelines

The following guidelines are offered to encourage you to be active and critical in your participation. Only by working together, will we make this course a significant and pleasant learning experience:

- Active participation is essential, so please connect to the course every day or at least every second day. "Active participation" means that you read and contribute to the online discussions as described in the Online Discussion Forums section of each module.
- 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.
- The role of the instructor is to make it easier for you to interact, to promote significant discussion, to give feed back on your postings and to offer help where needed.
- discussions will be organized around particular topics you are studying.
- Each discussion is meant to encourage interested and active participation.
- These discussions are a place for you to exchange your reflections with others in

- the class about what you are learning.
- It is expected that you follow accepted standards of English spelling, grammar and usage.

Online Discussion Assessment Criteria

Here is an example of criteria that an instructor may use to grade the discussion forums. Each instructor is free to choose the assessment criteria as long as it is made known to the class.

A team can receive up to 10 points for each discussion forum using the following scale:

9-10 points: Presented an excellent summary of the selected article. Every question was answered with clear and well-written responses. Good examples were provided when requested and real life applications were discussed in depth.

6 - 8 points: Presented an above average summary of the selected article. Most of the questions were answered with clear and well-written responses. Average examples were provided when requested and real life applications were considered.

3 □ 5 points: Presented an average summary of the selected article. Answered some of the questions presented. Written responses were not college level writing. Some examples were provided but their relevance was questionable. Real life applications were hardly considered.

0 □ 2 points: Presented a below average summary of the selected article. Answered few of the questions presented. The writing was very unorganized with many grammatical errors. Few examples were provided and their relevance was questionable. Real life applications were not considered in any relevant way.

Excel Project Assessment Criteria

The Excel projects are of varying length and complexity. In general, they will involve using various Excel capabilities to make calculations, to insert formulas into cells, to create tables, and to use the chart wizard and map function to create charts and maps. All work in Excel must be copied from the original Excel spreadsheet and pasted into the provided answer sheet. There are also a variety of pertinent questions that must be answered, by simply typing your responses onto the same answer sheet.

Each project's answer sheet will be assessed as follows.

- All sections of the project are complete.
- Charts, graphs and tables are accurate and meet the assignment requirements.
- All observations are pertinent and all specific questions are answered.
- All answers use college level writing.
- Each project must be completed according to specifications described in each project's instructions section.
- Each project must be completed by the deadline provided in the course map.

Module Quiz Assessment Criteria

There is a required on-line multiple-choice quiz for each module. It will usually run between 10 □ 20 questions. You will be allowed to take each quiz up to three times and your best score will be your final grade for that quiz. It is up to the instructor to decide how many days will be allocated for taking a module quiz. See your instructor's detailed Course Map for the details. Two possible time allocations are: a) All quiz attempts must be made during the time that the instructor has allocated for the module.

And b) One quiz attempt must be made during the time that the instructor has allocated for the module, and the remaining two quiz attempts may be made at anytime up to some specified future date set by the instructor. Not taking a quiz during the allotted time, as specified by the instructor, will result in a score of zero.

Wrap-Up Assignment Criteria

The Wrap-Up Course Evaluation asks you to evaluate various components of the course by providing a series of rankings of the various activities accomplished during the course. You will also be asked to provide brief, well-considered responses to a series of questions. There are not right or wrong answers to the questions. Please be very candid and thoughtful as your input will assist the course designers to improve the course for future students.

Percent Distribution of Assessments

Module Quizzes	25%
Excel Projects	40%
Discussion Board Participation	30%
Wrap-up Course Evaluation	5%

[Top](#)

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>.

[Top](#)

Course Expectations

Necessary Time Commitment

This is not an independent study course, but a fast-paced online team learning experience.

This study guide indicates 6 to 11 hours per week of your time should be spent on this course of ten weeks. **Some of you could spend significantly more time on this class, however.**

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 your course 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.

You will learn with and from your classmates in the online discussions and group assignments, sharing information and resources and posting your ideas and critiquing and expanding on the ideas of others in a collegial fashion. You are encouraged to bring your questions to the online discussions and respond to each other—do not always wait for the instructor to answer questions.

If events arise in your life that will prevent your attendance in class for one week or more, it is your responsibility to make sure that your instructor is advised at the first possible opportunity. You, or a friend or family member can do that by email, postal mail or phone. Someone could also send a note to snlonline@depaul.edu. This will allow your instructor to assist you to make up missing work. If these events occur early in the quarter and you wait until the end of the quarter before informing your instructor, do not expect to receive an Incomplete. .

Student Getting Started Checklist

Some difficulties at the beginning of an online course are quite normal. Solving them is part of every distance learning experience. Here are links to two checklists to facilitate your getting up and running smoothly with this course:

[SNL Checklist](#)

[MyMathLab/CourseCompass Website Checklist](#)

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 by Mr. Louis Aquila, with the assistance of Mr. John Hemmerling and staff of SNL Online at DePaul University. Grateful acknowledgement is given to Dr. Luis Galarza, for the opportunity to develop the Quantitative Reasoning Course. Grateful acknowledgement is given to Dr. David Jabon, Director of the Quantitative Research Center, and Dr. Georgia Talias for access to some of their materials from the Quantitative Reasoning course ISP 120. A modified version of these materials has been incorporated into this course. The author assumes full responsibility for these modified materials. Grateful acknowledgement is given to Dr. Susanna Epp for conversations on quantitative reasoning and Dr. Mauri Collins for wonderful ideas on the course's infrastructure, and staff of SNL Online at DePaul University.

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[Top](#)