

Course Syllabus

Statistics for Managerial Decision, Social, and Behavioral Sciences

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Course Description

This course introduces the fundamental concepts and methods of statistics with emphasis on real world applications to a wide variety of fields. Statistical methods constitute valuable analytical tools for decision and policy making in the twenty first century. The acquisition of such techniques should enable you, whether you are currently or will be business managers, policy makers, educators, politicians, social and behavioral thinkers, and other scientists to reach an informed and well presented conclusion that is based on real-life tractable phenomena.

The course begins with the concept of basic descriptive statistics, survey and data sources, and data collection and their graphical representation. It then covers elementary probability theory, sampling and estimation, hypothesis testing, linear regression, and non-parametric tests. Those statistics and characteristics will be easily computed using Microsoft Excel or other related software. We will not focus on mathematics or theorems, but rather on practical issues involved in the collection, treatment, and interpretations of observed and experimental data from several areas of interests, including finance, economics, education, sociology, psychology, public opinion, demography, and data in the related fields using the techniques of statistical inference.

In this course you will not only learn the correct way to reach an optimal decision evidenced by data, but also acquire solid tools to understand the “Whys” and “Hows” of statistics used in financial, economic, political newspapers, magazines, journal articles, and reports from governmental and non-governmental institutions. You do not need to have previous knowledge of other statistical software to take this class; however, you are expected to be acquainted with Microsoft Excel. If you need a refresher, please visit the following sites.

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/>

Course Learning Goals

After completing this course, you will be able to:

Apprehend why and how quantitative and qualitative information is used to make decisions and to implement policies that affect us and our economic, social, and political environment.

You will master how to:

- Understand and use statistical terminologies and concepts
- Collect survey data (primary data) or use collections of existing data (secondary data)
- Prepare graphical presentation and quantitative summary of data
- Determine the meaning and applications of probabilities in real world (business, social, and political environments)
- Formulate hypotheses (claims) related to business and social science issues and perform statistical tests of those hypotheses
- Perform simple and multiple linear regression analysis
- Interpret statistical findings leading to decision making and policy implementation
- Demonstrate a thorough understanding of research topics in the area of your choice

Course Resources

Required Textbook and Reading Materials:

1. David M. Levine, David Stephan, Timothy C. Krehbiel, & Mark L. Berenson (2005), "Statistics for Managers Using Excel" (with student CD-Rom), 4th Edition, Pearson Prentice Hall, ISBN: 0-13-144054-3

Notes: The textbook includes 17 chapters of statistics topics, chapters on the use of Excel to compute some statistics; a CD-Rom with PHstat2, macro programs (to add in Excel) that complement certain functions in Excel, and a variety of data sets for real world applications.

2. Course Study Guide along with Lecture notes. **You will need to download the lecture notes for each module from the Course Resources to read and learn how to interpret the numerical results. You will also find there are references in the textbook to strategies to use Excel and Excel with PHStat2 to compute statistics and perform tests.**
3. Regularly consult the online Student Resources posted on the textbook's publisher web site at: http://wps.prenhall.com/bp_levine_statsexcel_4 to:
 - Access a PowerPoint presentation of each chapter;
 - Participate to Interactive Business Statistics, which allows you to see and experience the dynamic nature of statistical concepts
 - Access a variety of real life statistical reports at the Business Statistics Center
4. Visit: <http://www.mhhe.com/business/opsci/bstat/> to:
 - Access current business, social, and policy News, Articles, and related Links to several institutions
 - Take Multiple-choice self-quizzes (and check your answers.)

Add-in of PHStat2 to Microsoft Excel

Your textbook comes with a CD that contains data on Excel and SPSS formats, and a macro called PHstat2. PHstat2 is a program that, once added to Excel, helps carry out some of the statistical computations and tasks that the original Excel software is not intended to perform. Once you get your textbook, along with the student's CD, you need to add in PHstat2.

Follow these steps:

1. Make sure that the function "Data Analysis" is activated on your Excel program. To see whether or not it's activated;

on the Excel Main menu, select “Tools” and on the drop-down menu, look for “*Data Analysis*”. If you find it, you are fine; if not, this means you are not ready to use the statistical tools in Excel that you need for this course. But don’t worry since you can add them in by selecting: Tools; Add-ins; and check the first two boxes: “Analysis Tool Park” and “Analysis Tool Park VBA” and select “ok” to activate *Data Analysis*.

2. To install or add macro PHstat2 to Excel, you first need to lower the level of computer security inside Excel from high to medium. To do so, from the Excel main menu, select: Tools; → Macro; → Security; select “Medium” by clicking inside the circle. See more detail at EP 8 on Page 46 of the text.
3. Insert your CD in your CD drive and follow the instructions to add in PHsat2 to Excel.

Course Competences

In this course, you will develop the following competences:

Competence	Competence Statement
S-2-X	Can use mathematics or statistics to describe and analyze the patterns and processes of social or behavioral mutations observed within or among economic or social groups or organizations.
H-2-E	Can compare one social, cultural, economic, or political institution in a society to a comparable institution in a different society.
F-X	<p>Can use statistical methods to analyze managerial decisions, to design experiments for quality control or health, to test research hypotheses, to conduct simulations, to build, estimate, and test predictive models using observable data (primary or secondary) for the purpose of managerial decision making, policy design and implementation, and security and life improvement.</p> <ul style="list-style-type: none"> • Can also be negotiated with the instructor to fit your particular focus area provided the use of statistical methods is involved. This must be done by the end of the 3rd week of the course.

How the Competences will be demonstrated in this Course

Competence S-2-X:

Can use mathematics or statistics to describe and analyze the patterns and processes of social or behavioral mutations observed within or among economic or social groups or organizations.

Narrative: Students demonstrate this competence by applying mathematics or statistics to an issue related to, social planning and public policy, social behavior, managerial decision, and corporate culture.

Opportunities for Reflection on Learning: Individual projects on applied topics selected by students with instructor approval or appropriate topics listed by the instructor; Research paper on applied topics using own survey data (primary data) or existing data (secondary data).

Competence H-2-E:

Can compare one social, cultural, economic, or political institution in a society to a comparable institution in a different society.

Narrative: Students demonstrate this competence by comparing two or more institutions or organizations from different societies based on economical, political, demographical, social or organizational structure.

Opportunities for Reflection on Learning: Individual projects on applied topics; Research paper on applied topics using own survey data (primary data) or existing data (secondary data).

Competence F-X:

Can use statistical methods to analyze managerial decisions, to design experiments for quality control or health, to test research hypotheses, to conduct simulations, to build, estimate, and test predictive models using observable data (primary or secondary) for the purpose of managerial decision making, policy design and implementation, and security and life improvement.

- Can also be negotiated with the instructor to fit pertinent focus areas provided the use of statistical methods is involved.

Narrative: Students demonstrate this competence by applying statistics methods, for instance, to model observable patterns and predicting their future paths, or to test hypotheses in the real world for decision-making process (managerial decision and policy decision), or experimental design for quality control, health issues, technology innovation, ecology, and system control.

Opportunities for Reflection on Learning: Research paper on applied topics using your own survey data (primary data) or existing data (secondary data). Topics can be selected with the approval of the instructor and can range from business management, economic policy, psychology, demography, and other behavioral sciences topics/areas, environment, ecology, biology, health, and other life sciences.

Course Structure

This course contains three sections with eleven modules. The achievements of learning goals are channeled through readings of 14 assigned chapters of the 17 in the course textbook, the lecture notes that accompany the study guide, online discussions, and an individual project.

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.

The topics of the course will be covered according to the following scheme:

Section I: Descriptive Statistics

Module 1: Introduction to Statistics and Statistical Terminology

Module 2: Data Description: Frequency Distributions and Graphic Representation

Module 3: Data Description: Measure of Central Tendency, Dispersion, and Shape

Section II: Probability Measurement

Module 4: Probability concepts

Module 5: Probability Distributions: Discrete and Continuous Probability Distributions

Section III: Inferential Statistics

Module 6: Estimation and Confidence Intervals

Module 7: Tests of Hypothesis

Module 8: Analysis of Variance (ANOVA)

Module 9: Chi-square Tests & Nonparametric Tests

Module 10: Linear Regression and Correlation Analysis

Module 11: Recapitulation & Reflection

Topics on Forecasts and Nonparametric tests will not be covered in this course. However, a FX-student may elect to learn these with the help of the course instructor and use the related techniques for the final project paper requested in this course.

The estimated time to read and complete one module is one week; however, this pace varies with each module, as certain modules are longer than others. Depending on the online discussion and certain course parameters, the instructor may choose to extend the working time for a particular module. You should allocate additional learning time for modules 1 through 3 to become acquainted (or re-acquainted) with EXCEL. Excel with PHStat2 is the main computational tool used in this course to graphically summarize data, compute statistics and confidence intervals, and perform hypothesis testing.

Is Probability scary?

When learning statistical methods, the section on "Probability" seems scary most of time to students. This may be due to the concepts of probability themselves or the way students are first exposed to the subject, or else the lack of patience of the part of students to grasp the concepts. Indeed, probability is not that difficult if you learn the principles and apply them to some concrete cases. Having said that, you will find from the lecture notes that modules 2 through 5, which deal with descriptive statistics and probability theories are lengthier than for the other modules. I'll walk you through these modules, explaining the concepts with examples and interpretations.

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Assessment

Assessment of Learning

The final course grade in this course will be determined based on four assignments, subject to online discussions and one project paper to be submitted to the Assignments area of course website.

All assignments are based on the readings assigned from the Levine et al. textbook. You will post each assignment to your instructor and to the discussion forums. (There will be instructions indicating the part of an assignment be posted on to your instructor and the part to be posted on to discussion forums).

Assignments are indeed intended to guide and encourage you in reading the assigned chapters, mastering the concepts along the way, applying the statistical techniques you have learned to business and social science issues, and thereby developing statistical skills. The online discussion forums based on your posted assignments are fundamental in this learning process as they allow each of you to exchange ideas and get feedbacks.

The final project paper gives you opportunities for reflection on the subject learned and applications of the techniques acquired to a topic of your own interests.

General Assessment Criteria for each Competence

Whether you are taking this course for one competence or two competences, you are required to read the assigned chapters and related materials, complete all four assignments and post them on to indicated discussions on time, complete and submit the project paper on time, and actively participate to the course's discussion forums.

1) Assignments

For each assignment you will answer, for the topics covered, questions related to concepts and definitions, skills development, and applications of statistics to business and social science. In this course you will learn techniques and their uses to solve problems faced by managers and decision makers, rather than learning theory. Therefore, regardless of the course competence you registered for, you will be assessed based on the completeness of your answers and more importantly, on the interpretations of your answers.

This course is an applied statistics course, so it does not emphasize theory or the proof of theorems; therefore you are

expected to interpret your quantitative findings (numbers, Excel output, tests results) in plain English, and draw conclusions for the intent of decision making.

2) Use of Excel to do your assignments

Throughout the textbook, PowerPoint notes, and the lecture notes that accompany this study guide, you will see formulas. Some of them are easy to understand and others may be difficult to read or follow. Indeed, **you are not expected to memorize any formulas**, but **rather to demonstrate understanding of their uses**.

The good news is that Excel/ Excel with PHStat2 will be used as a tool to quickly compute the statistics and probabilities needed. Whenever you use Excel to get your numerical answers, graphs, charts, or tables, you are expected to interpret them. Providing only numerical answers is not enough to get full credit for the question.

3) Your background/Course competence and interpretations of your results

Coming from different backgrounds, having different focus areas, and taking the course for various competencies, you are not expected to interpret the results as an expert in each field. For example, if the problem or case is related to stock prices and your major/background is Sociology or History, you are not expected to give a deep interpretation of the relationship between stock price and return. However, you are required to explain what will happen to the price when the return goes up, based on statistical results.

4) Project paper

The assessment of your project paper depends on your course competence, the statistical skills developed through this course, and your ability to use statistical techniques to solve problems for the purpose of decision making. You should choose, with the consent of the instructor, an applied topic of reflection in your field. The length of the paper depends on whether you are taking one competence or two. (More details about the paper in a section below).

5) Late submission of Assignments

All assignments and the project paper are expected to be completed and submitted by the scheduled due dates. Every assignment between one to two days late will lead to a penalty of minus 10% of its score. The penalty is minus 20% for any assignment between three to five days late. An assignment more than five days late or a non-submitted assignment will result to a score of zero for that assignment.

The assignments will be graded on a maximum 100-point scale. The total score will be computed according to the percentage distribution specified and the course competence as indicated above. Therefore, **please indicate on the top of each assignment your competence or competences**. The final score will then be converted to a letter grade following the course grading scale.

Assessment Criteria for your Final Paper or Project by Competence

Students taking this course, who signed up for either one competence or two competences are required to conduct an applied research project using statistical techniques to write a paper on a topic of their interests.

At the beginning of the quarter, you will choose a topic, with the approval of the instructor, ranging from business and risk management, marketing, banking, economic policy, sociology, psychology, demography, education, and other behavioral sciences topics/areas, environment, ecology, biology, health, and other life sciences. The instructor may suggest some topics for you to choose from.

The intent of your final paper is to give you opportunities for reflection on a topic in your field of interests or focus area (based on education or career goals, or others). You will then use statistical skills developed through this course to explore or solve problems that you identified for the purpose of decision-making, or test some claims that you have been thinking about.

The paper will address an issue using data analysis. The research procedure is the following:

- Choose a topic of interest
- Write your research statement (Exploratory research, finding relationship among variables, testing claims or hypothesis, etc.)
- Collect data (secondary or primary data) and take a sample
- Perform tests or run regression analyses using Excel or another Software
- Test the validity of the estimated models/ claims and draw conclusion
- Make predictions and recommendations

The paper should meet the average standard of professional papers. Therefore, when conducting your research, you should consult academic journals, professional papers and magazines. The sole use of Internet sources is not enough to produce a well-written paper.

For those of you taking one competence, you will submit by the deadline a 4-to-6 (1000-1500 words) double-spaced page paper using a 12 pt. font.

For those of you taking two competences, you will submit, by the deadline, a 8-to-10 page (2000-2500 words) double-spaced page paper using a 12 pt. font. This implies that you will write only one long paper instead of two. The topic should be chosen to fit both your competencies.

Notes: Graphs, tables, charts, regression outputs, and references are not counted in the length of the paper and must be attached at the end of the paper. Your references should include all sources of the data used in the paper.

The paper will be assessed based on the following criteria:

- Relevancy of the topic to the research statement
- Use of appropriate statistical methods to address the problems
- Effort of utilizing the concepts covered in this class in the paper
- Citations from relevant journals, magazines, and articles to support your arguments
- Clarity of interpretations and recommendations

Important: Whenever you are quoting a passage from a published work or report, make sure to use quotation marks and include the page number in your citation. Otherwise, summarize the ideas using your own words and you still need to give them credit by providing references in the text and on the reference page of your paper.

Please use the APA (American Psychological Association) style in writing your paper and citing sources. If you are not sure about APA format, visit:

http://www.lib.depaul.edu/eresource/infotype_subject_search.asp?MaterialID=8

or <http://www.nutsandboltsguide.com/pa.html>.

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 that you are able to integrate the evidence derived from your chosen sources into your argument according to standard English, using proper grammar, mechanics, and sentence structure.
- Uses proper quotation form, including the introduction of your quotation as well as your commentary following the quotation.
- Has an introduction and concluding paragraph.
- Contains proper APA citation form for in-text references as well as for the reference list or bibliography.

Assessment Criteria for Online Discussion Participation

In the online discussions your responses will be assessed 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. Offering a critique, challenging, discussing and expanding ideas of others
7. Negotiating interpretations, definitions and meanings
8. 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

Students requesting to take this course for Pass/Fail must do so by the end of the 2nd week of the course and that decision can not be subsequently changed. You must earn sufficient points for a C- grade to earn a Pass in this course.

Requests to change to a Pass/Fail grade after the end of the 2nd week and at the end of a quarter will not be honored.

Percentage distribution of Assessments

Assignments	Module/Chapter	One-competence Students	Two-competence Students	Due Date
Submitted to the Assignments area of course website				
1	Modules: 1, 2, 3, 4 (chapters 1, 2, 3, 4)	15%	14%	Week 4
2	Modules: 5, 6, 7 (Chapters 5, 6, 7, 8, 9)	15%	14%	Week 7
3	Modules: 8, 9, & 10 (Chapters 10, 11,12, & 13)	20%	18%	Week 10
Discussion Forum				
1	Modules: 1, 2, 3,4 (chapters 1, 2, 3, 4)	10%	8%	Week 3

2	Modules: 5, 6, 7 (Chapters 5, 6, 7, 8, 9)	10%	8%	Week 6
3	Modules: 8, 9, & 10 (Chapters 10, 11, 12, & 13)	10%	8%	Week 9
Project Paper	All chapters	20% 4-6 pages long (excluding graphs and tables)	30% 8-10 pages long (excluding graphs and tables)	Week 10
Total		100%	100%	

Online Participation Guidelines for this course

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 the 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, you are required to make at least one original contribution to each topic and respond to one classmate's contribution.

Discussions

At the beginning of the quarter, your instructor will set up three Discussions. These discussions will help you and your classmates get off to an immediate start on the course, by providing conversational spaces for necessary, ongoing social and administrative activities. These discussions are:

- Introductions
- Course Q&A
- A social meeting space for discussion that is not directly related to course content. (This has different names in different courses.)

The Q&A discussion is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers. You will also find the schedule of specific dates for your course in this Discussion, and the emails sent out to the whole class.

The **social meeting discussion** can be used freely for your own conversation (like setting up groups or teams, if these are used in the course).

Notes:

- a. For most of assignments, your instructor provide some hints pointing you to where in the text you can find instructions on how to use Excel or Excel with PHStat2 to draw graphs and charts, to calculate probability, to compute test statistics, and to run regression.
- b. Also for each module, please refer to the lecture notes to find the references with strategies to use in Excel to compute statistics and perform certain tasks.
- c. This course is an applied statistics course, it does not emphasize theory nor the proof of theorems; therefore you are expected to interpret your quantitative findings (numbers, Excel output, tests results) and draw conclusions for the intent of decision-making.

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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.

Credits

This course was designed and produced by Samuel Koumkwa, Ph.D and staff at the Center for Distance Education of the School for New Learning of DePaul University.

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