

**To complete this course you will need to access the resources in your online course.**

## **DePaul University, School for New Learning Online Course Syllabus**

**Course Name: The Leadership Edge**

**Competences: A-3-C, A-4, H-2-C, F-X**

**Credit hours: May be taken for up to 4 credit hours, 11 weeks**

### **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 21<sup>st</sup> 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 Resources

### Required Text Books:

Covey, S.R. (2004). *The 8<sup>th</sup> 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 0-8407-6744-7 (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 are available in the **Resources** section of the course website. Please report any non-working links to your facilitator.

### 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](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 facilitator

### 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 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 2<sup>nd</sup> week of the quarter.

## Course Structure

This course consists of ten modules. The estimated time to complete each module is one week. The following table outlines the course:

## Course Map

Module # and Title	Week	Assignments	Discussion Topics
One: The Global Challenge: A Landscape of Constant Change	1	Post Introduction Discussion Participation	<b>Introductions</b> <b>Course Q&amp;A</b> The Coffee Shop Flattening the World
Two: The Call of a New Kind of Leader	2	Discussion participation	Two Changing Leadership Models Flattening the World Guidelines for F-X competence
Three: What Makes a Leader?	3	Emotional Intelligence and Leadership essay F-X Statements Discussion Participation	What makes a Leader? Flattening the World

Module # and Title	Week	Assignments	Discussion Topics
Four: Ethics and Leadership	4	Discussion Participation	Role of Ethics in the Leadership Process Leadership Reflections paper Leadership and Ethics papers
Five: What Kind of Leader Are You?	5	Discussion Participation	The Keys to Leadership Leadership Ethics Issues Leadership Reflections paper Leadership and Ethics papers
Six: Identifying the Need for Organizational Change	6	Leadership Reflections Paper due Questionnaire Discussion Participation	Incremental vs. Deep Change Leadership Reflections paper Leadership and Ethics papers Leadership and Organizational Change paper
Seven: The Leader as Change Agent	7	Discussion Participation	The Leader as Change Agent Leadership and Ethics papers Leadership and Organizational Change paper
Eight: Transactional and Transformational Leadership	8	Discussion Participation Turn in Leadership and Ethics papers	Organizational Change Strategies Leadership and Ethics papers Leadership and Organizational Change paper
Nine: The Leader of the Future	9	Discussion Participation	The Leader of the Future Leader of the Future and You Leadership and Organizational Change paper

Module # and Title	Week	Assignments	Discussion Topics
Ten: Reflections on Lessons Learned	10	Turn in Leadership and Organizational paper Reflections on Lessons Learned Discussion Participation	Final Reflections Leadership and Organizational Change paper
Revision Week	11		

You will notice from the above course map that some Discussion Forums are opened and then remain open for more than one week. See your study guide below for details.

**Note:** For exact dates of module time frames and assignment due dates, consult the course Web Board discussion forum.

## Assessment of Learning

### 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 facilitator.

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%

### 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 discussion conferences 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 discussion conferences 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 Conferences in Module 4. Please come to these Discussion Conferences, 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 Conferences. Please do not hesitate to present ideas or raise questions on this paper in any of our Discussion Conferences. Be sure, however, to come to the Module 4 Discussion Conference, in particular, with your ideas, thoughts and questions regarding the Leadership and Ethics Paper (A-4).

### Case Study: A film clip from “Other Peoples’ 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 Conference 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 Conferences. Please come to this and other Discussion Conferences 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.
- Has 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.

### **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.

## Online Discussion

### 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. Offering 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).

### 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

## Protection of Human Subjects

For more information see: <http://condor.depaul.edu/~mfiddler/lrb>

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/>

## Online Participation Guidelines for this course

A significant part of your online learning experience involves learning *with* and *from* your classmates and the facilitator 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 WebBoard discussions.

These discussions are for you to exchange your reflections with your classmates and facilitator 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 facilitator to take leadership in a certain group for a certain time of the course. You will receive further instructions from your facilitator if this occurs.

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

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

## **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 facilitator 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 facilitator immediately.

## **Academic Integrity**

All members of the DePaul community are bound by the University's guidelines on academic integrity found in the Student Handbook (<http://studentaffairs.depaul.edu/handbook/code16.html>). The Handbook's definition of plagiarism is as follows

**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 facilitator finds that a student has plagiarized, the appropriate penalty is at the facilitator's discretion. Actions taken by the facilitator do not preclude the college or the university from taking further punitive action including dismissal from the university.

## Your Facilitator's Role

Your facilitator'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 facilitator, 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 posted to your personal conferences in your personal conferences, or delivered to you by your facilitator via email.

The facilitator may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the facilitator, 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 facilitator'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 facilitator 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](mailto:snlonline@depaul.edu), or call either of the CDE contact numbers listed on page 1 of this guide. 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.***

## **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 (think “Hurricane Katrina”) adversely impact their ability to complete the course,

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 an event of “Katrina” magnitude 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 facilitator to take an incomplete in the course, you will be required to complete a contract with the facilitator, specifying how you will finish the missing work within the next two quarters. Incompletes not finished by the end of the second quarter will automatically become an F grade on your transcript.

## **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 the journey into lifelong learning!