

Course Syllabus

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Course Description

Right, wrong. Sometimes right, rarely wrong? Is it wrong for children, right for women?

Biomedical issues are in the news almost every day, and often it's hard to know what to think, even less how to think, about their ethical implications. Some ethical issues have a long history and substantial background, while others are so new that even ethical experts struggle. How can a non-expert intelligently read and understand what's published?

Before beginning the course material, you need to document how you feel about various issues, as described in Module 1. Each of you will start writing an ethical autobiography in Week 1, describing how you believe your ethical views developed. You'll revisit both your opinions and your autobiography at the end of the quarter, so it's important to have an objective starting point.

During Weeks 2 and 3, we start the course material by briefly exploring basic theories about ethics, and major thinkers and their methods of detailing ethical issues. In Week 4, we examine issues related to research ethics. These first three weeks cover material that serves as a baseline for further topic discussions.

For the rest of the quarter we will delve into issues related to: death and dying, reproductive technologies, organ transplantation, AIDS, genetic testing and medical insurance coverage, depending on the topics you and your classmates select. Each of you will perform a brief literature search about a topic of your choosing and post a synopsis of what you find in popular literature—no professional journals! The goal is to see what has changed in the way everyday publications address the issues. Instead of a social science publication, think Time. Instead of a public policy journal, think of your local newspaper.

With the exceptions of Chapters 8 and 11, which we will explore together, you'll need to select one chapter from Part 1, one from Part 2 or Part 3, one from Part 4 and one from Part 5, then put those four in your order of preference ("My first choice is Chapter X from Part 3, second choice is Chapter X from Part 1....," etc.). That's what you will submit to your instructor by Wednesday of Week 2. Your assignment will be confirmed by the following Monday, so you can get started. Two of you will be assigned to the same chapter, but you work independently, getting together only to be certain that you aren't reviewing the same publications.

In addition, you will complete a competence project for each of the competences for

which you enroll. Competence projects can be submitted as a paper written in APA format, or as a concept map that follows the guidelines provided in this introductory material. A description of what's required for each competence follows, in "Course Competences" and "Course Learning Goals."

Finally, you'll write an addendum to your "Ethical Me" autobiography, reflecting on any insights that developed during the course.

Course Learning Goals

After completing this course, you will be able to:

- Correctly use terms common to moral reasoning discussions, as evidenced by accurate references in Discussion Board postings and in course projects
- Describe and give examples of common mistakes in moral reasoning, as evidenced by accurate references in Discussion Board postings and in course projects
- Describe the characteristics of the ethics theories presented in the course, as evidenced by accurate references in Discussion Board postings and in course projects
- Critically assess published accounts of bioethical issues or cases, as evidenced by accurate references in Discussion Board postings and in course projects

If you opt to address competence A3G, you will be able to:

- Describe the effects of two socializing factors on opinion formation about a bioethical issue, as evidenced by completion of the competence project per guidelines provided
- Explain how those socializing factors are addressed by two ethical theories presented in the course, as evidenced by completion of the competence project per guidelines provided

If you opt to address competence A4, you will be able to:

- Describe the distinctive assumptions, similarities and differences of two different ethical theories, as evidenced by completion of the competence project per guidelines provided
- Analyze any one issue addressed in the course from the perspectives of these two theories, as evidenced by completion of the competence project per guidelines provided

If you opt to address competence H4, you will be able to:

- Describe the unequal power relations between at least two racial, social, cultural, or economic groups in the U.S. and how that inequality developed
- Describe how the more powerful group influences public policy on any one issue addressed in the course

If you opt to address competence S1B, you will be able to:

- Use the resources of at least two private and/or public institutions to explore the basic scientific basis of any one issue addressed in the course
- Describe the public role of each resource, its history and both local and national prominence

If you opt to address competence S3X, you will be able to:

- Explore and describe at least two groups' positions on any one issue addressed in the course
- Explore and describe the science and technology on which each group bases its

position

Course Competencies

In this course, you can register for up to two of the following competences:

Competence	Competence Statement and Criteria
A3G	Can assess the assumptions and implications of significant ideas about human experience
A4	Can analyze a problem using two different ethical systems
H4	Can analyze power relations among racial, social, cultural, or economic groups in the United States
S1B	Can use public or private institutions as resources for learning science
S3X	Can compare and contrast two or more socially recognized points of view regarding a biomedical issue

Relationship of this course to the competence statements

A3G:

Can assess the assumptions and implications of significant ideas about human experience.

- Identifies a significant philosopher, theologian, tradition, or thinker's ideas that address the meaning of human experience.
- Identifies appropriate criteria to assess these ideas.
- Applies these criteria to the assumptions and implications of these ideas.

Positions in biomedical ethics, whether personal or institutional, are often based on socializing factors. You will identify at least two socializing factors, describe the effects of these socializing forces and the assumptions that they give rise to, and how these are addressed by two of the ethical theories discussed in the course.

A4:

Can analyze a problem using two different ethical systems.

- Identifies and describes an ethical issue or problem
- Describes the distinctive assumptions of two different ethical systems
- Analyzes the problem by comparing and contrasting how these two different systems would apply to that particular ethical issue or problem.

All students will briefly explore elementary ethics theories as a precursor to detailed examination of biomedical ethical issues. If you opt for the A4 competence, you will expand on that basis by analyzing any one issue addressed in the course from the perspectives of two of these ethical theories.

H4:

Can analyze power relations among racial, social, cultural, or economic groups in the United States.

- Describes the unequal power relation between at least two racial, social, cultural, or economic groups in the U.S.
- Discusses the historical, sociological, or economic dynamics under which these groups came to be in conflict.

Discussion of many biomedical issues are polarized by social and cultural issues, and the relative importance of one group, or the power enjoyed by one group over another, can sway decision makers, as well as public opinion. Your H4 competence project will examine the efforts of both more powerful and less powerful groups in forming policy around any one issue addressed in the course.

S1B:

Can use public or private institutions as resources for learning science.

- Uses the resources of an institution to investigate a scientific problem or question.
- Assesses the appropriateness and reliability of the institution for this investigation.

You will use at least one library, and at least one professional society, organization, or other institution to explore the basic scientific basis of a biomedical issue addressed in the course. You will address the role of each resource, its history and both local and national prominence.

S3X:

Can compare and contrast the science and technology behind two or more socially recognized points of view regarding a biomedical issue.

Any biomedical ethics issue has a science and technological base, which exists regardless of the ethical positions from which society examines the issue. In addition, science "facts" can be viewed differently from varying perspectives. You will explore and describe in your competence project at least two groups' positions on any one issue addressed in the course and the science and technology on which each group bases its position.

Assessment Criteria for each Competence

You will participate consistently and constructively by completing the activities listed below by their due dates:

Each of you will:

- Identify your initial opinion or position on the issues to be addressed in the course.
- Describe your understanding of how your ethical base developed, and how that understanding is affected by what is learned through the course, as evidenced by completion of the "Ethical Me" autobiography and its addendum, according to guidelines provided.
- Identify which common mistakes in ethical discussion you believe are: most defensible, most troubling, and ones to which you have resorted.
- Decide on and document which of the four delimiting categories apply to the issues for which you documented an initial position.
- Discuss the strengths and weaknesses of differing perspectives on Research Ethics issues, as evidenced through posted discussion and by appropriate references in assignments.
- Complete the University of Minnesota research ethics module with a score of 80% or better.
- Consider the role of Tuskegee study participants, investigators and examiners from a contemporary "protection of human subjects" position.
- Discuss the delimiting categories applicable to ethical perspectives on Beginning of Life issues, as evidenced through posted discussion and by appropriate references in assignments.

- Discuss the medical ethics principles applicable to ethical perspectives on Beginning of Life issues, as evidenced through posted discussion and by appropriate references in assignments.
- Discuss the delimiting categories applicable to ethical perspectives on Research and Experimental Treatment issues, as evidenced through posted discussion and by appropriate references in assignments.
- Discuss the medical ethics principles applicable to ethical perspectives on Research and Experimental Treatment issues, as evidenced through posted discussion and by appropriate references in assignments.
- Discuss the delimiting categories applicable to ethical perspectives on Individual Rights & Public Good issues, as evidenced through posted discussion and by appropriate references in assignments.
- Discuss the medical ethics principles applicable to ethical perspectives on Individual Rights & Public Good issues, as evidenced through posted discussion and by appropriate references in assignments.
- Discuss the delimiting categories applicable to ethical perspectives on Death and Dying issues, as evidenced through posted discussion and by appropriate references in assignments.
- Discuss the medical ethics principles applicable to ethical perspectives on Death and Dying issues, as evidenced through posted discussion and by appropriate references in assignments.

If you opt to address competence A3G, you will also:

- Brainstorm the multiple stakeholder groups affected by any one issue, except the Tuskegee Study (Chapter 11), addressed in the course (e.g. parents, physicians, school administrators),
- Compare the relevant concerns of at least two of those groups, and
- Contrast the relevant concerns of at least two those groups, then
- Explain how two of the ethical theories discussed in the course would describe each group's position
- Submit your analysis in a written paper or mind map format, according to provided guidelines.

If you opt to address competence A4, you will also:

- Select two of the ethical perspectives discussed in Chapter 8 and, using additional resources,
- Compare how each would address any one issue, except the Tuskegee Study (Chapter 11), addressed in the course, and
- Contrast how each would address that issue, then
- Submit your analysis in a written paper or mind map format, according to provided guidelines.

If you opt to address competence H4, you will also:

- Select one racial, social, cultural, OR economic group claiming a compelling interest in and promoting a dominant position on any one issue, except the Tuskegee Study (Chapter 11), addressed in the course,
- Describe the selected group's position on the issue and the grounds on which they base their position,
- Describe the extent to which and by what means the group imposes their position on nonmembers, then
- Submit your analysis in a written paper or mind map format, according to provided guidelines.

If you opt to address competence S1B, you will also:

- Use at least one library and at least one professional society or organization, or other institution to describe the scientific basis of any one issue, except the Tuskegee Study (Chapter 11), addressed in the course,
- Describe the role of each resource in acting as a proponent or opponent of a particular ethical position, and
- Describe each resource's history and both local and national prominence, then
- Submit your analysis in a written paper or mind map format, according to provided guidelines

If you opt to address competence S3X, you will also:

- Identify at least two groups having publicly held positions on any one issue, except the Tuskegee Study (Chapter 11), addressed in the course,
- Describe and compare the science on which the groups each base their positions, and
- Describe and contrast the science on which the groups each base their positions, then
- Submit your analysis in written paper or mind map format, according to provided guidelines.

Designing a Concept Map

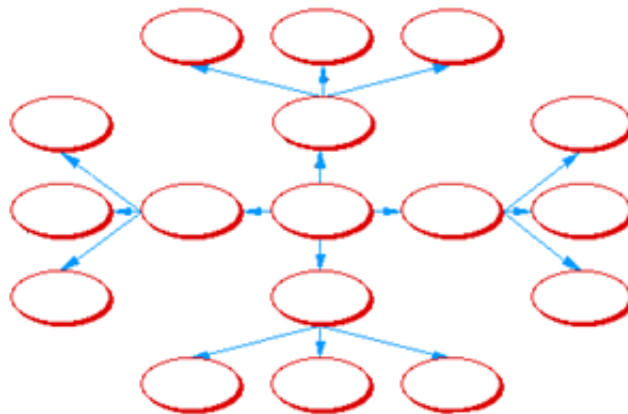
Whether called a concept map, mind map or graphic organizer, the structured presentation of ideas in visual form is often the preferred format for several types of information.

Three of those types are applicable to this course:

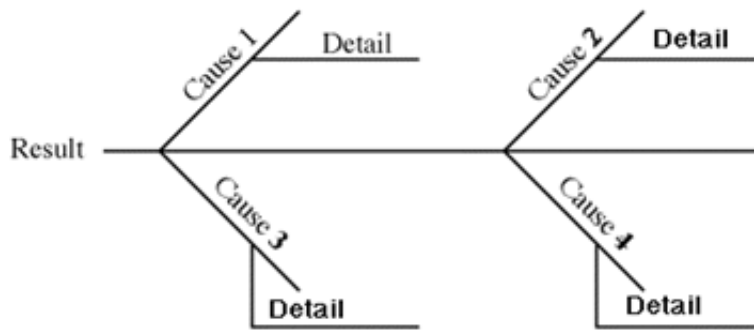
- Material you don't know in depth
- New ideas that need fleshing out
- Complicated information that needs to be simplified

Concept mapping can take several forms, too, a few of which are illustrated below:

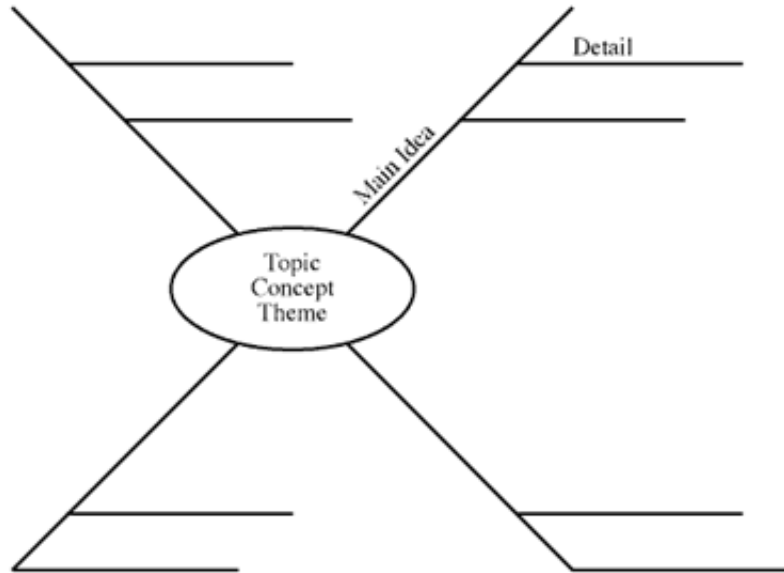
Clustering



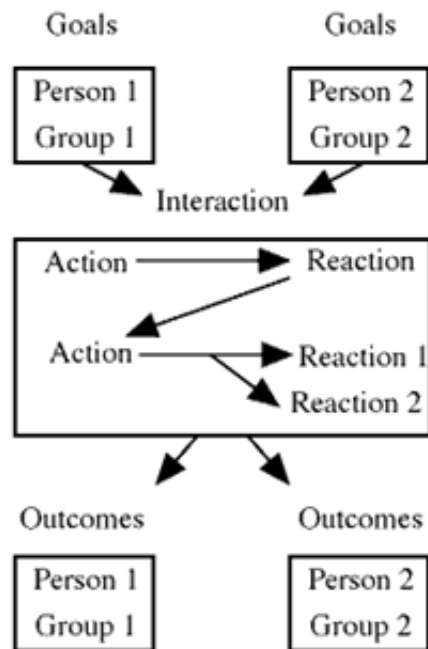
Fishboning



Spidering



Interaction



More examples are located at the following web sites, but the four above are sufficient for our purposes. You can deviate from these examples, too, as they are just examples for students having no idea of what a map looks like.

http://www.fed.cuhk.edu.hk/~johnson/misconceptions/concept_map/concept_maps.html

<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>

Your competence project(s) for Everyday Biomedical Ethics can be submitted as a standard, written paper, or you can take this opportunity to learn or practice mapping skills.

Now, you might be thinking, "Hmmm...write a paper...draw a picture..." No brainer, right?! Well, you would be making an erroneous assumption! For those of you who know something about mapping, you know that it's not really all that easy. Keep in mind that you are required to include the same amount of detail that you would include in a paper, and to submit a draft when indicated.

For example:

A3G: Can assess the assumptions and implications of significant ideas about human experience.

Positions in biomedical ethics, whether personal or institutional, are often based on socializing factors. You will identify at least two socializing factors, describe the effects of these socializing forces and the assumptions that they cause, and how these are addressed by two of the ethical theories discussed in the course.

In the case of A3G, you would still need to 1) identify two socializing factors, 2) describe the effects of the socializing factors in society, 3) describe the assumptions that they cause, and 4) how the socializing factors are addressed by each of two ethical theories discussed in the course.

You can do mapping in several ways.

1. As of press time, Inspiration.com provides downloadable, free 30-day, fully functioning trial software, with a good tutorial, too. Several SNL professors use this program regularly and for multiple purposes. However, if you don't learn software

- easily, this might not be a good option for you. And, by the way, the designer doesn't own Inspiration® stock, so there's no ulterior motive for recommending it!
2. Use mapping software of any kind that you already have access to. Just remember to save your map as a .jpg, .gif, or .doc file, so your instructor can open it.
 3. Use the drawing tools built into Microsoft® Word or Microsoft® PowerPoint, if you have access to either.
 4. Draw your map by hand, scan it in and email it to your instructor.
 5. Draw your map by hand and snail-mail it to your instructor.

You can use graphics (just make them meaningful); you can go graphics-free. You can use creative fonts or plain Times-New Roman. Play with it and have fun. Just be certain that you cover the topic as thoroughly as you would in written format.

Course Resources

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

Hint: type DePaul for name of the school.

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

Required Reading:

- Pence, Gregory E. (2008). Medical Ethics: Accounts of the Cases That Shaped and Define Medical Ethics. 5th Edition. Boston:McGraw-Hill.

Pence continues his case-based format in the fifth edition of this very popular book. Each chapter contains the historical, philosophical and legal background of the issue addressed, as well as last-minute updates, where appropriate.

- University of Minnesota's human subjects training site:
www.research.umn.edu/consent/

This site offers two options, either a social science or a biological science emphasis. Each covers the same essential material, from a slightly different slant, without going into the administrative detail that federal sites require. This site is also used in Research Seminar and students routinely give it positive reviews. You will complete each module of one of the options, EXCEPT informed consent design (module 3). Have your quiz score emailed to your instructor when that option appears.

Course Grading Scale

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

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

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

Course Structure

This course consists of seven modules, with learning activities and assignments for each one. The first three modules introduce you to each other, to elementary ethics and to the core issue of research ethics.

You will also set up part of your activity for the rest of the course by expressing preferences for topics covered in the remaining chapters in the book, and subsequently being assigned, with one other student, to one chapter.

Two of you will be assigned to the same chapter, but you will work independently, getting together only to be certain that you aren't reviewing the same publications.

The remaining modules consist of your popular literature reviews and extensive discussion, finishing with submission of your individual competence-specific project(s) and your self-assessment.

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

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Assessment of Learning

1. Your literature reviews are posted on time and you include all components described in the guidelines.
2. You consistently, actively, and in a timely fashion participate in online discussions. You will receive feedback from the instructor as to whether your participation is appropriate, as per "Assessment Criteria for Online Discussion Participation."
3. You submit your competence projects by the due date. Note that a first submission and a revised submission are required for both papers and mind map presentations. The first submission is considered a draft that has been rewritten, reformatted and revised before it is handed in. It is not considered an initial draft, so must show attention to proper form. All written assignments are evaluated as indicated in "Assessment Criteria for Writing Assignments." Mind map guidelines will be provided with the assignment.

Percentage distribution of Assessments

Assignment	%
Autobiography & addendum	10
Position statements	10
Discussion Board postings	20
Popular literature review	30
Competence project(s)	30

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

General Assessment Criteria for All Writing Assignments

All writing assignments citations and references are to be formatted according to American Psychological Association (APA) standards. Citation guides are available at: http://www.lib.depaul.edu/eresource/infotype_subject_search.asp?MaterialID=8.

- It is strongly suggested that, if you are using word processing software, you use spell- and grammar-check tools before submitting any draft or issue project. In any case, proofreading is essential.
- The previous caution also applies to email and Discussion Board postings. While daily postings on the Discussion Board may be less formal than submitted assignments, under no circumstances should correct punctuation, correct spelling or the division of posted material into paragraphs be considered optional. Additional information follows, under *Assessment Criteria and Guidelines for Online Discussion Participation*.

Students should bookmark the following site, <http://snl.depaul.edu/writing/index.html>, the Writing Guide for SNL Students, and visit it frequently in preparing assignments.

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors won't necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive.

Quick Links:

- To schedule Real-time conversations with IM and/or webcam: <http://condor.depaul.edu/writing/appointments/im.html>
- To request Feedback by Email: <http://condor.depaul.edu/writing/appointments/fbe.html>
- For more information, visit: <http://condor.depaul.edu/writing/>

Course Time Commitment/Collaboration With Others

- This is not an independent study course, but a paced online group learning experience. Six to eleven hours per week of time is to be spent on this course of ten weeks.
- Please accept the challenge to work with others, to construct knowledge in negotiation with others. Working individually on the assignments and just posting them might not lead to significant knowledge and skills.

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Online Discussion

Discussion Boards

Discussion Boards are a forum for discussion and sharing information among students. Your instructor may create one or more discussion boards related to the topics you are studying each week.

At the beginning of the quarter, your instructor will set up two discussion boards. These two 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

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. Your instructor will add additional discussion boards as you move through the modules.

Assessment Criteria for Online Discussion Participation

Believe it or not, serious, well-known and well-regarded researchers study nothing but discussion, and assessment in this course incorporates that research. Simply put, there are two components to discussion assessment—content and delivery. In addition, not all discussion is the same.

In online learning, those types of discussion are easily distinguished. An assignment posting is one in which your discussion is centered on submission of your assignment. Each assignment posting is graded, so you must read the discussion assignment, draft your submission (to be certain that you address each component of the assignment), submit your submission, and respond to questions/discussion. Your submissions should clearly indicate that you have read and thought about the related material, as well as any discussion already ongoing, as appropriate. College Writing standards apply, although contractions are acceptable, as they make conversation easier.

For example:

Unacceptable

"I liked what the author said about ethical issues, because I feel the same way."

Better

"I liked the way that Pence integrated theory and real ethical issues, such as euthanasia, because it makes the theory easier to understand."

Still Better

"I liked the way that Pence integrated theory and real ethical issues, such as euthanasia, because it makes the theory easier to understand. I'm not certain that I would have understood what he meant by a "delimiting" issue if he hadn't talked about the examples."

Best

"I liked the way that Pence integrated theory and real ethical issues, such as euthanasia, because it makes the theory easier to understand. I'm not certain that I would have understood what he meant by a "delimiting" issue if he hadn't talked about the examples. However, I don't understand the way he uses the word "delimiting;" can someone help me with that? I thought I understood it after reading Mary's comments, which helped a lot

with the whole history of euthanasia, but not quite."

However, that does not mean that every posting must be formally written or include repetition of substantial detail. In subsequent postings, whether you are responding to another student's assignment posting or discussing your own or others', conversational discussion is fine. For example:

Assignment Posting

"I liked the way that Pence integrated theory and real ethical issues, such as euthanasia, because it makes the theory easier to understand. I'm not certain that I would have understood what he meant by a "delimiting" issue if he hadn't talked about the examples. However, I don't understand the way he uses the word "delimiting;" can someone help me with that? I thought I understood it after reading Mary's comments, which helped a lot with the whole history of euthanasia, but not quite."

Conversational Response

"Me, too. When I think "delimiting," I guess I think about making something narrow, but I don't understand how that applies to how we're using it."

As long as you distinguish between an assignment posting, in which detail is required, and conversational discussion, you'll be fine.

What if someone has already said what you planned to say? Well, if it's an assignment posting, you start a new thread, then go ahead and repeat the content, although you can certainly preface your posting with a transitional comment, such as, "Mary and I are on the same page with this assignment," if you like. If it's a conversational discussion, again say something such as, "I agree with Mary," then explain how you arrived at that thought. Chances are that you took different paths to the same conclusion, and those paths are just as important.

Delivery is much simpler to assess, because inappropriate delivery is obvious. In addition, inappropriate delivery is not acceptable in any type of posting.

- Be courteous—don't criticize people and don't belittle what they say. You can critically examine content without being personally offensive.
- NO SHOUTING, THANKS—observe email etiquette.
- Again, College Writing standards apply. Use appropriate capitalization and punctuation; avoid abbreviations and acronyms (nix on the IMHO and LOL).
- Allow time for discussion—submit when assigned so that others have adequate time to read and think about your material before responding.

To summarize, assessment of discussion postings depends on 1) the type of posting and 2) appropriate delivery. For assignment postings, you must address each aspect of the assignment and observe College Writing and appropriate delivery standards. For subsequent discussion, you may write more conversationally, but still must observe delivery standards. You are required to respond to discussion threads.

If you do not address each aspect of the assignment in an assignment posting, you will lose points. If you do not participate in conversational follow-up discussion, you will lose points. If you do not follow appropriate delivery standards, you will lose points. If discourteous behavior is involved, your submit will be deleted and you will receive NO POINTS FOR THE ENTIRE ASSIGNMENT.

Discussion Rubric (After Pelz, 2004)

Level	Interpretation
4	Excellent The comment is 1) accurate, 2) original, 3) relevant, 4) teaches us something, and 5) is well written. Four point comments add substantial teaching presence to a course and stimulate additional thought about the topic under discussion.
3	Above The comment lacks at least one of the above qualities, but is above average in quality.

	Average	A level 3 comment makes a significant contribution to our understanding of the issue being discussed.
2	Average	The comment lacks two or three of the required qualities. Comments which are based on personal opinion or personal experience are often within this category.
1	Minimal	The comment presents little or no new information. However, level 1 comment may provide important social presence and contribute to a collegial atmosphere.
0	Unacceptable	The comment adds no value to the discussion.

Pelz, W. 2004. (My) Three principles of effective online pedagogy. *Journal of Asynchronous Learning Networks* 8(3): 33–46.

Online Participation Guidelines

- Participation is essential, so please connect to the course at least every second day, preferably daily.
- Post responses to the discussion assignments in the first part of the week; in the second part of the week post comments to other class members.
- 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 easy for learners to interact, to promote significant discussion, to give feed back on postings and offer help where needed.

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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.

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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.

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Protection of Human Subjects

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

Demonstrating the acquisition of competencies 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:

- 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.
- 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.
- 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.
- 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 Jennifer K. Holtz, Ph.D. and staff at SNL Online of the School for New Learning of DePaul University.

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