

## Course Syllabus

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## Course Information

### Course Description

Research Seminar introduces you to the process of formal inquiry and helps you develop the skills you need to read and evaluate the research of others. It introduces you to the development of structured questions to guide your inquiry, bibliographic research to set your inquiry in the context of the work of other scholars, research design and the selection of research methods, and takes you through the development of a research proposal. This course does not fully address data collection or analysis skills, although you will learn how to prepare yourself to work with a statistician or other data analyst.

The final project for this course is an implementation-ready research proposal employing at least one research method. *Each assignment in the course contributes to your final proposal, but because research projects grow and change in development, you should expect to revise what you submit for individual assignments before each becomes part of your final proposal.* You can see, then, why you must complete assignments on time here is a lot of individual and group communication in this course so you cannot afford to fall behind! You will not be graded on your individual assignments, but each will be commented upon.

This is an open-topic Research Seminar, so you may develop a research question about a topic of your choice, including, perhaps, one appropriate for your Advanced Project. However, while you may work on a related topic, ***this course does not offer credit toward Advanced Project competences (F11/12), nor should you expect the instructor to help you develop a question that is suitable for your Advanced project.*** You are to communicate with your Professional Advisor and Faculty Mentor if you choose to address your Advanced Project topic. Under no circumstances can you delay finalizing your research question for this course in order to accommodate Advanced Project considerations. Nor can you assume that the work you do in this class can be used for Advanced Project.

You must also choose a topic that you already know something about — this is not a time to "research something new."

As you review the literature you need to recognize what is known, and, more importantly, what is not known about your topic. You need to know where the latest information on your topic is located; who the leading voices are in the field and what the ongoing discussions are about.

During this course, you will apply the skills and insights you learn by developing an implementation-ready research proposal. This includes:

- Choosing your own personal area of interest
- Brainstorming and then writing researchable questions
- Placing your inquiry in the context of what is already known through bibliographic research
- The most appropriate way of proceeding with your research
- Using accepted research methods and ethical standards
- Writing your research proposal

**Note:** The workload for this course absolutely cannot be completed in less than a full quarter. You cannot pass the course without turning in your assignments in a timely manner, revising them based on instructor feedback, and participating in the discussion forums.

*We strongly suggest that you read this study guide through immediately and then do the same for your textbooks.*

If you do not understand an assignment or a requirement, please ask questions in the course discussion board. Your instructor will be checking the discussion board frequently and will usually respond within 24 hours during the week, 48 hours over the weekend, unless you are advised otherwise. *This course is also labor-intensive for the instructor so respect your instructor's time and work load.*

### Course Learning Goals

After completing this course, you should be able to:

*For the L8 Competence Choose:*

- a research area of interest and narrow it to a manageable study topic
- Identify significant variables related to your inquiry and formulate them into focused, researchable question(s) or hypotheses
- Write research questions that contain two variables or other dimensions appropriate to the research topic
- Examine the personal meaningfulness of your research questions
- Identify and describe at least one personal connection to the research topic
- Identify the relevant audience and purpose for the Research Seminar proposal
- Search out and analyze the relevant literature in terms of the key concepts and assumptions to put your inquiry into the context of what is already known
- Conduct a review of the literature, including key points, patterns, theories, and voices published in your area of inquiry, indicating awareness of the differences between "scholarly" and "popular" sources
- Note elements of appreciative and critical thinking in the various sources in one's research
- Distinguish at least 3 key differences between quantitative and qualitative methods for inquiry and apply at least one of them
- Discuss the selection of research methods for exploring one's research question or hypothesis
- Discuss and apply the guidelines for the ethical treatment of human subjects
- Discuss directions that your research could take if the results were as expected
- Discuss directions that your research could take if the results were not as expected
- Conclude the course with a research report consisting of four chapters, including an annotated bibliography of about 20 to 25 sources

*For the L9 Competency*

- Write a concise and assessable competence statement reflecting the topic of your research
- Select appropriate content that is consistent with the hypothesis or question you

- choose to investigate
- Distinguish between processes and content when designing a research method
- Incorporate appropriate ethical considerations, including an informed consent document, in your methodology

## Course Competencies

In this course, you will develop the following competencies:

Competence	Competence Statement and Criteria
L8	Can pose questions and use methods of formal inquiry to answer questions and solve problems
L9	Written by you

## 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:

Leedy, P. D., & Ormrod, J. E. (2010). *Practical research: Planning and design*. 9th Ed. Upper Saddle River, NJ: Prentice-Hall

In addition to serving as a course text, this book can also serve as a reference text for any other research you may be required to conduct, both at school and at work. It has chapters that introduce you briefly to the most common research methods and has a great many helpful checklists.

Galvan, J. L. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences*. (4th Ed). Glendale, CA: Pyczak Publishing.

This book will assist you in all aspects of reading and decoding scholarly research and writing your literature review.

PDF files on the course website under Course Resources:

- Orcher, L. T. (2005). "Writing research hypotheses, purposes and questions."
- Chapter 4 in "Conducting research: Social and behavioral science methods." Glendale, CA: Pyczak Publishing.

## Library Resources

### Required Readings on e-reserve

There is a set of articles on e-reserve for Research Seminar. These are examples of research reports, annotated bibliographies and literature reviews. They are examples of the form, language, and format of the work that you will be expected to do.

- To find the e-Reserves for this course go to: <http://eres.lib.depaul.edu/eres/coursepage.aspx?cid=1206>

Recommended reading (not required):

A writing style manual can help you with the correct form for citing your sources and compiling the list of references. For this course, we use the APA writing style manual.

- Publication manual of the American Psychological Association: Fifth Edition, July, 2001. APA citation guides are also available at <http://www.library.depaul.edu/Find/resourceList.aspx?s=52>
- A research journal, writing log, notebook, or 5x7 note cards to keep track of the articles you read, using the guidelines in Galvan Ch. 4.
- If you plan to do a great deal of research in the future that will involve literature reviews, especially to write a thesis or dissertation, EndNote® (<http://www.endnote.com/>) or a similar bibliographic software can be very helpful. However, it is NOT required for this course.

### Web Resources

The Leedy/Ormrod book has an extensive, free website at <http://www.prenhall.com/leedy>

DePaul University online resources are at <http://www.lib.depaul.edu/research.htm>  
<http://www.lib.depaul.edu/distancestudents.htm>  
<http://condor.depaul.edu/~irb/>

Cornell University's William M.K. Trochim has created The Web Center for Social Research Methods Knowledge Base, at <http://www.socialresearchmethods.net>

"The Research Methods Knowledge Base is a comprehensive web-based textbook that addresses all of the topics in a typical introductory undergraduate or graduate course in social research methods."

### Additional Resources

Booth, W.C., Colomb, G. G., & Williams, J. M. (1995). The craft of research. Chicago: University of Chicago Press.

Cresswell, J. W. 2003. Research design: Qualitative, quantitative, and mixed method approaches. (2nd ed). Thousand Oaks, CA: Sage Publications.

Orcher, L.T. (2005). Conducting research: Social and behavioral science methods. Glendale, CA: Pyczak Publishing.

Patten, M. L. (2004). Understanding research methods: An overview of the essentials. (4th ed.) Glendale, CA: Pyczak Publishing.

Critically Analyzing Research Sources  
<http://www.library.cornell.edu/okuref/research/skill26.htm>

Citing Sources in APA style  
<http://www.ccc.commnet.edu/apa/index.htm>

Developing a Statement of the Problem  
<http://edweb.sdsu.edu/Courses/ED690DR/Class02/02.html#Selecting>

Qualitative research  
<http://don.ratcliff.net/qual/>  
<http://kerlins.net/bobbi/research/qualresearch/>  
<http://edweb.sdsu.edu/Courses/ED690DR/Class01/ResearchTypes.html>

Survey research  
<http://www.isworld.org/surveyinstruments/tutor.htm>

<http://www.isworld.org/surveyinstruments/survrefs.htm>

Experimental design

<http://www.tele.sunyit.edu/expdes.HTM>

Sources of Bias in Research

[http://www.ascd.org/pdf/rb\\_bias1.pdf](http://www.ascd.org/pdf/rb_bias1.pdf)

### Ethics Resources

The Belmont Report

<http://ohsr.od.nih.gov/guidelines/belmont.html>

Basic HHS Policy for Protection of Human Research Subjects (2005 revision)

<http://ohsr.od.nih.gov/guidelines/45cfr46.html>

The Nuremberg Code

<http://ohsr.od.nih.gov/guidelines/nuremberg.html>

World Medical Association Declaration of Helsinki

<http://ohsr.od.nih.gov/guidelines/helsinki.html>

The NIH Grey Booklet

<http://ohsr.od.nih.gov/guidelines/GrayBooklet82404.pdf>

"Unethical Research" Sites

<http://www.clarion.edu/academic/adeptt/bpcluster/unethical.htm>

<http://www.circare.org/info6.htm>

<http://www.rivertowns.net/news1999/pchrival/week21/frontpage/np/LOCAB02.HTM>

Kerlinger's Research Myths

<http://pareonline.net/getvn.asp?v=5&n=4>

### Course Grading Scale

Research Seminar is designed as a Pass/Fail.

To pass the course you must turn in all your assignments on time, including any requested revisions, pass the library workshop, earn the NIH certificate, earn a minimum 75% grade on the research methods lab, submit your literature review and your research proposal by the due dates, and participate in the assigned discussion forums.

Pass is equivalent to an "A" for purposes of financial aid and employer reimbursement.

### SNL Grading Policy for Lifelong Learning Courses

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

### Course Structure

This course consists of ten modules, each of which takes one week to complete, as indicated in the course schedule. Incorporated into those modules are library assignments that take 3-4 hours, a research methods laboratory that takes 3-4 hours, and an ethics workshop that takes 3-4 hours to complete.

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.

This course is NOT a self-study course. This is a paced course and it is important that you keep up with the course activities and contribute to the course discussions.

### A Note About the Timeline for This Course

- Research tends to be a recursive and messy process in the beginning. Although this study guide is laid out in linear fashion, your instructors realize that you will be moving backwards and forwards among the steps and you may not all be working in the same place at the same time.
- You are expected to contribute to the discussion forums while they are open to you.
- Your instructor may choose to allow you some latitude in turning in your assignments, however there are two HARD deadlines:
  - You must turn in your literature review at the end of the 6th week of the course
  - If you want feedback on your final proposal, with time to make revisions, you must turn it in by the beginning of the 10th week, earlier if possible.
- Your instructor will have 15-20 papers to read so will need time to do so and comment on your work. If you have been turning in your assignments as you go along there should be no surprises.

You may choose to complete the Ethics and Methods workshops any time before their due dates (at the end of the 6th and 7th weeks).

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### Assessment of Learning

Most instructors do not grade individual assignments in this course. They will, however, comment on all work that is submitted. All assignments are considered as *drafts* until the final proposal is handed in. This gives you ample opportunity to revise and improve your work, but you must allow your instructor ample time to make comments.

If you are posting to each of the discussion forums in accordance with the instructions and commenting helpfully on the remarks of at least one other student you are earning the discussion points. This is a pass/fail course. If you have any doubt that you are passing and that your work is acceptable, check with your instructor.

### Terminology

#### **Learning Activities**

In this study guide, you will see a heading for "Learning Activities." That is exactly what they are: activities designed to help structure and assist your learning.

#### **Assignments**

Assignments are often a product of your learning activities, but that term specifically refers to what you must turn in and counts towards your demonstrating the competence for this course.

#### **Drafts**

Experienced researchers know that a research proposal is final, only when it is submitted to a representative of its intended audience, in this case, your instructor. You will notice the frequent use of the term draft in this course. The use of that term means that you write up your best thinking at that time, using the information that you then have. You will also use appropriately scholarly language, and your spelling and grammar checkers. Draft does not mean "sloppy!" You can revise your questions and any other part of your work as often as you like, prior to submitting it in Week 10, but your initial drafts must be submitted when indicated in the Course Schedule.

## 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.

## Assessment Criteria for your Final Report

In this course, you will be developing an implementation-ready research proposal. Your final proposal is due on the last day of Week 10.

The implementation-ready research proposal will consist of the following headings, to be used as an outline for your paper.

### Chapter 1: Introduction

- Introduction to your study, (including Relevance statement)
- Purpose of and audience for the study
- Research question(s) or hypotheses
- Limitations of the study
- Definition and terms

### Chapter 2: Review of the Literature

### Chapter 3: Research Methodology

- Description of research design/plan
- Description of research/data collection methods
- Justification of choice of research/data collection method(s)
- Addressing any ethical issues in your research
- Addressing sources of bias

### Chapter 4: Results and Discussion

- What you expect to find and why you expect those results
- What it would mean if your expected results do not occur and what your next steps would be

References (in proper APA reference format)

### Appendices

- Informed Consent document
- Data Collection Instrument(s)
- Annotated Bibliography

## Assessment Criteria for ALL Writing Assignments

- You are to write in Standard English, using complete sentences that are grammatically correct and spell-checked.
- If you have concerns about your ability to manage the mechanics of the English language, it is permissible to have your work edited before you turn it in, and submission of assignments to the Writing Center (<http://www.depaul.edu/~writing>) is encouraged.
- You are to adopt a scholarly tone in your writing, as if you were writing for publication in a scholarly journal, NOT a popular magazine, or correspondence with your friends.
- You are to communicate your ideas clearly and coherently. (See Leedy & Ormrod pp. 119-129, Galvan, Chapter 11).
- For written work with in-text citations and references, correct APA style is the only acceptable format.  
Some instructors use the services of [www.Turnitin.com](http://www.Turnitin.com) to check final proposals for text that has been copied and pasted from electronic sources, without appropriate citation or reference. This is plagiarism (see the "Academic Integrity" section) and can lead to penalties up to, and including expulsion from the university.
- Your work is to be complete. We suggest that you store your work on your hard drive, or some other media while you are composing it so work will not be lost because of "technical difficulties" in uploading documents. If documents are submitted in the Assignments area of the course website, you MUST be able to produce the document in question if it does not arrive.
- Store a backup of your work on removable media — floppy disks, CD-Roms, removable memory devices and/or external hard-drives. You can even put it on your iPod! It is almost impossible to reconstruct your quarter's work if your hard drive crashes, your machine becomes infested with viruses, or your laptop is stolen in the last 2-3 weeks of the course.

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/>

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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

- You regularly demonstrate good "listening" skills and active inquiry skills in the online discussions. This means that you pay attention with openness to the commentary of others and you offer constructive and interested commentary, whether in the form of questions or statements.
- You contribute your own original ideas to the online discussion in ways that facilitate learning for other people.
- You are to participate actively in informal online discussions with your classmates and the instructor when required. "Active participation" means that you read and contribute to the online discussions.
- 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. Reading, writing, and critical thinking across the curriculum is a feature of the SNL educational experience and you are assessed on your discussion participation in this course.

### Online Participation Guidelines

- You cannot pass this course without participating in the discussions, so please connect to the course every day or every second day.
- Post your response to the discussion assignments in the first part of the course week; in the second part of the course week, post comments to the other students.
- Discuss critically: give support to your peers, provide your own ideas and experiences, politely challenge the ideas of others
- Do not waste the time of your colleagues by commenting simply that you have read the assignment, or agree with another student, unless you explain WHY you agree (or disagree).
- The role of the instructor is to promote discussion, to provide feedback where indicated and offer clarification. The instructor will read the postings consistently but will not respond to each one.

Some difficulties at the beginning of an online course are quite normal; solving them is part of every distance learning experience. If you are having problems, let your instructor know. Unlike in an on-campus course, we cannot see the body language that indicates a problem!

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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.

This course is the equivalent of six credit hours, so you should plan to spend between 12 and 18 hours a week on this course, for a total of 120-180 hours for the quarter. You will find that this course is sufficient load for one quarter without taking any other courses so ***we strongly suggest that you do NOT take other courses during the quarter that you take this one.***

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 Dr. C. Benedetto, Dr. Mauri Collins, Dr. Ruth Gannon-Cook, Dr. Jennifer Holtz, members of the online Research Seminar Visiting Faculty and staff at SNL Online of the School for New Learning of DePaul University.

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