

One World Globalization

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Course Description

*For I dipt into the future, far as human eye could see./
Saw a Vision of the world, and all the wonder that would be.../
Till the war-drum throb'd no longer and the battle-flags were furled/
In the Parliament of man, the Federation of the world./
There the common sense of most shall hold a fretful realm in awe,/
And the kindly earth shall slumber lapped in universal law./*

— Tennyson, "Locksley Hall." (1842)

"The establishment of a progressive world socialism in which the freedoms, health and happiness of every individual are protected by a universal law based on a re-declaration of the rights of man, and wherein there is the utmost liberty of thought, criticism and suggestion, is the plain, rational objective before us now. Only the effective realization of this objective can establish peace on earth and arrest the present march of human affairs to misery and destruction."

— HG Wells, *The New World Order* (1940).

Prerequisite: Students who wish to register for this course must have completed Research Seminar.

Globalization continues to be one of the monster buzzwords (and one of the great sources of political anxiety) of our day. The term has cropped up at the center of domestic political and economic debates, spun off its own formidable sub-vocabulary (consisting of terms like globophobia, globophilia, etc.), inspired entire new academic disciplines and courses (including this one), and sparked heated demonstrations, both pro and con, worldwide.

But what does the word itself actually signify? In popular usage, globalization is generally understood to mean an economic process involving free trade, multinational corporations, and international finance. In this course, however, we will be applying the term, not just to recent economic developments, but to world-unifying or integrating forces, ideas, and figures that have operated at various times throughout history – from the time an ancient adventurer or wandering sage journeyed across an unexplored sea or desert to encounter an unknown neighbor to the latest email that connects a student in Mexico City or Atlanta to a course facilitator in Chicago or Tokyo.

During the term we will study two related aspects of globalization:

- (1) globalization as an economic and historical phenomenon;
- (2) globalization as a political and philosophical idea.

Our principal focus will be on the history and development of the idea of a united, confederated, or culturally interconnected world–community – tracing it from its earliest beginnings in ancient myth, prophecy, and imaginative literature, to its current, practical incarnation, in the form of the world as we know it today: a world of free–trade treaties, international commerce, instant communication, increasing cultural homogeneity, rapid transportation, and an edgy, suspicious opposition between traditional cultures, each anxious about preserving its identity in the new global order. The course will conclude with a modest attempt to glimpse and assess the likely future path and consequences of globalization with emphasis on the moral, economic, and political issues at stake.

Important note: Obviously, a course on the entire history of globalization cannot pretend to be detailed and comprehensive; it can only address selected themes and issues relating to the topic and must inevitably be touch–and–go in its approach. Hence, in the interests of convenience and practical class management, we will simplify the course content substantially by concentrating on a few key individuals (from Alexander the Great and Genghis Khan to HG Wells and Marshall McLuhan) and institutions or organizations (from ancient Stoicism to the United Nations) that have either played a major role in the history of globalization or contributed important ideas and insights on the subject.

How This Course Will Be Conducted

In its design, the course combines features of a guided independent study course and an upper–level seminar. Imagine a regular classroom seminar where you have a required reading and topic list and meet every week to discuss articles, give informal presentations, and share perspectives, resources, opinions, and ideas; imagine, too, that you are also responsible to submit, before the final week of the term, an independent learning project (in the form of a term paper with notes and bibliography) on a course–related topic or theme. This course intends to be the online equivalent of such a seminar. In effect, this means that you are expected to complete all regularly scheduled learning activities and assignments and to participate actively in weekly discussion conferences, but that the bulk of your time and effort will be devoted to your own independent learning projects. Note: The Advanced Elective project must be completed and submitted by Week Nine of the term.

Course Learning Goals

After completing this course, you will be able to:

- Interpret globalization, not just as a relatively recent technological and economic development, but as a historical process that has been ongoing since the time of the earliest civilizations.
- Compare and assess the economic and cultural benefits and disadvantages attributable to globalization over the centuries.
- Trace the evolution and development of the idea of a world government or united international community from its first appearance in ancient literature and myth, through its various historic incarnations and literary analogs.
- Use appropriate academic resources to formally investigate and report on a conflict or problem, individual or institution, idea or event, of global significance.

- Compare and assess the opinions and ideas of notable experts on a range of important global issues, including free trade, climate change, human rights, disease control, etc.

Course Competencies

According to the guidelines and narratives set forth in the SNL Foundations Resource Book, the learning experiences for E1 and E2 should be at an advanced level and should require students to integrate ideas or insights from at least two different disciplines or knowledge areas. Each of you will have the option of (a) writing, with the instructor's advice and approval, your own customized competence statements or (b) using the two general-purpose statements listed below:

| Competence | Competence Statement and Criteria |
|------------|--|
| E1 | Can select and apply appropriate academic resources to analyze a current or historical issue relating to globalization. |
| E2 | Can compare and evaluate different perspectives on the moral, political, economic, or cultural effects of globalization. |

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:

Course Dictionary and Resource Guide: This is an electronic document available for download at the course website under "Dictionary and Resource Guide".

Hopkins, A. G., ed. *Globalization in World History*. New York: W.W. Norton and Co., 2002.

O'Meara, Patrick, et. al, eds. *Globalization and the Challenges of a New Century: A Reader*. Bloomington, IN: Indiana University Press, 2000.

Recommended reading (not required):

Arrian. *The Campaigns of Alexander*. Penguin. 1976.

Bacon, Sir Francis. *The Advancement of Learning*.

----- . *The New Atlantis*.

Bayly, C.A. *The Birth of the Modern World, 1780-1914*. Oxford, UK: Blackwell Publishing, 2004.

Bentham, Jeremy. "A Plan for Universal and Perpetual Peace." *Principles of International Law*.

Bhagwati, Jagdish. *Free Trade Today*. Princeton, NJ: Princeton University Press, 2003.

----- . *In Defense of Globalization*. New York: Oxford University Press, 2004.

Bosworth, A.B., Ed. *Alexander the Great in Fact and Fiction*. NY: Oxford University Press, 2002.

Burke, James. *Connections*. Boston: Little, Brown, 1978.

Castells, Manuel. *The Information Age: Economy, Society, and Culture*. 3 vols. Oxford, 1999.

Cavanaugh, John, et. al. *Alternatives to Economic Globalization*. Berrett-Kohler, 2002.

Chanda, Nyan. *Bound Together: How Traders, Preachers, Adventurers, and Warriors Shaped Globalization*. New Haven: Yale University Press, 2007.

Chua, Amy. *World on Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability*. New York: Anchor Books, 2004.

-----. *Day of Empire: How Hyperpowers Rise to Global Dominance – and Why They Fall*. New York: Doubleday, 2007.

Clark, Gregory. *A Farewell to Alms: A Brief Economic History of the World*. Princeton, NJ: Princeton University Press, 2007.

Collier, Paul. *The Bottom Billion*. New York: Oxford University Press, 2007.

Dante. *De Monarchia*.

Derrida, Jacques. *Cosmopolitanism and Forgiveness*. New York: Routledge, 2001.

Diamond, Jared. *Guns, Germs, and Steel. The Fates of Human Societies*. New York: WW Norton, 2005.

-----. *Collapse: How Societies Choose to Fail or Succeed*. New York: Penguin, 2005.

Easterly, William. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin, 2006.

Fanon, Franz. *Black Skins, White Masks*.

-----. *The Wretched of the Earth*.

Ferguson, Niall. *Empire: The Rise and Demise of the British World Order and the Lessons of Global Power*. New York: Basic Books, 2004.

-----. *The Ascent of Money: A Financial History of the World*. New York: Penguin, 2008.

Friedman, Thomas L. *The World is Flat: A Brief History of the Twenty-first Century*. New York: Farrar, Straus and Giroux, 2005.

-----. *Hot, Flat, and Crowded: Why We Need a Green Revolution – And How it Can Renew America*. New York: Farrar, Straus and Giroux, 2008.

Fukuyama, Francis. *The End of History and the Last Man*.

Goodwin, Jason. *Lords of the Horizon: A History of the Ottoman Empire*. New York: Picador, 1998.

Hardt, Michael and Antonio Negri. *Empire*. Cambridge, MA: Harvard University Press, 2001.

Hegel, GWF. *The Philosophy of History*.

Held, David and Anthony McGrew. *Globalization/Anti-Globalization*. 2002.

Held, David and Anthony McGrew, eds. *The Global Transformations Reader: An*

Introduction to the Globalization Debate. Cambridge, UK: Polity Press, 2003.

Hesse, Hermann. *The Glass Bead Game*. New York: Bantam, 1969.

----. *Siddhartha*. New York: Penguin Classics, 1999.

Huxley, Aldous. *Brave New World*.

Kant, Immanuel. *Perpetual Peace*.

----. "The Idea of a Universal History from a Cosmopolitan Point of View."

Landes, David. *The Wealth and Poverty of Nations: Why Some Are So Rich and Some Are So Poor*. New York: WW Norton, 1999.

Lechner, Frank, and John Boll, eds. *The Globalization Reader*. 3rd Edition. Blackwell, 2007.

Maddison, Angus. *The World Economy: A Millennial Perspective/Historical Statistics. The Office for Economic Cooperation and Development*. 2007.

McLuhan, Marshall and Bruce R. Powers. *The Global Village: Transformations in World Life and Media in the Twenty-First Century*. Oxford, 1989.

Nordhaus, William. *A Question of Balances: Weighing the Options on Global Warming Policies*. New Haven CN: Yale University Press, 2008.

Rodrik, Dani. *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*. Princeton, NJ: Princeton University Press, 2007.

Sachs, Jeffrey. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin, 2006.

----. *Common Wealth: Economics for a Crowded Planet*. New York: Penguin, 2008.

Said, Edward. *Orientalism*. New York: Vintage, 1979.

----. *Culture and Imperialism*. New York: Vintage Books, 1994.

Schell, Jonathan. *The Unconquerable World: Power, Non-violence, and the Will of the People*. New York: Metropolitan Books, 2003.

Sen, Amartya. *Development as Freedom*. New York: Anchor, 2000.

Shelley, Percy Bysshe. *A Philosophical View of Reform* (1820).

Singer, Peter. *One World: The Ethics of Globalization*.

Stiglitz, Joseph E. *Globalization and its Discontents*. New York: W.W. Norton, 2003.

----. *Making Globalization Work*. New York: WW Norton, 2005.

Stoneman, Richard. *Alexander the Great: A Life in Legend*. New Haven CN: Yale University Press, 2008.

Verne, Jules. *Around the World in Eighty Days*.

Virgil. *The Aeneid*.

Wells, CM. *The Roman Empire*. Cambridge, MA. Harvard University Press, 1995.

Wells, HG. *The Open Conspiracy*. 1928.

----. *The Shape of Things to Come*. 1933.

----- . *The New World Order*. 1940.

Whitman, Walt. *Leaves of Grass*.

Wilson, Edward O. *The Future of Life*.

Zakaria, Fareed. *The Post-American World*. New York: WW Norton, 2008.

Zizek, Slavoj. *The Parallax View*. Cambridge, MA: MIT Press, 2006.

Organizational Websites and Electronic Texts and Resources

Global Policy Forum: <http://www.globalpolicy.org/globaliz/index.htm>

Kant, Immanuel. "Perpetual Peace."

<http://www.mtholyoke.edu/acad/intrel/kant/kant1.htm>

----- . "The Idea of a Universal History from a Cosmopolitan Point of View."

Hegel, The Philosophy of History.

<http://www.class.uidaho.edu/mickelsen/texts/Hegel%20-%20Philosophy%20of%20History.htm>

Holy Roman Empire

<http://www.heraldica.org/topics/national/hre.htm>

Wells, HG. *The Open Conspiracy: Blueprint for a World Revolution*.

http://www.mega.nu:8080/ampp/hqwells/hg_cont.htm

Wells, HG. *The New World Order*.

http://www.prisonplanet.com/hg_wells_the_new_world_order.html

Wells, HG. *The Shape of Things to Come*.

<http://etext.library.adelaide.edu.au/w/wells/hg/w45th/>

More on Wells: <http://users.cyberone.com.au/myers/hqwells.html>

FA Hayek. <http://cepa.newschool.edu/het/profiles/hayek.htm>

World Trade Organization. <http://www.gatt.org/>

World Beyond Borders. <http://www.worldbeyondborders.org/>

<http://www.hfac.uh.edu/gbrown/philosophers/leibniz/BritannicaPages/HolyRomanEmpire/HolyRomanEmpire.html>

Foreign Affairs Online. <http://www.foreignaffairs.org/>

Council on Foreign Relations. <http://www.cfr.org/>

Online Encyclopedias:

Wikipedia. http://en.wikipedia.org/wiki/Main_Page

Columbia Encyclopedia. <http://www.bartleby.com/65/>

Encyclopedia of World History. <http://www.bartleby.com/67/>

Internet Encyclopedia of Philosophy. <http://www.iep.utm.edu/>

Stanford Encyclopedia of Philosophy. <http://plato.stanford.edu/>

Films:

Intolerance (1916)

Metropolis (1926)
The Shape of Things to Come (1936)
The Day the Earth Stood Still (1951)
Dr. Strangelove (1964)
2001: A Space Odyssey (1968)
Planet of the Apes (1968)
Colossus: The Forbin Project (1970)
Soylent Green (1973)
Blade Runner (1982)
Terminator 2: Judgment Day (1991)
Twelve Monkeys (1995)
Tomorrow Never Dies (1997)
The World Is Not Enough (1999)
The Day after Tomorrow (2004)
Alexander (2004)
Genghis Khan 1965
Syriana 2005
The Constant Gardener 2005
Lord of War 2005
Fall of the Roman Empire 1964
The Late Great Planet Earth 1979
An Inconvenient Truth 2006
Kingdom of Heaven 2005
Luther 2003
Local Hero 1983
This is What Democracy Looks Like 2000

Course Grading Scale

| |
|---------------------|
| 97 – 108 points = A |
| 86 – 96 points = B |
| 75 – 85 points = C |
| 64 – 74 points = D |

Please note: Grades lower than a C- do not earn credit or competence in the School for New Learning.

Course Structure

This course consists of ten modules. The estimated time to complete each module is one week.

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

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.

Course Grading Criteria

All assignments are graded for accuracy, thoroughness, and appropriateness of content and for clarity and quality of style. So in order to receive a maximum score on a given assignment, you need to assure that the information you provide is accurate and relevant to the question asked and is presented in a clear, concise, well-organized form. (And, yes, spelling and grammar count.)

Altogether, there are 80 assignment points plus 25 discussion points for a total of 105 points. (Note: Assignment #9 – the Advanced Elective project – counts 30 points)

In addition you may earn up to 5 bonus points during the term by submitting an exemplary assignment or by contributing a particularly stimulating or helpful post to the discussion board. Thus it is theoretically possible to earn a total of 110 points for the course.

Important note: Your Advanced Elective term project (see Assignments #4 and #9 and Online Discussion #8) accounts for roughly 40% of your grade and 40% of the course workload. You should budget your time accordingly and if possible try to keep ahead of schedule.

The completed project (an 8-10 page term paper with Abstract and annotated bibliography) is due Week Nine.

General Assessment Criteria for All Writing 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. To schedule a Face-to-Face, Written Feedback by Email, or Online

Appointment, visit www.depaul.edu/writing.

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Discussion Forums

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

Online Participation Guidelines

A significant part of your online learning experience involves learning *with* and *from* your classmates and the Instructor in the online discussions and group assignments.

Active participation means sharing information and resources and posting your 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 online discussions.

These discussions are for you to exchange your reflections with your classmates, and Instructor, about what you are learning. The discussions will be organized into forums around the particular topic you are studying each week.

For each discussion topic, you are expected to make at least one original contribution.

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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://sr.depaul.edu/catalog/catalogfiles/Current/Undergraduate%20Student%20Handbook/index.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.
- Resubmitting one's own previous work from a different course or college, without permission from the current instructor.
- 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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For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)
#370, Student Center, LPC, 773.325.1677

Description of Pass/Fail Grading Options

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but *will not* be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but *will* also be included in computing a student's grade point average.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

Please note: *There are four SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Learning Assessment Seminar (course number LL 102;*

competence L-1), *Foundations of Adult Learning* (course number LL 250; competences L-2 and L-3), *Advanced Project* (course number FA 303; competences F-11 and F-12) and *Summit Seminar* (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.

There are an additional four SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system which may, instead, be taken for a letter grade assessment if this is a student's preference. These classes are: *Academic Writing for Adults* (course number LL 150; competence L-4), *Critical Thinking* (course number LL 155; competence L-5), *Research Seminar* (course number LL 300; competences L-8 and L-9) and *Externship* (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate *Writing Workshop* (course number LL 140; competence H-3-J) regularly uses Pass/Fail although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

If a student wishes to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

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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 David Simpson, Ph.D and staff at SNL Online of the School for New Learning of DePaul University.

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