Course Description

Is the information you rely on fake or trustworthy? Do you know how to brainstorm for optimal success? In this class, students will learn how to find, use and evaluate data and information to make informed decisions. They will analyze information from a variety of places, including organizational information, scientific data, publications, research and professional judgment. They will then apply reliable evidence to a variety of decision making models.

The course is an online course with some synchronous sessions. Students will learn about a variety of informal research tools and decision making frameworks and apply them to self and others through discussion prompts, case studies and papers.
Learning Outcomes:

1. Students will be able to articulate the meaning of evidence based decision making and understand the importance of using reliable data and evidence in decision making.

2. Students will be able to assess and evaluate the quality of differing pieces of information and evidence.

3. Students will be able to assess how leaders’ decisions are, or are not, supported by reliable evidence.

4. Students will be able to articulate and apply decision making frameworks to real world decisions, using reliable evidence to inform the decisions.

Learning Strategies & Resources

Required Readings:

Your textbook for the course is:


Other articles are assigned in certain modules and available as downloads or on E-Reserve.

Course Structure

This course is separated into 10 weekly modules. Modules are open for viewing 2-3 weeks in advance, and will contain learning objectives, overviews, readings, videos and assignments. Each week, you have readings, videos and assignments that are due. Discussion board posts are due most weeks, with initial posts due Thursday and responses to 2-3 peers due Sunday. Often, the posts require students to read in advance. Thus, a fair amount of your work will need to be complete by the middle of each module. Please read the overviews within each module and begin your readings, research and work on the first day of the module to ensure you complete the work in a timely manner.

We will have five synchronous sessions in the course on Monday evenings from 6-730 p.m. where we meet online at the same time via Zoom. Our first session will be held at 6 p.m. Chicago time on March 29th with us then meeting on 4/12 (or, if possible the following week),
4/26, 5/10 and perhaps 6/7 from 6:00 – 7:30PM (if possible, we will find an alternate, earlier date for that last meeting). You will receive 10 points for attending each of those sessions. We strongly encourage you to attend the live session. If you are not able to make it, please let me know at least five days in advance so I can arrange for you to watch the recorded session and write a meaningful response.

Office Hours are by appointment, and can be held via Zoom, Google Meet or by phone.

You are expected to use APA citations in projects, papers and posts.

**Course Requirements**

In order to be successful in the class, you must work ahead and complete the readings, videos and assignments in a timely manner. Student participation in small groups and discussion forums should be robust and comprehensive. We expect students to add new ideas, insights, readings and even videos to discussion forum posts and peer feedback. Students may struggle through some of the concepts in the class, particularly with regard to scientific research. We expect you to check your own understanding by reviewing the online resources within each module, including the videos and slides, and then reach out to the faculty member to clarify any areas of confusion.

**LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)**

You will demonstrate the course outcomes by:

- successfully completing all reading assignments
- actively participating in all Discussion Forums
- Writing and successfully submitted assignments
- Writing and submitting a comprehensive final project
- Active preparation and participation in synchronous sessions

For additional information on assessment criteria, please consult the Course Grading and Expectations section below.

**ASSESSMENT OF STUDENT LEARNING**

**Point Distribution of Assessments**

Your grades in this class come from active participation in the discussion forum and synchronous sessions, as well as successful completion of learning activities and papers as outlined below.
To complete the course, you must complete each of the assignments as described in the course and submit them by the assigned deadline. **10% per calendar day is deducted for late work. You may NOT submit any discussion posts late without prior permission from the instructor.**

**Grading Criteria**

<table>
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<tr>
<th>Assignment</th>
<th>Points/Percentage</th>
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<tr>
<td>Discussion Posts on the main forum or in small groups (100 points - 20 pts each)</td>
<td>100 (5 posts total (Weeks 1, 2, 5, 7 and 8).</td>
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<tr>
<td>Leader Interview Summary week 3</td>
<td>20</td>
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<tr>
<td>Training Manual Scientific Research Week 4</td>
<td>40</td>
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<tr>
<td>Synchronous Session participation (10 points each week of attendance if students is prepared and engaged - most weeks there is a HW assignment to do in advance and to bring or an informal presentation (i.e. week 3 and 10)</td>
<td>50</td>
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<tr>
<td>Final Paper</td>
<td>90</td>
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<td><strong>Total</strong></td>
<td><strong>300</strong></td>
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There will be no curve. The following scale will apply:

**Course Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A = 95 to 100</td>
<td>A- = 91 to 94</td>
<td>B+ = 88 to 90</td>
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<tr>
<td>B = 85 to 87</td>
<td>B- = 81 to 84</td>
<td>C+ = 77 to 80</td>
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<tr>
<td>C = 73 to 76</td>
<td>C- = 69 to 72</td>
<td>D+ = 65 to 68</td>
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<td>D = 61 to 64</td>
<td>F = 60 or below</td>
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**Pass/Fail Grade Policy**

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the University catalog before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the SCPS catalog.

**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.

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.

### Incomplete (IN) Grade

This process follows university policy.

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

### Communication

The instructor will communicate with students via D2L and through the student’s DePaul email address. You are expected to check D2L and email several times a week, and at least every 48 hours.

**Netiquette:** As a citizen in a digital world, you are responsible for maintaining appropriate communication in all academic situations, including online. Netiquette is a set of guidelines for appropriate online communication. You are responsible for adhering to the following:

- Be sensitive to differences (cultural, political, religious beliefs, etc.) and respect others’ views and opinions.
Discussion forums take the place of an in-class discussion, so be mindful of your language.

Using all capital letters implies “shouting” on the Internet and is considered impolite or aggressive.

Use appropriate grammar and spelling; avoid text message slang/short-cuts.

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Course Outline

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<th>Week</th>
<th>Objectives</th>
<th>List of Readings &amp; Supplemental Materials</th>
<th>Homework Due</th>
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| Week 1 | 1) Students will be able to articulate three types of biases common in decision making  
2) Students will be able to describe the importance of thoughtful decision making  
3) Students will be able to describe the basic principles of Evidence Based Decision Making | • HBR Book, Chapter 1  
• Vasquez, M. (May 24, 2019). | Synchronous Session March 29th at 6 p.m. Chicago time (Please prepare in advance as noted within D2L)  
Intro Post & responses (Large Discussion Forum)  
Small group discussion forum post |
| Week 2 | 1. Students will be able to describe the basic principles of evidence based decision making.  
2. Students will be able to describe the importance of asking critical questions when making decisions, and be able to refine problems in order to make more informed decisions.  
3. Students will be able to articulate the importance of gathering information from practitioners and describe how to do so in a way that limits bias |  
|---|---|---|---|
| | Berends, Chapters 1-4 (Chapter 4 is review, but make sure you at least reread pages 74-82)  
| | Read links in D2L module under readings to see examples of Evidence Based Research in practice  
| | Ted Talks & Videos  
| | Voices from the field materials | PICOC activity due as Small Group Discussion Post  
| | Prepare for Leader Interview Due next week |
| Week 3 | 1) Students will begin to study science and be able to articulate the limitations of scientific studies.  
2) Students will be able to describe several different types of research designs and begin to investigate different types of research designs that could be used to help make more informed organizational decisions.  
3) Students will be able to describe methods to search for and acquire relevant peer reviewed scientific articles, and be able to articulate methods to help read and understand those articles. | · Berends, Chapters 5-6  
· Read two examples of Evidence Based Research and scientific research in practice (Found on D2L)  
· Ted Talks & Videos | · Leader Interview summary due this week 3  
Synchronous Session, Monday at 6 p.m. (or week 4 if possible) |
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<tr>
<th>Week 4</th>
<th>Students will be able to find relevant peer-reviewed articles that address a leadership problem and be able to describe the type of studies within these articles as well as some of their limitations.</th>
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<td>2. Students will be able to articulate how to appraise and assess the evidence from scientific literature.</td>
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<td>3. Students will be able to share the importance of scientific research with peers in a compelling manner and highlight the best approach to gain such evidence for their teams.</td>
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<td>4. Students will craft a manual that explains the value of scientific research and highlights how to best conduct such research in a way that minimizes bias, and is reliable and useful.</td>
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<tr>
<td></td>
<td>· Berends, Chapters 7</td>
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<td></td>
<td>· Read and Review several checklists from the Center for Evidence Based Management (found on D2L)</td>
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<td></td>
<td>· Ted Talks &amp; Videos</td>
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<td></td>
<td>· Voices from the field materials: Decision Making in Higher Education</td>
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<td></td>
<td>Training Manual on scientific research in decision making due, along with Tip Sheet of dos/don’ts due.</td>
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### Week 5

1) Students will be able to articulate how to gather information from an organization to assist in decision making, while minimizing bias

2) Students will be able to articulate how to assess and appraise evidence from the organization

3) Students will be able to describe how data can be used to help inform decision making

- Berends, Chapters 8-9
- Ted Talks & Videos

**Discussion Post Assignment**

Sync Session Monday 6 p.m. (where you will share tips from week 4 assignment)

### Week 6

1) Students will continue to investigate how to use organizational data, and learn more about how it is used in two real-world situations

2) Students will be able to articulate how to acquire and assess evidence from stakeholders

- Berends Chapter 10-11
- Ted Talks & Videos

**No assignments this week**

Begin work on final projects
| Week 7 | 1) Students will be articulate 3 or more tools to make brainstorming more effective  
2) Students will be able to describe the basic principles of creative problem solving and design thinking | • HBR Guide to making better decisions: Read pages 51-95  
• Creative Problem Solving Resource Guide.  
• Watch Ted Talks and videos | Discussion Forum Post  
Due  
Attend  
Synchronous Session  
MONDAY |
| --- | --- | --- | --- |
| Week 8 | 1) Students will be able to describe and practice tactics that will help them incorporate evidence into the decision making process.  
2) Students will be able to articulate methods to evaluate the outcome of a decision  
3) Students will be able to articulate several tools to | Section 3 HBR Book P 95-161  
Optional Read-Ahead (I strongly encourage you to read ahead if possible, so you are better positioned to submit your final paper next week): HRB book pages 162-end.  
Ted Talks & Videos | · Discussion Forum Post  
· Work on Final Project |
| Week 9-10 | 1) Students will connect all tools of evidence based decision making to craft own decision making model  
   3) Students will be able to craft a comprehensive model for decision making that incorporates a wide range of evidence  
   3) Students will apply concepts from class to analyse real world decision at work, offering concrete ideas for how to tackle decision making process. In assessing the decision, students will use a critical eye, offering new ideas for how decision could have been framed, researched and studied better. | Finish reading Section 3 HBR Book P161-212  
Watch Videos | - Complete and turn in all components of your final paper, which is SUNDAY OF WEEK 9  
- Attend Synchronous Session. Please be ready to share highlights of your final project during that session |
Other Course Policies

This course includes and adheres to the college and university policies described in the links below:

APA citation format (GRAD)
Academic Integrity Policy (GRAD)
Incomplete (IN) and Research (R) Grades Expiration Policy
Withdrawal/Drop Policy and Withdrawal Tuition
Accommodations Based on the Impact of a Disability

Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

Protection of Human Research Participants

Other Resources for Students

University Center for Writing-based Learning

Dean of Students Office

Instructor Brief Bio

Renee Kosiarek has been teaching and developing leadership, creativity & ethics courses for over a decade at both DePaul University and North Central College, where she most recently served as Program Director for four graduate leadership programs. She currently teaches part-time and most recently served as Director for

Additional Considerations

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students’ identifying information removed.

Changes to Syllabus

This syllabus is subject to change as necessary. If a change occurs, it will be clearly communicated to students early in the term.