Course Title: Designs and Methods of Nursing Research  
Course Number: Nursing 502/602  
Credit Hours: 3 Semester Hours  
Placement: Core Curriculum/graduate level  
Prerequisite: N-500/600  
Course Faculty: Cynthia A. Logan, RN, PhD  
BRC, Office 104A  
Email: clogan@selu.edu  
Office Hours by appointment/Blackboard Discussion Board times TBA.

Catalog Description:

Overview presenting the logic, methods, and techniques of scientific research. Emphasis will be placed on design decisions, psychometrics and computerized databases. Students will design a research proposal applicable to nursing.

Course Objectives:

Upon completion of the course the student will be able to:

1. Justify the logic of theory-practice-research linkages in the advancement of nursing science.
2. Demonstrate the ability to use the guidelines and federal regulations to protect human participants throughout the research process.
3. Convert researchable nursing problems into scientific hypotheses or research questions.
4. Make descriptive, experimental, or qualitative design decisions regarding the investigation of nursing problems.
5. Develop and apply selected probability and non-probability sampling methods.
6. Critically select measurement instruments based on psychometric indexes of reliability and validity.
7. Apply and interpret selected descriptive, parametric, and non-parametric statistics.
8. Implement coding and filing procedures for the storage, retrieval, analysis and presentation of data with computerized statistical programs.
9. Write a scholarly research proposal for the investigation of a nursing problem.

Rev. 08/03/ Revised 12/03 EMW/DMG Revised 6/16/04 EMW
**Required Textbook:**
Polit, D.F., & Beck, C. (latest year). *Nursing research: Methods and principles*
Philadelphia: J. B. Lippincott Co.


**Recommended Textbooks:**


**Suggested helpful materials:**


Munro, B. H. (Latest ed.). *Statistical methods for health care research* (3rd ed)..

**Teaching-Learning Strategies:**

Blackboard, Seminar, Lecture-discussion, Web-based computer Assisted tutorials, Videotaping, Group work, Reading assignments, Peer reviews, Individual and group presentation, Faculty consultation

**Class Attendance:**

Regular attendance is requested.

Deadline for Withdrawal from Course:
See appropriate ICMSN University catalogues for last day to drop or resign from the course with or without a grade penalty.
Evaluation:

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critique (Qualitative or Quantitative)</td>
<td>15 %</td>
<td>100</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>60%</td>
<td>300</td>
</tr>
<tr>
<td>Chapter I Draft (05% + 15% 20 + 80)</td>
<td></td>
<td></td>
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<tr>
<td>Chapter II Draft (05% + 15% 20 + 80)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter III Draft (05% + 15% 20 + 80)</td>
<td></td>
<td></td>
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<tr>
<td>Web-based/online assignments</td>
<td>10%</td>
<td>100</td>
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<tr>
<td>Tutorials</td>
<td></td>
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<tr>
<td>Unit Assignments</td>
<td></td>
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<tr>
<td>Computer work, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation/Peer Review</td>
<td>15%</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>600 points</strong></td>
</tr>
</tbody>
</table>

Policies concerning evaluation:

1. No make-ups will be given when individual presentation for assigned videoconference activity is due. Unless prior approval is obtained, a grade of “0” will be earned. The final course grade will be proportionally determined by the other grades earned in the course.
2. Late papers will earn 5 points penalty for each day a paper is late, unless prior approval is obtained from course faculty.
3. Correct APA format is to be used for all papers.

Grading Scale of the Consortium:

- A 93 –100
- B 85 - 92
- C 77 - 84
- D 69 - 76
- F 0 68

This course will be conducted 100% via Blackboard via the internet.

Reading and Class Schedules are posted on Blackboard on the Course Documents button.
Unit Objectives:

Upon completion of each unit, the student will be able to:

Unit I. Overview of Research: Theory-Practice-Research Linkages

1. Relate the significance of research in practice and to theory building in nursing.
2. Discuss the use of conceptual models in Nursing practice and research.
3. Employ a conceptual model in developing a theoretical framework for a research proposal.
4. Perceive the background of research for knowledge building, understanding, and predicting.
5. Describe the different types of Research, or why we do what we do.
6. Utilize the research critique as a way to ground nursing knowledge.
7. Value the research proposal as a process of thinking through a solution.

Unit II. Problem, Question, Hypothesis

1. Identify sources of researchable problems in Nursing.
2. Formulate a problem statement from an area of interest in Nursing.
3. Implement the activities involved in conducting a computerized database search for reviewing the literature on a problem.
4. Convert problem statements into research questions, and/or hypotheses.

Unit III. Reviewing Background Materials

1. Use database search techniques.
2. Locate reports of research in the field of interest.
3. Critique research reports (use of a critique format).
4. Decide what to include in review of literature.
5. Format of review of literature.

Unit IV Research Design Decisions

1. Classify study designs into descriptive, exploratory, experimental and intervention research.
2. Compare purposes, advantages, and limitations of the several types of research designs.
3. Justify selection of a research design for investigating a selected Nursing problem.
4. Formulate design remedies to counter potential threats to the internal and external validity of experimental designs.

Unit V. Sampling Methodology

1. Classify sampling methods according to probability and nonprobability and distinguish among the various types.
2. Develop a sampling method that contributes to the external validity of a proposed study.
Unit VI. Data Collection

1. Discuss concepts of reliability and validity of measures and distinguishing among various types.
2. Demonstrate the ability to locate an existing instrument to measure a selected variable by using appropriate compendia.
3. Develop a protocol for administrating a measuring instrument in a research study.

Unit VII. Statistical Decisions I

1. Differentiate between purposes and applications of selected descriptive and inferential statistics.
2. Interpret descriptive statistics from graphic presentations in research articles.
3. Compare and contrast use and interpretation of t-tests and analyses of variance (ANOVA).
4. Determine whether parametric or non-parametric statistics are appropriate for selected studies.
5. Explain most frequently used computer terminology.
6. Develop a coding convention for computerized storage and analysis of data.
7. Describe the steps usually involved when analyzing research data with computers.
8. Follow a procedure for using a statistical program to analyze descriptive research data.

Unit VIII. Written Research Proposal

1. Write a scholarly research proposal employing APA format.
2. Write a consent form that addresses the components of the application for Human Subjects Review from your university.
3. Develop graphs and tables that correctly and clearly present research data you hope to find.

Unit IX. Dissemination of Innovations

1. Develop a research presentation.
2. Transmit research ideas to a group of scholars involved in research.
3. Interpret research in the light of research practice and educational implications.
Activity/Assignments

*** E-mail or drop box your work as an attachment. Label the Subject Line with YOUR NAME N502/602 and TITLE

**Assignment 1: Problem, Question, Hypothesis**
Describe research topics, statement of the problem, identify research variables Submit via e-mail attachment or drop box to course instructor. One page limit.
E-mail your work as an attachment. Label Subject Line: NAME N502/602 Exercise 1.

**Assignment 2. Review of the Literature: Annotated Bibliography**
A. Using Online computer resources and other sources, locate and submit 10 articles related to your study topic. (APA format, Annotations only)
   a. 5 –7 research articles
   b. 3 background (reviews)
B. Identify and describe a theoretical/conceptual framework that “fits” your study.

**Assignment 3 Module: Tutorial: Human Participant Protections Education for Research Teams**
Web/Online Assignment # 3   http://ohsr.od.nih.gov/cbt/nonNIHpeople.html

Complete the tutorial on Human Participants Protections Education for Research Teams and email or send via drop box the resulting certificate. Be sure your name is on your submission.

**Upon completion of this assignment the learner will be able to:**

1. Identify key historical events and current issues in research that impact guidelines and legislation on human participant protection in research.
2. Identify the ethical principles that guide the conduct of research with human participants.
3. Demonstrate the ability to use the guidelines and federal regulations to protect human participants throughout the research process.
4. Describe guidelines for the protection of special populations in research.
5. Define informed consent and the components necessary for a valid consent.
6. Describe the role and responsibilities of the IRB in the protection of human participants.
7. Recognize the roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.
8. Complete an application for submission to the appropriate ICMSN’s Institutional Review Board (IRB) for a selected research study.

**Due:  Certificate of course completion**
E-mail copy of certificate of course completion. Label Subject Line: YOUR NAME N502/602 Human Subjects Education Certificate
A. Locate, retrieve, and analyze instruments to be used in your research for psychometric analysis.
B. Write Description of instrument, psychometrics and your critique of the instrument. One page limit.
You may go to this site for additional resources:
http://www.measurementexperts.org/index.htm

Optional Assignment: Sampling Methodology Tutorial
This may be substituted for the measurement/Instrumentation assignment.
http://trochim.human.cornell.edu/tutorial/mugo/tutorial.htm
http://calculators.stat.ucla.edu/powercalc

Optional Assignment: Statistical Practice,
This assignment may be substituted for the measurement-instrumentation assignment for clinical studies that use a clinical data recording form.
Format is on the assignment button in BlackBoard.
Appendix A

Evaluation Criteria for Critical Analysis of a Research Report

Critical analysis must be reflected by student in the written report.

Select a study that you may use in your research proposal, critique it and complete using the following as your outline.

Element

I. Critical analysis: 75 Points

Each section should be analyzed as to strengths or weaknesses.

A. Problem Statement -
   Correctly identifies Purpose/problem
   Addresses the significance of study to nursing
   Addresses the adequacy, clarity of problem statement

B. Literature Review and Theoretical Framework -
   Placement within theoretical context
   Comprehensive with appropriate mix of types of sources
   Relevant variables identified and defined conceptually
   Literature current and relates to topic
   Research background lends substance to the study

C. Hypotheses or Research Question(s) -
   Presence or absence accurately addressed
   Accurately and logically written
   Identifies/classifies accurately variables under study
   Relevant variables identified and operationally defined

D. Sample -
   Selection method identified
   Appropriateness of method addressed
   Representatives addressed (i.e., potential generalizability)
   Sample size addressed

E. Design
   Accurately identified -
   Appropriateness to purpose addressed
   Logic for design clear
   Internal validity -
   Threats identified
   Adequacy of control of threats
   External validity
   Threats identified
Adequacy of control of threats

Evaluation Criteria for Critical Analysis of a Research Report (Continued)

F Methods

Data Collection
Described
Appropriateness addressed
Consistency Addressed

Ethical Issues
Adequacy of protection of rights of subjects
Adequacy of informed consent procedures

Instruments: Addresses
Appropriateness and rationale/logic for use
Instrument Reliability
Instrument Validity

Analysis
Statistics appropriate for level of data
Statistics appropriate for type of questions/hypotheses
Adequately described
Appropriateness of tables/figures addressed
Results of analysis clear

G. Conclusions/Implications and Recommendations
Discuss results in the context of
purposes,
questions/hypotheses
theoretical framework

Accuracy of conclusions addressed;
Application to clinical practice included in report
Generalizations and recommendations are logical
Degree to which strengths outweigh weaknesses

II. Overall Clarity, Accuracy, and Logic of Critique

Critical analysis is reflected by the student’s analysis of the materials
Spelling, grammar, flow of ideas, referencing
Follows APA style guide
Grammar, punctuation, spelling proofing
Neatness, Typed or word-processed and double spaced
Logic, coherence and cogency
Adheres to one –2 page requirement

TOTAL POINTS 100

Comments:
### Evaluation Criteria for Chapter I of a Research Proposal

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Introduction:</strong></td>
<td>10</td>
</tr>
<tr>
<td>Is succinct, informative, logical,</td>
<td></td>
</tr>
<tr>
<td><strong>II. Purpose and significance of the research:</strong></td>
<td>10</td>
</tr>
<tr>
<td>Is clear and logical</td>
<td></td>
</tr>
<tr>
<td><strong>III. Theoretical/Conceptual Framework</strong></td>
<td>10</td>
</tr>
<tr>
<td>A framework is devised to guide the research</td>
<td></td>
</tr>
<tr>
<td>From a nursing perspective. Either a theoretical nursing framework is</td>
<td></td>
</tr>
<tr>
<td>used or a nursing-focused inductive model is devised.</td>
<td></td>
</tr>
<tr>
<td><strong>IV. Related literature presented</strong></td>
<td>20</td>
</tr>
<tr>
<td>A. Succinct, a short summary of the background.</td>
<td></td>
</tr>
<tr>
<td>B. Closely related to conceptual framework</td>
<td></td>
</tr>
<tr>
<td>C. Contains research articles where available or theoretical literature</td>
<td></td>
</tr>
<tr>
<td>if research unavailable</td>
<td></td>
</tr>
<tr>
<td><strong>V. Research problem stated</strong></td>
<td>10</td>
</tr>
<tr>
<td>A short paragraph relating the current state of the science</td>
<td></td>
</tr>
<tr>
<td>And the problem the research is expected to treat.</td>
<td></td>
</tr>
<tr>
<td><strong>VI. Research Questions/Hypothesis(es)</strong></td>
<td>15</td>
</tr>
<tr>
<td>A. Research question defined</td>
<td></td>
</tr>
<tr>
<td>B. Hypotheses, if formulated, are testable</td>
<td></td>
</tr>
<tr>
<td><strong>VII. Variables</strong></td>
<td>10</td>
</tr>
<tr>
<td>A. Defined Conceptually and</td>
<td></td>
</tr>
<tr>
<td>B. Operationally</td>
<td></td>
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<tr>
<td>Each variable has a dictionary-like entry that</td>
<td></td>
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<tr>
<td>gives the theoretical or conceptual meaning of the variable and a</td>
<td></td>
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<tr>
<td>method in operational terms as to how the variable will be measured.</td>
<td></td>
</tr>
<tr>
<td><strong>VIII. Other elements</strong></td>
<td>05</td>
</tr>
<tr>
<td>A. Limitations defined</td>
<td></td>
</tr>
<tr>
<td>B. Assumptions defined</td>
<td></td>
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</tbody>
</table>
Evaluation Criteria for Chapter II of a Research Proposal

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Organization of review logical</td>
<td>25</td>
</tr>
<tr>
<td>Organization will be guided by the relevance of concepts or variables to be studied or tested in the research. (i.e: the major variables early in the report and the lesser variables later).</td>
<td></td>
</tr>
<tr>
<td>II. Related literature reviewed</td>
<td>15</td>
</tr>
<tr>
<td>A. Incorporates research related to conceptual framework</td>
<td></td>
</tr>
<tr>
<td>B. Comprehensive</td>
<td></td>
</tr>
<tr>
<td>C. Contains research articles where available or theoretical literature if research unavailable</td>
<td></td>
</tr>
<tr>
<td>III. Methodological literature present</td>
<td>25</td>
</tr>
<tr>
<td>A. Instruments and authors</td>
<td></td>
</tr>
<tr>
<td>B. Reliability and validity stated (May use tables)</td>
<td></td>
</tr>
<tr>
<td>C. Research publications showing use of instruments</td>
<td></td>
</tr>
<tr>
<td>IV. Brief critique of each study:</td>
<td>20</td>
</tr>
<tr>
<td>A. Weaknesses and strengths</td>
<td></td>
</tr>
<tr>
<td>B. What each adds to the knowledge base for this study</td>
<td></td>
</tr>
<tr>
<td>C. May summarize research studies with similar Weaknesses or findings</td>
<td></td>
</tr>
<tr>
<td>V. Critical analysis of literature</td>
<td>10</td>
</tr>
<tr>
<td>A. Succinct, informative,</td>
<td></td>
</tr>
<tr>
<td>A. Correct grammar, usage, &amp; spelling,</td>
<td></td>
</tr>
<tr>
<td>VI. Use of A.P.A. format through out</td>
<td>05</td>
</tr>
<tr>
<td>Total points</td>
<td>100</td>
</tr>
</tbody>
</table>

Remarks:
Evaluation Criteria for Chapter III of a Research Proposal

<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introductory comments</td>
<td>05</td>
</tr>
<tr>
<td>II. Research question(s)</td>
<td>10</td>
</tr>
<tr>
<td>III. Research design defined</td>
<td>05</td>
</tr>
<tr>
<td>IV. Population and Sample</td>
<td>20</td>
</tr>
<tr>
<td>V. Setting described</td>
<td>15</td>
</tr>
<tr>
<td>VI. Instrument(s)</td>
<td>20</td>
</tr>
<tr>
<td>VII. Data Analysis</td>
<td>15</td>
</tr>
<tr>
<td>VIII. References</td>
<td>05</td>
</tr>
<tr>
<td>IX. Scholarly Elements</td>
<td>05</td>
</tr>
</tbody>
</table>

I. Introductory comments
Succinct, informative, logical,

II. Research question(s)
A. Restated
B. Hypotheses (if any) restated

III. Research design defined
A brief statement of the design of the research
For example the type of research, number of Groups, type of analytical methods:
For example: “a two group quasi-experimental comparison of A & B”

IV. Population and Sample
A. Target population and sample defined
   a. Accessible population to be sampled
B. Means of obtaining sample

V. Setting described
Thoroughly describe the setting in which data will be collected.

VI. Instrument(s)
B. described
C. psychometrics discussed
D. validity and reliability

VII. Data Analysis
A. Techniques specified
B. Results proposed.

VIII. References
A. Appropriate
B. Included for all three chapters

IX. Scholarly Elements
A. Correct grammar, usage, & spelling
B. Use of APA format throughout

Total points 100
<table>
<thead>
<tr>
<th>Element</th>
<th>Possible Points</th>
<th>Earned Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Used a computer-based program to deliver content</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>II. Presentation</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>A. Topic is clearly stated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Problem is correctly describe and defined</td>
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<td></td>
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<tr>
<td>C. Content presented is realistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Content presented is clear and logical</td>
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<td></td>
</tr>
<tr>
<td>E. All parts of research proposal are present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Implications of topic for nursing research Practice and/or Educations</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>IV. Significance of research to nursing</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>V. Recommendations are well-developed</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>VI. Presentation Abilities</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Flow of presentation is logical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
<td>____ of 100%</td>
</tr>
</tbody>
</table>
Evaluation Criteria for Optional Conference:
Rate the Research Conference by indicating on a scale from 1-5 (1=poor 5=excellent) the extent to which the conference adheres to research format.

Podium Presentation Elements

I. Used a computer-based program to deliver content 1 2 3 4 5

II. Presentations 1 2 3 4 5
   A. Abstract
      Outline concise and adheres to research format 1 2 3 4 5
      Problem is correctly describe and defined 1 2 3 4 5
      Framework identified 1 2 3 4 5
   B. Content presented is accurate 1 2 3 4 5
   C. Content presented is clear and logical 1 2 3 4 5

III. Implications for nursing research clearly presented 1 2 3 4 5

IV. Conclusions presented were well thought out 1 2 3 4 5

V. Recommendations were well-developed 1 2 3 4 5

VI. Handouts, or Visuals clear informative, accurate 1 2 3 4 5

Poster Presentation Elements

I. Physical Layout 1 2 3 4 5
   The display attracts viewer's attention 1 2 3 4 5
   Script is easy to read 1 2 3 4 5
   Creative use of visual aides to enhance presentation 1 2 3 4 5
   Color is used to enhance visual display 1 2 3 4 5
   Content presented is clear and easy to understand 1 2 3 4 5

II. Research Format 1 2 3 4 5
   Purpose of the project is clearly stated 1 2 3 4 5
   Population and setting are clearly described 1 2 3 4 5
   Project methods are clearly and concisely described 1 2 3 4 5
   Display is free of unnecessary detail 1 2 3 4 5
   Presenter's responses to viewers' questions demonstrated knowledge of subject matter and project 1 2 3 4 5

Comments: Provide a one-page narrative summary of your evaluation of the conference. Provide supporting statements as to the strengths and weaknesses of the conference, i.e., organization, poster and podium presentations. Indicate how the conference enhances your knowledge of nursing research.
References


INSTRUCTIONS: Please read each of the following statements carefully then on the scantron sheet, mark the number that most accurately reflects the extent to which you agree or disagree with the statement. The first statements are focused on the course learning environment. The second sets of statements relate to achievement of course objectives. Use the following scale to rate your answers.

1 = strongly Disagree  2 = moderately Disagree  3 = neither/nor
4 = moderately agree   5 = strongly agree

COURSE LEARNING ENVIRONMENT
1. The required textbook for the course met my needs
2. The audiovisuals used in the course facilitated learning
3. Assigned readings were beneficial
4. Handouts used in the course were beneficial
5. Course content was appropriate for a graduate-level course
6. The content in this course builds on content from other courses
7. The content of course adequately addressed the stated objectives
8. Teaching methods for the course were effective
9. Assignments facilitated the learning of course content
10. My evaluation was carried out in a fair manner

COURSE OBJECTIVES
11. I can Justify the logic of theory-practice-research linkages
    linkages in the advancement of nursing science.
12. I can convert researchable nursing problems into scientific
    hypotheses or research questions.
13. Make descriptive, experimental, or qualitative design decisions
    regarding the investigation of nursing problems.
14. I can develop and apply selected probability and non-probability
    sampling methods
15. I can critically select measurement instruments based on psychometric indexes of reliability and validity.
16. I can apply and interpret selected descriptive, parametric, and non-parametric statistics.
17. I can implement coding and filing procedures for the storage, retrieval, analysis and presentation of data with computerized statistical programs.
18. I can write a scholarly research proposal for the investigation of a nursing problem.

EVALUATION OF SPECIFIC ASPECTS OF THE COURSE

20. The critique of a research report was beneficial to my achievement of course objectives.
21. The research Proposal was beneficial to my achievement of the course objectives.
22. Submission of web-based assignments was beneficial to my achievement of course objectives.
23. The Peer Review Panel was beneficial to my achievement of the course objectives.
24. I would recommend this course to a colleague.

EVALUATION OF TECHNOLOGY DELIVERY

25. The distance education format of instruction was effective.
24. E-mail communication with instructor was effective.
25. The World Wide Web site was helpful for this course.
26. The use of technology was a positive challenge.

Comments
STUDENT DEMOGRAPHICS:

NAME:  
ADDRESS: 
TELEPHONE NUMBER(S): 
EMAIL 
WEBPAGE (if any) 

CLINICAL WORK EXPERIENCE (as RN, student nurse, CNA, other health care setting employment)

STATISTICS COURSE TAKEN (Which, When):

COMPUTER ACCESS  Please Circle

- I use computers here on campus but do not have one at home.
- I have a computer at home, but it does not have current software such as Microsoft Office or WordPerfect
- I have a computer at home with current software
- I have a computer at home with current software and internet access

COMPUTER SKILLS RATING: - Please Indicate

___ I am computer illiterate; I never or try never to use the computer for school work.
___ I am a novice at using a computer, but do write my papers on a computer.
___ I am proficient at using a computer to write papers and access my e-mail.
___ I am proficient at using a computer for many types of assignments and projects such as internet searching, use of library data bases etc.
___ I am proficient with advanced computer programs such as databases, spreadsheets, statistical packages, presentation programs, etc.
___ I do web page design, computer programming, or design specialize databases

Other comments re: my computer use:

Learning expectations in this course:

Expected grade in this course:

Amount of time expected to spend weekly on course outside of class: