

Psychology and Spiritual Formation: Integrating Research and Practice

4 Graduate Credits – Fuller Theological Seminary

Meeting Times: Monday and Wednesday from 1-4:50pm

Sarah A. Schnitker, Ph.D.

Office 335, 626-584-5603, sschnitker@fuller.edu; available by appointment

Teaching Assistants:

TJ Felke, tjfinca@gmail.com; available by appointment

DESCRIPTION:

This course examines traditional and contemporary practices and modalities of spiritual formation within Christianity. Students will demarcate the components of spiritual formation and explore the psychological systems and processes relevant to the development of a robust spiritual life. The psychological mechanisms underlying specific spiritual disciplines and practices (e.g., prayer, fasting, communion, Sabbath) will be analyzed while also denoting how these practices cannot be reduced to their psychological explanations. Students will read from religious and psychological literatures, and they will learn in a cooperative environment with those with diverse interests in theology and psychology. Students will contribute to the psychological literature by proposing research studies grounded in a deeper understanding of Christian theology, and they will contribute to the life of the church by applying what we know from psychology to better guide spiritual formation in ministry contexts. Finally, students will be challenged to apply the course content to their own spiritual formation.

LEARNING OUTCOMES:

1. Students will be able to assess the core aspects of spiritual formation and analyze the underlying psychological processes.
2. Students will critically engage with the research literature and propose future studies.
3. Students will apply new knowledge of spiritual formation to ministry and therapeutic contexts.
4. Students will integrate new knowledge and practices into their own spiritual formation.

RELATIONSHIP TO SCHOOL AND SEMINARY LEARNING OUTCOMES:

Relevant SOP Learning Outcomes:

1. Graduates, in their scholarly and clinical work will be equipped to apply the insights of Christian theology along with the knowledge and techniques of the social and behavioral sciences.
2. Graduates will be prepared to contribute to the development of knowledge as it relates to the interface of religious, spiritual, and psychological functioning.
3. Graduates of the clinical psychology program will have competence utilizing, critiquing, and conducting psychological research.
4. Graduates of the clinical psychology program will demonstrate the articulation of, and personal commitment to, and informed Christian theological perspective regarding general psychology, research, clinical practice, and diversity issues.

Relevant FTS Learning Outcomes:

1. Graduates will demonstrate an understanding of Christian theology, ministry, and spirituality.

2. Graduates will be aware of and critically engage ecclesial, societal, and global issues from Christian theological perspectives and demonstrate the ability to make informed choices toward positive change.
3. Graduates will be able to pursue careers consistent with their education.
4. Graduates will demonstrate the integration of Christian spiritual formation and character.

COURSE FORMAT:

This course will meet twice a week for 4 hours each time for lectures and small group discussions. Students are expected to meet with their project groups for at least an additional two hours outside of class each week. Traditional lectures, video presentations, class discussion, and guest lectures will facilitate course objectives. Students are expected to complete assigned readings prior to class. All assignments must be completed to pass the course and attendance is required. Our class has an online supplementary site on Moodle, Fuller's online Learning Management System (LMS). All students are expected to check Moodle at least twice a week for messages from the instructor and other students, class updates, and work submission. Any questions about using Moodle can be directed to the Office of Distributed Learning at moodle@fuller.edu.

REQUIRED READINGS:

Calhoun, A.A. (2005). *Spiritual disciplines handbook: Practices that transform us*. Downers Grove, IL: InterVarsity Press. \$18.00 ISBN 978-0-8308-3330-6

James, W. (2008). *The varieties of religious experience: A study in human nature*. Retrieved from <http://search.ebscohost.com.naomi.fuller.edu:2048/login.aspx?direct=true&db=e000xna&AN=313698&site=ehost-live>

Articles and chapters from Course Reader on moodle e-reserves (see reading schedule below)

PREREQUISITES: None.

RELATIONSHIP TO CURRICULUM: Integration course for psychology students. Elective for theology and intercultural studies students.

FINAL EXAMINATION: Final project.

EXPECTATIONS FOR CREDIT HOURS

Hours	Activity
40	Class attendance
15	Completing Spiritual Formation Exercises (3 hours per exercise x 5 exercises)
43	Reading Course Articles/Chapters and Writing Discussion Questions (2 hours per article x 20 articles + 3 hours of Calhoun/Scripture reading)
10	Group meetings outside class
1	Reading, preparation, and writing related to the construction of Topic Description
2	Reading, preparation, and writing related to the construction of Proposal Outline
3	Reading, preparation, and writing related to the construction of the Reference List and Assignment of Team Member Responsibilities
20	Reading, preparation, and writing related to the construction of Proposal First Draft
20	Reading, preparation, and writing related to the construction of Proposal Final Draft
4	Preparing for Project Presentation
2	Project Peer Review
160	Total

STATEMENTS

Incompletes: For Fuller's policy regarding holds and incompletes, please go to:

http://documents.fuller.edu/registrar/handbooks/student_handbook/academic_policies.asp#INC

Academic Integrity: At the beginning of this course we, as faculty and students, reaffirm our commitment to be beyond reproach in our academic work as a reflection of Christian character. We commit to honesty in all aspects of our work. We seek to establish a community which values serious intellectual engagement and personal faithfulness more highly than grades, degrees, or publications.

Students are expected to review and understand the commitments to academic integrity as printed in the Student Handbook and the Seminary catalogue. Some infractions can be addressed by personal confrontation and corrective counsel. The following violations of these commitments will be firmly addressed formally:

- Submitting the same work in whole or in part in more than one course without the permission of the professor(s);
- Submitting as one's own work paper(s) obtained from another source;
- Plagiarism, i.e., large and/or multiple unattributed quotations or paraphrases of ideas from published or unpublished sources;
- Unpermitted collaboration in preparing assignments;
- Cheating on exams by any means;
- Aiding another student on papers and tests in violation of these commitments.

Any of these violations will result in a failing grade on the assignment and possibly in the course, and will be reported to the Academic Integrity Group which may impose further sanctions in accordance with the Academic Integrity Policy. Evidence of repeated violations will result in a formal disciplinary process. (For the full statement on Academic Integrity see *The Student Handbook 2001-2002* pages 58-60.) Questions? Please contact the chair of the Academic Integrity Group at aig-chair@dept.fuller.edu.

Attendance/Participation: Academic credit for a course requires regular class attendance, whether or not this is stated in the syllabus, and is not just a matter of completing the assignments. Attendance means being present in the class for the entire scheduled class meeting, not just some part of it. In the event of absence for any reason, you are responsible for any information or class content missed. The professor may require additional work to make up for an absence. If you are absent from a significant portion of the course or if you are frequently late for class meetings, even due to extenuating circumstances, this may result in a lower grade or even a failing grade for the course.

Accommodation Services: Fuller Theological Seminary makes reasonable accommodation for persons with documented disabilities. If you have a hidden or visible disability which may require classroom or test accommodation, please contact the Access Services Office (1st floor of Kreysler Hall or 626-584-5439), which is responsible for coordinating accommodations and services for students with disabilities. Additionally, please contact your professor within the first two (2) weeks of a quarter long class or the first day of an intensive class, to plan any details of your approved accommodation in the specific class.

Fuller's Writing Center: Throughout your time at Fuller you may need additional assistance with writing papers and assignments. The Writing Center is committed to assisting you with grammatical issues, organizing your thoughts, citations, reading and reviewing books, and many other writing issues. They offer individual consultations both online and in-person, and they hold writing workshops throughout the year. Their office is located on the 3rd floor of the Hubbard Library, and it is open Monday through Thursday (10 am–8 pm) and Friday (10 am–2 pm). For more information or to schedule a consultation, please visit writingcenter.fuller.edu or call (626) 584-5431. The Writing Center is a service offered through the Office of Student Affairs.

Statement of Informed Consent: As part of Fuller's commitment to educational effectiveness, Fuller is enhancing its attention to student learning within particular courses, departments, and schools. In order to have a thorough review of courses taught at Fuller Theological Seminary, the faculty reserved the right to evaluate student work as part of the course grading process and as a part of other institutional processes intended to assess the effectiveness of the curriculum.

By participating in this course students agree to have their work evaluated for grading purposes (within the course) and for assessing the overall student performance within the course, the department, the program, and the institution. When used outside of classroom purposes, all student identification will be removed from documents.

Students wishing to 'opt out' may copy and email the following statement the faculty teaching the course no later than the end week two of the term. Participation in voluntarily and opting out will not impact student's performance in the class.

I Student name (first + last name) decline to have my work assessed outside of class evaluative procedures use to determine course grade for Course # _____ Course Name _____

For further information regarding this policy contact the department chair or Dr. Mignon R. Jacobs, Chair of the Educational Effectiveness Council (jacobs@fuller.edu). Last Revised 4/30/2012

ASSIGNMENTS:

1) Spiritual Formation Exercises (20% of final grade; five exercises each worth 4% of the final grade)

Due dates specified below.

One purpose of this class is to help us all to become more spiritually formed in the likeness of Christ. To this end, we will engage in some of the spiritual practices we are studying. You will be asked to choose a spiritual discipline relevant to the next class discussion and follow the reflections/exercises outlined in Calhoun (2005). The exercises you may choose from are listed below for each exercise. To evidence that you engaged in the exercise, please upload a summary of your experience with the exercise. The summary can be your answers to the reflection questions or a description of the exercises you tried and how they impacted you. The summary should be one page, double spaced. You will be graded on the completion of the assignment more than content (as it will be highly personal and subjective). The purpose of this assignment is in the doing rather than the reporting. We will discuss your experience of doing the exercise in class, so please complete it on time.

Late Policy: Unless pre-approved by the instructor, late exercises will be penalized 30% for each day they are due beyond the due date/time.

Spiritual Formation Exercise 1 – Due 9pm on 7/1/14

Choose 1 of the following: Contemplation (p.48-51), Examen (p. 52-55), Journaling (p. 56-58), Confession (pp. 91-94), Breath Prayer (p. 204-206), Centering Prayer (p. 207-210), Contemplative Prayer (p. 211-214), Conversational Prayer (p. 215-217), Fixed-Hour Prayer (p. 223-226), Inner Healing Prayer (p. 227-230), Intercessory Prayer (p. 231-234), Labyrinth Prayer (p. 235-238), Liturgical Prayer (p. 239-241), Prayer Partners (p. 242-244), Praying Scripture (p. 245-248), Prayer of Recollection (p. 249-252), Prayer Walking (p. 253-255)

Spiritual Formation Exercise 2 – Due 9pm on 7/6/14

Choose 1 of the following: Fasting (p. 218-222), Control of the Tongue (p. 186-189), Chastity (pp. 126-128)

Spiritual Formation Exercise 3 – Due 9pm on 7/8/14

Choose 1 of the following: Celebration (p. 26-18), Gratitude (p. 29-31), Holy Communion (p. 32-34), Rule for Life (p. 35-39), Worship (p. 44-46)

Spiritual Formation Exercise 4 – Due 9pm on 7/13/14

Choose 1 of the following: Simplicity (p. 74-77), Care of Earth (p. 180-182), Stewardship (pp. 196-199)

Spiritual Formation Exercise 5 – Due 9pm on 7/15/14

Choose 1 of the following: Sabbath (p. 40-43), Rest (p. 63-65), Retreat (p. 66-69), Self-Care (p. 70-73), Slowing (p. 78-81), Teachability (p. 82-84), Unplugging (p. 85-87), Silence (p. 107-110), Solitude (pp. 111-114)

2) Discussion Questions (DQ; 20% of final grade: 20 discussion questions each worth 1% of the final grade)

Due: 9pm the day before class when the readings are discussed. See course schedule.

We will dedicate a significant portion of our class time to discussion of the course readings. Thus, it is essential that you read and think about the course readings before class. To facilitate this process, you will be asked to write a discussion question for each of the assigned readings (excluding readings from Calhoun). Discussion questions should be thoughtful and analytical. You want to demonstrate that you have read and critically engaged

the assigned article/chapter. Thus, you will typically need to use about 20-50 words to fully explain your question. Here's an example discussion question:

Tangney and Salovey (2010) distinguish between shame and guilt, and they generally present guilt as a more positive emotion than shame. Do you think this distinction would hold across cultures? Do you perceive a similar distinction in scriptural narratives? What implications do these emotions have for our relationship with God?

Grading: You will receive zero points if you fail to turn in the question or it is completely unsatisfactory. You will receive ½ point if your question does not contain critical thought or demonstrate that you read the chapter/article. You will receive a 1 point if the question demonstrates critical engagement with the text.

Late Policy: Unless pre-approved by the instructor, late discussion questions will NOT be accepted.

3) Final Project and Presentation (56% of final grade)

Students will work in interdisciplinary teams (e.g., at least one psychology student and at least one theological/intercultural studies student) to create a research proposal on the topic of psychology and spiritual formation. In addition to the research proposal, teams will construct and propose a ministry application/program based on the literature reviewed for the research study. Not only will the proposals be graded for the course, but the three best proposals (as judged by the professor and TAs) will be submitted to an external panel for a small grant competition. The winning proposal will receive funding in the amount of \$2,500 to implement the research study and ministry application proposed. (The winning students will be required to submit a full budget and Human Subjects Review protocol before funding will be released.)

Final Project due on Moodle by 11:59pm on Sat., August 16th (38% of Final Grade)

Research Proposal: Psychology students will be primarily responsible (and graded) for the research proposal produced by the team. Proposals should be 15-20 pages, double-spaced. Proposals should include research aims, theoretical rationale, methods, hypothesized results, and anticipated significance of the project.

Ministry Application: Theology and intercultural studies students will be primarily responsible (and graded) for the ministry application proposal created by the team. Proposals should be 10-15 pages, with an additional 5 pages allowed for sample materials. Proposals should include aims, theoretical rationale, description of application/program, expected outcomes, and anticipated significance of the proposal.

Budget: Teams will also be asked to provide a one paragraph narrative of how they would use the \$2,500 award should they win. An example proposal and budget will be provided in class. The winning proposal may be asked to provide additional budget details before funds are released.

Personal Contribution Statement: Each student will submit a statement describing his or her contributions to the group project. Please specifically list the tasks you completed individually and the tasks you completed with others. Describe your contribution in detail so that this information can be taken into account when grading individual students. Contribution statements should align with the Assignment of Team Member Responsibilities document described below.

Late Policy: NO LATE PAPERS will be accepted. This deadline is final.

Group Presentation Presented in Class on 7/23/14 (10% of Final Grade)

Teams will give 10 minute presentations outlining their proposed research studies and ministry applications. They should view this presentation as an opportunity to demonstrate the spiritual importance and scientific rigor of the proposals to the TAs and professor. Each team will answer questions from the audience for 5-10 minutes. Feedback from the presentation may be incorporated in the final proposal document.

Late Policy: NO LATE PRESENTATIONS will be accepted.

Additional Assignments Due in Preparation for Final Documents

To facilitate the timely completion of your Final Project, you will be required to turn in documents related to the project throughout the course as follow:

Topic Description Due 11am on 7/2/14 (1% of Final Grade): Your group will submit a 1-2 paragraph description of your project. The description should broadly describe your research proposal and ministry application.

Outline of Research Proposal and Ministry Application Proposal Due 11am on 7/9/14 (2% of Final Grade): Your group will submit an outline of your research proposal and ministry application.

Reference List and Assignment of Team Member Responsibilities Due 11am on 7/14/14 (2% of Final Grade): You group will submit a reference list for your research and ministry application proposals. Lists may be variable lengths depending on the topic, but lists should have a minimum of 20 citations. Course readings related to the project may be included on the list. In addition to the reference list, the team will submit a document outlining the responsibilities of each team member in regard to the project completion.

First Draft of Final Project Due 9pm on 7/22/14 (3% of Final Grade): Your group will submit a full first draft of your Final Project that will be later revised to incorporate peer feedback and feedback from the presentation.

Late Policy: Unless pre-approved by the instructor, late assignments will be penalized 30% for each day they are due beyond the due date/time.

4) Project Peer Review Due 5pm on 7/25/14 (4% of final grade)

Each student will read the relevant portion of another group's Final Project (e.g., SOP students will read a Research Proposal; SIS/SOT students will read a Ministry Application) and submit at least 4 substantive comments on ways to improve the paper.

Late Policy: NO LATE REVIEWS will be accepted.

Course Schedule, Readings, and Assignments¹

Date	Lecture Topic	Reading and Corresponding Assignment(s) (Due Date):
<i>Defining Spiritual Formation and Identifying Relevant Psychological Processes</i>		
Day 1 6/23/14	Spiritual Formation and Psychology: Integrated in the Service of Each Other	<p><u>Reading:</u> Calhoun (2005): pp. 11-24 James (2008): Lectures 11-15 Pargament, K.I. (2002). Is religion nothing but...? Explaining religion versus explaining religion away. <i>Psychological Inquiry</i>, 13, 239-244.</p> <p><u>Assignments:</u> 1.1. Reach the assigned Calhoun (2005) pages and complete the Spiritual Growth Planner in Calhoun (2005) Appendix 1 (pp. 256-63). Bring the completed planner to class to show for credit. 1.2. DQ 1 and 2 turned in on Moodle by 11am on 6/23/14</p>
Day 2 6/25/14	Spiritual Formation and Relevant Psychological Processes – Part I: Ritual, Meaning, and Seeking the Sacred	<p><u>Reading:</u> Philippians 3 Emmons, R. A., & Schnitker, S. A. (2013). Gods and goals: Religion and purposeful action. In R. F. Paloutzian and C. L. Park (Eds.), <i>The Handbook of the Psychology of Religion and Spirituality</i> (Vol. 2, pp. 256-273). New York: The Guilford Press. Lynn, M. L., Naughton, M. J., & VanderVeen, S. (2010). Connecting religion and work: Patterns and influences of work-faith integration. <i>Human Relations</i>, 64, 675-701.</p> <p><u>Assignments:</u> 2.1. DQ 3 and 4 turned in on Moodle by 9pm on 6/24/14</p>
Day 3 6/30/14	Spiritual Formation and Relevant Psychological Processes – Part II: Relational Growth and Virtue Development	<p><u>Reading:</u> Galatians 5 Leffel, G.M. (2011). Beyond meaning: Spiritual transformation in the paradigm of moral intuitionism. <i>Research in the Social Scientific Study of Religion</i>, 22, 25-125. Zahl, B.P., & Gibson, N.J.S. (2012). God representations, attachment to God, and satisfaction with life: A comparison of doctrinal and experiential representations of God in Christian young adults. <i>International Journal for the Psychology of Religion</i>, 22, 216-230.</p>

¹ You may notice that several assignments are due on Sunday evening. If you typically take your Sabbath on Sunday, please adjust the due date to Saturday for yourself. I have chosen to keep the due date as Sunday given that a good number of people (myself included) often take their Sabbath on Saturday rather than Sunday. I have made due dates as late as possible to maximize your flexibility in completing work.

<p><u>Assignments:</u> 3.1. DQ 5 and 6 turned in on Moodle by 9pm on 6/29/14</p>		
<p><i>Spiritual Growth: Psychological Mechanism of Spiritual Formation Practices and Disciplines</i></p>		
<p>Day 4 7/2/14</p>	<p>Prayer and Confession</p>	<p><u>Reading:</u> James 5:13-20 Calhoun (2005): Contemplation and Journaling (pp. 47-58), Confession (pp. 91-4), Part 7 Prayer (pp. 203-217, 223-253) Ladd, K.L., & Spilka, B. (2002). Inward, outward, and upward: Cognitive aspects of prayer. <i>Journal for the Scientific Study of Religion, 41</i>, 475-484. Frattaroli, J. (2006). Experimental disclosure and its moderators: A meta-analysis. <i>Psychological Bulletin, 132</i>, 823-865. vanOyen Witvliet, C., Hinman, N.G., Exline, J.J., & Brandt, T. (2011). Responding to our own transgressions: An experimental writing study of repentance, offense rumination, self-justification, and distraction. <i>Journal of Psychology and Christianity, 30</i>, 223-238.</p> <p><u>Assignment:</u> 4.1. DQ 7, 8, and 9 turned in on Moodle by 9pm on 7/1/14 4.2. Spiritual Formation Exercise 1 – Uploaded to Moodle by 9pm on 7/1/14 4.3. Teams submit Topic Description for Final Project on Moodle by 11am on 7/2/14</p>
<p>Day 5 7/7/14</p>	<p>Fasting and Practices of Self- control</p>	<p><u>Reading:</u> James 3: 1-12 Calhoun (2005): Fasting (pp. 218-222), Control of the Tongue (pp. 186-89), Chastity (pp. 126-8) McCullough, M. E., & Willoughby, B. L. B. (2009). Religion, self- control, and self-regulation: Associations, explanations, and implications. <i>Psychological Bulletin, 135</i>, 69-93. Baumeister, R. F., Vohs, K. D., & Tice, D. M. (2007). The strength model of self-control. <i>Current Directions in Psychological Science, 16</i>, 396-403. Laurin, K., Kay, A.C., & Fitzsimons, G.M. (2012). Divergent effects of activating thoughts of God on self-regulation. <i>Journal of Personality and Social Psychology, 102</i>, 4-21.</p> <p><u>Assignment:</u> 5.1. DQ 10, 11, and 12 turned in on Moodle by 9pm on 7/6/14 5.2. Spiritual Formation Exercise 2 – Uploaded to Moodle by 9pm on 7/6/14</p>
<p>Day 6 7/9/14</p>	<p>Worship, Celebration, and</p>	<p><u>Reading:</u> Luke 17:11-19</p>

<p>Gratitude</p>	<p>Calhoun (2005): Worship (pp. 25-39, 44-6), Appendix 5 (pp. 269-71), Appendix 7 (pp. 276-7) Froh, J.J., Sefik, W.J., & Emmons, R.A. (2008). Counting blessings in early adolescents: An experimental study of gratitude and subjective well-being. <i>Journal of School Psychology, 46</i>, 213-233. Schimmel, S. (2004). Gratitude in Judaism. In R.A. Emmons & M.E. McCullough (Eds.), <i>The Psychology of Gratitude</i> (pp. 37-57). New York: Oxford University Press. Niedenthal, P.M., Barsalou, L.W., Winkielman, P., Krauth-Gruber, S., & Ric, F. (2005). Embodiment in attitudes, social perception, and emotion. <i>Personality and Social Psychology Review, 9</i>, 184-211.</p> <p><u>Assignments:</u> 6.1. DQ 13, 14, and 15 turned in on Moodle by 9pm on 7/8/14 6.2. Spiritual Formation Exercise 3 – Uploaded to Moodle by 9pm on 7/8/14 6.3. Teams submit outlines of Research Proposal and Ministry Application Proposal on Moodle by 11am on 7/9/14</p>
<p>Day 7 7/14/14</p> <p>Stewardship, Service, and Tithing</p>	<p><u>Reading:</u> Matthew 6:19-24 Calhoun (2005): Simplicity (pp. 74-77), Care of Earth (pp. 180-2), Stewardship (pp. 196-9) Siev, J. (2009). Attitude and behavior in (classic) social psychology and rabbinic thought: Implications for psychology of religion research. <i>International Journal for the Psychology of Religion, 19</i>, 187-199. Aronson, E., & Mills, J. (1959). The effect of severity of initiation on liking for a group. <i>The Journal of Abnormal and Social Psychology, 59</i>, 177-181.</p> <p><u>Assignments:</u> 7.1. DQ 16 and 17 turned in on Moodle by 9pm on 7/13/14 7.2. Spiritual Formation Exercise 4 – Uploaded to Moodle by 9pm on 7/13/14 7.3. Teams submit preliminary reference lists and assignment of each team members' responsibilities for the project uploaded to Moodle by 11am on 7/14/14</p>
<p>Day 8 7/16/14</p> <p>Sabbath, Retreat, and Rest</p>	<p><u>Reading:</u> Leviticus 25 Calhoun (2005): Sabbath (p. 40), Opening to God (pp. 63-73, 78-88), Silence and Solitude (pp. 107-114) Diddams, M., Surdyk, L.K., & Daniels, D. (2004). Rediscovering models of Sabbath keeping: Implications for psychological well-being. <i>Journal of Psychology and Theology, 32</i>, 3-11.</p>

<u>Assignments:</u> 8.1. DQ 18 turned in on Moodle by 9pm on 7/15/14 8.2. Spiritual Formation Exercise 5 – Uploaded to Moodle by 9pm on 7/15/14		
<i>Spiritual Transformation: Psychological Study of Conversion and Qualitative Change</i>		
Day 9 7/21/14	Spiritual Transformation and Conversion	<u>Reading:</u> John 3:1-21 and 4:1-42; Acts 9:1-30 Calhoun (2005): Appendix 10 (pp. 283-9) James (2008): Lectures 9 and 10 Rambo, L.R. (1993). Models and methods. In L.R. Rambo, <i>Understanding Religious Conversion</i> (pp. 5-19). New Haven, CT: Yale University Press. <u>Assignments:</u> 9.1. DQ 19 and 20 turned in on Moodle by 9pm on 7/20/14
Day 10 7/23/14	Presentations	Final Project group presentations due in class <u>Assignments:</u> 10.1. First draft of Final Project uploaded to Moodle by 9pm on 7/22/14. 10.2. Project Peer Review posted to Moodle by 5pm on 7/25/14
8/16/14		Final Paper uploaded to Moodle by 11:59 pm Saturday, August 16