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CO 515 Forgiveness in the Counseling Process

Virginia Todd Holeman

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CO515XL: Forgiveness in the Counseling Process
Fall 2004

DRAFT SYLLABUS: Created June 25, 2004

Instructor: Virginia Todd Holeman, Ph.D.   Credit: 3 hours

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Class Enrollment: 20   Fax: 859-858-2168

Welcome to the use of CO515 Forgiveness in the Counseling Process. This course is a core elective for students in the MAC and MAPC degree programs. It fulfills one of the servant leadership core electives for the M.Div. curriculum. It can also be used as a free elective for all degree programs. While theologians have discussed forgiveness for eons, you may not be aware that the area of forgiveness is one of the hottest topics in psychology today. I have been doing research in the areas of forgiveness, repentance, and reconciliation since 1994 and this continues to be an area that both delights and challenges me. I hope to share with you not only some of the wonderful discoveries from psychology about how to help people seek forgiveness, grant forgiveness, and reconcile with one another, but also I invite you to deepen your thinking about the theology of forgiving, repenting, and reconciling. Conversations about forgiveness are never easy. This is a topic that evokes strong feelings in many people. Yet it is a vital topic about which we must do some serious critical thinking if we are to help others wrestle with the multitude of issues surrounding forgiving, repenting, and reconciling.

First things first: "The development of this extended learning syllabus is intended for distribution to members of the course and others by my permission. It is not intended for general distribution on the Internet. Permission to copy, in whole or in part, must be requested from the professor (Toddy Holeman)." Thanks for honoring these instructions.

And then some preliminaries: Teaching and learning online is a growing experience for us all. Periodically we will need to extend grace to one another as we communicate and work together in this medium. For example, are the instructions clear? Are the assignments and discussions working? Are you having problems? Please let me know. What I might consider "crystal clear" might seem as "clear as mud" to you.

Also let me and your course mates know if you find that you are going to be "off line" for a time. That will save us from wondering where you are.

It has also been my experience that life throws curve balls into our well-constructed plans. If you find yourself falling behind because life has overwhelmed you, please contact me by phone (859-858-22122) or e-mail Toddy_Holeman@asburyseminary.edu as soon as you can so we can discuss your situation and problem solve together. Too often students ignore the support and help that a professor can offer at the front end of a crisis.

In what follows, you will see how our course will unfold and proceed.

Course Description:
This course explores the theological, psychological, and clinical components of forgiveness and reconciliation. Interpersonal and intrapersonal elements of forgiveness receive particular emphasis. Procedures for implementing forgiveness in pastoral and clinical counseling settings are reviewed.

Course Goals
Having successfully completed this course, you should be able to:
1. Articulate your integration of forgiveness, repentance, and reconciliation from personal experience.
2. Explicate forgiving, repenting, and reconciling processes from biblical contexts and theological perspectives.
3. Describe the psychological foundations of forgiving, repenting, and reconciling.
4. Apply counseling strategies to your own situations and to case studies.
5. Participate in class through discussions, activities, and devotionals.

Required Course Texts
Hargrave, T. (2001). Forgiving the Devil: Coming to terms with damaged relationships. Phoeniz, AZ: Zeig, Tucker & Theisen, Inc.
Holeman, V. T. (2004). Reconcilable Differences: Healing and Hope for Troubled Marriages. Downers Grove, IL: InterVarsity Press. [Due for release in November 2004].**
Jones, G. (1995). Embodying Forgiveness. Grand Rapids, MI: Wm. B. Eerdmans.
Shults, F. L., & Sandage, S. J. (2003). The Faces of Forgiveness. Grand Rapids, MI: Baker Academic.
Worthington, E.L. (2003). Forgiving and Reconciling: Bridges to Wholeness and Hope. Downers Grove, IL: InterVarsity Press.

** I realize that the bookstore does not have this text to send to you. I will post the appropriate chapters in the Course Center. When the book is released by IVP, then you may decide to purchase it at that time.

Required Articles
Volf, Miroslav (2000). The Social Meaning of Reconciliation. *Interpretation: A Journal of Bible and Theology,* Vol. 54, No. 2, pp. 158-171.

Battel, Michael (2000). A Theology of Community. *Interpretation: A Journal of Bible and Theology,* Vol. 54, No. 2, pp. 172-182.

To access the Volf and Battle articles, go to ATLA Religion Online Database [through ATS Library]. When the search screen appears, type in the article name, author, and check Full Text. Click SEARCH.

Recommended Devotional Reading
Nowuen, H. J.M. (1992). The Return of the Prodigal Son. New York: Image Books.

Required Media
You should receive a set of three (3) CD-Roms for this course before classes start. The set of CD-Roms includes:

☐ Course Lectures
☐ Supplemental Viewing
☐ Counseling Skills

I will direct your attention to various segments on these resources throughout the semester. If you have ANY problems with the CD-Rom, contact ExL_Office@asburyseminary.edu IMMEDIATELY.

> **Note Well: Sister I'm Sorry** is an hour long program on the Supplemental Viewing Cd-Rom. It is intense! The stories of rape, incest, adultery, abandonment, etc. are true stories. The service of forgiving and repenting is powerful. We are scheduled to view this during Week 13. This program can evoke strong, and sometimes troubling emotions in viewers. Watch as much *or as little* of this program as you can.

Course Requirements:

This e-course is structured around required readings, video and audio presentations, e-team conferencing, and written assignments. Our work week runs from Wednesday Noon (ET) to Wednesday Noon (ET). I will post **at least** one week "ahead" to help ease the burden of travel schedules. However, given the nature of discussion in this course, it will be difficult to "work ahead" in your team discussion assignments. If you have mandatory traveling during the semester for work-related events, think ahead to how you can access your Internet Service Provider and stay current with this course.

If you miss a week of Team Discussion because **your work** takes you **out of town** and **away** from your ISP, you can compensate for that absence in the following way. Read the White Paper, the Summary Paper, and all postings in your team archives for that week. Write a paper that (1) evaluates the strengths and weaknesses of your team's interaction and (2) indicate what your contribution to the discussion would have been. This is due within 7 days of the close of the week that you missed. *You must have prior permission to engage in this alternative assignment.* Too much work in your other classes, vacation, or minimal participate are excluded as reasons to request this alternative. Validity of reason is up to the discretion of the professor.

What follows are the requirements for this course and their relative weight toward your final grade. Students can anticipate investing approximately 8-9 hours each week to prepare and participate in this course.

1. **Participation in Team Discussion 25%**

   Students will be assigned to teams of 4 students each. Your participation in Team Discussions is the heart of this course. I have divided the course into week-by-week segments. We will use a four-round sequence that is outlined next. Weekly assigned readings and media provide the content for the weekly dialogues. Each student completes two Round 1 white papers and four Round 3 summary papers throughout the course. **Specific dates for Round 1 and Round 3 papers will be negotiated among team members during the first two weeks of class.** You should schedule your first White Paper and Summary Paper during weeks 3, 4, 5, and 7. You should schedule your second White Paper and Summary Paper during weeks 8, 9, 10, and 12. Every student writes a Round 3 Summary Paper for Weeks 2 and 13.

   Round 1 – White Paper Posted

In Round 1, a lead person in each team presents a "white paper" (key concept summary) of the materials introduced in the readings and media for the week. Although everyone is assigned the readings, only one person is responsible for the Round 1 posting. Duties are shared, and the responsibility for the Round 1 posting changes weekly.

The purpose of the white paper is to invite the rest of your team into a dialogue. A well-written white paper will:
- Engage the material accurately in a substantive way
- Challenge people to think
- Give them food for thought
- Will conclude with three or four critical thinking questions for your team to discuss

Your white paper should be:
- Approximately 1000 words in length
- Prepared as a MS Word document or a pdf file. If you are not using MS Word, consider saving your document in Rich Text Format
- Typed with a 12-point font like New Times Roman
- Posted to your team folder as an attachment to your post.
- Subject line: Week ___ Round 1 White Paper
- Due on 8:00 a.m.[ET] on the Thursday that the week opens

Everyone writes their first White Paper during Weeks 3, 4, 5, or 7. Your second White Paper is due during Weeks 8, 9, 10, and 12.

Round 2 – Dialogue Phase
Everyone responds to the round 1 posting. You are to respond to one another's responses until the dialogue reaches a natural conclusion. A good place for discussion to begin is with the questions that the Round 1 paper raises. Your discussion is not limited to these questions however. They provide your launching pad. I suggest that you set aside some time on a daily basis to check your team folder and enter into the discussion. In this way things won't seem so overwhelming. You might copy your team folder to your First Class Client Desk Top so that you have easy access to it. I anticipate that your team will engage in several rounds of conversation with each person posting multiple times. Your conversation should focus on the content from the week.
- Regular postings to team folder that focus on White Paper
- Limit each individual post to 125 words (good paragraph length)
- You can post multiple times – and are encourage to do so!

Round 3 – Summary Phase
During Round 3 one student summarizes the key points that came out of Round 1 and Round 2 dialogues. A Round 3 summary should be posted by 11:59 pm Monday of each week. Teammates may add any final comments until Wednesday noon, when the next week's work begins. There is no right way to do a Round 3 posting. The intent is to summarize the key ideas, learnings, and insights, and to bring closure to the process. Round 3 responsibilities rotate weekly, as do Round 1 responsibilities.
- Prepared as a MS Word document or a pdf file. If you are not using MS Word, consider saving your document in Rich Text Format
- Typed with a 12-point font like New Times Roman

- Posted to your team folder as an attachment to your post.
- Subject line: Week ___ Round 3 Summary
- Due by 11:59 pm ET on Monday

Everyone writes their first Summary Paper during Weeks 3, 4, 5, or 7.
Your second Summary Paper is due during Weeks 8, 9, 10, and 12.

Round 4 – Instructor's Comments
After the Summary document is posted, I will add my final comments, pull things together, and tie up loose ends.

Wed. Noon ET	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.	Wed. 11:59 a.m. ET
Begin new module	**Round 1 White Paper by 8:00 am [ET]**	Round 2	Round 2	Round 2	Round 2 ------------- **Round 3 Summary 11:59 pm [ET]**	Round 3 discussion continues ------------- *Round 4 Posting by Toddy*	Round 4 discussion wraps up.

NOTE: Your grade is for this course requirement is calculated by summing your White Paper Grades (2 per semester), your Summary Paper grades (2 per semester), and the presence of an increasing level of participation in team interaction as the semester progresses. This last element is the most subjective. Let me put it this way: I will start with the average from your White Papers and Summary Papers.

If your participation in discussion was strong across the semester, then I will raise the sum that I ultimately factor into your final grade by at least 2/3 of a grade [Ex. If the sum of your White Paper and Summary Papers = B, and your participation across the semester was strong, you would earn an A- for this requirement. Strong participation is defined in terms of quantity and quality of postings.]

If your participation is moderate, then I will raise the sum by 1/3 [Ex. If the sum of your White Paper and Summary Papers = B, and your participation is moderate, then you would earn a B+].

If your participation is weak or inconsistent across the semester, no additional value is added to the average of your White Papers and Summary Papers.

The on-line environment levels the playing field between introverts and extroverts. All have opportunity to have a voice. In this setting QUANTITY of responses produces QUALITY of learning over the course of the semester. It may take you a few weeks to get into the swing of this format, but then discussions should take off and take on a life of their own with increase in both QUANTITY AND QUALITY of participation.

2. Theological Comparison and Position Paper – 25%
Due Monday, October 18, 2004, by 8:00 AM, ET
The purpose of this paper is to document the depth of your understanding of the theological assumptions that support our practices of repentance, forgiveness, and reconciliation. Your

paper will include a discussion and comparison of the theologies presented by Jones and Shults. You may bring in other theologians, but your paper must deal with the arguments presented by Jones and Shults in a substantive way. You will also summarize your current theological assumptions and commitments in this paper. See the grading rubric in the Course Center.

- Length – 2500-3000 words
- Format – APA or MLS with reference list
- Type – 12 cpi font, double spaced
- Due – Post to Office on March 18, 2004 by 8:00 AM, ET

3. Psychological Comparison and Position Paper – 25%
Due Wednesday, Dec. 15 by 8:00 AM or before.

Part I: The purpose of this paper is to document the depth of your understanding of the key psychological models of repentance, forgiveness, and reconciliation that we will discuss in class. Your paper will include a discussion and comparison of the psychological models of repentance, forgiveness, and reconciliation. You will also summarize your current therapeutic assumptions and commitments in this paper.

Part II: During the second half of the semester, you will also read about several different strategies to help people nurture forgiveness. Most of these will be modeled on presented on video. Use the video to "try" the techniques on for size for yourself. Then watch the section in which Shari and I model using the technique in the course of counseling. Your reflection paper should summarize your insights as you experienced these techniques.

See the grading rubric in the Course Center.

- Length – 2500-3000 words [Part I]
- Length – 800-900 words [Part II]
- Format – APA or MLA with reference list
- Type – 12 cpi font, double spaced
- Due – Post to Office on Wednesday, Dec. 15, 2004, by 8:00 AM, ET

4. Research Paper – 25%
Due Nov. 19, 2004 by 8:00 AM, ET

The purpose of this paper is to allow you to explore a particular area of forgiveness in more depth. This scholarly research paper can focus on any of the following areas: pastoral care and counseling; theology; biblical studies; ethics; multicultural dimension. The focus of the paper must be on forgiveness, repentance or reconciliation (not conflict management, for example). I have provided you with a working bibliography to help launch your literature search. Forgiveness researchers are a friendly lot overall. Many authors with "in press" papers are pleased to send electronic copies of their papers to you. You can find their contact information by locating a recent publication. Dr. Lise deShea at the Univeristy of Kentucky [Go Cats!] also keeps a webpage to which current citations to brand new forgiveness research is posted. You can access this through the following web site: www.uky.edu/~ldesh2/latest.htm

See Research Paper Guidelines (rubric) that have been uploaded to the Course Center for formatting specifics, and guidelines.

- **Submit topic and working bibliography of 7-10 references by 8:00 AM Sept. 29, 2004. Submit as attached file to Office.**
- Length – 3500 words (excluding references)
- Format – APA or MLA
- Type – 12 cpi, font, double spaced
- Final paper due as an attachment sent to the Office
  Nov. 19, 2004 by 8:00 AM, ET

Community Practices in Class

There is nothing neutral about forgiveness conversation. They tend to generate some intensity because we are talking about painful things. Several ground rules will help us become a conversational community of care:

- No one needs to "fix" any one else in class. Everyone needs to be "heard" and feel that they have been "understood."
- We will protect one another's stories by agreeing to keep class conversations confidential.
- We will respect one another's wisdom to refrain from disclosing some personal information that is too sensitive or too painful for class-level discussion.

We will recognize that stuff about "forgiveness" isn't necessarily set in stone. We will listen respectfully when others have a differing experience or understanding from our own.

Grading Policies:

Asbury Seminary defines grades using the following criteria (catalog, p. 24):

A= Exceptional work: outstanding or surpassing achievement of course objectives
B= Good work: strong, significant achievement of course objectives
C= Acceptable work: essential achievement of course objectives
D= Marginal work: minimal or inadequate achievement of course objectives
F= Unacceptable work: failure to achieve course objectives

A plus (+) or minus (–) indicates positions between categories (for example, B+ = very good; C– = slightly below acceptable, etc.).

When all is said and done and all the grades are averaged together, here is the final scale of measurement:

    100-96 = A
    95-93 = A-
    92-87 = B+
    86-84 = B
    83-81 = B-
    80-77 = C+
    76-74 = C
    73-71 = C-
    70-67 = D+
    66-64 = D
    63-61 = D-

60 and below = F

Grading Process

The Asbury Seminary School of Theology faculty has adopted the following standards for faculty grading of papers:

♦ Timely feedback: For assessment of student work during the course of the academic term, the expectation of "timely" feedback is met when students have their work marked, graded, and returned within one wee of its submission…Moreover, when assignment "B" builds on assignment "A," assignment "A" should be returned before assignment "B" falls due. Longer assignments are often due at the end of the term, and are not subject to this definition.

♦ Substantive feedback: For assessments of student work during the course of the academic term, the expectation of "substantive" feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

Grading Rubrics

Grading rubrics are located in the Rubric File in the Course Center. A grading rubric will accompany every assignment that I grade. If you review the rubric before you begin your assignment then you will know the standards that I am setting to evaluate your work. All rubrics should be consulted as your prepare your assignments.

Late Assignments and Papers

A paper or assignment that is late *without prior permission from the instructor* receives a grade but no written comments. **Students who submit ALL of their ASSIGMENTS on time will receive one extra point on their final course grade. Papers that become increasingly late [over 1 week] will incur a grade penalty of at least a reduction of 1/3 grade.**

Incomplete Policy

A grade of "I" denotes course work has not been completed due to an **unavoidable emergency**, which does **not** include failure to turn in course work or attending to church work or other employment. A request for an incomplete requires not only my approval, but also the approval of the Dean of the School of Theology. See the Asbury Seminary Catalog for further clarification.

ONLINE (COLLABORATIVE CLASSROOM) COMMUNICATION GUIDELINES

The Collaborative Classroom is built upon the First Class Client platform that Asbury Seminary uses for its e-mail and intranet systems. An "CO515" folder will be loaded on your Desktop within First Class and within this folder you will be able to collaborate with participant-colleagues and me throughout the course. The following are functions with which you should familiarize yourself:

1. The Course Center will contain a copy of the syllabus as well as any other materials I may choose to post for the entire class to access.

2. The <u>Discussion Center</u> will be used for all public communications. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Discussion Center. You will also post all of your entire-class (versus team) discussion responses here. Normally these will be organized around threaded discussions. In a threaded discussion, your comment builds on the comments of those who preceded you. You might think of a threaded discussion as a file drawer in which all the comments are organized sequentially so that you can follow the flow of conversation. Each new question or posting begins a different threaded discussion.

3. Your work with your e-team will be done within the <u>Team Folder</u>. Any intra-team discussions will take place here, in contrast to the Discussion Center that is for the entire class.

4. The <u>CO515X Office</u> is for private correspondence between you and me. This will contain items that you do not want to appear publicly to all your classmates or items that you think may embarrass me if they were to appear publicly. It is also the place where you will send your assignments as attached files.

5. The <u>Archives Center</u> will be used for storing correspondence that has already been explored during the course of the semester. This keeps the Discussion Center from becoming too unwieldy. At the conclusion of each discussion period, I will summarize the individual postings and file them in the Archives Center.

6. The <u>Chat Center</u> is intended primarily for real-time interaction among participants. You can get together with other members to study, ask questions, or to explore topics. None of the conversations carried on in this location are ever saved.

7. The <u>Resource Center</u> provides access to a number of specific tools available to all ExL and DMIN students. These include access to the B.L. Fisher Library, the services in Estes Chapel, ExL Updates, "Guidelines for Success," Helpful Hints, Interesting Links, a PowerPoint Viewer, as well as a Real Audio player. I encourage you to explore these resources, and particularly to utilize the chapel access in order to connect with the seminary's on-campus opportunities for spiritual growth.

ExL Contact Information:

For **general questions regarding the ExL program**, email ExL_Office@asburyseminary.edu

For **technical support**, email ExL_Office@asburyseminary.edu

For **library research support**, contact Information Commons at
Information_Commons@asburyseminary.edu **Toll-free 1-866-454-2733**

> This is the best place to start when you have questions about library resources.   Help is available Monday-Thursday from 8AM-7PM and Friday and Saturday from 8AM-5:45PM. If the people at the desk can not answer your questions, they will direct you to the person or department who can.
>
> Exl Students may request books, photocopies or emailed attachments of journal articles/reference books from Asbury Seminary's Library.   Please allow 3-10 business days for all requests to be filled. Contact the library loan office for information on costs and instructions on how to make requests.
> ExL students are also encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Wilmore campus should come to campus to obtain their materials.
>
> ExL students are encouraged to contact Hannah Kirsch **(x2189)** for research assistance including help choosing a paper topic, determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

For **library loans**, contact Dot James at Dot_James@asburyseminary.edu **Or call toll-free 1-866-454-2733**

Online Databases:
To access the online library resources including the library catalog and full-text journal databases, go to www.asburyseminary.edu/library and enter your 10 digit student id number in the login box. Your student id is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a ten digit number (20000XXXXX where XXXXX = your student id). If you have questions, contact the information commons desk.

CO515XL Forgiveness in the Counseling Process
Fall 2004 Schedule
Draft: June 24, 2004

Date	Theme	Reading	ETeam Rounds	Written Assignments	Cd-Rom Lecture	Skills On CD-Rom	Misc.
Week 1 Sept 8-15	Introduction	Worthington Ch 1 & 2	Greet team mates; definition discussion. Negotiate your team assignments for Round 1 and Round 3 Papers.		Components of Unforgiveness (with PPT)		Fury to Forgiveness 1
Week 2 Seot 15-22	Moral & Ethical Foundations	Marty essay; Jones, Part I	White Paper Rounds – Dr. Holeman provides white paper. Complete negotiation for your team assignments for Round 1 and Round 3.	Everyone posts a Round 3 summary to your team folder.	Moral & Ethical Foundations of Forgiveness		Les Mes (rent from your local video store)
Week 3 Sept 22-29	Theological Foundations I	Jones Part II	Student White Paper & Summary Paper		**Theological Foundations – *Embodying Forgiveness*, Part 2**	**Mercy & Justice**	
Week 4 Sept 29-Oct. 6	Theological Foundations II	Shults & Sandage, Part II Worthington Ch. 3;	Student White Paper & Summary Paper	Research topic and working bibliography of 7-10 references Wed., Sept 29 by 8:00 AM, ET	Theological Foundations – *Faces of Forgiveness*, Part 2		
Week 5 Oct 6-13	Embodying Forgiveness	Jones Part III Holeman, Ch 1, 2, 3	Student White Paper & Summary Paper			Narrative Intervention	Fury to Forgiveness (2)
Week 6 Oct 13-20	THEOLOGY PAPER DUE, Monday, October 18, 2004 by 8:00 AM EST						
Week 7 Oct 20-27	Confession & Repentance	Holeman , Ch 5, 6, 8; Brakenhielm (Week 7 folder)	Student White Paper & Summary Paper		Confession & Repentance ; Truth & Trust	Road Map	
Week 8 **Oct 27 -Nov 3**	Individual Models I	Worthington, Part 2;	Student White Paper & Summary Paper		Worthington Model of Forgiveness	REACH	
Week 9 Nov 3-Nov 10	Individual Models II	Shults & Sandage, Part I & III	Student White Paper & Summary Paper			Letter of Lament	Fury to Forgiveness (3)
Week 10 Nov 10-17	Reconciliation Models I	Hargrave text Holeman Ch 7	Student White Paper & Summary Paper	Research Paper Due Nov. 19, 2004 by 8:00 AM, ET	Hargrave's model		

Date	Theme	Reading	ETeam Rounds	Written Assignments	Cd-Rom Lecture	Skills On CD-Rom	Misc.
Week 11 Nov 17- Dec. 1	Reconciliation Models II	Holeman 4, 9 Worthington Part III	White Paper & Summary Paper			Couples Forgiveness Exercise	
Week 12	**Reading Week Nov. 21-27, 2004**						
Week 13 Dec 1-10	Community Models	Volf, Battle, Holeman 4		All students post Summary Paper due Dec. 6			Sister I'm Sorry
Week 14 FINALS	Psychological Comparison Paper Due on Wednesday, Dec. 15, by 8:00 AM, EST.						

CO515XL Fall 2004 Team Assignments

Team Members:

Week 1 Sept 8-15   Everyone gets on-line; work out inevitable glitches.

Week 2 Sept 15-22   **Everyone writes Round 3 summary**

Week 3 Sept 22-29   Round 1 Paper _____
                                    Round 3 Summary_____

Week 4 Sept 29-Oct 6   Round 1 Paper _____
                                    Round 3 Summary_____
                                    Research topic and working bibliography of 7-10 references (9/29)

Week 5 Oct 6-Oct 13   Round 1 Paper _____
                                    Round 3 Summary_____

Week 6 Oct 13-Oct 20   **Theology Paper due Monday, Oct. 18, 2004 by 8:00 AM, ET**

Week 7 Oct 20-Oct 27   Round 1 Paper _____
                                    Round 3 Summary_____

┌──┐
│   End of first "round" of Rounds ☺.   │
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Week 8 Oct 27- Nov 3   Round 1 Paper _____
                                    Round 3 Summary_____

Week 9 Nov 3-Nov 10   Round 1 Paper _____
                                    Round 3 Summary_____

Week 10/11 Nov 10-Dec. 1   Round 1 Paper _____
                                    Round 3 Summary_____
                                    Research Paper due Friday, Nov. 19, 2004 by 8:00 AM, ET
                                    Reading Wk: Nov. 21-28 – Happy Thanksgiving

Week 12 Dec 1-Dec 8   Round 1 Paper _____
                                    Round 3 Summary _____

Week 13 Dec 8-Dec 15   Watch Sister, I'm Sorry, participate in General Team Discussion in response
to the questions that I post. **Every one writes the equivalent of a round 3 summary paper for
Week 13. Due Monday, Dec. 13, 2004 by 8:00 AM, ET.**

Finals Week   **Research Paper due Wednesday, Dec. 15, 2004 by 8:00 AM, ET**

A Partial Bibliography
(some "in press" papers may be published by the time you are searching for them)

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