

**Psychology 363**  
**Developmental Psychopathology**  
**Spring 2014**

**TuF 2:30-3:50**  
**LBC 211**

Instructor: Rachael Reavis  
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Office Hours: drop-in & by appointment

**Textbooks:**

Bernheim, K., Rescorla, L., & Rocissano, L. (2010). *The Lanahan Cases in Developmental Psychopathology, 2nd Edition*. Baltimore: Lanahan Publishers, Inc.

Kerig, P., & Wenar, C. (2005). *Developmental psychopathology (5<sup>th</sup> ed.)*. Boston: McGraw Hill.

Walls, J. (2006). *The glass castle*. New York: Schribner.

Course documents and additional readings (listed on schedule) can be found on Moodle.

**Course Description & Objectives:**

*Nearly all of the great systematizers in psychology, psychiatry, and psychoanalysis have argued that we can **learn more about the normal functioning of an organism by studying its psychopathology**, and likewise, more about its **psychopathology by studying its normal condition**.*

*Dante Cicchetti (1990, p. 263)*

*The major premise of the developmental psychopathology perspective is that **psychopathology develops**. Moreover, it develops according to the **same principles that govern all aspects of human development**, whether it is the human embryo, the brain, normal capacities such as the ability to regulate emotions or engage in competent social relations, or the development of the personality.*

*L. Alan Sroufe (2013, p. 1215)*

My primary goal for this course in developmental psychopathology is to introduce you to research, theory, and clinical evidence about developmental pathways that result in maladaptive behavior in childhood and beyond. Although this is a lifespan perspective, the main focus of the course will be on childhood and adolescence. The course will be run in a conference-lecture format. In practice, this means that I will lecture when I feel it is needed to provide the necessary background and foundation for our discussion and when it is useful in answering the questions you raise, but I expect you to ask questions, comment, and come to class prepared to engage in discussion. You will be making a few formal presentations throughout the semester so that you have an opportunity to share your thoughts about our research articles and your service learning placements, and get feedback on your conceptualization and presentation skills.

### **Relevant Earlham General Education Goals:**

The following general education goals are especially relevant for this course:

1. Gain skills in close and critical reading, thoughtful reflection, ready discussion, and cogent writing.
2. Increased adeptness in thoughtfully considering texts of all sorts, whether singly or in comparison with one another.
3. Practice and discipline in group learning.
4. The ability to gather information from print and electronic sources and critical capacity to evaluate the data gathered and the ideas encountered.

### **Psychology Department Goals:**

The following psychology department goals (based on the APA guidelines) are especially relevant for this course:

1. Knowledge Base of Psychology (specifically in abnormal psychology)
2. Critical Thinking Skills
3. Application of Psychology
4. Values in Psychology
5. Information and Technological Literacy
6. Communication Skills
7. Career Planning & Development

### **Specific Course Goals:**

By the end of the semester, you should be able to:

1. Critically evaluate assumptions underlying definitions of abnormality/disorder
2. Understand the developmental psychopathology framework and appreciate the complex interplay between normative and non-normative development
3. Understand the role of risk and protective factors in development and in the development of psychopathology in particular
4. Understand the role of prevention and intervention in child and adolescent mental health
5. Describe and evaluate current diagnostic criteria for the major groups of disorders relevant to child and adolescent populations
6. Identify and apply major theoretical approaches to understanding and treating disorders
7. Describe and evaluate empirical methodologies relevant to the study of psychopathology
8. More fully empathize with individuals suffering from psychological dysfunction

### **Credit Hour Explanation**

It is generally expected that 1 credit hour translates into 3 hours of work per week. This is a 4-credit course. The first three credits are for our class time (3 hours per week) plus reading, writing, and preparation outside of class (6 hours per week). The fourth credit is for your service-learning placement. Your volunteer hours (2 hours per week) plus journal writing (1 hour per week) fulfill that credit. Thus, the expectation is that you are in class, volunteering, or working on assignments 12 hours per week for this course.

## Evaluation:

- 1) **Discussion Leading.** Regardless of whether you are more interested in the research or clinical aspects of developmental psychopathology, to be an informed scholar or clinician you need to be able to read and interpret empirical research. To help you develop your skills in this area, **twice** during the semester you will be asked to closely analyze one of our additional readings.
  - For almost every topic, we will be reading an empirical or theoretical article in addition to our chapter reading. Although everyone is expected to read these articles each week, **twice** during the semester, you will be asked to lead discussion for that article with 2-3 of your classmates. You will have a 50- to 75-minute period to lead discussion. Some of the articles will have fairly straightforward methods sections, but some of them will be complex. In those cases, I will begin the class by clarifying any questions you have about the methods. (Discussion leaders are encouraged to meet with me in advance if no one in the group understands the methods sufficiently to lead a discussion on the paper.) You should **consult the rubric** and see me with any questions. ***Discussion leaders are expected to meet in advance and plan out discussion.*** Further, no later than 11:59 pm the night before your group leads discussion, you will need to submit (on Moodle) a **discussion-leading document**. This document should explain in 1-2 well-thought-out paragraphs what your **goals** are for discussion, what **themes** are important and why, what **insights** you want your classmates to have, etc.
  - In addition, **each** discussion leader is also required to locate an **additional empirical article** published within a peer-reviewed journal within the last eight years (publication date of 2007 or later). This article should be clearly relevant to the topic. I encourage you to seek articles that might help you make connections between class material and the specifics of your placement. You will write a **1-page summary** using a format that is easily accessible and quickly read, such as outlines or bulleted. You **do not** need a lot of detail about the methods, although a little context will be important. Discussion leaders may need to provide a **2-4 sentence reminder** about the results of the main study. They should spend **no more than 3-5 minutes** reviewing each supplemental article. Discussion leaders are **expected to incorporate the additional knowledge** into their discussion.
  - **Your discussion leading will account for 10% of your grade.**
- 2) **Research Critique & Analysis Papers.** **Two times** during the semester when you are not leading discussion, you will write a **critical analysis** of the assigned article. Before class, you will study your article and write an analysis of the article (3-5 pages, double-spaced) including a **brief summary** of its purpose, methods and analyses used, results, and conclusions. ***Most importantly*** it should include your assessment of the paper, including its contributions and limitations, and alternative interpretations. I recommend that you consult the grading rubric before beginning your assignment. Write concisely and use your space wisely. It is highly unlikely that you will be able to write an adequate paper in fewer than 3 pages. Your critique paper will be due on Moodle **by class time** on the day that it will be discussed. You may want to bring a copy of your paper (on your computer if you wish) to refer to during discussion. **Your critique papers will account for 10% of your grade.**
- 3) **Glass Castle Papers.** Twice during the semester, we will be discussing the memoir *The Glass Castle*. Jeannette Walls had an unusual and stressful childhood, experiencing many factors that put individuals at risk for developing psychopathology. We will use this memoir to discuss risk and resilience as well as the fact that risk is probabilistic and not deterministic. After each of these discussions, you will write a paper (3-5 pages) addressing the memoir in light of class and reading material. The first will be **due on 2/28** and the second will be **due on 4/25**. **These papers will account for 10% of your grade.**

- 4) **Topic of Interest Paper.** There are many topics in developmental psychopathology that we will not have time to cover during the semester. In this paper, you will have the opportunity to **explore a topic** we haven't covered. You have a lot of freedom in the topic you select. You'll need to let me know your **topic by 3/14** and the **paper is due on 4/11**. You could choose a topic in our book that we aren't covering, such as traumatic brain injury. You could also choose a controversy and explore it. For example, are stimulant medications over-prescribed? If so, what are the contributing factors? Is there empirical evidence that they are over-prescribed or is this a perception without convincing evidence? These are just two examples among many of a topic you can explore. This should be a 5- to 7-page paper and should include at least **five references**. (Excellent papers may have more.) At least four of the references should be from peer-reviewed journals. At least two should be original empirical articles (describing a study conducted by the author). The others can be literature reviews if you prefer. See the rubric and guidelines for further information. **This paper will account for 15% of your grade.**
- 5) **Assessment & Diagnosis Papers.** On 2/7, you will conduct an "assessment" of a hypothetical child. We will try to mimic a real-life assessment as much as possible. This means that you will be constrained by time and resources and will have to decide which assessments to get. The point of the exercise is to expose you to some of the complexities of real-life assessment, which rarely follows the neat classifications suggested by texts. You will write a reaction (3- to 4-pages) to this assessment after we conduct it, which will be **due 2/11**. We will conduct the assessment after discussing diagnosis issues but before examining individual psychopathologies in detail. Thus, you will turn in another short reaction (3- to 4-pages, **due 4/19**) later in the semester once you've had more exposure to specific psychopathologies. In the second paper, you will discuss whether your assessment of the case has changed over the course of the semester. **Assessment papers will account for 10% of your grade.**
- 6) **Attendance, Participation, & Quizzes.** Class discussion and participation will be critical to your enjoyment and mastery of the material, and will be expected from everyone. I also reserve the right to give pop quizzes during the semester over your reading. These will be open-note, but not open-book. Pop quizzes will be one or two questions, which should be easily answered if you did your reading, particularly if you took notes. I have never actually had to give a pop quiz, because students tend to take responsibility for their reading. I trust the same will be true this semester. **Attendance, participation, and quizzes will account for 5% of your grade.**

7) **Field Placement.** To enhance your understanding of developmental psychopathology you will spend *two hours per week* as a volunteer in a local agency serving typically or atypically developing children or adolescents or serving adults with mental or cognitive health problems. You may want to contact Jana Schroeder, Director of Civic Engagement to register as a volunteer and to investigate volunteer opportunities in the community. I have attached a list of recommended sites that includes a brief sketch of the placement and a contact person. When you set up your placement, please let the contact person know that you are participating in a class and verify that the placement will include interaction or observation, rather than solely secretarial work. The goals and expectations for the placement are outlined to help facilitate this discussion. You are responsible for making contact and setting up your placement, but I will help in any way that I can. **You need to make first contact (not first attempt – actual contact) by 1/22, and have your placement finalized by 1/31.** You are expected to make *12 visits of 2 hours each* to your placement over the course of the semester. If you have access to a car, you can arrange your visits at a time that is convenient to both yourself and the agency. ***If you do not have access to a car, you will need to use the Earlham shuttle. Contact them to determine their hours before contacting your placement.*** You will be required to keep a log of your hours (signed by someone at your placement) and a journal of your weekly experiences. **If you fail to have someone sign your log, you will not be able to count those hours.** Journal entries should reflect your reactions to the treatment setting and the patients/clients/individuals you encounter (while preserving confidentiality.) They may be brief (1.5-2 pages per week, typed), but should demonstrate your *efforts to integrate your field experience with what you have learned in class each week.* They should include *critical reflections* on your experiences. (For example: What are you learning in your visits & how does it compare to class? What do you wonder about? What do you think of the program in which you are placed? Are the individuals getting the kind of help they need?) Most weeks, you will have **prompts** that you should respond to **in addition to observations** you are making. You will also be required to do some look up relevant empirical and theoretical articles related to what you are seeing in your placement. These will help you write your final paper (see below, #9). You will be asked to ***turn in your journals at three points during the semester.*** Journals should be uploaded to Moodle by 11:59 pm on the due date. Due dates are **2/18, 4/4, & 5/2.** **Your field placement and journal writing will account for 15% of your grade.**

8) **Final Paper.** To integrate your fieldwork and your coursework, you will be asked to write a final paper that is based on both. Your 10-12 page paper will ***applies a developmental psychopathology framework*** to some aspect of your fieldwork. You could present a case that illustrates concepts/models/pathways we discussed in class; you could discuss the risk and resilience you see in your placement in the context of research; you could discuss equifinality and multifinality in your placement; you could critically evaluate the treatment program you observed; you could propose an ideal treatment/prevention program that would benefit the individuals you observed; or you could develop a social policy proposal addressing needs or problems you encountered in your fieldwork. The paper should include reference to class materials (clearly showing an understanding of the DP framework), your placement, and additional research on your chosen topic. You will need at least **seven** resources, at least **five** of which must be **peer-reviewed empirical or theoretical articles.** At least **two** of those must be empirical articles (original research) not covered in class. ***Keep in mind that your final paper is serving as your final exam, and should clearly demonstrate that you have accomplished the goals set forth in the course.*** This paper will include formal writing and argument (unlike your journal responses, which are somewhat informal). You will tell me your general topic on **4/8**, and will turn in an outline for feedback on **4/29.** Your paper is due on **5/7.** You can turn in drafts up to one week before the final deadline for feedback. **Your final paper will account for 20% of your grade.**

9) **Presentation.** On the last day of class (5/2) or on exam day (5/7), you will make a 15- to 20-minute presentation to the class. Your presentation can be about your placement/final paper, about your topic of interest paper, or a combination of the two. The decision is up to you. People who are presenting on similar topics or about similar placements should consult so that the presentations are not redundant. You can use a PowerPoint presentation if you want, but this is more of an **informal presentation** that is meant to be an educational experience for your classmates and an opportunity to have a conversation about your experiences and knowledge. That is, you should prepare for it, know what you're going to say, and be thoughtful, but also be relaxed and really think of it as a conversation. You should let me know your topic by 4/22. **Your presentation will account for 5% of your grade.**

#### 10) Extra Credit.

- You may earn **1 point on your final paper** for each research participation credit you earn. After the add/drop period, you will be registered in Sona Systems. If you have been in Sona Systems before, you will still have to re-register. You will receive an email with instructions. There is a document on Moodle that explains how Sona Systems works. **Be aware that demerits will be assigned for failure to show up to an experiment for which you registered. If you get several demerits, you will be blocked from Sona Systems and will not be able to earn extra credit.** Make sure you keep track of your credits on Sona Systems and contact your researcher if you have not received credit within two days. If you are in another class that grants credit for participation, make sure that you allocate your credits to the class you want them to count toward.
- **Case Study Examination.** We have several case studies available for each of our topics. For each topic, I will ask the whole class to read one case and we will talk about it during the lecture for that topic. We will not have time to address each case available for each topic, but case studies can improve our ability to apply the academic information learned in class. For **up to 2 extra credit points** per case, you can write a short 2-page reaction to it. Your goal will be to **integrate** the class material in your reaction, **use critical thinking** to understand the case, and to discuss **questions raised** by the case study. Most case studies have discussion questions at the end. Some of these are better than others. You can address them in your paper, but you don't have to. On the schedule, you will sometimes see multiple "Optional Cases" for one topic. You only need to address one of them for each paper.
- **You can earn a total of 10 extra credit points on your final paper.**

#### Late/Makeup Policy.

Reports/Journals/Papers: If you do not turn in your reports and journals on time, you will lose a letter grade for the first 24 hours that it is late, and another letter grade for each part of 12 hours thereafter. Thus, the best grade that can be received on a paper turned in 2 hours late is a B, a C for a paper turned in 25 hours late, and a D for a paper turned in 37 hours late. You will have ample time to complete your written assignments. If you choose to wait until the last minute you run the risk that your computer dies, you catch the flu, or you have a death in the family. **These will not be excuses for late assignments and you will be penalized, so do not procrastinate.** Most assignments are due on Moodle. Some are due by class time, others due by 11:59 pm. **Failure to attach files or attaching corrupted files is not an excuse for late work.** I recommend that you sign on to a different computer than the one you where you uploaded your file and try and download it to make sure it is uploaded properly. You are responsible for backing up your work. (See below for technology guidelines.)

Quizzes: Should these be given, they cannot be made up for any reason.

**Grading:**

Your final grade will be calculated according to the following formula.

Discussion Leading	10% (5% each)
Critique Papers	10% (5% each)
<i>Glass Castle</i> 1	5%
<i>Glass Castle</i> 2	5%
Topic of Interest Paper	15%
Assessment 1	5%
Assessment 2	5%
Placement (Journals, etc.)	15%
Final Paper	20%
Presentation	5%
Attendance, Participation, etc.	5%
<b>Total</b>	<b>100%</b>

A: 93%+; A-: 90%-92.9%; B+: 87%-89.9%; B: 83%-86.9%; B-: 80%-82.9%; C+: 77%-79.9%;  
C: 73%-76.9%; C-: 70%-72.9%; D: 65%-69.9%; F: < 65%

Please note that I do not round grades. A 79.9999 is a C+, no exceptions.

**Office hour:** I do not have set office hours, but I am often in my office. You are welcome to drop in or set up an appointment. If I'm not in my office when you drop by, I have a schedule on my office door that may help you figure out where I am and when I might be back.

**Email Etiquette:**

**When you communicate with me or with people at your placement, you should follow professional guidelines.** Use proper etiquette and use your own resources to try and find the answer first. For example, check to see if Moodle or your placement website has the information that you are looking for before you contact someone.

Please use appropriate etiquette when you e-mail: (a) begin with a greeting; (b) explain who you are and your purpose in contacting the individual; (c) end with an appropriate signature. Don't forget to use spell-check! Review your email and make sure that you haven't assumed that the reader knows information that they would be unlikely to know. Also remember that while it is appropriate to address faculty by their first names at Earlham, communication with those in the community should be more formal (last names) unless you are told otherwise or unless they sign emails or introduce themselves by first name only.

**Example of appropriate e-mail format:**

'Dear Ms./Mr./Dr. [NAME],

My name is [YOUR FULL NAME] and I am in Rachael Reavis' Developmental Psychopathology course at Earlham College. We are required to volunteer for two hours a week in the community, and I am interested in working at [PLACEMENT SITE]. If you have a need for a volunteer, is there a time that I could come in or that I could call and discuss volunteer possibilities? If you are the wrong person to contact, can you please point me in the correct direction? You can reach me via email or on my cell phone [(###-###-####)]. I look forward to hearing from you.

Thank you,

[YOUR NAME]'

**Example of inappropriate e-mail format** (lack of greeting; no personal identification; no reference to course name/section; no signature; spelling errors; inappropriate language):

‘my prof said i could work here. when should I start?’

Proper e-mail etiquette is *extremely* important in that (a) it enables me and others to be more efficient in helping you because we won’t lose time trying to figure out who you are or what you are asking; (b) it is a vital skill to have in the ‘real world’; and (c) it encourages positive relationships between Earlham and the broader community.

**Professional relationships necessitate professional e-mail correspondence.** Thanks in advance for your cooperation!

**Technology guidelines<sup>1</sup>:** As stated above, technology problems will not excuse late work. Technological problems are a fact of life. They are not considered unforeseen issues. (Your dorm falling into a sinkhole would qualify as “unforeseen”). You need to develop work habits that take potential technological problems into account. These habits will serve you in your career. Start early and save often. Always keep a backup of your work. Carbonite and Backblaze are two services that will automatically back your work up into a cloud. Or you can invest in an external hard drive. Or you can email yourself your work.

Inkless printers, computer viruses, lost flash drives, corrupted files, incompatible formats, WiFi connectivity problems – none of these unfortunate events should be considered an emergency. Take the proper steps to ensure that your work will not be lost forever. Learn the locations and operating hours of all the computer labs on campus. Do not procrastinate.

Know the resources on campus for technical problems with connectivity or Moodle. The Help Desk will need time to assist you. Again, don’t procrastinate.

### **Academic Honesty:**

All students are expected to conduct themselves with honesty and integrity in this course. The honor code is both a privilege and a responsibility, and you are expected to take it seriously. Suspected infractions, such as plagiarism or fabrication of reports will be treated seriously and will be reported. ***Professional misconduct in a placement setting will result in an F for the course.*** Falsifying your time card may result in an F for the course or an F for the placement portion of the course. Furthermore, if you are aware of a violation of academic integrity, it is your responsibility to take action.

### **Students with Disabilities:**

Students with a documented disability (e.g., physical, learning, psychiatric, visual, hearing, etc.) who need to arrange reasonable classroom accommodations must request accommodation memos from the Academic Enrichment Center and contact their instructors each semester. For greater success, students are strongly encouraged to visit the Academic Enrichment Center within the first two weeks of each semester to begin the process.

<http://www.earlham.edu/policies/learning-disabilities>

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<sup>1</sup> Drawn from material by George H. Williams

## Schedule of Topics & Assignments

Please note that this schedule is tentative and may change as circumstances require.

1/17	<b>Topic:</b> Syllabus, Service Learning Placements
1/21	<b>Topic:</b> Introduction <b>Reading:</b> Ch 1, Casebook p. 1-7, Case 28 <b><i>Make first contact (not first attempt) by 1/22</i></b>
1/24	<b>Topic:</b> Introduction <b>Reading:</b> Masten, 2006
1/28	<b>Topic:</b> Normal Development <b>Reading:</b> Ch 2; Ch. 6, p. 159-167
1/31	<b>Topic:</b> Normal Development <b>Reading:</b> Cabrera, Fagan, Wight, & Schadler, 2011 <b><i>Meet in Psych Lab, LBC 309</i></b> <b><i>Placement should be finalized by class time, with a visit scheduled for next week.</i></b>
2/4	<b>Topic:</b> Diagnosis & Assessment <b>Reading:</b> Ch. 3, Ch. 16, DC 0-3 Guidelines for Diagnosis
2/7	<b>Topic:</b> Diagnosis & Assessment <b>Reading:</b> Case Screening
2/11	<b>Topic:</b> Focus on Risk Factors <b>Reading:</b> Ch. 14, Case 23 <b>Optional Cases:</b> DC 0-3 Case 206; DC 0-3 Case 905 <b><i>Assessment Paper 1 (Diagnosis, Rationale, and Reaction) due by 11:59pm</i></b>
2/14	<b>Topic:</b> Focus on Risk Factors <b>Reading:</b> Sternberg, Baradaran, Abbott, Lamb, & Guterman, 2006
2/18	<b>Placement Discussion &amp; Library Day</b> <b><i>Journal #1 due by 11:59pm</i></b>
2/21	<b><i>No Class, Early Semester Break</i></b>
2/25	<b>Topic:</b> Resilience & Risk <b>Reading:</b> <i>The Glass Castle</i>
2/28	<b>Topic:</b> Autism Spectrum Disorders <b>Reading:</b> Ch. 5, Cases 1 <b>Optional Cases:</b> Case 2, Case 3 <b><i>Glass Castle Paper 1 due by 11:59 pm.</i></b>
3/4	<b>Topic:</b> Autism Spectrum Disorders <b>Reading:</b> Baron-Cohen, 2000
3/7	<b>Topic:</b> Intellectual Disability <b>Reading:</b> Ch. 4, Case 5
3/11	<b>Topic:</b> Intellectual Disability <b>Reading:</b> Totsika, Hastings, Emerson, Lancaster, & Berridge, 2011
3/14	<b>Topic:</b> AD/HD, LD <b>Reading:</b> Ch. 7, Case 19 <b>Optional Cases:</b> Case 4; DC 0-3 Case 403 <b><i>Topic for Topic of Interest Paper due by 11:59pm</i></b>

3/18, 3/21	<b>No Class, Spring Break</b>
3/25	<b>Topic:</b> AD/HD, LD <b>Reading:</b> Galéra, Côté, Bouvard, Pingault, Melchior, Michel, Boivin, & Tremblay, 2011
3/28	<b>Topic:</b> ODD/CD <b>Reading:</b> Ch. 6, 10; Case 20 <b>Optional Case:</b> Case 21
4/1	<b>Topic:</b> ODD/CD <b>Reading:</b> Tung, Li, & Lee, 2012
4/4	<b>Rachael gone for conference: Placement Discussion Day</b> <b>Journal #2 due by 11:59pm</b>
4/8	<b>Topic:</b> Gender Identity & Gender Dysphoria <b>Reading:</b> Atlantic article, Raising My Rainbow blog (choose several posts about her son – not just about her book or other topics), Case 26 <b>Optional Case:</b> DC 0-3 Case 205 <b>Topic for Final Paper due by 11:59pm</b>
4/11	<b>Topic:</b> Obsessive Compulsive and Related Disorders <b>Reading:</b> Ch. 8, p. 230-234, Case 9 <b>Topic of Interest Paper due by 11:59pm</b>
4/15	<b>Topic:</b> Mood Disorders & Anxiety <b>Reading:</b> Ch. 8 & 9; Cases 11 & 15 <b>Optional Cases:</b> 7-10, 12, 16-18; DC 0-3 Cases 201-204b
4/18	<b>Topic:</b> Mood Disorders <b>Reading:</b> Chilakamarri, Filkowski, & Ghaemi, 2011 <b>Assessment Paper 2 due by 11:59pm on 4/19.</b>
4/22	<b>Topic:</b> Summing Up & Revisiting <b>Reading:</b> <i>The Glass Castle</i> <b>Topic for Final Presentation due by 11:59pm.</b>
4/25	<b>Topic:</b> Intervention, Prevention <b>Reading:</b> Ch. 17 <b>Glass Castle Paper 2 due by 11:59pm.</b>
4/29	<b>Topic:</b> Intervention, Prevention <b>Reading:</b> Slough, McMahon, & CDPRG, 2008 <b>Outline for Final Paper due 11:59pm</b>
5/2	<b>Student Presentations</b> <b>Journal #3 due by 11:59pm</b>
5/7, 9am	<b>Student Presentations</b> <b>Final paper due by 11:59pm</b>