



COUN 510: Counseling Theories and Techniques

Course Syllabus: Fall 2026

August 20, 2026, to December 11, 2026

In-Person

Wednesdays, 4:30 PM to 7:10 PM | Dallas Campus, Room: TBD

INSTRUCTOR INFORMATION

Instructor: Dr. Carrie Jones, PhD, LPC

Office Location: Virtual

Office Hours: By appointment only

University Email: Carrie.Jones@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: 24-48 hours, Monday-Friday; emails sent on Friday after 4:00 pm Central Time will be answered the following workday

COURSE INFORMATION

Materials, Textbooks, Readings, and Supplementary Readings

Required Textbooks

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>
- Corey, G. (2024). *Theory and practice of counseling and psychotherapy* (11th ed.). Cengage.

Required Supplemental Readings

Supplemental reading materials will be made available via D2L Brightspace.

Catalog Description of the Course

COUN 510: Counseling Theories and Techniques. Three semester hours. A study of the philosophical and theoretical bases of the helping process. Includes study of major counseling theories, basic helping skills, and applications to diverse populations. Also includes professional issues related specifically to the counseling process.

General Course Information

This course, along with COUN 501, serves as one of the basic introductory courses in the Counseling Department. It is a requirement for all degree options and should be taken early in the student's preparation. A grade of "B" or higher must be earned in COUN 501, 510, 528, and 516 (or its equivalent for those seeking school counselor certification only), which is required before practicum (COUN 551).

Key Performance Indicators (KPIs)

CMHC KPI5: Students will develop a personal model of counseling

2024 CACREP Standards Addressed in COUN 510

CACREP 2024 Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
3.E.1 Theories and models of counseling, including relevance to clients from diverse cultural backgrounds	Reading (Corey, 2024); Lecture; In-class discussion; Technique Demonstrations; Supplemental resources related to specific theory	Technique Demonstrations, Discussion Post	Meets rubric criteria for the outline, in-class demonstration, and reflection	$\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
3.E.3 Case conceptualization skills using a variety of models and approaches	Reading (Corey, 2024); Lecture; In-class discussion; Technique Demonstrations; Supplemental resources related to specific theory	Technique Demonstrations, Discussion Post	Meets rubric criteria for the outline, in-class demonstration, and reflection	$\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
3.E.21 Processes for developing a personal model of counseling grounded in	Reading (Corey, 2024); Lecture; In-class discussion; Technique Demonstrations; Supplemental	Technique Demonstrations; Theory Comparison Paper	Meets rubric criteria for the outline, in-class demonstration, and reflection; Compare and contrast two	$\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation

CACREP 2024 Standard	Learning Activity	Assignment	Assessment Rubric	Benchmark
theory and research	resources related to specific theory		counseling theories	

Content Areas with CACREP 2024 Standard Alignment

- Counseling Theories (Psychoanalytic, Adlerian, Existential, Person-Centered, Gestalt, Behavioral, Cognitive-Behavioral, REBT, Reality, Feminist, Postmodern, and Family Systems) - 3.E.1
- Technique Application and Case Conceptualization - 3.E.3
- Development of a Personal Model of Counseling - 3.E.21

INSTRUCTIONAL METHODS

This course is delivered in an in-person format and includes lecture, class discussion, experiential learning activities, and assignments that integrate theory with practical application.

STUDENT RESPONSIBILITIES

Students are responsible for the active learning process. Expectations of students in this course include the following:

- You are expected to communicate professionally and respectfully with your professor and peers. Stay open to feedback and engage in a manner consistent with the expectations of the counseling profession.
- Engage regularly with all course materials. Complete assigned readings, videos, and activities throughout the week to stay aligned with the flow of the course.
- Submit all assignments by the posted deadlines. Timely submission supports your learning and reflects professional responsibility.
- Follow all university and program policies, including the student code of conduct.
- Participate actively in class discussions and course activities. Thoughtful engagement strengthens your learning and contributes to a supportive learning community.
- Use APA 7th edition formatting for all written work, as clear and professional writing is essential to counselor preparation.
- Check your university email frequently for updates from your instructor, department, or the university.
- Begin readings early in the week. Graduate-level material often requires time and multiple readings to fully understand.



- Plan ahead whenever possible. Deadlines represent the final submission time, not the ideal starting point.
- Approach the course with openness and patience. Developing as a clinical mental health counselor is a gradual process that involves ongoing reflection, effort, and growth.

ASSIGNMENTS / ASSESSMENT

Note. All assignments are to be submitted in D2L.

Attendance, Participation, and Preparation (10 points)

The exchange of ideas, opinions, questions, and information is an essential component of professional counselor development. Students are expected to attend class regularly, prepare for each week's topic by completing assigned readings and supplemental materials, and participate actively in in-class discussions and experiential activities. Students will draw upon course content and professional experiences to contribute thoughtful, respectful, and academically grounded engagement. Participation includes consistent professional and respectful interaction with peers and the instructor. As this course is foundational and experiential, regular attendance, timely preparation, and active participation in class activities are required. Late arrivals, missed class activities, or a lack of preparation may result in point deductions. Any anticipated absences should be communicated in advance.

Attendance, Participation, and Preparation Rubric

Assignment Component/Task	1 - Does Not Meet Expectations (0-4 points)	2 - Meets Expectations (5-7 points)	3 - Exceeds Expectations (8-10 points)
Attendance, Preparation, and Engagement (10 points)	Irregular attendance or inconsistent preparation. Limited participation in class discussions or activities. More than two absences or pattern of lateness.	Regularly attends class and is adequately prepared. Participates in class discussions and activities in a professional manner. Two or fewer absences and no pattern of lateness.	Consistently attends class and is fully prepared. Actively contributes to in-class discussions and experiential activities. Demonstrates professional, respectful, and thoughtful engagement. No more than one absence and no pattern of lateness.

D2L Discussion Boards (10 points each; 20 points total)

DUE: See Course Calendar.

You are expected to give a thorough and thoughtful response to each prompt. As a future professional and counselor-in-training, engagement in these threaded discussions will enhance your knowledge and understanding of counseling theories and support the formation of your professional counselor identity. In addition to the initial discussion, you will also respond to two of your classmates' discussion posts.

Discussion Post Rubric

Assignment Component/ Task	Associated CACREP Standard(s)	1 - Does Not Meet Expectations (0-7)	2 - Meets Expectations (8-9)	3 - Exceeds Expectations (10)
Discussion Post and Peer Responses (10 points)	3.E.1	Post is not complete, not written in a clear manner, or post is missing critical components of the question. Responses to classmates are not complete, missing critical components, or feedback is not thoughtful. Initial post is not completed prior to due date	Post presents most elements of the question or all elements discussed in a brief manner. Responses to classmates present most elements in a brief manner. Initial post is completed prior to due date	Post presents all elements of the question(s) discussed thoroughly and clearly. Responses present all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Initial post is completed prior to due date

Technique Demonstrations (20 points each; 40 points total)

DUE: Outline due the Monday before each scheduled demonstration; demonstration occurs during the assigned class session. See Course Calendar.

Students will be paired on the first day of class and will each present two in-class technique demonstrations over the course of the semester. Each pair must submit an outline of the technique(s) they plan to present to the instructor for review by the Monday before their scheduled demonstration. Each demonstration should include a summary illustrating a key technique from that week's theory. Following each demonstration, each student will submit an individual written reflection (2 to 3 pages) exploring how the theory's key concepts informed their approach and what they are learning about their own developing counseling style and theoretical preferences. Pairings and theory assignments will be finalized during Week 1.

Technique Demonstration Rubric

Assignment Component/Task	Associated CACREP Standard(s)	1 - Does Not Meet Expectations	2 - Meets Expectations	3 - Exceeds Expectations
Outline and Preparation (5 points)	3.E.1, 3.E.3	Outline not submitted by the Monday deadline, or missing key technique details. (0-1.6 points)	Outline submitted on time; identifies the technique and basic steps. (1.7-3.3 points)	Outline submitted on time; clear, detailed, well-organized plan showing strong preparation. (3.4-5 points)
Technique Demonstration (10 points)	3.E.1, 3.E.3	Technique is unclear, inaccurate to the theory, lacks structure; minimal engagement with class. (0-3.3 points)	Technique is accurately demonstrated and generally follows the theory; some class engagement. (3.4-6.6 points)	Technique is demonstrated skillfully and accurately; strong class engagement and facilitates discussion well. (6.7-10 points)
Individual Reflection (5 points)	3.E.1	Reflection is superficial, off-topic, or does not meaningfully engage with the theory's key concepts or their	Reflection demonstrates some understanding of the theory's key concepts and begins to connect them to the student's developing	Reflection demonstrates depth of theoretical understanding, clear insight into how the theory's key concepts informed the

Assignment Component/Task	Associated CACREP Standard(s)	1 - Does Not Meet Expectations	2 - Meets Expectations	3 - Exceeds Expectations
		application. (0-1.6 points)	counseling style and theoretical preferences. (1.7-3.3 points)	demonstration, and meaningful exploration of the student's developing counseling identity and theoretical preferences. (3.4-5 points)

KPI Assignment: Comparison Research Paper (30 points)

DUE: Week 16, 12/11 by 11:59 PM in D2L

Section I: Your Personal Worldview

- What do you believe about human nature? Are people basically good or bad? How much free will do people have? What kinds of inherent capacities do people possess? These are a few questions that address the inherent nature people have at birth. What do you believe?
- How do people become maladjusted? Why do they develop problems? How does it happen?
- How do people change? What needs to happen for change to occur?

Section II: Comparison of Two Theories

Choose two theories of most interest to you from the list of theories studied during this class. Using your textbook and 4 original sources for each theory, write a compare/contrast paper. Topics to compare and contrast should include the following:

- Founder(s) of the theory.
- Nature of the person, including innate capacities and/or capabilities, if any, and motivational constructs according to the theory.
- Nature of maladjustment (how do people develop problems/mental illness) according to the theory.
- Goals of counseling therapy according to the theory.
- Role and activity of the counselor, including major techniques used in the therapy; diagnosis and appraisal devices; evaluation of client progress in therapy.

- Is this a theory you would want to utilize as a future clinician based on what we have discussed and what you have reviewed so far? How might this approach resonate with you for personal fit in working with your future clients?

Section III: Closure

Either as the closure for the paper or throughout the comparison, discuss how the theories and their parts align with your own personal views.

Research paper must follow APA guidelines and should not exceed 12 pages (including cover and reference page; no abstract is necessary). You will be graded according to APA style, writing and organization, content, and references. Original source is defined as a journal article or book authored or co-authored by a major contributor of that particular theory. This research paper needs to be submitted to the appropriate drop box in D2L by midnight on the due date in order to receive credit. This paper must be submitted in Microsoft Word format.

Comparison Research Paper Rubric

Assignment Component/Task	Associated CACREP Standard(s)	1 - Does Not Meet Expectations	2 - Meets Expectations	3 - Exceeds Expectations
Answer the three theory questions about yourself (10 points)	3.E.21	Did not answer the three theory questions, or only answered some of the questions. Writing is shallow and lacks in-depth exploration of self. Not representative of graduate level work. (0-7.9 points)	Three theory questions are discussed at a basic level. Self-exploration present, missing one or two key points; representative of graduate level work. (8-8.9 points)	Three theory questions are covered at an in-depth level. Self-awareness is demonstrated; representative of graduate level work. (9-10 points)
Compare and contrast two original theories from the ones studied in this class; describe fit for you at this point (15 points)	3.E.21	Did not select theories from the list of those studied in this class. Missed basic concepts. Writing is shallow; no evidence of synthesis across multiple sources; did not	Theories were selected from the ones discussed in class; most basic concepts are covered; evidence of possessing knowledge about the theories but missing one or two	All basic concepts are covered. In-depth review of related concepts; evidence of possessing knowledge about topic without missing key information;



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Assignment Component/Task	Associated CACREP Standard(s)	1 - Does Not Meet Expectations	2 - Meets Expectations	3 - Exceeds Expectations
		address fit; not representative of graduate level work. (0-11.9 points)	key points; minimally reflected as to personal fit; representative of graduate level work. (12-13.4 points)	increased self-awareness included in personal fit; representative of graduate level work. (13.5-15 points)
APA Format and Reference Page (5 points)	N/A	Did not follow APA format in cover page, body of the paper, and the reference page. Did not use four original sources for each theory selected. Sources are not related to the topic of paper. (0-3.9 points)	APA format was followed with one or two minor errors. Mostly original sources were used. Sources are related to the selected theories. (4-4.4 points)	APA format was followed with no errors on cover page, in body of the paper, or reference page. All four original sources were used. (4.5-5 points)

EVALUATION PERFORMANCE CRITERIA AND PROCEDURES

Final Grading

Assignment/Assessment	Point Value
Attendance and Participation	10
Discussion Posts (10 points each; 2 posts)	20
Technique Demonstrations (20 points each; 2 demonstrations)	40
Comparison Research Paper	30
TOTAL	100



Total Points Corresponding to Final Letter Grades

Grade	Percentage	Points
A	90% to 100%	90 to 100 points
B	80% to 89%	80 to 89 points
C	70% to 79%	70 to 79 points
D	60% to 69%	60 to 69 points
F	Less than 59%	Less than 59 points

NOTE: Late assignments will generally not be accepted. Late papers will have 10% deduction per day late from the final score. However, I understand that life happens, and special consideration may be given on a case-by-case basis. If you are facing extenuating circumstances, please communicate with me as soon as possible to discuss potential extensions. Open and timely communication is key.

Grade Appeals

If a student disagrees with a course grade, it is encouraged that the student discusses their concerns with the instructor of that course. If a satisfactory outcome cannot be reached, the student may refer to the appeals policy (13.99.99.R0.05).

Remediation

Students who demonstrate areas of concern, such as failing to meet academic expectations, clinical skill deficiencies, unprofessional behavior, dispositional concerns, challenges in interpersonal effectiveness, and so forth, may be required to complete a remediation plan to support their growth and continued progress in the program. Remediation may include, but is not limited to, additional supervision, repeating a clinical course, seeking personal counseling, completing targeted skill-building assignments, participating in professional development activities, or engaging in a structured improvement plan designed to address identified areas of concern. Additionally, students who exhibit personal limitations that significantly interfere with their professional performance, cause harm to clients, or engage in conduct that violates ethical and professional standards may be dismissed from the program. See the [CMHC Counseling Department Handbook](#) or CES Handbook, or reference East Texas A&M University Procedure 13.33.99.R0.39, Section 4 (Graduate Academic Probation, Retention and Suspension).



Annual Evaluation of Students

The program faculty has a systematic process in place for the use of individual student assessment data—KPI and Student Disposition data—in relation to retention, remediation, and dismissal. The systematic process involves program faculty annually reviewing CMHC students across the 10 KPIs and CES students across the 6 KPIs. Note that KPI 10 for the CMHC program and KPI 6 for the CES program directly measures students' professional dispositions using the Professional Dispositions Competency Assessment – Revised (PDCA-R). See CMHC Student Handbook.

TECHNOLOGY REQUIREMENTS

Minimal Technical Skills Needed

Students will utilize D2L, the learning management system, for this course. D2L is used to enhance instructional and learning methods and provides a place for students to submit assignments, participate in online discussions, complete quizzes, receive interactive feedback from the instructor, etc. Students will need to utilize other technologies such as Microsoft Word, Excel, PowerPoint/Canva, etc. The ETAMU IT Helpdesk can assist with technical assistance: HelpDesk@etamu.edu

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

Access and Navigation

Students will need a campus-wide ID (CWID) and password to log into the course. Please contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu for support.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, an ETAMU campus open computer lab, etc.

Communication and Support

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. Please feel free to make an appointment if you have any concerns or questions. Email is the best way to reach me, and I strive to respond within 24-48 hours, Monday through Friday, though sometimes it may take up to 72 hours.



Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check their university email daily.

Include the Following in Emails with Instructor:

- Course name and subject in the subject line
- Salutation (Good afternoon, Dr.)
- Proper email etiquette (no “text” emails - use proper grammar and punctuation)
- Student name and CWID after the body of the email (possibly add to student signature on email)

COUNSELING DEPARTMENT: Social Media Guidelines

Counselors in training and Counselor Educators and Supervisors in training must maintain an ethical disposition throughout the program and beyond. The Counseling Department seeks to promote open dialogue on social media sites, subject to professional and ethical guidelines and applicable law. Members of the ETAMU community -- students, staff and faculty -- are expected to adhere to the ACA (2014) *Code of Ethics* online and offline.

UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus serves as a guide and living document. Circumstances and/or events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>



Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Student Disability Services](#)

<https://www.etamu.edu/student-disability-services/>

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an



environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M University Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

document and/or consult your event organizer. Web url:

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

ETAMU Supports Students' Mental Health

The Counseling Center at ETAMU, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



<http://telusproduction.com/app/5108.html>



AI use policy [May 25, 2023]

East Texas A&M University acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

COUN 510 COURSE OUTLINE / CALENDAR

Subject to change

Date	Concept / Activity	CACREP 2024	Readings	Assignments
Week 1	Introductions; Course Overview and Syllabus	-	Corey Ch. 1	
Week 2	The Counselor: Person and Professional	-	Corey Ch. 2	
Week 3	ACA Code of Ethics	-	Corey Ch. 3; ACA website: www.counseling.org	Discussion Post 1 Initial post due TBD (day) by 11:59 PM Peer responses due TBD (day) by 11:59 PM
Week 4	Psychoanalytic Therapy	3.E.1, 3.E.3	Corey Ch. 4	Technique Demonstration
Week 5	Adlerian Therapy	3.E.1, 3.E.3	Corey Ch. 5	Technique Demonstration
Week 6	Existential Therapy	3.E.1, 3.E.3	Corey Ch. 6	Technique Demonstration
Week 7	Person-Centered Therapy	3.E.1, 3.E.3	Corey Ch. 7	Technique Demonstration
Week 8	Gestalt Therapy	3.E.1, 3.E.3	Corey Ch. 8	Technique Demonstration
Week 9	Behavior Therapy	3.E.1, 3.E.3	Corey Ch. 9	Technique Demonstration
Week 10	Cognitive- Behavioral Therapy	3.E.1, 3.E.3	Corey Ch. 10	Technique Demonstration
Week 11	Rational Emotive Behavior Therapy (REBT)	3.E.1, 3.E.3	Corey Ch. 10	Technique Demonstration



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Date	Concept / Activity	CACREP 2024	Readings	Assignments
Week 12	Reality Therapy	3.E.1, 3.E.3	Corey Ch. 11	Technique Demonstration
Week 13	Feminist Therapy	3.E.1, 3.E.3	Corey Ch. 12	Technique Demonstration
Week 14	Postmodern Approaches	3.E.1, 3.E.3	Corey Ch. 13	Technique Demonstration
Thanksgiving Break	No Class - Campus Closed			
Week 15	Family Systems Therapy	3.E.1, 3.E.3	Corey Ch. 14	Technique Demonstration
Week 16	Comparison Paper; Course Wrap-Up	3.E.21	-	Comparison Research Paper due TBD (day) by 11:59 PM Final Discussion Post 2 due TBD (day) by 11:59 PM

Syllabus/schedule subject to change by instructor.