DAVID CHUN: PSYCHOLOGY
PSY 339 Experimental Psychology (PSY339)
The assignment will be our semester-long research project, report, and presentation.

In this class, students, working in groups, are required to learn the fundamentals of conducting an empirical research study and to apply their knowledge to conduct a psychology-related project of their choice. This project begins in the first week of class with each group deciding on a topic and culminates in a final paper that each group will present at the end of the semester.

Each component of this semester-long project with their descriptions is listed below:

Select a topic: This phase of the project requires students to consider past research and understand contemporary thinking about a theory about a specific topic. Critically thinking about past and current work will provide students with ideas for a practical research project. Students will also develop a working hypothesis that will be tested in their project. Students must utilize library resources and databases to find relevant research articles. Ultimately, students must present a logical set of ideas based on past and extant work that eventually demonstrates their thought-process in selecting a topic.

Design a study: Students must think logically about the design of their research project in order to test their hypothesis. Students will identify the important variables and operationalize them. From there, students will design a study (e.g. experiment) using a combination of self-reports, cognitive, and other behavioral measures. Students must also consider the ethical concerns whenever human participants are involved.

Collect and analyze data: Students will collect and analyze data using statistics. It will be important for students to discern which statistical method will be most appropriate for their analysis. Furthermore, it is important for students to present their results in a clear and concise manner using either tables or graphs.

Discussion: Students will interpret the results and discuss its implications. They must consider whether the results are convincing or if there are other possible explanations. They will also interpret their own findings in light of existing evidence. If there is a discrepancy between their results and the results from other published studies, then students must provide an explanation that draws on theoretical differences between their own work and the work of others. Students must also provide alternative methods and future directions that can be considered if the study were to be replicated.
This paper will be approximately 15-20 pages (not including the title page and reference pages) and will have at least 4 scholarly articles to provide information about their topic and to support their discussion. The paper will comply with the rules of the APA Manual, 6th edition.

JULIE COX, ATS
NTOT505 Hermeneutics.
The course is divided into two sections:
The first half is designated for teaching interpretation of biblical genre through applicable analysis of a representative passage of Scripture. 6 written interpretive assignments are required.

The second half investigates the complexities of human interpretation of biblical texts through careful analysis of diverse methods and perspectives. Students are required to engage the issue from 6 different perspectives through evaluation of representative thinkers in the field. 5 written evaluations are required.

The assignment is the first in the second half of the course and is described as follows:

Reflection Paper #1 Due: Within three pages, evaluate either Boff’s or Connolly’s hermeneutical method from the reading. Describe the method, critique its strengths and weaknesses and then raise questions you need answered for clarification.

How to evaluate the hermeneutical method of Boff or Connolly:

● State as accurately as possible the key question the author is addressing or problem he is attempting to solve. What factors make this a difficult problem? What are some of the complexities of this question?
● Figure out what facts, data, or experiences the author is using to support his conclusions. How does this information relate to the problem/question? How could you verify his data?
● Identify the key conclusions the author comes to.
● Figure out the most important ideas you would have to understand in order to grasp the author’s line of reasoning.
● Work out what the author is assuming that might be questioned.
● What consequences are likely to follow if people take the author’s line of reasoning seriously? If they ignore the author’s reasoning?
● Critique its strengths and weaknesses.

Reading:
Reflection Paper #5 Due: Within three pages, evaluate these non-western readings of scripture and their hermeneutical methods as presented in the reading. How valid are the interpretations of the story of the Syro-Phoenician woman and of the story of Jephthah in Judges 10:6 – 12:7? Describe the hermeneutical method used, critique its strengths and weaknesses and then raise questions you need answered for clarification.

Reading:

JEFF DUECK: PHILOSOPHY
PHI 101 Introduction to Philosophy
Writing Assignment 2 (Ethics)
For your second paper, you must choose one of these three major historical normative theories: Virtue Ethics, Utilitarianism, or Kantianism. As you write, you should define the important concepts and arguments expressed by the theory, explaining how the theory views the moral life. You must then present a clear, practical situation that demonstrates how someone who advocates the theory would address a real-life ethical situation. Finally, present some reflections on whether you think the theory succeeds or fails as a coherent approach to the situation and to the moral life in general. This assignment will also be graded in light of Critical Thinking goals established for the college. The key criteria you must meet for satisfying the critical thinking assignment rubric are 1) Identify the arguments and questions involved, 2) Interpret the sources you use, including quotations and paraphrases from the text 3) Consider, analyze and evaluate alternatives to the theoretical view you are examining, 4) Draw conclusions from your analysis, and 5) Present your results in a logical and organized fashion.

DION HARRIGAN: EDUCATION
EDU441 The Christian Teacher.
Faith-Learning-Integration Paper (100 pts)
Students will write a 6-to 7- page paper demonstrating how they plan to integrate faith with teaching and learning in their specific concentration. The paper will show evidence of careful thought and critical thinking, and will include: a) A clear, interesting introduction that relates to a scripture or quotation serving as a theme for the paper. A personal definition of Integrating Faith and Learning. b) A strong connection with qualities and teaching approaches that you see as important in a Christian teacher, and the type of teacher-student relationship that fosters optimal learning, and socio-emotional and spiritual growth in students. c) Your own personal expression of how all of this applies to your own life as a teacher (or future teacher). Be clear about how you plan to think and teach critically, and how
you will integrate faith and learning for your students.
d) A clear summary that neatly ties your paper together and relates to your introductory theme.
e) Careful editing of your paper’s organization of thought and proofreading, of grammar, spelling, and punctuation.
f) Be sure to include at least five sources.
Themes: Role as a teacher-how methods relate to your faith students, Integration of faith and learning parents community/culture
Writing: All written assignments are to reflect college-level writing standards, as well as demonstrate professionalism. APA style is required by the School of Education.

INSEON HWANG: NURSING
NUR 204: Health Assessment
History/Physical Exam Case Study
1. Obtain a comprehensive health history, perform physical examination, and document your findings based on your patient’s assessment.
2. Select the priority medical diagnosis for this patient.
3. Choose one peer review journal article that describes signs and symptoms of the selected disease from Academic Search Premier, CINAHL, or Medline databases.
4. Develop a case study based on the medical diagnosis. Include the patient’s history, signs and symptoms, diagnostic tests, and treatment plan.
5. Select a nursing diagnosis.
6. Develop two critical thinking NCLEX-style questions according to your case study and submit to Drop Box and Doc Sharing in eCompanion.

Example.
Joe, 74 years old, is a Caucasian patient with a history of COPD. He presents to the nursing home for rehabilitation services.

His skin color is pale gray, his chest is barrel shaped, and he appears anxious and is sitting in a tripod position. He is on 2L oxygen via nasal canular and receiving albuterol treatments via nebulizer every 4 hours.

Joe has a cough with minimal amounts of clear sputum production. He is also receiving chest physical therapy after respiratory treatments.

LEONARD KAGELER, YOUTH AND FAMILY STUDIES
YFS 202 Foundations of Teaching in the Church
First, make sure you’ve taken the Spiritual Gifts Questionaire found at:
http://www.churchgrowth.org/cgi-cg/gifts.cgi?intro=1

Students will write a paper 6-8 pages integrating the Spiritual Gifts with the Michael Anthony text. The paper will show evidence of careful thought and critical thinking. The
successful paper will:
   a) Have a clear, interesting introduction including something like "The purpose of
      this paper is too..." (worth 3 pts)
   b) Identify a connection with 3 of the spiritual gifts with something in the text,
      chapters 16-31. That is, you will take each of the three gifts you’ve selected and, in turn,
      find one thing in the one of these chapters that applies to it. Said another way ask yourself
      the following: "Regarding gift of service (for example), in what chapter do I see a
      connection and how do I see it?" Additionally, find a chapter where this gift is less
      important and give at least two reasons it is less important. You must use six different
      chapters in the text total. (12 pts)
   c) At the end of your paper, have a clear summary/conclusion (2pts), with some
      personal expression (3pts) of what you think about all of this and how it applies to your
      own life and current or potential ministry.

   If you struggle with grammar and spelling, take your paper to the Writing Center
   before submissions. Papers that are not in good English will be returned ungraded for a re-
   write.

Sample paper outline:

Introduction (An interesting one!!!)
Spiritual Gift #1
   briefly explained and personalized
   chapter that connects well with this gift & why
   chapter that does not connect as well, and why
Spiritual Gift #2
   briefly explained and personalized
   chapter that connects well with this gift & why
   chapter that does not connect as well, and why
Spiritual Gift #3
   briefly explained and personalized
   chapter that connects well with this gift & why
   chapter that does not connect as well, and why
Summary/Conclusion
Personal Expression of what you think about this and how it may apply to your future.

MARIE KENOTE: MUSIC
MUS 415 – Worldview of Music and Worship
Spring Semester 2013
COURSE DESCRIPTION: (2 credits)

Included will be a study of biblical, historical, and the theoretical
approaches to music and worship; a survey of significant liturgies and their
function in worship; and music and worship in non-liturgical churches. Church
music practices of the evangelical church will be emphasized, and the
commonalities of historical practices and contemporary worship will be explored.
It is expected that the knowledge gained from this course will assist students as
they assume positions of leadership in worship settings. Several special guests who work in the Christian music world locally will be sharing from their personal experiences with us, showing how they integrate their faith with their professions. Two hours weekly.

Critical Thinking Assignment:

Purpose: to increase your Critical Thinking skills through research and presenting a topic in a way that reflects strong skills in interpreting, analyzing, and synthesizing material.

As a musician, you will frequently need to evaluate what others have said, performed or written. This requires skill in the areas of analysis and critical thinking. Reviewing what others have written about a topic will allow you to refine these skills.

Subject: the topic and bibliography must be approved by the Professor, and may include any aspect of the course, i.e. leading worship, an aspect of hymnology, non-Western worship practices, a study of the emerging church, the church children’s choir, technology in worship, etc.

Minimum length for body of CT Assignment: five to six pages, typed, double-spaced twelve-point font. This does not include works cited or music examples.

In-Text Citations: Make sure that you cite the source for every idea, and not just quotes, that you use in your paper. Do not use a cover page.

Binding the paper: Use a binder or a staple in the upper left-hand corner.

Requirement: Papers must be handed to me personally (not via email!), put in my mailbox, or under my office door, Do not put them in campus mail.

Checklist for the Paper:
• Find as many sources of information on your topic as possible. Look for in-depth articles also. You may need to request interlibrary loans. You will need to allow several weeks for an interlibrary loan to arrive at Nyack. Plan ahead, if you want to have the source available to you. Ask the librarian for assistance.

1) Locate and consult six to eight books and articles relating to your topic.

2) Read, analyze, and evaluate each source of information.

3) Report, in your paper, the main points and positions of four to six of your sources. You will become familiar with the resources available and be able to compare them with each other.
• Internet material must list the source (journal name, etc.) and author. (Follow the MLA format.) If no author is given do not use the material.

• Read the material, making notes as you go.

• You are ready to write the first draft.

**Introduction**
Begin with an introduction giving basic data about the topic such as time period, specific features of the music, composers, location, any surrounding circumstances that are significant. Keep this brief; approximately one page is sufficient.

**The main body of the paper**
The main body of your paper gives you an opportunity to go further than merely reporting the main points. In this section, you will go into depth about your subject. Be specific. Carefully chosen musical examples should be used to clarify your main points. Do not make the mistake of thinking you don’t know enough about the subject matter to write about it. This section should be about four to five pages.

List all sources and related materials in your works cited page, even though you will not be reviewing all of them. Remember to consult books, music dictionaries/encyclopedias such as New Grove, journal articles, and online sources. (NOTE: Only one of your sources should be from the Internet. However, if you have six sources, two can be from the Internet.)

**Critical Thinking Assignment deadlines: this assignment is 20% of your course grade.**

- **Topic and Bibliography Due:** March 26 (Mon)
- **Paper:** April 23 (Mon)

For each calendar day the CT Assignment is late your grade will be lowered by a third of a letter grade. Papers must be handed to me personally, put in my mailbox, or under my office door. **Do not put them in campus mail. They must also be submitted to: www.turnitin.com for a plagiarism screening/review. (Ask librarian for the password)**

**Grading Criteria:**
1. Punctuality (Following the CT Assignment deadlines)
2. Proper MLA Format (In-text citations of quotes and ideas not your own, works cited page, proper margins, etc.)
3. Content (Appropriate introduction, body of paper and summary, accurate information, cohesive ideas, with a strong emphasis on analyzing and interpreting the information.)
4. Sources: Minimum of 4 to 6 sources. Only one of your sources should be from the Internet. However, if you have six sources, two can be from the Internet.

**CT ASSIGNMENT FORMAT:**
• Follow the MLA format
• Use in-text citations (do not plagiarize another person’s ideas!)
• Include a Works Cited page following the body of the paper

DOUGLAS LEPELLEY: OM
Foundations in Critical Thinking, Assignment #1, week 3

PETER PARK: BIOLOGY
SCIENTIFIC CASE STUDY ASSIGNMENT (Adapted from Ommundsen 2005):
(Due date TBA; Expect during the first quarter of the semester) We will explore
examples in popular media to evaluate reports of scientific investigations. Students will
work in pairs. Each pair will be given one (1) case study (see Case Studies below) and
write a short (2-3 page) evaluation of its findings and claims. Please prepare a typed
document answering ALL the following questions:

Identification of the Claim (5 pts): What is the core finding in this work that made it
“news-worthy”?

Analysis and Interpretation of Evidence (15 pts)
- Measured outcome: What was the expected outcome? What was the measured
outcome? How was it analyzed? Was the promised treatment outcome actually
measured?
- Control: Was the outcome of the treatment group compared to the outcome of an
otherwise similar but untreated group?
- Replication: Was the treatment tested on an adequate number of subjects to rule out
coincidence (coincidence = similar result occurring simply by chance)? What is an
“adequate” sample size for this study?
- Randomization: Were subjects assigned to the treatment or control in an unbiased
manner?

Evaluation (10 pts)
- Interpretation: What can we accurately say about the results in the original scientific study?
- Reproducibility: Has other research produced similar evidence? (Please use outside
peer-reviewed sources to expand on this section.)

Alternative Explanations (10 pts)
- Plausibility: Are the results consistent with established science? Are the results just right or
overly complicated? Are there alternative explanations that are more parsimonious (simpler)
than the ones proposed in the study?

Conclusions (10 pts)
- Broader Impact: What can we infer from the results? Would you recommend the proposed
treatment to others? Why (or why not)?
TOPICS: You will be assigned one of the following or you may choose your own topic (see below)

CASE STUDY 1: Reproductive Health
The 11 November 1998 issue of the Journal of the American Medical Association reported that a Chinese remedy used on pregnant women improves the position of the fetus for an easier birth. The treatment reduces the risk of breech (rump-first) births. The treatment involved heating an acupuncture point upon the smallest toe ("moxibustion"). Two hundred and sixty women with poorly positioned fetuses were studied. Half of the women were randomly selected to receive moxibustion. The other women ["controls"] received no treatment. The investigators found that the untreated women had significantly more breech births. The authors stated that previously no randomized controlled trial [like this one] had ever been conducted.

CASE STUDY 2: Brain and Behavior
Many clinics worldwide attempt to widen the passage for blood within narrowed arteries with chelation therapy, which usually involves intravenous fluids containing disodium EDTA. Typically there may be ten to twenty treatments at $100 each. Patients may also be asked to stop smoking, lose weight, and exercise. Phil collected testimonials from 200 people who took the therapy and who felt better with less pain, and better endurance, and Phil claims that the results of his investigation prove that the EDTA solution works to unclog arteries. Is he correct? Critique his evidence.

CASE STUDY 3: Alternative Therapies
A touch therapist claimed that therapeutic touch can reduce the frequency of headaches and as evidence published testimonials from clients claiming reduced headache frequency after one treatment. Critique this evidence and suggest a better test of this claim.

CASE STUDY 4: Pollution
An experiment was reported in which the potential effects of a pollutant were assayed by applying the pollutant to a large fish tank containing 100 fish, and comparing their survival to 100 otherwise similar fish in an unpolluted control tank. The treatment tank was selected in a random manner from a set of existing tanks. Critique this experiment based on this brief description. (Hint: There is a big flaw in the investigative design)

NOTE: Students also have the option to review a case study of their choice. However, the topic must be approved by the instructor at least one week (7 days) before the due date of the assignment. The topic must be a report of a scientific study but the source has to be a periodical (e.g., newspaper, magazine). Articles can be about sports physiology, reproductive health, nutrition, fad diets, psychoactive drugs, alternative therapies, pollution, genetic engineering, or evolutionary biology.

CAROL ROBLES: AGSC
GCN 701 Psychology and Theology
Theology of Suffering Paper: This paper should be 10-12 pages in length. Each student will attempt to share their own individual Theology of Suffering, based on their understanding of Scripture, along with the reality of living in a fallen world. As you counsel with God’s people, you will be hear and experience much suffering. You yourselves may not be a stranger to personal suffering. This assignment will provide both a theological and psychological challenge. Due: Dec. 7th.

**BEN SCHEPENS: Education**

EDG 503 Analysis of Data Instructions

Background to the study.

You are a researcher contacted by the computer-based algebra program to determine how teachers were actually using the program. Students are working in computer labs with the software under the supervision of a classroom teacher. The software provides a mastery model for learning so students must master one unit before moving to the next.

Teachers were using the program for all instruction or to supplement normal classroom teaching. You have met with a focus group and asked the question “Based on your experiences this year, what skills do you feel are needed to effectively use the *Algebra Computer Program* in your classroom?” The data provided is your distillation of the comments teachers provided during the focus group.

1. Scan the data to get a feel of the whole.

2. Segment the Data – A segment is a word or group of words or sentence that is comprehensive by itself. It is one piece of information relevant to the study. Cut and paste from the data and make a master list of segments under **Segments** on the data sheet. Enter the teacher number for each segment.

3. Label each segment with a descriptive name for the subject mater in the segment. Use one or two word labels. These are called **topics** and should be entered in the column on the right.

4. Now cluster similar topics into categories. Copy and paste the chart under the title **Categories**. Group entries under your categories by adding rows with category names and moving rows under those categories.

5. Final step is to write a **Analysis, Findings and Conclusions** paragraph that presents your findings based on your discoveries. The paragraph should be addressed to the administration of the school and explain your findings based on the focus group.

**STEVEN WARE: THEOLOGY**
THE 321, Reformation Thought
Essay #F: Analyze the Anabaptist rejection of infant baptism. What is the issue underlying this rejection? How, and how well, did they use Scripture in the development of their new doctrine? What were their Scriptural and historical assumptions? Why was this such an important issue for them?

SUZANNE TOLIAO DIVISION OF STUDENT SUCCESS
DEV 110 Academic Life Skills
Chapter Four Challenge / Critical Thinking Assignment Text: The Purpose-Guided Student: Dream to Succeed by Jerry A. Pattengale

RISE to Your Challenge: Recognize, Identify, Strategize, Execute

Assignment Description: The premise of our course and the textbook is that your intrinsic motivation can sustain you in college, regardless of dissatisfaction with some aspects of college. A few key principles such as understanding one’s life purpose, identifying passions and causes worth being involved in, quality interactions with professors, belonging to student groups, and peer leadership, can help you succeed. Common challenges critical to all college students are listed on page 87 of chapter four in the textbook. They include: personal, physical, financial, logistical, cultural, and relational obstacles. The RISE model is described in depth on page 81 and discussed at length from pages 82-86. What major challenge are you ready to resolve?

Task: Please choose one type of challenge you face from page 87 and use the RISE model on page 81 to demonstrate how the RISE method can be applied in turning a challenge from a negative to a positive. Work through each of the steps and provide the specifics of the issue, sources to help you overcome the challenge, alternate perspectives to the challenge, a clear analysis of the impact of the challenge, and give some solutions. You may work through the challenge in any format you feel comfortable and are encouraged to share the steps you have planned for victory with the class. You must turn in a thorough and reflective RISE model which will be scored using Nyack’s Critical Thinking Rubric, attached to this assignment sheet.

Ideas for format – Dare to be creative!

Traditional paper
Powerpoint
Wikispace
Glogster