

Garrett-Evangelical Theological Seminary
 Fall 2021: Psychology of Religion, PCC 840 x
 Blended Online Synchronous/Asynchronous (Using Moodle)
 5 Synchronous Sessions, Tuesday Mornings: 8:30-10:30 a.m., September 7 and 28;
 October 26; November 16 and 30. **All times in the syllabus are Central Daylight Time (CDT)**

Lallene J. Rector, Instructor (she, her)
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 Virtual Office Hours, Thursdays: 3:00-5:00 p.m. (Central Daylight Time), or by appointment.



“You must love the Lord with all your heart, with all your being, and with all your mind.” . . . You must love your neighbor as you love yourself.” Matthew 22: 37-39

“Praying at Gethsemane,” Artist: He Qi, Chinese Contemporary

*“If we set aside ‘religious psychology’ - the psychology that, in varying degrees, is implicit in the historic religious traditions - the psychology of religion constitutes the oldest form of encounter between psychology and religion. It is also the easiest to define. Strictly conceived, psychology of religion comprises the systematic application of psychological theories and methods to the contents of religious traditions and to the related experiences, attitudes, and actions of individuals . . . the psychology of religion stands in principle outside of all religious tradition. It is thus often thought to call into question the entirety of the religious life, including the fundamental conviction of having made connection with some higher order.”*¹

David M. Wulff

Course Description

The primary objective of this course is to introduce psychology of religion and its focus on understanding religious experience from psychological perspectives. The nature of the interdisciplinary relationship between psychology and religion will be explored in both classical and contemporary expressions of psychology of religion and psychodynamic theory will be a

¹ David M. Wulff, “Psychology of religion: An overview.” In *Psychology and religion: Mapping the terrain: Contemporary dialogues, future prospects*. Edited by Diane Jonte-Pace and William B. Parsons. (London and New York: Routledge, 2001), 16.

prominent interpretive lens. The psychology of God-images, faith development, religious belief and conversion, and religious biography are among various topics to be considered. Multi and inter-cultural vantage points are woven throughout the course, including racial and gender dimensions of religious experience and belief. Learners will engage reading material and ideas through group work, peer discussion formats, reading and reflection, recorded and synchronous lectures, and recordings. In two major projects due late in the semester, the learner will apply these theoretical concepts through 1) a small group presentation of analysis of a designated religious leader's spiritual auto/biography and 2) a summative final paper: a personal analysis paper or a research paper. Both projects are designed to deepen an awareness of how individual psychological experiences influence one's religious experience and faith, as well as vocational choices and the practice of ministry.

Course Objectives

The course will support learners in:

1. Familiarizing themselves with classic perspectives in psychology of religion.
2. Engaging 5-6 different psychological perspectives in relation to religious experience.
3. Considering the impact of psychological perspectives on their own religious experiences and vocational choices.
4. Immersing themselves in reflection upon one autobiography of a public religious figure.

Learning Objectives and Assessment Artifacts

Learning Objectives At the end of the course, learners will be able to:	Assessment Artifacts
1. Understand how selfobject needs may affect one's experience of and beliefs about God.	1. Participation in Discussion Forum 2. Small Group Case Study Presentation 3. Final Personal Reflection/Research Paper
2. Understand how the experience of parents or guardians can shape the individual's emotional relationship with God.	1. Small Group Presentation 2. Final Personal Reflection/Research 3. Paper
3. Understand varying cultural and identity dimensions of selfobject experience	1. Activities, e.g., Discussion Forum and brief Reflection papers. 2. Small Group Presentation 3. Final Personal Reflection/Research Paper
4. Understand how meaning-making (faith development) can progress developmentally throughout the life cycle.	1. Activities as noted above. 2. Small Group Presentation 3. Final Personal Reflection/Research Paper
5. Understand psychological dynamics in religious terrorism.	1. Small Team Exercise on Taliban in Afghanistan

6. Apply and critique these concepts in a group analysis of a published spiritual auto/biography.	1. Small Group Presentation 2. Supporting Materials 3. Group's Self Evaluation
7. Apply and critique these concepts to a. one's own life experience, OR to b. deepen/further one's knowledge of psychology of religion concepts	1. Small Group Exercise on Taliban 2. Final Personal Reflection Paper, OR 3. Final Research Paper

Instructor's Personal Information

I am a United Methodist layperson, originally from Fort Worth, Texas, and did my graduate education at Boston University. My clinical experience and training include a unit of CPE at St. Elizabeths Psychiatric Hospital in Washington, D.C., 5 years at a community mental health Center in Central Illinois (working intake, weekend emergency on-call, and functioning as the Community Mental Health liaison with the local hospital psychiatric unit); pastoral psychotherapy training in Chicago; and later, psychoanalytic training also in Chicago. I have been at Garrett-Evangelical for 35 years serving on the faculty and in additional administrative roles. I currently live on Cape Cod in Massachusetts and continue to love reading Scandinavian, British, and Canadian murder mysteries – cold and dark, and always a study in human nature!

I approach the classroom with the assumptions that 1) that we teach and learn together, 2) our diversities inform and enrich our learning, and 3) the classroom is a space of mutuality, even as we have differing roles, responsibilities, experiences, and viewpoints. I plan to hold office hours as noted above but will also make myself available appointments outside of that time if needed. Please contact me via email.

Structure

The course will utilize Moodle LMS (Learning Management System). The links below may be helpful to you. I note that the “Zoom/Moodle Training” video is led by a staff member no longer with the seminary, Dr. Michele Ferris. The class is part of our United Methodist Course of Study program and is a long one. You may need to skip to the part that is relevant for your needs.

- All Documentation:

https://my.garrett.edu/ICS/Community_Life/Technology/Get_Support_and_Training/

- Moodle Student Guide:

https://my.garrett.edu/ICS/icsfs/Student_Guide_to_Using_Moodle_version_3%2c8.pdf?target=4edf020d-8a34-4e28-a2f3-b8e888a8d34b

- Zoom/Moodle Training Video:

https://my.garrett.edu/ICS/icsfs/How_to_download_a_Turnitin_assignment_with_feedback.pdf?target=08dd4e1a-3a44-4d1b-8b44-4d8c47114a4d

- Logging in to Moodle Guide:

[https://my.garrett.edu/ICS/icsfs/Initial Moodle Login.pdf?target=970bc5ad-f937-48a1-bbf7-c46635077b93](https://my.garrett.edu/ICS/icsfs/Initial_Moodle_Login.pdf?target=970bc5ad-f937-48a1-bbf7-c46635077b93)

- TurnItIn Guide

[https://my.garrett.edu/ICS/icsfs/How to download a Turnitin assignment with feedback.pdf?target=08dd4e1a-3a44-4d1b-8b44-4d8c47114a4d](https://my.garrett.edu/ICS/icsfs/How_to_download_a_Turnitin_assignment_with_feedback.pdf?target=08dd4e1a-3a44-4d1b-8b44-4d8c47114a4d)

The syllabus is a working agreement that will provide a basic guide for our work together. The instructor reserves the right to make changes or adaptations based upon the needs of students and the process of learning. Changes will be communicated through email and in our synchronous sessions, as needed. All written assignments must be uploaded to Moodle by 11:59 p.m. CDT (one minute before midnight) on the due date. *Our topic weeks begin on Tuesdays and end on Mondays evenings at 11:59 p.m.*

Required Books (for purchase or borrowing)

Freud, Sigmund. *The Future of an Illusion*. W.W. Norton & Company: New York, [1927] 1961. ISBN 0-393-00831-2

Jones, James W. *Blood that Cries Out From the Earth: The Psychology of Religious Terrorism*. Oxford and New York: Oxford University Press, 2008. ISBN 978-0-19-993364-8 (paperback)

Wimberly, Edward P. and Anne Streaty Wimberly. *Liberation and Human Wholeness: The Conversion of Black People in Slavery and Freedom*. Nashville: Abingdon Press, 1986. ISBN 0-687-21698-2

Required Additional Reading Selections

(Note: links found on the Moodle platform for this course)

Fowler, James W. "Stages of Faith and Emotion." Chapter 2 in *Faithful Change: The Personal and Public Challenges of Postmodern Life*. Nashville: Abingdon Press, 1996. pp. 54-74. ISBN: 0-687-01730-0

Hood, Jr., Ralph, W., Hill, Peter, C., and Spilka, Bernard, "Conversion, Spiritual Transformation, and Deconversion." Ch. 8 in *The Psychology of Religion: An Empirical Approach*. Fourth Edition. New York and London: The Guilford Press, 2009. 206-243. ISBN: 978-1-60623-303-0

_____. "Mysticism." Ch. 11, in *The Psychology of Religion: An Empirical Approach*. Fourth Edition. New York and London: The Guilford Press, 2009. 331-380. ISBN: 978-1-60623-303-0

William James, "The Reality of the Unseen. Lecture III in *The Varieties of Religious Experience*. Edited with an Introduction by Martin E. Marty. New York: Penguin Books, [1901-1902] 1982. pp. 53-77. ISBN: 0-14-03-9034-0

Lee, AHyun. "Gazing at You: A Battle with the Reversal of Self and Objectself." Ch. 4 in *Selves In-Between: Offering Care and Forging Bonds with Difference*: New Room Books, 2021. pp.61-85. ISBN: 978-1-945935-95-4

Nolasco, Jr., Rolf R. "The Interior Landscape." In *God's Beloved Queer: Identity, Spirituality, and Practice*. Eugene, Oregon: Wipf and Stock, 2019. 33-39. ISBN: 978-1-5326-0676-2

Pinn, Anthony B. "Crawling Backward: Toward a Theory of Black Religion's Center." Ch. 7 in *Terror and Triumph: The Nature of Black Religion*. Minneapolis: Fortress Press, 2003, pp. 157-179. ISBN: 0-8006-3601-5

Rector, Lallene J. "The Function of Early Selfobject Experiences in Gendered Representations of God." In *Progress in Self Psychology*, Vol. 12. Edited by Arnold Goldberg. The Analytic Press, 1996, pp. 249-268. ISBN: 0-88163-228-7

Sheppard, Phillis Isabella. "Black Embodiment and Religious Experience after Trauma: A Womanist Self Psychology Perspective on Mourning the Loss of Cultural Selfobjects." Ch. 7 in *Self, Culture, and Others in Womanist Practical Theology*. New York: Palgrave Macmillan 2011. pp. 127-142. ISBN: 978-0-230-10288-0

Required Reading of one Spiritual/Religious Auto/biography*

Day, Dorothy. *The Long Loneliness: The Autobiography of Dorothy Day*. Introduction by Robert Coles. New York: HarperOne, [1952] 2009. ISBN: 978-0060617516

Cone, James H. *Said I Wasn't Gonna Tell Nobody: The Making of a Theologian*. Maryknoll, New York: Orbis Books, 2020. ISBN: 13:9781626983779

Sharma, Arvind. *Ghandi: A Spiritual Biography*. New Haven: Yale University Press, 2014. ISBN: 0300209428, 9780300209426

Thurman, Howard. *With Head and Heart: The Autobiography of Howard Thurman*. New York: Harcourt Brace & Company, 1979. ISBN 0-15-697648-X

Weber, Nadia Bolz. *Patrix: The Cranky Beautiful Faith of a Sinner and Saint*. New York: Jericho Books, 2013. ISBN: 978-1-4555-2707-6

*Class will be divided into 5 ongoing, small case study working groups with *one* of these books randomly assigned to each. **Assignment of groups and books can be found below in the description of this assignments**

Assignments and Grading Values

1. **Small Group Presentation on an assigned spiritual autobiography.**
Due: Nov. 30 (last synchronous session). Value: 30% of final grade

The purpose of this assignment is for learners to demonstrate the capacity to apply concepts studied in the course. The learner will develop a psychology of religion analysis of the account of one life based upon the psychological theories explored in the course. Not every theory may be equally applicable. If a theory is deemed less relevant, this decision and its rationale should be included in supporting materials.

Each Group will present its analysis on November 30, 8:30-10:30 a.m. CDT. at the last synchronous session. *If it is possible to extend this session by 30 minutes earlier or later (including break times!), our effort would be strengthened.* If this is not possible for all students, then we will abide by the 2 hour regularly scheduled time. Supporting materials for presentation (textual outlines, video clip references, images utilized, script if one is used, etc. **Due: November 30, 2021, 11:59 p.m. (Central Daylight Time).**

There will be 5 small groups of 4 or 5 persons each. Group membership and the book assignments will be communicated by Wednesday, August 25, via email. ***Each group should find time for an organizational meeting the first week of the semester or as soon as possible thereafter.*** Steady work together throughout the semester will be needed to prepare for the class presentation and will spare you last minute pressures. Books may be purchased or borrowed (remember the possibility of interlibrary loan through the Styberg Library as well as renewable public library options). Perhaps electronic versions may also be available.

Group Tasks Include:

- a. Selection of a facilitator
- b. Selection of a recorder to keep notes for the group on meeting times, topics, and attendance in the group.
- c. Decisions about how and when to meet, and how you want to do your work (e.g., through video, discussion group, email, etc.) For example, if zoom meetings are desired, then identify one person who has the capacity to establish and send links. If a group runs into difficulty with this, then contact the instructor for additional assistance.
- d. Theories to be considered in the group's analysis include attention to:
 - i. Description and nature/origin of the God-images, even if images are implied rather than made explicit.
 - ii. Any mystical or conversion experiences
 - iii. Identification of self-object needs present (mirroring, twinship, idealization). Note the selfobject needs and describe the origin and significance if information permits.
 - iv. Cultural/racial/gender identity dynamics at play, and their significance.
 - v. Identification of stage of faith development.
 - vi. Attachment theory and attribution theory is option
- e. Each theoretical determination made should be accompanied by a rationale and supporting data from the life story.
- f. Creative expressions in art, music, photography, drama, video clips, etc. are encouraged as a component of the presentation.
- g. Provide one potential discussion question for the class to consider.

- h. Each presentation should be no longer than 20 minutes. The final session *may* be recorded with participants' permission.
- i. Written supporting materials should include notes from group meetings, bibliography utilized, links to video clips, art selection identification, music, etc.

Group Assignments and Designated Books

1. Andrade 2. Jones 3. Mitchell 4. Prewit 5. Lucas-DeBerry	1. Anongba 2. Kamuyu 3. Ramirez Salazar 4. Lundblad 5. Lake-Rayburn	1. Duff 2. Manohar 3. Niyonkuru 4. Shepherd 5. Miller, A.	1. Clark Horton 2. Miller, S. 3. Parmar 4. Valentine-Christophe 5. Garcia-Lucas	1. Hollingsworth 2. Morton 3. Peters 4. Wells 5. Injamuri 6. Canfield
Howard Thurman	Dorothy Day	James Cone	Mahatma Ghandi	Bolz-Weber

2. **Final Personal Reflection paper OR a Research Paper.**

Due: December 13. Value: 30% of final grade

a. Personal reflection paper

- i. 12-15 pgs., double-spaced, 12-point font, and 1inch margins
- ii. Choose to focus on:
 - 1. A specific spiritual, mystical. religious, or conversion experience, OR
 - 2. A longer view of one's religious/spiritual journey.
- iii. Include attention to the following:
 - 1. Relevant autobiographical information as needed to support an understanding of the subsequent analysis.
 - 2. Description and nature of the God-images, even if images are implied rather than made explicit.
 - 3. Identification of self-object needs at play (mirroring, twinship, idealization). Note if one is more prominent than others and describe the origin (if information permits) and significance.
 - 4. Cultural/racial/gender identity dynamics at play, and their significance.
 - 5. Identification of stage of faith development.
 - 6. Mystical or conversion experiences.
 - 7. Impact or potential impact on vocation and the learner's ministry/professional work.

b. Research Paper

- i. If this option is chosen, then consultation with the instructor regarding the topic and scope of the proposed focus is required. This should be determined before the Thanksgiving break.

- ii. 12-15 pgs., double-spaced, 12-point font, and 1inch margins
- 3. **Participation in Various Asynchronous Activities** (e.g., discussion forums, small group work, brief reflections etc.) Value: 35% of final grade
- 4. **Final Self-Evaluation Paragraph** Value: 5%
Include attention to:
 - a. Your performance assessment using the grading criteria and rubric listed above.
 - b. Your ability to get reading assignments completed.
 - c. Participation in the:
 - i. small group case study work,
 - ii. discussion forum posts, and
 - iii. reflection pieces.

Grading Criteria and Rubrics for Each Assignment

Format: Appropriate use of either Turabian or APA style if assignment includes a written document. Word limits and page requirements are followed. In cases of creative highlights or expressions, the format is clear in its non-conformity to the above styles. Value: 20%

Content: Assignment is complete, has consistent logical flow, exhibits conceptualization of ideas, thoughtful consideration, and overall organization. Student articulates logic, critical thinking, engagement of class materials, and executes the task with attentiveness.

Psychological conceptions are discussed with increasing skill and ability.

Value: 30%

Theology/Religion and Psychology Reflection: Demonstrates ability to explain and consider the dialogue *between* integrate psychological perspectives and theological religious/spiritual relevance by naming, drawing upon, and critically engaging related sources. Value: 30%

Quality of Communication: Demonstrates graduate-level quality in written work. Assignment answers the questions or prompts as given in the syllabus. Attempts to draw upon the student's own experience is evident where requested. Value: 20%

Assignment Grade Rankings:

Letter Grade	Numerical Value
A	100-93
A-	92-90
B	84-89
B-	80-83
C	75-79
C-	70-74
D	65-69
F	Below 65

Course Schedule and Assignment Due Dates

Weeks	Modality	Topic	Assignment and Activities
Week 1 9/7	<u>Synchronous Session</u> 8:30-10:30 a.m. <u>Link:</u>	“The Dialogue Between Psychology and Theology” Introductions Overview of Course/ Review of Syllabus	<u>Think about in advance of class:</u> 1. Hopes for the course? 2. Any anxieties? 3. What do you really want to learn more about? 4. Background in psychology and/or religion studies? <u>To Do:</u> 1. Post Response to the above DUE 9/13/ by 11:59 p.m. 2. Secure Spiritual Biography 3. Plan small group meeting to i. Develop semester meeting schedule plan and ii. Develop personal reading plans for the biography case studies.
Week 2 9/14- 9/20	Asynchronous Work	The Experience of Believing in Things We Cannot See?	<u>Read:</u> James, <i>Varieties</i> Lecture III “The Reality of the Unseen” <u>Activity:</u> 1. Discussion Forum (see Moodle) 2. Continue reading biography
Week 3 9/21- 9/27	Asynchronous Work		<u>Read:</u> Freud, <i>Future of an Illusion</i> ; Fowler, “Stages of Faith and Emotion.” Moodle <u>Activity:</u> 1. Reflection on Freud 2. Watch Video Lecture on Fowler 3. Continue reading auto/biography
Week 4 9/28- 10/4 See next page	<u>Synchronous Session</u> 8:30-10:30 a.m. Link on Moodle	Introduction to Self Psychology: Implications for God-images	<u>Read:</u> Rector, “The Function of Early Selfobject Experiences in Gendered Representations of God;” Nolasco, “The Interior Landscape” <u>Activity:</u> Prepare 3 questions for class discussion exercises

Week 5 10/5- 10/11	Asynchronous Work	Conversion and Mysticism	Read: Hood, <i>et al</i> “Conversion, Spiritual Transformation, and Deconversion.” Read: Hood, <i>et al</i> , “Mysticism.” Activity: TBA
Week 6 10/12- 10/18	Asynchronous Work	Black Slave Conversion Narratives	Read: Wimberlys, <i>Liberation and Human Wholeness</i> . Activity: TBA
Week 7 10/19-	Asynchronous Work	Black Religious Experience	Read: Anthony Pinn, “Crawling Backward: Toward a Theory of Black Religion’s Center.” Moodle Activity: Reflection (Moodle)
Week 8 10/26	Synchronous Session 8:30-10:30 a.m. Link on Moodle	Psychology of the Self: Intersections with Multi-cultural, Gendered, Multi- racial, and Transnational Realities	Guest Engagements: Drs. AHyun Lee and Phillis Sheppard Read: AHyun Lee, “Gazing at You: A Battle with the Reversal of Selfobject and Objectself.” Read: Dr. Phillis Isabella Sheppard, “Black Embodiment and Religious Experience after Trauma: A Womanist Self Psychology Perspective on Mourning the Loss of Cultural Selfobjects.”
Week 9 Nov 2-8	Asynchronous Work	The Psychology of Religious Terrorism	Read: Jones, <i>Blood That Cries Out from the Earth</i> , pp. 1-87 Activity: TBA
Week 10 Nov. 16-	Synchronous Session 8:30-10:30 a.m. Link on Moodle	Religious Terrorism and the Taliban in Afghanistan	Read: Jones, <i>Blood That Cries Out from the Earth</i> , pp. 88-170. Read: TBA (a brief piece on Taliban) Activity: TBA
Week 11 Nov. 22- 26	NO CLASS	Thanksgiving Break	Take <i>some kind</i> of a break and enjoy the holiday! Asynchronous Work as needed
Week 12 Nov. 30- Dec. 6	Last Synchronous Session 8:30-10:30 a.m. Link on Moodle	Understanding the Spiritual Journey of Another: Case Study Group Presentations	Due: 12/6, 11:59 p.m. CDT Supporting materials for Case Study Presentation
Week 13 Dec. 7- 13	Make -up Days This does not affect our course	Understanding Your Religious Experience or Topic Research	Due: 12/13, 11:59 p.m.

Academic Policies

All students are required to abide by the academic policies detailed in the [Academic Handbook](#) for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing

- Academic integrity and plagiarism: (See *2020-2021 Academic Handbook* pgs. 176-181). Professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.
- Writing and citations: The Turabian Manual for Writers and the Chicago Manual of Style footnote/bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online [here](#). In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). (*2020-2021 Academic Handbook*, pp. 181-182)
- Writing Support: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. See <https://www.garrett.edu/studentlife/student-services> "Writing Center" for more detailed information.

Attendance and Class Participation

- Inclusivity/Diversity: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed.... All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (*2020-2021 Academic Handbook*, p. 9)
- Attendance and lateness policies: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than 2 classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (*2020-2021 Academic Handbook*, p. 20)
- Electronic devices: During synchronous sessions, please be sure your phones are silenced and try to resist the temptation to use them during these class meetings. Your full presence will strengthen our limited class time together.

Academic Accommodations

- Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the *2020-2021 Academic Handbook*, p.12. Such accommodations are developed in consultation with the Registrar.

- Extensions: For Masters students, extensions, *if granted*, are normally for four weeks following the last day of class in spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term. (19-20 Handbook, 20)

Online Etiquette (from the University of Wisconsin at Madison)

1. Tone Down Language
Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points.
2. Keep A “Straight Face”
Humor and sarcasm are often culturally bound and can often be misunderstood.
3. Be Forgiving
The intentions of written communication can be misunderstood in ways that were not intended. If something is offensive, pursue further understanding with the writer.
4. “The Recorder Is On”
Think carefully about the content of your message before contributing it. We’ve likely all experienced sending a message we wished we could take back.
5. Test For Clarity to the Recipient (read your post through before sending)
6. Netspeak
 - a. DO NOT TYPE IN ALL CAPS. This is regarded as shouting.
 - b. Acronyms and emoticons are popular, but please limit them.

<u>Acronyms</u>	<u>Emoticons</u>
FYI = for your information B/C = because W/ = with BTW = by the way F2F = face to face FAQ = frequently asked questions	:-) = smiley face: happiness, pleasure :- (= frowning face: displeasure ;-) = wink :- 0 = shock, surprise :- / = skepticism, unease, apologetic

7. Keep in mind these additional points:
 - a. Treat the instructor and fellow learners with respect.
 - b. Stick to the subject at hand and with reasonable brevity.
 - c. Depending on the instruction for the discussion, be sure to read others’ postings before you post your response.