FYC 6234: THEORETICAL APPROACHES TO YOUTH DEVELOPMENT
FALL 2023
KATE FOGARTY-READ, PH.D.

3 Credit Hours
Class Number: 13773  Section: 234A
Meets: Tues. 10:40-11:30 a.m. (Zoom) / Thurs. 10:40 a.m. – 12:35 p.m. Rm 1001 Norman Hall

COURSE DESCRIPTION

Email: kfogarty@ufl.edu
Office Location: 3014 McCarty Hall D / Zoom PMID: https://ufl.zoom.us/my/fogarty.kate
Phone: (352) 273-3527
Office Hours: Wednesdays 2:00 – 3:00 pm
Course Website
Canvas at http://elearning.ufl.edu/

- For personal or grade questions, please e-mail ufl email preferred to make an appointment.
- If you need to meet live (e.g., phone, Zoom, office), please make an appointment via email.

COURSE DESCRIPTION:

An in-depth examination and synthesis of classical (macro) and contemporary (micro) theories of youth development, spanning from infancy through emerging adulthood (18 to 25 years of age).

Course Objectives:
Upon completion of this course, you will have gained the ability to:
- Describe and define the underlying assumptions (axioms) of developmental theories or approaches used to explain development
- Predict and explain youth development and behavior by applying developmental theories (in practice or research inquiry)
- Analyze research as guided by developmental theory
- Evaluate developmental theory according to criteria and applicability to research within the “real world” of children
- Synthesize developmental theories to explain a phenomena, generate a research question, or create a hybrid theory

Course Skill Outcomes:
Upon completion of this course, you will have gained the ability to:
- Demonstrate the ability to think critically about advantages and disadvantages of developmental theories
- Apply theories learned to an understanding/organization of your area(s) of specialization
- Develop writing skills applicable to scholarly and research settings, particularly in developmental science
- Gain basic understanding of quantitative and qualitative research methodologies to assess youth development
- Increase skills in oral and written expression (professional development) through class discussion and presentations

REQUIRED TEXT & ** SUPPLEMENTAL (SEE NEXT PAGE)


NOTE: Supplemental Crain (2014), Thomas (2005) & readings (below) are all available on e-learning Canvas course site.

* Class will meet Tuesdays on Zoom until November 28 when presentations scheduled (subject to change).
CLASS FORMAT

Expectations are for minimal distractions during class time. If your schedule overlaps with class time causing you to be late or needing to leave class early, please let instructor know of your plans in advance to anticipate.

Each class meeting will combine discussion and lecture. Course participation requires active contribution to the class discussion. You must read assigned chapters and articles before coming to class. There are exceptions for articles marked as selected for student led discussion/presentations. Reading articles does not involve memorizing material; rather, it is about understanding, comparing and synthesizing key concepts and approaches in the set of readings for a given topic. Although you are not expected to understand every concept or idea discussed in the readings, you need to be prepared to articulate what in the material appears confusing to you and justify why that idea, concept, or part of the text is confusing. Identify concepts or paragraphs in the texts that you do not understand and prepare quality questions that will help you to understand these concepts better to bring to class discussion. Failing to understand is only acceptable if you have read the material and have prepared thoughtful questions before class to add to the discussion.

BASIC RULES FOR CLASS DISCUSSION

As this course covers a diversity of experiences with students from a variety of backgrounds and experiences, I expect a class atmosphere of respect for individuals and their views. If anyone feels harmed or misrepresented in class (statements made by anyone in the class) during an interaction, I encourage you to contact instructor quickly to address the problem (and/or referred to an appropriate campus resource, e.g., mediation, counseling). Otherwise, your participation could suffer and, ultimately the class (and me as an instructor) misses out on your contribution with an opportunity for learning and increased awareness.

Expectations for Confidentiality: Respect for confidentiality of personal information shared by your classmates is a necessity. Likewise, if you choose to share personal information or use a friend or family member as a case example in live or online discussion, please refrain from use of names and/or additional identifying information. Also, if you are leading the class discussion or first to participate in class discussion, remember that you are setting the tone and encouraging others’ participation and interaction from what you share. Your contribution to discussion is graded on content and quality.

ASSIGNMENTS

Weekly Discussion Participation (12 points x 10 = 120 points). Expectations are for students to attend class and participate in class discussions on a topic. Class discussions start with unit/week 1 of the class (both unit/week 1 & 2 due Aug. 30 and end on unit/week 13 (13 total discussions, with 10 required). For each class period (except for days you present on a course or selected reading and the last meeting of class on December 5), you are expected to address as well as generate your own discussion questions (rubric will be provided). The questions you come up with can be created to help clear up points of confusion, critique a given theory, suggest new directions for research and ideas for theoretical application. Your grade will be based on how well you contribute to class discussion (e.g., demonstrating you have read the material, reflected on the concepts presented and worked to see the connection among assigned readings for a given week – and/or integrated information from other outside readings from periodicals, media and current events etc.).

The class discussion is not based on how much you type but the quality of what is stated based on the grading rubric criteria (to be distributed in class) as well as how it generates further discussion among many in the classroom.

Student Led Discussion (Topic Leader) (50 points x 2 = 100 points). In the first class meeting students will be asked to select readings (marked as on the reading list and course schedule outline and starts on week 3 and ends on week 13) to become a topic leader for that day. Topic leaders are considered the expert on that particular topic discussed that week. Topic leaders should demonstrate a thorough knowledge of the assigned reading by generating questions that stimulate thinking and discussion. When you lead a topic you are required to prepare a 20 minute presentation (PowerPoint, Canva, Prezi etc.) based on the assigned article and should take responsibility for facilitating class discussions. Topic leader presentations are preferred in person when class meets on Thursdays. Exceptions can be made for Tuesday remote/Zoom meetings. The objectives of the presentation are to summarize key ideas and concepts in the article, highlight interesting, controversial points, identify information that has implications for future research or policy, and lead the class discussion on the topic. There may be 2 or more topic leader presentations taking place on a given class day. This was done to accommodate class size so that most would have the opportunity to select articles that interest them. An evaluation rubric for topic leader presentations will be provided on the first class day and students will sign up to present articles within the first two weeks of class.

Theory Analysis Papers (2 x 20 points each = 40 points) Between weeks 2 and 7 in the semester, two papers will be due, requiring summary and analysis of a theory (13 theories to be covered in class during these weeks). Papers should be two to three (2-3) pages long.
and double-spaced (10-12 pt. font, 1-inch margins). They are due the evening before your select theory is covered and discussed in class (2-4 theories are discussed on a given class day/unit). It is a good idea to base your selection of theory on one you expect to learn from the most, and/or, best applies to your own work/research. **Note:** 6 class days or weeks are scheduled for these 2 papers to be submitted.

**Theoretical Paper & Presentation** [90 points for paper (40 draft, 50 final), 50 points for presentation]. This paper is a review of empirical research on a selected developmental issue that highlights human or youth development systemically (i.e., having multiple influences at multiple levels such as individual-biological and social and context-exosystem and macrosystem). First, you are asked to identify a developmental phenomenon, justify why this topic is important, and analyze the phenomenon on the basis of one or several theoretical perspectives covered in class. You are expected to demonstrate thorough comprehension of the theoretical framework and the literature on the topic issue. Further, you are expected to demonstrate analytic and application skills in linking the theoretical perspective to the topic issue (e.g., by analyzing the research and/or evaluation research). Competence in appropriately applying the theory and critically appraising the literature is expected. Finally, you are expected to develop an integrative model (remember a model is not the same as a theory), which summarizes and organizes the presented information, and represents your critical, analytical thinking about the topic issue.

This review should be a typed, double-spaced, 10-12 pages (MS) / 12-15 pages (PhD) (not including title page, figures and reference list) paper in APA format (7th edition), with 1” margins and 12-point font. An abstract is not required for this theoretical paper. A minimum of 7 (MS)/10 (PhD) recent peer reviewed references are required (older source citations additional). This main paper (both draft and final, not outline) must be submitted electronically on the e-learning Canvas FYC 6234 site and be screened using Turnitin. Evaluation rubrics are on Canvas. Your paper will be evaluated overall on the following 4 criteria:

(a) **Significance** of topic and degree to which it addresses an issue of current concern for the study of human development: A good review paper should focus on one specific aspect of human development. Try to define your topic clearly and precisely as possible. For example, instead of writing a review on ‘the development of sexual orientation across the life-span,’ it is easier to choose a topic such as ‘sexual identity development among LGBTQ+ adolescent females.’ If your topic is too broad, you will not be able to address it adequately.

(b) **Quality of theoretical conceptualization:** Competence in appropriately applying the theory and critically appraising the literature is expected. Further, you are expected to demonstrate analytic and application skills linking a theoretical perspective to the topic issue.

(c) **Quality of literature review:** The literature review is current, comprehensive, and linked to main argument: A thorough review of relevant studies involves a clear understanding of not only what was done, but also why it was done. Identification of gaps in the literature and critiques of the theoretical framework and/or research methods are essential.

(d) **Quality of writing:** You are expected to organize and present information in a well-integrated manner (clarity, proofing, APA (7th Edition format etc.). You should also include a final summary and synthesis with implications and suggestions for future research, prevention/intervention programs, and/or social policies. Organization in the presentation of the materials is a plus; for example, presenting sources and ideas in a logical order with appropriate headings.

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<thead>
<tr>
<th>GRADING SCALE &amp; PERCENTAGE POINTS</th>
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<tr>
<td>Weekly Discussion (10 online discussions @ 12 points each)</td>
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<td>Theory Analysis Brief Papers (20 pts each x 2)</td>
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<td>Topic Leader Discussion (50 points x 2)</td>
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<td>Theoretical Paper (90 points paper/s and 50 points presentation)</td>
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<td><strong>Total</strong></td>
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**INDIVIDUAL NEEDS**

**Religious Observance:** Please check your calendars with the course schedule. Any student having a conflict in course schedule, e.g., missing course requirement due to religious observance, should contact instructor as soon as possible to make necessary arrangements.

**Disabilities:** The Americans with Disabilities Act requires that all qualified persons have equal opportunity and access to education regardless of a disabling condition. Students with disabilities needing academic accommodations should (1) register with and provide documentation to the Disability Resource Center (DRC) and (2) bring a letter to the instructor indicating your need academic accommodations **within weeks 1-2** of class. Please let instructor know as soon as possible if accommodations are needed to create alternate conditions for the course and/or for the evaluation process. To get started with DRC, click [here](#).
IMPORTANT Please be aware: During this course students are permitted to use their book and notes during activities and discussions. However, students should not work with other students in order to complete assignments noted as individual ones. Academic dishonesty is a violation of the honor code and may result in disciplinary action up to and including expulsion from the University.

When you enroll at the University of Florida, you commit yourself to the high standards of honesty and integrity regarded by the Honor Code. On student work submitted for credit, the following pledge is either required or implied. "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Failure to comply with this commitment may result in disciplinary action. Your instructor fully expects you to adhere to the academic honesty guidelines you agreed to when you were admitted to and registered for classes. The instructor will vigorously uphold this policy at all times. Information on procedures is located in the Student Guide at www.dso.ufl.edu/stg/.

UF POLICIES

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to access the Conduct Code. If you have any questions or concerns, please consult with the course instructor. Academic honesty and integrity are fundamental values of the UF community. Students should be sure they understand the UF Student Honor Code.

SOFTWARE USE: All faculty, staff, and students at the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because violations are against University policies and rules, appropriate disciplinary action will be taken.

ATTENDANCE REQUIREMENTS AND MAKE-UP WORK: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/.

COURSE EVALUATIONS: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing online evaluations via GatorEvals. Guidance on how to give feedback is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

NETIQUETTE: COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf

UF GRADING POLICY: For information on current UF grading policies for assigning grade points, access this link.

COURSE ADAPTED WITH RECORDED ZOOM MTGS: Class sessions may be audiovisually recorded for reference by students and course instructor. Students who participate with their webcams engaged or utilize a profile image are agreeing to have their video or image recorded. If unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, keep your mute button activated and communicate exclusively using “chat,” allowing you to type questions and comments live (either before entire class or privately to instructor). The chat will not be recorded or shared.
RECORDING CLASS LECTURES: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Students may not publish recorded lectures without instructor’s written consent.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, academic exercises involving solely student participation, assessments (quizzes, exams), field trips, private conversations between students in class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

GETTING ASSISTANCE

For issues with technical difficulties for e-Learning in Canvas, please contact the UF Help Desk at:
- helpdesk@ufl.edu
- (352) 392-HELP - select option 7
- https://lss.at.ufl.edu/help.shtml

Any requests for make-ups due to technical issues MUST be accompanied by ticket number received from LSS when the problem was reported. Ticket numbers document the time/date of a problem. E-mail me within 24 hours of the tech prob.

CAMPUS RESOURCES

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, (352) 392-1575, or visit CARE website to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, Florida 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

ACADEMIC RESOURCES

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
Student Complaints On-Campus: Visit https://www.sfa.ufl.edu/pub/StudentComplaintPolicy.pdf webpage for more information.
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<tr>
<th>CLASS/DAY</th>
<th>TOPIC</th>
<th>READINGS/WORK DUE*</th>
<th>Presentation Articles</th>
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<tr>
<td><strong>Week/Unit 1 – 8/23 – 8/25</strong></td>
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<td>Thurs., August 24th</td>
<td>Intro: Developmental Theory &amp; Methods</td>
<td>Thomas (2005) Ch. 1 (Required-Reading Provided); Newman &amp; Newman (2023) Ch. 1 (Provided)</td>
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<td>Tues., August 29th</td>
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<td><strong>Week/Unit 2 – 8/28 – 9/1</strong></td>
<td>NOTE: ALL DISCUSSIONS (Questions &amp; Thoughts) &amp; Theory Analysis Papers due Wednesdays at 11:55 p.m.</td>
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<td>Tues., August 30th</td>
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<td>Thurs., September 1st</td>
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<td><strong>Week/Unit 3 – 9/4</strong></td>
<td>Mon. Labor Day Holiday – 9/8</td>
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<td>Tues., September 6th</td>
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<td>Thurs., September 8th</td>
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<td><strong>Week/Unit 4 – 9/11 – 9/15</strong></td>
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<td>Tues., September 12th</td>
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<td>Thurs., September 14th</td>
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<td><strong>Week/Unit 5 – 9/18 – 9/22</strong></td>
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<td>Tues., September 19th</td>
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<td>Thurs., September 21st</td>
<td>No Class – Dr. Fogarty Out of Town</td>
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<td><strong>Week/Unit 6 – 9/25 – 9/29</strong></td>
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<td>Tues., September 26th</td>
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<td>Thurs., September 28th</td>
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<td><strong>Week/Unit 7 – 10/2 – 10/5 (10/6 Fri. - Homecoming Holiday)</strong></td>
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<td>Tues., October 3rd</td>
<td>Developmental Cascades/Dynamic Systems</td>
<td>Masten &amp; Cicchetti (2010); Newman &amp; Newman (2023) Ch. 12 Brody et al. (2010); Theoretical Paper Outline</td>
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<td><strong>Week/Unit 8 – 10/9 – 10/13</strong></td>
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<td>Tues., October 10th</td>
<td>Ethology &amp; Sociobiology (Attachment)</td>
<td>Thomas (‘01) Ch 2; Blasi &amp; Bjorklund (2003); Li et al. (2022) ; Monteleona et al. (’16); Goldsmith et al. (‘16) ; Mizrahi et al. (’16) Discussion Week 8 Due 10/11 11:55 pm</td>
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<td>Thurs., October 12th</td>
<td>Gene x Environment (Interactionism) Guest Lecture: Dr. Xiaoya Zhang</td>
<td>Brody et al. (2009); Boyce et al. (2021); Zhang et al. (2021); Belsky et al. (2016)</td>
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<td><strong>Week/Unit 9 – 10/16 – 10/20</strong></td>
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<td>Tues., October 17th</td>
<td>Development in Emerging Adulthood</td>
<td>Arnett (2000; 2007) Discussion Wk 9 Due 10/18 11:55pm</td>
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<td>Thurs., October 19th</td>
<td>Development in Emerging Adulthood - Continued</td>
<td>Nelson et al. (2015); Lee et al. (2018); Mitchell &amp; Syed (2015) ; Arnett et al. (2020)</td>
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<td><strong>Week/Unit 10 – 10/23 – 10/27</strong></td>
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<td>Thurs., October 26th</td>
<td>Development &amp; Poverty Research</td>
<td>Duncan et al. (2010); Hardy et al. (2021); Odgers et al. (2015); Schneider et al. (2015)</td>
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### Week/Unit 11 – 10/30 – 11/3

**Tues., October 31st**<br>Zoom<br>Feminist Perspectives<br>Thomas (2001): Ch. 11-12; Bilodeau & Renn (2005); Hurtado (2010); Farr et al. (2014); Fish (2020)<br>Discussion Wk 11 Due 11/1 11:55 p.m.; Theoretical Paper Draft Due (First Due Date)<br>

**Thurs., November 2nd**<br>Intersectionality / Critical Race Theory<br>Guest Lecture: Dr. Tennisha Riley<br>Collins (’15); Spencer et al. (’97); Delgado & Stefancic (’17) Ch 1 - 4; Saleem et al. (2020); Spencer (2021)<br>

### Week/Unit 12 – 11/6 – 11/9 (11/10 Fri. – Observed Veteran’s Day Holiday)

**Tues., November 7th**<br>Zoom<br>Theory of Cultural Contexts: Cultural Contexts for Developmental Research<br>Greenfield (2009); Kitayama et al. (2020); Garcia et al. (2015); Niwa et al. (2016) Theoretical Paper Draft Due (Later Due Date) AND Discussion Wk 12 Due 11/8 11:55 p.m.<br>

**Thurs., November 9th**<br>Resilience (Developmental Psychopathology) & Specific Applications<br>Masten (2015) Ch 1-2; Masten et al. (’21); Breedlove et al. (’20); Baglivio & Wolff (’21); Bethell et al. (’19); Novak & Fagan (’22)<br>

### Week/Unit 13 – 11/13 – 11/17

**Tues., November 14th**<br>Zoom<br>Positive Youth Development<br>Small & Memmo (’04); Arnold & Gagnon (’20); Catalano et al (’19); Tirrell et al. (2018); Pink et al. (2020); Arnold & Gagnon (2019)<br>Final Discussion Wk. 13 Due 11/15 at 11:55 p.m.<br>

**Thurs., November 16th**<br>Youth Participatory Approaches & Social Justice Youth Development<br>Ozer et al. (’20); Pinckney et al. (’20); Worker et al. (’23); Malone et al. (’23) Final Class Day of Topic Leader Presentations

### Week 14 – 11/20 – 11/21<br>Thanksgiving Week – Off Wed. Nov. 22 through Fri. Nov. 24

**Tues., November 21st**<br>Zoom<br>Prepare for Presentations/Papers

**Week 15 – 11/27 – 12/1<br>**

**Tues., November 28th**<br>1001 Norman Hall<br>Course Wrap-up/Presentations (2)<br>Theoretical Paper Presentations<br>

**Thurs., November 30th**<br>Course Wrap-up/Presentations (3-4)<br>Theoretical Paper Presentations

### Week 16 – 12/4 – 12/6

**Tues., December 5th**<br>1001 Norman Hall<br>Course Wrap-up/Presentations (2)<br>Theoretical Paper Presentations<br>

**Thurs., December 7th**<br>No Class Meeting / Reading Day<br>Complete Theoretical Paper Assignment<br>Theoretical Paper (Final Version) with Model Due 11:55 p.m.

* Copies of required readings provided on Canvas/elearning at [http://elearning.ufl.edu/](http://elearning.ufl.edu/).