



FYC 6234: THEORETICAL APPROACHES TO YOUTH DEVELOPMENT

FALL 2025

KATE FOGARTY READ, PH.D.

3 Credit Hours

Course Numbers: 12819/12820

Sections: OFF7 / OFE7

Meets: Tuesdays 6:00-7:00 p.m. biweekly Aug. 26 – Dec. 2 on Zoom (Canvas “Conference”) (Sessions Recorded)

COURSE DESCRIPTION

Email: kfogarty@ufl.edu	Office Location: 3014 McCarty Hall D on UF Campus / Zoom Personal Mtg ID https://ufl.zoom.us/j/91234567890
Phone: (352) 273-3527 (Ofc.)	Office Hours: Tuesdays 7:00-8:00 pm
Course Website	Canvas at http://elearning.ufl.edu/

- For personal or grade questions, please e-mail Dr. Fogarty (*on Canvas or regular webmail*) or make an appointment by e-mail or phone.
- If you need to meet virtually (e.g., Zoom on Canvas or by phone), 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 and early childhood through emerging adulthood (ages 18 to 25).

Course Objectives:

Upon completion of this course, you will have gained the ability to:

- Use developmental theory to organize thought
- Describe the underlying assumptions (axioms) of various developmental theories
- Predict and explain youth development and behavior by applying developmental theories
- Evaluate developmental theory according to specific criteria for developmental theory
- Synthesize a variety of developmental theories (starting with comparison of two or several developmental theories)

REQUIRED (GUIDING) TEXTS

1. Thomas, R.M. (2005). *Comparing Theories of Child Development*. Wadsworth. (Out of Print – Provided on e-learning w/Crain)

SUPPLEMENTAL TEXTS *PROVIDED ON E-LEARNING

1. Crain, W. (2014). *Theories of Development: Concepts and Applications*. * (6th Edition) Upper Saddle River, NJ: Prentice Hall.
2. Thomas, R. M. (2001). *Recent Theories of Human Development*. * Thousand Oaks, CA: Sage. (Provided on e-learning)
3. Newman, B. M., & Newman, P. R. (2023). *Theories of Human Development*. (3rd Ed.) Routledge, Taylor & Francis Group.

Additional Readings (available as supplement): TBA (Some Listed Below)

- Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives*, 1(2), 68-73.
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55, 469-480.
- Bem, D.J. (2001). Exotic becomes erotic. Pp. 52-68 in D'Augelli, Anthony R. (Ed.); Patterson, Charlotte J. (Ed.) *Lesbian, gay, and bisexual identities and youth: Psychological perspectives*. New York: Oxford University Press.
- Blasi, C.H., & Bjorklund, (2003). Evolutionary developmental psychology: A new tool for better understanding human ontogeny. *Human Development*, 46, 259-281.
- Brendtro, L.K., & Longhurst, J.E. (2005). The resilient brain. *Reclaiming Children & Youth*, 14, 52-60.
- Brody, G.H., Beach, S.R.H., Philibert, R.A., Chen Y.F., & McBride Murry, V. (2009). Prevention effects moderate the association of 5-HTTLPR and youth risk behaviors initiation: Gene X environment hypothesis tests via a randomized prevention design. *Child Development*, 80, 645-661.
- Bronfenbrenner, U., & Morris, P.A. (2006). The bioecological model of human development. Pp. 793-828 in R.M. Lerner & W. Damon (Eds.), *Handbook of Child Psychology: Volume 1: Theoretical models of human development* (6th Edition). Hoboken, NJ: Wiley.
- Comings, D.E., Muhleman, D., Johnson, J.P., & MacMurray, J.P. (2002). Parent-daughter transmission of the androgen receptor gene as an explanation of the effect of father absence on age of menarche. *Child Development*, 73, 1046-1051.
- Duncan, G.J., Ziol-Guest, K.M., & Kalil, A. (2010). Early-childhood poverty and adult attainment, behavior and health. *Child Development*, 81, 306-325.
- Hendry, L. B., & Kloep, M. (2010). How universal is emerging adulthood? An empirical example. *Journal of Youth Studies*, 13, 169-179.
- Horowitz, F.D. (2000). Child development and the PITS: Simple questions, complex answers, and developmental theory. *Child Development*, 71, 1-10
- Hurtado, A. Multiple lenses: Multicultural feminist theory. Pp. 29-54 in H. Landrine & N. F. Russo (Eds.), *Handbook of diversity in feminist psychology*. New York: Springer
- Kahn, P.H. & Lourenco, O. (1999). Reinstating modernity in social science research – or the status of Bullwinkle in a post-postmodern era. *Human Development* 42, 92-108
- Kim-Cohen, J., Moffitt, T.E., Caspi, A., & Taylor, A. (2004). Genetic and environmental processes in young children's resilience and vulnerability to socioeconomic deprivation. *Child Development*, 75 (3), 651-668.
- Knight, M.G. (2000). Ethics in qualitative research: Multicultural feminist activist research. *Theory into Practice*, 39, 170-176.
- Mitchell, L. L., & Syed, M. (2015). Does college matter for emerging adulthood? Comparing developmental trajectories of educational groups. *Journal of Youth and Adolescence*, 44(11), 2012-2027.
- Munakata, Y., Casey, B.J., & Diamond, A. (2004) Developmental cognitive neuroscience: Progress & potential. *Trends in Cognitive Science*, 8, 122-128.
- Nelson, L.J., Willoughby, B.J., Rogers, A.A., & Padilla-Walker, L.M. (2015). "What a View!": Associations Between Young People's Views of the Late Teens and Twenties and Indices of Adjustment and Maladjustment. *Journal of Adult Development*, 22, 125-137.
- Olson, K.R., & Dweck, C.S. (2008). A blueprint for social cognitive development. *Perspectives on Psychological Science*, 3, 193-202.
- Peres, J.F.P., Moreira-Almeida, A., Nasello, A.G., & Koenig, H.G. (2007). Spirituality and resilience in trauma victims. *J. Relig. Health*, 46, 343-350.
- Qu, Y., Fuligni, A.J., Galvan, A., Lieberman, M.D., & Telzer, E.H. (2016). Links between parental depression and longitudinal changes in youths' neural sensitivity to rewards. *Social Cognitive & Affective Neuroscience*, 2016, 1262-1271.
- Rutter, M. (1996). Transitions and turning points in developmental psychopathology: As applied to the age span between childhood and mid-adulthood. *International Journal of Behavioral Development*, 19, 603-626.
- Small, S. & Memmo, M. (2004). Contemporary models of youth development and problem prevention: Toward an integration of terms, concepts, and models. *Family Relations*, 53, 3-11.

COURSE FORMAT

· BASIC RULES FOR CLASS DISCUSSION

- As this course covers various theories and students who attend come from multicultural backgrounds and life experiences, I intend for a class milieu of respect and authenticity for individuals and their views. Please contact instructor soon so the problem can be addressed in the course (and/or referred to an appropriate campus resource, e.g., mediation, counseling). Otherwise, your participation grade could suffer and, ultimately the class (and me as an instructor) misses out on your contribution with a collective opportunity for learning and increased awareness for many.

· 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

All major assignments that involve writing (presentations and papers such as PowerPoint and Word documents) must be submitted electronically on the e-learning Canvas FYC 6234 Fall 2024 site and will be screened using Turnitin (with the exception of online discussions which must be submitted on Canvas FYC 6234 site "Discussions" page).

Theory Analysis: (4 papers worth 25 points each = 100 points). Between weeks 2 and 14 in the semester, **four** papers will be due, requiring summary and analysis of a theory (of more than 20 theories to be covered in class). Papers should be two to three (2-3) pages long and double-spaced (10-12 pt. font, 1-inch margins). Two or more related theories are covered each unit/week. I recommend basing your selection on interest and/or which best applies to your own work/research. **Note:** 13 class days or weeks are scheduled for completion of **4** papers.

Theory Analysis Papers should include the following (5 points each category): (a) a brief narrative describing the theory, including key assumptions and major concepts; (b) application of the theory to specific case examples and research; (c) an explanation of how the theory guides your thinking about your area of practice or research interest; (d) strengths of the theory; and (e) weaknesses of the theory (Thomas' 2005 criteria covered in unit 1 and worksheet 1) in explaining human development. It's important that you participate in the live chat meetings prepared to discuss theories covered in that week's unit.

E-learning Discussion (10 online discussions worth 12 points each = 120 points)

Online chat rooms in the Canvas e-learning webpage for this course provide an interactive means of participating in the learning process. Discussions are on the same weekly schedule as the theory analysis papers (weeks 1 through 14, see above). Four paragraphs of text is the minimum acceptable contribution for this assignment (e.g., 2 paragraphs per question). It is **imperative** that you complete the readings (preferably you have written a theory analysis paper as well if you've selected a theory from a unit/week assignment) prior to engaging in an online discussion with your classmates. Discussion rooms will be open for participation all semester and each will close at 11:55 p.m. on Mondays (or Tuesdays if Monday is a UF holiday) on e-learning with posted questions for each unit. Discussion groups will consist of 2-4 students in the course per group. *Discussion grades consist of: 4 points for summarizing theory, 4 points for application of theory, and 4 points for generating questions for other group members (if first to respond) or responding to other group members' entries.* **Note:** There are 14 class weeks of discussions, to participate in at least 10, allowing 4 "weeks off" or chances (up to 4) to make up for a lower discussion grade.

Online Class Activities/Worksheets (70 points) Online worksheets (in PowerPoint or Word document) are provided with each unit. You are **required** to complete Worksheet 1 (theory analysis paper sign-up worth 4 points), and 2 worksheets worth 8 points each. The remaining 12 worksheets to complete (total of 15 worksheets) are worth 4 points each. These assignments are due Mondays (Labor Day is exception).

EDIS Publication Paper (80 points: 30 Draft + 50 Final) **& EDIS Topic Presentation** (50 points). This mini publication (potentially published with UF/IFAS Electronic Data Information Source – see <http://edis.ifas.ufl.edu/>) should cover a topic in youth development that most interests you, based on a theoretical perspective(s) of your choice (even one not covered in course) and supported by high impact, peer reviewed publications. A draft of your publication will be due (worth 30 points) and graded before the final copy is due with enough time to make suggested improvements (50 points final copy). At least 5 peer-reviewed journal articles (can include course readings) must be cited and reviewed in your publication. More information on the format and requirements for this paper will be provided. The final draft is due anytime between Mon. December 1st and the first reading day of fall 2025 classes (Sat., December 6th) at 11:59 p.m.

Attendance and Participation (100 points). Attendance and participation are required. Points will be awarded for attendance *and* participation. (In graduate-level courses, active discussion and participation are expected.) Please come to our online meetings prepared, ready to discuss the readings, online discussion topics and, especially, the content of your papers if you wrote a theory analysis paper for that week. Discussions center on the role of theory in practice, research, policy, and in daily life. ***There is no final exam for this course.***

GRADING SCALE & PERCENTAGE POINTS

Theory Analysis (4 papers @ 25 points each)	100 points
E-learning Discussion (10 online discussions @ 12 pts. ea.)	120 points
Online Class Activities/Worksheets MUST complete 15 worksheets for full credit (includes 2 worksheets at 8 points = 16 + 2 points, plus 52 points or 4 pts for 13 worksheets = 70)	70 points
EDIS Publication Paper (30 points draft, 50 points final)	80 points
EDIS Presentation	50 points
Participation/Attendance* (Biweekly Tues. eve. meetings) 10 pts x 8 days	80 points
Total *Attendance not required but review of recorded meetings needed for course success.	500 Points Online

Grading Scale: FYC 6234-Online

A	91.6+	458+
A-	89.6-91.4	448-457
B+	87.6-89.4	438-447

B	81.6-87.4	408-437
B-	79.6-81.4	398-407
C+	77.6-79.4	388-397
C	71.6-77.4	358-387
C-	69.6-71.4	348-357
D+	67.6-69.4	338-347
D	61.6-67.4	308-337
D-	59.6-61.4	298-307
E	≤ 59.4	≤ 297

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. Students with disabilities needing academic accommodations should (1) register with and provide documentation to the Disability Resource Center (DRC) and (2) provide a letter to the instructor indicating you need academic accommodations **within first 2 weeks** of semester. To get started with DRC, click [here](#).

ACADEMIC HONESTY & AI USE

IMPORTANT Please be aware: During this course students are permitted to use their readings and notes during activities and discussions. However, students should not work with others to complete assignments noted as individual. 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. Information on procedures is located in the Student Guide at [Student Honor Code and Student Conduct Code | SCCR \(ufl.edu\)](#).

* Unauthorized aid on assignments can include: 1. using text generated by AI tools (e.g., ChatGPT) for written assignments such as online discussions, papers, presentations; and 2. mosaic plagiarism (cutting and pasting published or posted content in recognizable sentences or paragraphs without quotes or citing sources) and presenting generated or copied material as one's original work.

UF POLICIES

Visit this website: <https://go.ufl.edu/syllabuspolicies> for all needed information on UF policies and resources for students at the University of Florida. Academic policies for this course are consistent with university policies. See <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Campus Health and Wellness Resources Visit <https://one.uf.edu/whole-gator/topics> for resources that are designed to help you thrive physically, mentally, and emotionally at UF. Please contact [UMatterWeCare](#) for additional and immediate support.

Software Use All faculty, staff and students of 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 such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Privacy and Accessibility Policies (For All Software Used in Course)

- Instructure (Canvas) o [Instructure Privacy Policy](#) o [Instructure Accessibility](#)
- Zoom o [Zoom Privacy Policy](#) o [Zoom Accessibility](#)
- Turnitin/Clarity o [Privacy Policy](#) o [Accessibility](#)

FYC 6234: THEORETICAL APPROACHES TO YOUTH DEVELOPMENT, FALL 2025

Online Sections: Readings, Due Dates for Discussions, Theory Analysis and Unit Worksheets, Meeting Topics

Assignments are due at 11:55 p.m. (midnight) Eastern Standard Time on listed due dates.

CLASS/DAY (Meetings)	TOPIC	READINGS / WORK DUE * Supplemental (Provided) Reading / ** & *** Due 11:55 p.m. Mondays
Week/Unit 1 <i>Introduction to Theory</i>		
Thurs., August 21 – Mon. August 25	Introduction: History, Definition and Qualities of Theory	<ul style="list-style-type: none"> Newman & Newman (2023) Chapter 1* Thomas (2005): Chapter 1 (Ch 2 optional)
Tues., August 26	Introduction: First Class Meeting	<ul style="list-style-type: none"> 1st e-learning (Zoom) Mtg 6:00-7:00 p.m. EST
Mon., August 25	Worksheets***	<ul style="list-style-type: none"> Unit 1 Theory Selection Worksheet (Req'd)*** Unit 1 Almost Human Worksheet***
	Unit 1 Canvas Discussion**	<ul style="list-style-type: none"> Unit 1 Advice Column e-learning Discussion Post an original response Respond to at least one peer in group
Week/Unit 2 <i>Psychoanalytic Theories</i>		
(Labor Day is Monday 9/1) Tues. September 2	Theory Analysis (TA) Papers***: Unit 2 TA paper due (total of 4 papers required for course: Units 2-14)	<ul style="list-style-type: none"> Freud's Psychoanalytic/sexual Theory (Thomas 2005, Ch. 3, Crain Ch. 11*) Erikson's Psychoanalytic/social Theory (Thomas 2005, Ch. 4, Crain Ch. 12*)
	Unit 2 Canvas Discussion**	<ul style="list-style-type: none"> Post an original response, respond to peer(s)
Mon., September 8	Worksheets***	<ul style="list-style-type: none"> Unit 2 Dead Poet's Society (Neil) Worksheet
Week/Unit 3 <i>Learning Theories</i>		
Mon., Sept. 8	Theory Analysis Papers***: Unit 3 TA paper due	<ul style="list-style-type: none"> Classical and Operant Conditioning (Thomas, 2005 Ch. 5, Crain Ch. 8*) Social Learning/Cognitive Theory- Bandura (Thomas 2005, Ch. 6, Crain Ch. 9*)
	Unit 3 Canvas Discussion**	<ul style="list-style-type: none"> Post an original response, respond to peer(s)
Tues., Sept. 9	Class Meeting 2	<ul style="list-style-type: none"> 2nd elearning Meeting 6:00-7:00 p.m. EST
Mon., Sept. 15	Worksheets***	<ul style="list-style-type: none"> No worksheet assignment this unit
Week/Unit 4 <i>Cognitive Development: Piaget & Vygotsky</i>		
Mon., Sept. 15	Theory Analysis Papers***: Unit 4 TA paper due	<ul style="list-style-type: none"> Piaget's Theory of Cognitive Development (Thomas 2005 Ch. 7, Crain Ch. 6*) Vygotsky (Thomas 2005, Ch 8, Crain Ch. 10*)
	Unit 4 Canvas Discussion**	<ul style="list-style-type: none"> Post an original response, respond to peer(s)
Mon., Sept. 22	Worksheets***	<ul style="list-style-type: none"> Unit 4 Worksheet***
Week/Unit 5 <i>Moral & Social Development: Kohlberg, Gilligan & Selman</i>		
Mon., Sept. 22	Theory Analysis Papers***: Unit 5 TA paper due	<ul style="list-style-type: none"> Kohlberg's Moral Development (Thomas 2005, Ch. 14, Crain Ch. 7*) Gilligan's Theory of Moral Development (Thomas 2005, Ch. 15) Perspective Taking Development/Selman – (Supplemental Lecture, Olson & Dweck, '08)
	Unit 5 Canvas Discussion**	<ul style="list-style-type: none"> Post an original response, respond to peer(s)
Tues., Sept. 23	Class Meeting 3	<ul style="list-style-type: none"> 3rd elearning Meeting 6:00-7:00 p.m. EST
Mon., Sept. 29	Worksheets***	<ul style="list-style-type: none"> Unit 5 Worksheet, Unit 5 Kohlberg Worksheet Unit 5 Selman Worksheet
Week/Unit 6 <i>Ethology/Evolutionary Dev. Psychology</i>		
Mon., Sept. 29	Theory Analysis Papers***: Unit 6 TA paper due	<ul style="list-style-type: none"> Ethology/Sociobiology/Psychobiology (Thomas 2005, Ch. 12, Crain Ch. 3*) (Blasi & Bjorkund '03) (Thomas, 2001*: Ch. 2)
	Unit 6 Canvas Discussion**	<ul style="list-style-type: none"> Post an original response, respond to peer(s)
Mon., Oct. 6	Worksheets***	<ul style="list-style-type: none"> Unit 6 Worksheet

Week/Unit 7 <i>Transactional Developmental Theory</i>		
Mon., Oct. 6	Theory Analysis Papers***: Unit 7 TA paper due	· Thomas (2001): Ch. 2 (pp. 27-38) Thomas (2005) Ch. 7 pp. 135-167. * Brody et al., (2009)
	Unit 7 Canvas Discussion**	· Post an original response, respond to peer(s)
Tues., Oct. 7	Class Meeting 4	· 4 th elearning Meeting 6:00-7:00 p.m. EST
Mon., Oct. 13	Worksheets***	· Unit 7 Wrksht, Unit 7 Dev. Trans. Worksheet
Week/Unit 8 <i>Developmental Cognitive Neuroscience & AI</i>		
Mon., Oct. 13	Theory Analysis Papers***: Unit 8 TA paper due	· Thomas (2005) Ch. 13, Thomas (2001) Ch. 3 · *Munakata, et al., '04, *Brendtro & Longhurst 2005, *Qu et al., 2016
	Unit 8 Canvas Discussion**	· Post an original response, respond to peer(s)
Mon., Oct. 20	Worksheets***	· Unit 8 Worksheets (2 total): Concept Map, Unit 8 Worksheet- Fisher Rough Draft EDIS Due
Week/Unit 9 <i>Bioecological Model-Urie Bronfenbrenner & PVEST</i>		
Mon., Oct. 20	Theory Analysis Papers***: Unit 9 TA paper due	· Thomas('05)* Ch 11, *Thomas('01): p. 83-103; *Supplemental: *Rutter ('96); Tudge et al ('16)
	Unit 9 Canvas Discussion**	· Post an original response, respond to peer(s)
Tues., Oct. 21	Class Meeting 5	· 5 th elearning Meeting 6:00-7:00 p.m. EST
Mon., Oct. 27	Worksheets***	· Unit 9a Bronfenbrenner Worksheet · Unit 9b Design Worksheet
Week/Unit 10 <i>Emerging Adulthood Perspective – Arnett</i>		
Mon., Oct. 27	Theory Analysis Papers***: Unit 10 TA paper due	· Arnett ('00; '07); Hendry & Kloep 2010; Mitchell & Syed, 2015; Nelson et al., 2015
	Unit 10 Canvas Discussion**	· Post an original response, respond to peer(s)
Mon., Nov. 3	Worksheets***	· Unit 10a&b Worksheets(Emerging Adulthood)
Week/Unit 11 <i>Models of How Poverty Affects Development</i>		
Mon., Nov. 3	Theory Analysis Papers***: Unit 11 TA paper due	· Thomas (2001): Ch. 9 **Supp: Duncan et al. (2010)
	Unit 11 Canvas Discussion**	· Post an original response, respond to peer(s)
Tues., Nov. 4	Class Meeting 6	· 6 th elearning Meeting 6:00-7:00 p.m. EST
Mon., Nov. 10	Worksheets***	· Unit 11 Worksheet
Week/Unit 12 <i>Intersectionality, Feminism, & GSM in Development</i>		
Mon., Nov. 10	Theory Analysis Papers***: Unit 12 TA paper due	· Collins (2015); Spencer et al 1997, · Thomas (2001): Ch. 11, Hurtado (2010) · Thomas (2001): Ch. 12, Fish (2005)
	Unit 12 Canvas Discussion**	· Post an original response, respond to peer(s)
Mon., Nov. 17	Worksheets***	· Unit 12 Circles of Cultural Identity Worksheet · Unit 12 Concept Map Worksheet · Unit 12 Sexual/Gender ID Worksheet
Week/Unit 13 <i>Fascism & Social Justice Youth Development</i>		
Mon., Nov. 17	Theory Analysis Papers***: Unit 13 TA paper due	· Fields (2019) · Aviles & Grigalunas 2017 · Kennedy et al. 2022 · Nalani & Yoshikawa (2023) supplemental**
	Unit 13 Canvas Discussion**	· Post an original response, respond to peer(s)
Tues., Nov. 18	Class Meeting 7	· 7 th elearning Meeting 6:00-7:00 p.m. EST
Mon., Dec. 1	Worksheets***	· Unit 13 Development Worksheet

Week/Unit 14 <i>Resilience & Positive Youth Development</i>		
(Mon-Fri Nov. 24-28)	Thanksgiving Week Holiday	· No Classes on UF Campus/e-learning
Mon., Dec. 1	Theory Analysis Papers***: Unit 14 TA paper due	· **Arnold & Gagnon (2020) Small & Memmo (2004), Masten (2015) Ch 1-2 (FYC 6223 Intro.) · <i>Last TA/Discussion Due</i>
	Unit 14 Canvas Discussion**	· Post an original response, respond to peer(s)
Mon., Dec. 1	Worksheets***	· Unit 14 Worksheet
Week 15 <i>Course Wrap-up</i>		
Tues., Dec. 2	Student EDIS Publication Topic Presentations (Live or Recorded) Final Class Meeting 8	· 8 th Final elearning Meeting 6:00- 8:00 pm ET · Present Final EDIS Presentations (Live or Turn in Prerecorded) EDIS Presentation Due
Thurs., Dec. 4	Reading Days (12/4-12/5)	· Final EDIS Paper Due ***

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Copies of reading provided on Canvas from supplemental text or can be accessed through online journal searches. (Google Scholar or EBSCO/Academic Search Premier through UF Libraries Databases)