FALL 2015 - SYLLABUS

Course Information

*Sexuality and Aging* * AGER 4750 Section, 900 and 950 * 3 Credit Hours

Rebekah (Becky) Knight, Ph.D. - Applied Gerontology Program under PACS

**E-Mail:** Use AGER 4750 course MESSAGE Link e-mail in the class for ALL course communication. This allows me to keep all communication together for each course. If for some reason that email is unavailable, please use my UNT email at Rebekah.Knight@unt.edu

I attempt to answer all emails within 48 hours or less because I am usually in the course every weekday.

**Bio:** Located in Week 1 Module

**Office Hours:** Office hours are by appointment because this is an online course. Use Course Email.

Syllabus and Timeline Change Policy

All important information for this course should be able to be found either in this Syllabus or the accompanying Timeline (found under another link). Therefore, most questions about this course and the guidelines should be able to be answered with these two documents. The University attorney advises faculty members to notify students that the syllabus and timeline used for this course are not contracts and are therefore subject to change. The goal is to adhere to the schedules provided, but it is important to note that changes may be necessary to meet unforeseen needs and events. Announcements will be sent to let everyone know of any changes.

Course Pre-requisites

There is no pre-requisite course or instructor permission needed for this course.

Materials – Text, Readings, Supplementary Readings

There is no required textbook. The required readings will be available online through this course. Other journal articles and information required for assignments can be found through the UNT Library @ www.unt.edu

Course Description

One of the most pervasive myths of aging is that older people are non-sexual. This course challenges popular stereotypes and examines sexual attitudes, expression and behavior as people age. In addition to common social beliefs and attitudes that may affect the opportunity for sexual expression among older adults, biological changes and sexual responses are explored. Emotional and physical intimacy is also discussed as an important part of healthy aging. Finally, the commodification of older sexuality is researched and assessed to broaden the student’ awareness of the business aspects of aging.

Learning Objectives

Students completing this course will be able to:

1. Provide a general description of the key issues related to sexuality and aging.
2. Understand the myths about and barriers to sexuality in the older adult population.
3. Understand prominent issues related to alternative lifestyles and sexual practices of older adults in society at large, in families, and in situations involving housing.
4. Identify “enhancement” drugs and the risks associated with the use of them by older adults as well as the large federal policy and insurance company involvement within.
5. Understand how the media portrays the perceptions of sexual relations of the elderly.
6. Research, write, and discuss these topics in an academic and professional manner.

Course Competencies

This course offers analysis of the sexual experiences and practices of older adults in the aging population. Topics include the myths and barriers, sexual activity, problems and perceptions of aging, alternative lifestyles, sexually transmitted diseases, ethnic sexual issues involving the elderly, and portrayal of sexual relations of the elderly in social media.

Teaching Philosophy

Online courses work best for students who are self-motivated and self-driven. To best benefit from this course, it is vital that each of you participate in the course discussions, activities, and assignments as scheduled on the Timeline provided. It is also expected that each of you will share academic research and information, academic websites, and academically sound peer reviewed articles and books with each other via the discussion tools to assist each other with the learning process of this topic. It is my responsibility to provide you a platform of information to begin discussions from and to maintain a safe and comfortable online course environment that promotes positive learning experiences. As upperclassmen, it is your job to build on that platform and demonstrate positive communication exchanges in an online course environment.

What Makes a Successful Online Student?

Self Evaluation for Potential Online Students

Technical Requirements / Assistance

The following information is provided to assist you in preparing for the technological requirements:

UNT Help Desk: http://www.unt.edu/helpdesk/index.htm The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at: Email: helpdesk@unt.edu Phone: 940.565-2324. In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website (http://www.unt.edu/helpdesk/hours.htm) for updated hours.

Hardware and software necessary to use Bb Learn: http://www.unt.edu/helpdesk/bblearn/
Browser requirements: http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit
Student Resources

As a student, you have access to Blackboard’s On Demand Learning Center for Students and Blackboard Help for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.

Course Organization

The course is organized into weekly learning modules where the student can find all of the needed weekly information. This course is also made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on various combinations of assignments, discussions, readings, research, etc. which will be made available to you each week within the module. Some modules may be open ahead of the week needed but each module will close on Sunday Night at the end of the week due.

Course Requirements

1. The student will access and follow all course instructions found in the weekly/unit content area of the Blackboard course, on the provided Timeline, and in this Syllabus.
2. The student will review all online lectures and articles provided in the Weekly Modules.
3. The student will complete the assigned online assessments by accessing the testing tools in Blackboard.
4. The student will post and respond to posted online course discussion questions using the Discussion tool.
5. The student will submit assignments electronically using the Blackboard Assignment Drop Box Upload.
6. The student will complete the research project and other papers in accordance with the instructions given in this syllabus and found in the online course.

Grade Requirements / Student Evaluation

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions/Case Studies - 8 @ 5 pts. each</td>
<td>40 pts</td>
</tr>
<tr>
<td>Journal Article Reviews - 3 @ 5 pts. each</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Research Project</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15 pts.</td>
</tr>
<tr>
<td>Final Exam (Non-Comprehensive)</td>
<td>15 pts.</td>
</tr>
<tr>
<td>SETE Survey for Extra Credit</td>
<td>5 pts.</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>105 pts.</td>
</tr>
</tbody>
</table>

A = 90 to 100 pts.  B = 80 to 89 pts.  C = 70 to 79 pts.  D = 60 to 69 pts.  F = 0 to 59 pts.
No late work will be accepted after the week closes. This is a senior level course. All weekly module work is due every Sunday before 11:59 pm. Timely communication with the instructor is important if a certified medical issue or a family death occurs that restricts the ability to complete assignments on time.

Writing Style Required for all Assignments and Assessments

APA form and style must be used in all written assignments including discussions. For tips and writing assistance go to Online Writing Lab (OWL) at Purdue [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/) and use of Son of Citation Machine: APA Format, [http://citationmachine.net/index.php?callstyle=2&all=](http://citationmachine.net/index.php?callstyle=2&all=) is recommended. Use correct grammar (no slang), correct punctuation, check spelling and cite resources and references to support your statements. As with all written assignments, references are to be listed on a Reference Page at the end of all course documents and formatted as described in the APA style manual. All assignments turned in need to have the student’s name and title of document submitted on a Title Page.

Turnitin Software Notice for This Course Assignments

Students will be required to submit written assignments for this class to Turnitin, a web-based plagiarism detection service. Any assignment that is not submitted to Turnitin prior to submission to the instructor will not be accepted by the instructor and will not be graded.

1. Before submitting your assignment to Turnitin, please remove your title page and other personal information.

2. Turnitin Software will tell me whether your assignment was written by you for this course or if you:
   a) Already used your paragraphs for another course, b) Borrowed someone else’s paragraphs from their paper already turned in or c) Borrowed material from another author and called it your own. All of these will give you a high Turnitin score (over 25) and I will require you to re-write the paper and resubmit.

3. If you do upload your assignment and receive a high score, you will have to re-work your assignment until it receives an acceptable score from Turnitin. The drop box will accept multiple uploads so you can continue to correct your assignment’s score.

4. I would highly recommend you uploading earlier than 11:59 pm before the assignment is due so you can see your score and know whether you have to re-work your assignment before it’s due.

Assignments and Assessments

A. Discussions/Case Studies (8 @ 5 pts. = 40 pts.)
   (Meets Learning Objectives 1-5)

On-line class Discussions/Case Studies will be a key component of this course.

1. Please have your Original Posts be accurate, original, and relevant. Have them teach us something new and be well written. Incorporate new substantial content in them so they stimulate additional thought about the issue(s) under discussion. And as always, be sure to cite your reference where you gleaned your information from.
2. **When posting your Original Post, you will not see any other posts until your original is posted.** (This is a plagiarism protection of Blackboard.) Once yours is uploaded, then you can see others’ posts and reply accordingly.

3. Once your original post is done, please read other original posts and reply to **at least two (2) other students’ Original Posts.** This will encourage learning among all students as everyone shares information, referenced material and resources.

4. Please note the point differentiation for different qualities of posts. Please remember that every point earned or lost is part of the 105 points total for the course.

5. **All original material posted must be referenced to show where it was found.** This is a senior level course and citing and referencing material at this level is paramount.

http://www.ic.sunysb.edu/Class/che326ff/discussion_board/etiquette.pdf  
http://online.uwc.edu/technology/onlEtiquette.asp

**Discussions will close on Sunday night every week.** NO additional grades will be given for late postings. **This is 1/3 of your entire grade.** If there are questions or concerns on how to handle communication please message the instructor individually for consultation. These discussions will be moderated by the instructor.

<table>
<thead>
<tr>
<th>Rubric Qualifications for Discussion Points</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Original Post with references + Two (2) responses to others</td>
<td>5</td>
</tr>
<tr>
<td>B) Original Post with references + One (1) response to others</td>
<td>4</td>
</tr>
<tr>
<td>C) Original Post with NO references + Two (2) responses to others</td>
<td></td>
</tr>
<tr>
<td>D) Original Post with references + Zero (0) responses to others</td>
<td>3</td>
</tr>
<tr>
<td>E) Original Post with NO references + One (1) response to others</td>
<td></td>
</tr>
<tr>
<td>F) No original post but Two (2) responses to others</td>
<td>2</td>
</tr>
<tr>
<td>G) Original Post with NO references + No response to others</td>
<td></td>
</tr>
<tr>
<td>No original post but One (1) response to others</td>
<td>1</td>
</tr>
</tbody>
</table>
B. Journal Article Reviews  (3 @ 5 pts. = 15 pts.)  
(Meets Learning Objectives 6)

1. For each of the required article reviews, students will choose an article from the literature that addresses a topic related to Sexuality and Aging. It can be from a professional journal that is published within the last ten years, such as Journal of Gerontology, Journal of Applied Gerontology, Gerontologist, Educational Gerontology, etc. OR it can be from a contemporary reliable source such as AARP Magazine, New York Times or the Food and Drug Administration. NOT something like People magazine….

2. Follow the Article Review Example style given in that Week’s Module and give a brief summary of the article and the findings. Analyze how that article applies to the topics being discussed in this class.

3. Write 2-3 pages of 12 point font, 1 inch margins, double spaced with name at the top and reference at the bottom of your review all in APA Style. (See web links above to find APA style help.)

4. Please write in your own words and quote sparingly. Cite material from the article you are reviewing with page numbers from article.

5. When choosing articles to review, be forward thinking about this particular subject and whether or not this particular subject is what you want to build your research project from. You may use these article reviews in your research project.

C. Research Project (15 pts.)  
(Meets Learning Objectives 6)

1. Please prepare a research project on our topics below dealing with sexuality and aging. If you so choose, you can build your project around one of the topics you wrote about in your Journal Article Reviews.

2. The project is an “Opinion Project” which is your thoughts supported by peer reviewed research as well as contemporary journalism. Prove to us why we should think the way you do on your subject matter. Make sure the research used is professional and your project is respectable enough for my grandmother to read.

3. The length for the paper is a minimum of six content pages, double spaced, with 1 inch margins using 12 point font. These six pages do not include the title page or the reference page. Total eight pages.

4. For your reference page, please have at least three or more articles that you have referred to in your paper. You will not get full credit without at least six pages of content and three references. These can be either journal articles or contemporary current reputable articles. Insert your name and document title on all work submitted using a cover sheet and always have an APA Reference page.
Research Project Topics to choose from include all the topics from the Timeline:

1. Sexuality and Aging
2. Myths and Barriers about Sex and the Elderly
3. Sexual Activity Among the Elderly
4. Common Sexual Problems
5. Sexual Health Issues
6. Female and Male Menopause
7. Ethnic Issues and Sexuality
8. Marital Status and Sex
9. LGBT Community and the Aging
10. Sex and the Pharmaceutical Companies
11. Sexually Transmitted Diseases
12. Popular Media and Sex of the Elderly

D. Exams (2 @ 15 pts. = 30 pts.)  
(Meets Learning Objectives 1-5)

There will be two exams – a Midterm and a Final. Students will be graded on the correctness and/or content of their responses, logic and preciseness. These will be timed online exams and be a combination of multiple choice, short answer and essay questions. Supportive materials cited and references will be necessary on the essay questions. All information needed for the exams will come from the online course materials given and discussed. The final will not be comprehensive. Both exams will be posted on the HOME PAGE in the Weekly Modules as scheduled. They will be timed, but you will have a full week in which to choose your day and time to take them.

E. Extra Credit - Course Evaluation – SETE Survey (5 pts.)

The Student Evaluation of Teaching Effectiveness (SETE) is available for all classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on the course. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in the course and five extra credit points will be available upon completion.

Scholarly Expectations

All works submitted for credit must be original works created by the scholar uniquely for this class. If you have done work in another class and would like to have some of this be considered for submission, please discuss this with the instructor to determine if this is an option. If duplicate work is found to be used, steps will be taken to verify this and your grade could be significantly compromised. It is considered poor scholarship and in some cases unethical, particularly at the senior level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested or approved by the instructor.

Late Work

***************************************************************************************************

No late work will be accepted after the week closes. This is a senior level course. Timely communication with the instructor is important if a certified medical issue or a family death occurs that restricts the ability to complete assignments on time.

***************************************************************************************************
Class Participation

Students are required to login regularly to the online class site. The instructor will use the tracking feature in Blackboard to monitor student activity. Students are also required to participate in all class activities such as discussion boards, assessments and assignments.

Incompletes

Applied Gerontology courses prepare students for responsible roles in professional health and social service organizations. Students are, therefore, expected to complete all course assignments and examinations in a timely fashion. While the option of granting Incompletes remains with the individual course instructor, the Applied Gerontology faculty has adopted the following guidelines:

- Incompletes will be granted only in extenuating circumstances of serious illness or family disruption.
- Students are expected to make-up all incomplete coursework within 60 days of the start of the following semester.

If the department’s Academic Program Coordinator does not receive a final grade or description of special arrangements from the instructor within the allotted time, the University Registrar will be directed to enter a Permanent Incomplete.

Policy on Cheating and Plagiarism:

Cheating and plagiarism are serious matters. The usual penalties for these offenses include failure for the assignment, failure in the course, and a written report to the Dean of Students. Plagiarism is the act of taking the ideas and/or words of others and presenting them as your own. If you are uncertain how to cite your sources, please see web links with assistance in this syllabus or contact the UNT Library for instruction.

Copyright Notice

Some of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: http://copyright.unt.edu/content/unt-copyright-policies.

Policy on Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.
Student Conduct and Discipline

Please refer to the UNT Student Handbook or your department regarding the Student Code of Conduct Policy.

Academic Honesty Policy

You are encouraged to become familiar with the University's Policy of Academic dishonesty found in the Student Handbook. The content of the Handbook applies to this course.

ADA Policy

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found here. Also, you may visit the Office of Disability Accommodation in the University Union (room 321) or call us at (940) 565-4323.

Add/Drop Policy

Please refer to the UNT Student Handbook or your department regarding the Add/Drop Policy.

Federal Regulation on Immigrations and Customs Enforcement for F-1 Students taking Online Courses

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://ecfr.gpoaccess.gov. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f) (6) (i) (G)” and can be found buried within this document: http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT

For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.
University of North Texas Compliance on the Immigration Regulations

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student’s responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course. 2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Thanks!
Dr. K

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TO READ</th>
<th>TO DO</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Timeline and Zip Code Survey&lt;br&gt;Syllabus &amp; Welcome&lt;br&gt;Current articles &amp; information</td>
<td>Zip Code Survey&lt;br&gt;Introduction/Biography&lt;br&gt;Review Syllabus/Timeline</td>
<td>Sunday 08/30</td>
</tr>
<tr>
<td>08/24 to 08/30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 2</td>
<td><strong>Topic: Sexuality and Aging</strong>&lt;br&gt;Current articles &amp; information</td>
<td>Discuss/Case Study #1 - (5 pts.)&lt;br&gt;<em>Monday - Labor Day</em></td>
<td>Sunday 09/06</td>
</tr>
<tr>
<td>08/31 to 09/06</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 3</td>
<td><strong>Topic: Myths and Barriers about Sex and the Elderly</strong>&lt;br&gt;Current articles &amp; information</td>
<td>Discuss/Case Study #2 - (5 pts.)</td>
<td>Sunday 09/13</td>
</tr>
<tr>
<td>09/07 to 09/13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 4</td>
<td><strong>Topic: Sexual Activity among the Elderly</strong>&lt;br&gt;Current articles &amp; information</td>
<td>Journal Article Rev. #1 - (5 pts.)</td>
<td>Sunday 09/20</td>
</tr>
<tr>
<td>09/14 to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Assignments</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------</td>
<td>--------------------------------</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>WEEK 5</td>
<td>09/21 to 09/27</td>
<td><strong>Common Sexual Problems</strong></td>
<td>Discuss/Case Study #3 - (5 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current articles &amp; information</td>
<td></td>
</tr>
<tr>
<td>WEEK 6</td>
<td>09/28 to 10/04</td>
<td><strong>Sexual Health Issues</strong></td>
<td>Discuss/Case Study #4 - (5 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current articles &amp; information</td>
<td></td>
</tr>
<tr>
<td>WEEK 7</td>
<td>10/05 to 10/11</td>
<td><strong>Female and Male Menopause</strong></td>
<td>Journal Article Rev. #2 - (5 pts.) Midterm Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current articles &amp; information</td>
<td></td>
</tr>
<tr>
<td>WEEK 8</td>
<td>10/12 to 10/18</td>
<td>No readings due this week</td>
<td>Midterm Exam Due – (15 pts.)</td>
</tr>
<tr>
<td>WEEK 9</td>
<td>10/19 to 10/25</td>
<td><strong>Ethnic Issues and Sexuality</strong></td>
<td>Discuss/Case Study #5 - (5 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current articles &amp; information</td>
<td></td>
</tr>
<tr>
<td>WEEK 10</td>
<td>10/26 to 11/01</td>
<td><strong>Marital Status and Sex</strong></td>
<td>Discuss/Case Study #6 - (5 pts.) Research Project - Instructions Halloween!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current articles &amp; information</td>
<td></td>
</tr>
<tr>
<td>WEEK 11</td>
<td>11/02 to 11/08</td>
<td><strong>LGBT Community</strong></td>
<td>Journal Article Rev. #3 - (5 pts.) Research Project - Subject Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current articles &amp; information</td>
<td></td>
</tr>
<tr>
<td>WEEK 12</td>
<td>11/9 to 11/15</td>
<td><strong>Sex and Pharmaceutical Companies</strong></td>
<td>Discuss/Case Study #7 - (5 pts.) Research Project - Outline Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current articles &amp; information</td>
<td></td>
</tr>
<tr>
<td>WEEK 13</td>
<td>11/16 to 11/22</td>
<td>No readings due this week</td>
<td>Research Project Due – (15 pts.)</td>
</tr>
</tbody>
</table>
### WEEK 14
**11/23 to 11/29**

**Topic:** *Sexually Transmitted Disease*
Current articles & information

No Discussion or Case Study
Final - Review
*Thanksgiving Holidays* *(Be thankful!)*

**Sunday 11/29**

### WEEK 15
**11/30 to 12/06**

**Topic:** *Popular Films regarding the Sex lives of the Elderly*
Current articles & information

Discuss/Case Study #8 - *(5 pts.)*
Final – Open 12/4
Extra Credit SETE Survey Open

**Sunday 12/06**

### WEEK 16
**12/07 to 12/10**

No readings due this week

Final Exam Due 12/10 – *(15 pts.)*
Extra Credit Survey - *(5 pts.)*

**TOTAL CLASS PTS. - 105**

**12/10**

Aaaaaaand…..you’re done. Good job!!!