

Philosophical Perspectives of Sport

KIN 161

Fall 2025 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/19/2025

Contact Information

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Office Hours

Monday, Tuesday, Wednesday, Thursday, 8:00 AM to 8:45 AM, SPX 106

Course Description and Requisites

Emphasis on systems of philosophy, aesthetic and moral considerations, metaphysical fitness and contemporary issues. Review of leading human movement theorists.

Prerequisite: KIN 070 for majors/minors only or instructor consent.

Letter Graded

* Classroom Protocols

1. Laptops, tablets, and other electronic devices are not permitted to use or take notes during lecture; however, use of laptops, tablets, and other electronic devices is encouraged for scheduled group presentation preparation sessions and the group presentation attendance questions (dates indicated within course schedule). I invite you to take a break from technology to completely engage in the material during lecture.
2. Complete lecture notes will not be posted or provided to students; however, a "Concept Familiarity Goals (CFGs)" page will be posted on Canvas covering the essential points I would like you to focus on for each of the 13 chapters/articles we cover in class. The rest of the note taking during lectures and while completing assigned reading materials will be up to you.

3. Have cell phones put away and switched to silent at all times. Use of cell phones during class time is distracting and disruptive and is explicitly prohibited. If you require your cell phone to participate in course activities such as group presentation preparation sessions and presentation attendance question responses, please check with Professor Bohigian prior to use for approval.
4. No late assignments will be accepted for the entirety of the course unless compelling and documented circumstances arise.
5. When required to submit an assignment on Canvas, double-check after upload to ensure you have not uploaded the wrong assignment, a blank template, etc. There will be no exceptions for mistakes on your end.
6. For policy or assignment questions, please check the course syllabus and the Canvas course shell first before sending a Canvas message or email to Professor Bohigian. If/when you do send me an email or a Canvas message, my goal is to respond to your email as quickly as possible, but prepare to expect a 24 to 48 hour response time if sending me a message Monday through Friday. Feel free to message me on a Saturday or Sunday, but be prepared to wait until the following Monday at earliest for a response.
7. All materials must be original works of the student. The TurnItIn plagiarism and AI detector will be activated for all assignments submitted to Canvas. If proved to be plagiarizing—which includes use of solely AI generated material simply copied, pasted, and turned in masquerading as original works of students—after extensive discussion between instructor and student(s), the student(s) will receive a failing grade (F) for the assignment and, depending on severity, the entire course, and will be reported to the office of student conduct and ethical development.

For additional SJSU policy language regarding academic integrity, review the following link:

<https://www.sjsu.edu/studentconduct/conduct-processes/academic-integrity.php>
(<https://www.sjsu.edu/studentconduct/conduct-processes/academic-integrity.php>).

KIN 161 AI Policy:

- a. Students are only permitted to use AI tools to support (not replace) their learning, such as brainstorming ideas, conducting preliminary research, or rough-drafting assignments. Final written submissions must reflect the student's own understanding and adhere to the academic integrity standards of this course.
- b. Again, If proven to have turned in simply copied and pasted solely AI generated material masquerading as original works, students(s) will receive a failing grade for the assignment immediately and, depending on severity, failure for the entire course may result.
- c. Students are required to proactively disclose any AI used throughout the semester. Use of AI tools are encouraged for learning support, but usage requires transparency. If AI is used at any point in the preparation or pre-writing process, students must offer a written explanation in the comment box section

associated with the assignment on Canvas. Detail how and why the tool was used and be prepared to answer extensive questions about use from Professor Bohigian if your explanation does not line up.

d. Students are only permitted to use AI tools only with their own personal information, personal questions, or original material. Course materials or sensitive data must not be shared with AI tools.

e. With permitted and restrained use of AI comes a trade-off: For the midterm examination, the final examination, and the semester-long group presentation, minimal notes will be permitted to refer to during completion of said assignments. Because you are able to use AI tools to support and supplement your learning, fewer notes are permitted to reinforce the necessity to truly understand and, ideally, master the material we discuss throughout the semester.

Students Are Not Allowed to Record or Photograph Any Class Activity

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor.

The university policy (<https://www.sjsu.edu/senate/docs/S12-7.pdf>) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Program Information

Mission - In an atmosphere of social justice, equity, and respect for diversity, the mission of the Department of Kinesiology is to create and disseminate knowledge; engage in community service; prepare and graduate exemplary kinesiology professionals; as well as meet individual and societal needs for physical activity, sport, movement, and wellness.

PLOs - Upon completion of a Bachelor of Science degree program in the Department of Kinesiology students will be able to:

- Explain, identify, and/or demonstrate the theoretical and/or scientific principles that can be used to address issues or problems in the sub-disciplines in kinesiology.
- Effectively communicate in writing (clear, concise and coherent) on topics in kinesiology.
- Effectively communicate through an oral presentation (clear, concise and coherent) on topics in kinesiology.
- Utilize their experiences across a variety of health related and skill-based activities to inform their scholarship and practice in the sub disciplines in kinesiology.
- Identify and analyze social justice and equity issues related to kinesiology for diverse populations.

Course Learning Outcomes (CLOs)

Upon successful completion of KIN 161, students will be able to:

- CLO 1** - To develop a philosophical analysis of fitness, sport, embodiment, drug-enhanced performance, personal health and rehabilitation.
- CLO 2** - To acquire a philosophical understanding of sport, health, fitness, and rehabilitation within the context of a diverse, multicultural, and interdependent world.
- CLO 3** - To identify philosophical criteria for passing judgment on artistic and technical movement forms.
- CLO 4** - To analyze pertinent issues related to sport, fitness, health, and rehabilitation from an axiological (values), ontological (personal meaning), and ethical perspective.
- CLO 5** - To focus on practical ethical issues in sport, that is, to answer the question: how ought we to act in sport (with special attention to how we ought to treat one another in sport settings).
- CLO 6** - To acquire an understanding of the pursuit of excellence, as well as human limitations; the importance of accepting success, failure, and loss will be analyzed and discussed.
- CLO 7** - To explore in implications of physical activity (including sport) on moral choice making.
- CLO 8** - To be able to articulate a professional philosophy relevant to students' professional work practice.

Course Materials

Canvas Learning Management System and SJSU One

Consistently check the Canvas Learning Management System (<https://sjsu.instructure.com/> [\(https://sjsu.instructure.com/\)](https://sjsu.instructure.com/)) as we progress through the semester for announcements, assignment specifics, assignment templates, assignment commentary and feedback, and posted grades.

Required Text

Jason Holt, *Philosophy of Sport: Core Readings*, Second Edition, Broadview Press, 2022.

Kinesiology Department Library Liaison

Adriana Poo - adriana.poo@sjsu.edu (<mailto:adriana.poo@sjsu.edu>).

Course Requirements and Assignments

Assignments

I. Group Presentation

One assignment worth 35 points (27.7% of grade)

II. Group Presentation Topic Exploration

One assignment worth 5 points (3.9% of grade)

III. Group Presentation Progress Checks

Two assignments worth 10 points each; 20 points total (15.9% of grade)

IV. Group Presentation Preparation Session Attendance

Six sessions worth 1 point each; 6 points total (4.7% of grade)

V. Group Presentation Attendance Question Responses

Five assignments worth 2 points each; 10 points total (7.9% of grade)

VI. Midterm Examination

One assignment worth 25 points (19.8% of grade)

VII. Final Examination

One assignment worth 25 points (19.8% of grade)

Total Points Available: 126

Assignment Specifics

Group Presentation (Satisfies PLO through 5; CLO 1 through 8)

In teams of four students (only one or two groups will consist of five students pending course enrollment, each team will prepare a 25-to-30 minute Powerpoint or Google Slide presentation (no more and no less) complete with clear, legible, and organized slides with integrated APA style narrative citations, relevant images/multimedia, and a properly formatted APA style reference list. Group presentations will directly address the five elements below:

Element 1: Identify and explore the ethical, moral, and/or philosophical problems relevant to your topic and thesis statement with clear tie-in of citations to textbook/course material and outside sources.

Element 2: Objectively and accurately summarize, cite, compare, and contrast each of the 13 chapters/articles we cover in class. Utilizing APA style narrative citations, this includes comparing and contrasting material to support your position and thesis, directly address opposing arguments, offer rebuttals to opposing viewpoints, and, when necessary, offer concessions.

Element 3: Include a minimum of six citable, contemporary, and relevant real-world examples supported by legitimate, specific, and reputable sources relevant to your topic and offer direct tie-in to course material. With clear APA style narrative citations, tie-in the ideas we encounter in course material to actual happenings in the greater world of sport.

Element 4: Include a minimum of one scholarly source gathered from the SJSU Martin Luther King Jr. database must be explained, cited, and included in your presentation. Ensure the scholarly material relevant to your topic and is tied-into your discussion course material and/or citable example(s). Be prepared to include a summary of the key points present in the introduction, body, and conclusion of the scholarly source.

Element 5: Offer specific, relevant, and realistic forecasting statements and action items to help begin to solve the problem you explore backed by citations and tie-in to course material. Aim for accessible, tangible, specific, and pragmatic points.

Group and Topic Selection

a. Groups will selected by students, but date of presentation will be randomized via the timeless “drawing out of a hat” method. Topic selection order will be based on date of presentations. For example, because Group 1 will be presenting first and will have the least amount of preparation time, Group 1 will get the first pick of topics. No two groups can present on the same topic, but there may be slight overlap between topics. Professor Bohigian will adjudicate.

b. An in-class brainstorming session will take place after groups are selected. Groups will be able to identify and select a general topic that will eventually need to become a specific, relevant, and coherent focus. The topic you initially identify and select is going to be a general starting point that calls for in-depth interpretation and exploration.

Citation Minimums

- a. As offered in presentation element #2, groups must include all 13 of the articles we cover in class. The citations to course material must be thoroughly explained, clearly tied-in, relevant, and articulated. Be clear and explain how each of the philosopher's we discuss tie into your presentation. The philosophers/authors can be used as support, can be used to rebut, can be used to argue against directly, can be used as a concession, etc.
- b. As offered in presentation element #3, a minimum of six citable, contemporary, and relevant real-world examples supported by legitimate, specific, and reputable sources relevant to your topic and offer direct tie-in to course material. Ensure the sources are (a) published by a well-known and reputable media outlet and/or (b) written/produced. by a specific, legitimate, and reputable sport journalist/reporter/commentator, etc.
- c. As offered in presentation element #4, a minimum of one scholarly source gathered from the SJSU Martin Luther King Jr. database must be explained, cited, and included in your presentation. Ensure the scholarly material relevant to your topic and is tied-into your discussion course material and/or citable example(s). Be prepared to include a summary of the key points present in the introduction, body, and conclusion of the scholarly source.
- d. Aim for contemporary and modern outside sources to ensure relevancy to the discussion, but no strict publication date is required. Professor Bohigian will contact your group if there are concerns about the relevance and applicability of outside sources.

Other General Presentation Requirements and Details

- a. All group members must actively speak during the presentation.
- b. Each member of the group is allowed one double-sided 3X5 note card to refer to during the presentation. No phones, tablets, or any other electronic device will be permitted during the presentation. The goal is to have you demonstrate your familiarity and expertise with the topic your group explores, not to simply read off of note cards or read off of presentation slides. Because you have the majority of the semester to prepare for the group presentation and because a significant portion of class time is devoted to presentation preparation, I expect all groups and group members to have a firm grasp on the material.
- c. Each presenting group will collaborate with Professor Bohigian on developing a question directly related to content discussed in the presentation that will be distributed to those in attendance after completion of the scheduled presentations for the day. Essentially, groups will write a question that operates as a written quiz response for those in attendance for the day.
- d. A grading rubric will be posted on Canvas under the Group Presentation module. The group presentation will be graded as a group, meaning deductions applied to one are applied to all. This is to ensure you are supporting one another by checking each other's work and collaborating appropriately. Be sure to review each other's work for accuracy, relevancy, quality, and insight.

II. Group Presentation Topic Exploration (Satisfies PLO 1, 2, 4, and 5; CLO 1 through 8)

- a. Once groups and general topics are selected, you and your group will be responsible for submitting a preliminary plan to give me an idea of where you are heading and if your focus is consistent and relevant.
- b. The group presentation topic exploration will be graded as a group, meaning deductions applied to one are applied to all. This is to ensure you are supporting one another by checking each other's work and collaborating appropriately. Be sure to review each other's work for accuracy, relevancy, quality, and insight.
- c. You will have time in-class (check course schedule for date) to begin working on the Group Presentation Topic Exploration, so be sure to bring your electronic devices to class to use during the session.
- d. A Word doc template will be provided and posted on Canvas under the Group Presentation module.

III. Group Presentation Progress Checks (Satisfies PLO 1, 2, 4, and 5; CLO 1 through 8)

- a. To ensure you and your team are headed in the right direction and are making steady progress, you and your group will be required to complete and submit two progress checks prior to your scheduled presentation.
- b. Group presentation progress checks will be graded as a group, meaning deductions applied to one are applied to all. This is to ensure you are supporting one another by checking each other's work and collaborating appropriately. Be sure to review each other's work for accuracy, relevancy, quality, and insight.
- c. You will have time in-class (check course schedule for dates) to work on the Group Presentation Progress Checks during general presentation preparation sessions, so be sure to bring your electronic devices to class to use during the sessions.
- d. Word doc templates will be provided and posted on Canvas under the Group Presentation module.

IV. Group Presentation Preparation Session Attendance (Satisfies PLO 1, 2, 4, and 5; CLO 1 through 8)

- a. All members of the group must be in attendance and active during each of the six scheduled in-class group preparation sessions (check course schedule for dates). Remote work and collaboration will not be accepted. Group members in attendance for the full preparation session will be given 1 point for showing up and taking part of the preparation process.
- b. Group members not in attendance for a presentation session will receive a -1 point deduction from their personal score for the Group Presentation Preparation Attendance assignment on Canvas. Group members who show up 10+ minutes late or leave early will receive a -.5 point penalty.

V. Group Presentation Attendance Question Responses (Satisfies PLO 1, 2, 4, and 5; CLO 1 through 8)

- a. Class members not participating in the day's scheduled presentations (check course schedule for dates) will respond to the two questions offered by the presentation groups of the day to earn a maximum of two points of credit. Students in attendance will respond each of the two questions in four-to-six complete sentences (no more and no less) each.
- b. Grades will be determined based on the relevance and quality of the responses. For responses that are clear, direct, and relevant to the material discussed by the group(s) of the day, no deduction will result. For responses that lack clarity, lack direction, and/or are not relevant to the material discussed by the groups of the day, a -.5 deduction per response will result.
- c. One question inspired by each of the presenting groups will be distributed to the class after both groups are finished with their presentations. You will have roughly 15 to 25 minutes (pending length of the day's scheduled presentations) to offer your responses via a text entry on Canvas, so be sure to bring your electronic devices to class to use after groups are done presenting. No remote work will be accepted.
- d. Because the questions groups will ask those in attendance will be directly-related to the material discussed during presentations, I strongly recommend students in attendance must arrive on time and stay for the duration of the scheduled presentations. A quick break in between presentations will be permissible. Do not enter class in the middle of a student presentation (wait outside the classroom).
- e. Class members not participating in the day's scheduled presentations are strongly encouraged to take hand-written notes during the presentation to be used during the quiz. Again, no electronic devices will be allowed, so prepare accordingly.
- f. While groups are presenting, no electronic devices are permitted to use for those in attendance. Inappropriate use of cell phones, tablets, laptops, etc. Show respect for your fellow class mates. A -2 point deduction (zero credit for the day) will result if I observe concerning behavior during student presentations.

VI. Midterm Examination (Satisfies PLO 1; CLO 1 through 8)

- a. The midterm examination will cover material related directly to CFGs posted on Canvas from the following authors/philosophers: Johan Huizinga, Bernard Suits, Margaret Steel, Harry Collins, Stephen Mumford, Robert Simon, Julian Savulescu et al., and Craig Lehman.
- b. The midterm examination will consist of 50 questions worth a half point (.5) each for 25 points total.
- c. Bring an 882e Scantron and a No. 2 pencil. Neither testing material will be provided to you, so prepare accordingly.
- d. The midterm examination is open note but not open book. You are allowed one sheet of single sided, standard-sized letter paper (8.5 × 11 inches) of notes to refer to during the examination. Notes can be hand-written or typed and printed out and will be inspected by Professor Bohigian prior to the exam. No electronic devices will be allowed to access notes. Prepare accordingly.

VII. Final Examination (Satisfies PLO 1; CLO 1 through 8)

- a. The final examination will be partially comprehensive, but the majority of the questions will cover material related directly to CFGs posted on Canvas from the following authors/philosophers: Jane English, Charlene Weaving, Nicholas Dixon, Albert Mosley, and Leslie Howe.
- b. The final examination will consist of 50 questions worth a half point .(5) each; 25 points total.
- c. Bring an 882e Scantron and a No. 2 pencil. Neither testing material will be provided to you, so prepare accordingly.
- d. The final examination is open note but not open book. You are allowed one sheet of single sided standard-sized letter paper (8.5 × 11 inches) of notes to refer to during the examination. Notes can be hand-written or printed out and will be inspected by Professor Bohigian prior to the exam. No electronic devices will be allowed to access notes. Prepare accordingly.

✓ Grading Information

Grading Scale

Traditional 100-90-80-70-60-50 scale with plus and minuses; “.5” and above in final grade calculations are rounded-up. Example: A final tally of 86.5% rounds-up to 87% (B+); a final tally of 72.7% rounds up to a 73% (C), etc.

A+ : 97% to 100%

A : 93% to 96%

A- : 90% to 92%

B+ : 87% to 89%

B : 83% to 86%

B- : 80% to 82%

C+ : 77% to 79%

C : 73% to 76%

C- : 70% to 72% (passing grade for KIN 161)

D+ : 67 to 69%

D : 63% to 66%

D- : 60% to 62%

F : 59% and below

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

I. If necessary, changes to course material or assignment due dates will be communicated with prior notice via the Canvas messaging system. If necessary, you will be alerted to any course schedule changes made to the official course syllabus.

II. You are expected to have the reading for the day completed prior to attending class/lecture. For example, on Tuesday, 8/26, have "The Nature and Significance of Play" by Johan Huizinga read prior to attending lecture.

When	Topic	Notes
Week 1, Thursday, 8/21	Lecture and Group Presentation Topic Brainstorm	Lecture: Course Syllabus, Introduction, and Expectations Group Presentation Topic Brainstorm
Week 2, Tuesday, 8/26	Lecture	Lecture: "The Nature and Significance of Play" by Johan Huizinga (1950) Reading Requirement: Textbook pp. ix-x (preface), 3 through 17
Week 2, Thursday, 8/28	Lecture	Lecture: "The Elements of Sport" by Bernard Suits (1973) Reading Requirement: Textbook pp. 21 through 36
Week 3, Tuesday, 9/2	Group Presentation Preparation	Group Presentation Preparation Session #1: Team "Draft" and Group Presentation Topic Exploration

When	Topic	Notes
Week 3, Thursday, 9/4	Lecture	<p>Lecture: "What We Know When We Know a Game" by Margaret Steel (1977)</p> <p>Reading Requirement: Textbook pp. 85 through 95</p>
Week 4, Tuesday, 9/9	Lecture	<p>Lecture: "The Philosophy of Umpiring and the Introduction of Decision-Aid Technology" by Harry Collins (2010)</p> <p>Reading Requirement: Textbook pp. 97 through 113</p> <p><i>Group Presentation Topic Exploration due via upload on Canvas by 11:59 PM</i></p>
Week 4, Thursday, 9/11	Lecture	<p>Lecture: Ways of Watching Sport by Stephen Mumford (2013)</p> <p>Reading Requirement: Textbook pp. 177 through 190</p>
Week 5, Tuesday, 9/16	Group Presentation Preparation	Group Presentation Preparation Session #2
Week 5, Thursday, 9/18	Lecture	<p>Lecture: "Good Competition and Drug-Enhanced Performance" by Robert L. Simon (1984)</p> <p>Reading Requirement: Textbook pp. 193 through 205</p>
Week 6, Tuesday, 9/23	Lecture	<p>Lecture: "Good Competition and Drug-Enhanced Performance" by Robert L. Simon (1984) continued; "Why We Should Allow Performance Enhancing Drugs in Sport" (2014), by Julian Savulescu et al.</p> <p>Reading Requirement: Textbook pp. 193 through 205; pp. 207 through 223</p>
Week 6, Thursday, 9/25	Lecture	<p>Lecture: Why We Should Allow Performance Enhancing Drugs in Sport" by Julian Savulescu et al. (2014) continued</p> <p>Reading Requirement: Textbook pp. 207 through 223</p>
Week 7, Tuesday, 9/30	Lecture	<p>Lecture: "Can Cheaters Play the Game?" by Craig Lehman (1981)</p> <p>Reading Requirement: Textbook pp. 225 through 234</p>
Week 7, Thursday, 10/2	Midterm Examination Review Q & A and Group Presentation Preparation	<p>Midterm Examination Review Q and A; Group Presentation Preparation Session #3</p> <p><i>Group Presentation Progress Check #1 due via file upload on Canvas by 11:59 PM</i></p>

When	Topic	Notes
Week 8, Tuesday, 10/7	Midterm Examination	Midterm Examination
Week 8, Thursday, 10/9	Lecture	Lecture: "Sex Equality In Sports" by Jane English (1978) Reading Requirement: Textbook pp. 283 through 292
Week 9, Tuesday, 10/14	Lecture	Lecture: "Chicks Fighting In A Cage: A Philosophical Critique of Gender Construction in the Ultimate Fighting Championship" by Charlene Weaving (2015) Reading Requirement: Textbook pp. 293 through 314
Week 9, Thursday, 10/16	Group Presentation Preparation	Group Presentation Preparation Session #4
Week 10, Tuesday, 10/21	Lecture	Lecture: "Boxing, Paternalism, and Legal Moralism" by Nicholas Dixon (2001) part one Reading Requirement: PDF pp. 323 through 336
Week 10, Thursday, 10/23	Lecture	Lecture: "Boxing, Paternalism, and Legal Moralism" by Nicholas Dixon (2001) part two Reading Requirement: PDF pp. 336 through 344
Week 11, Tuesday, 10/28	Lecture	Lecture: Racial Differences in Sports: What's Ethics Got To Do With It?" by Albert Mosley (2002) Reading Requirement: Textbook pp. 315 through 328
Week 11, Thursday, 10/30	Lecture	Lecture: "Gamesmanship" by Leslie Howe (2004) Reading Requirement: Textbook pp. 243 through 263
Week 12, Tuesday, 11/4	Group Presentation Preparation	Group Presentation Preparation Session #5
Week 12, Thursday, 11/6	Group Presentation Preparation	Group Presentation Preparation Session #6
Week 13, Tuesday, 11/11	No Class	Veteran's Day

When	Topic	Notes
Week 13, Thursday, 11/13	Group Presentations	<p>Group Presentations - Team One and Team Two</p> <p><i>If not presenting, your presentation attendance question responses are due by the end of the class period via text box entry on Canvas.</i></p>
Week 14, Tuesday, 11/18	Group Presentations	<p>Group Presentations - Team Three and Team Four</p> <p><i>If not presenting, your presentation attendance question responses are due by the end of the class period via text box entry on Canvas.</i></p>
Week 14, Thursday, 11/20	Group Presentations	<p>Group Presentations - Team Five and Team Six</p> <p><i>If not presenting, your presentation attendance question responses are due by the end of the class period via text box entry on Canvas.</i></p>
Week 15, Tuesday, 11/25	Group Presentations	<p>Group Presentations - Team Seven and Team Eight</p> <p><i>If not presenting, your presentation attendance question responses are due by the end of the class period via text box entry on Canvas.</i></p>
Week 15, Thursday, 11/27	No Class	Thanksgiving
Week 16, Tuesday, 12/2	Group Presentations	<p>Group Presentations - Team Nine and Team Ten</p> <p><i>If not presenting, your presentation attendance question responses are due by the end of the class period via text box entry on Canvas.</i></p>
Week 16, Thursday, 12/4	Group Presentation and Final Examination Review Q & A	<p>Group Presentation - Team Eleven</p> <p><i>If not presenting, your question response is due by the end of the class period via text box entry on Canvas.</i></p> <p>Final Examination Review Q and A</p>
Week 17, Thursday, 12/11	Final Examination - 10:45 AM to 12:45 PM	Final Examination