Course Syllabus

Edit

GIS3043 - Foundations of GIS / GIS 5107c - Research in GIS

Summer 2025 | 4 Credits

Instructor - Dr. Moulay Anwar Sounny-Slitine

Email - msounnyslitine@ufl.edu

Office Hours: Office Hours: M 10-11 via Zoom

Book office hours here- **https://calendly.com/sounny/meetme (https://calendly.com/sounny/meetme)**

All lectures and materials will be provided via Canvas. Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

GIS 3043 - UNDERGRADUATE COURSE DESCRIPTION

Course Description *Geographic Information Systems (GIS) as the technology for creation, modification, display, and analysis of spatial information. Develops knowledge of GIS, competence in geographic databases, and familiarity with computer software and hardware.*

This course, Foundation in Geographic Information Systems (Geog 3043), aims to immerse students in the practical application and theoretical understanding of Geographic Information Systems (GIS) as a tool for environmental analysis. Students will delve into the core principles of GIS and its diverse applications, focusing on the essential concepts required to effectively handle, interrogate, analyze, and visualize spatial data. By the conclusion of the semester, students should be adept at applying GIS to a broad spectrum of environmental challenges and possess a robust understanding of the procedures and data integral to conducting a geographical analysis. Students should be equipped to incorporate GIS into their research pursuits.

Prereq: sophomore standing or above.
General Education Designation: none.

GIS 5107C - GRADUATE COURSE DESCRIPTION

Course Dectirption: *Geographic technology for creating, modifying, displaying, and analyzing spatial information. Geographic analysis and reasoning, computer software and hardware technology, and*

research applications of GIS. Geographic databases.

GIS 5107C is more than a technical course; it's an intellectual exploration into spatial analysis and geographic thinking. It offers a comprehensive and engaging exploration of GIS, nurturing students' curiosity, creativity, and competence in this vital field. Whether new to GIS or seeking to enhance existing skills, students will find this course a valuable stepping stone in their academic and professional development.

For GIS 5107C

Graduate Student Tracks

As a Graduate student, you have three tracks for this course that you should choose at the beginning of the semester. The instructor will approve your track choice.

Grad Tack 1 - Introductory Track

The Introductory track is tailored for graduate students who are novices in GIS. In this track, you'll share the classroom with students enrolled in GIS 3043 - Foundations in GIS, which covers the foundational aspects of GIS. As you approach the semester's end, you'll have the opportunity to integrate what you've learned into a project that aligns with your graduate research. The primary objective of this track is to equip you with the essential GIS skills and knowledge, enabling you to incorporate GIS methodologies into your graduate research.

Grad Tack 2 - Remedial Track

The Remedial track is designed for graduate students who have previous experience with GIS but need a refresher or have learned with older platforms and would like to learn ArcGIS Pro. This track provides an opportunity to enhance existing GIS skills while also focusing on developing new technical competencies.

The first half of the course (parallel to GIS 3043) will be concentrated on developing technical skills and understanding how to use GIS. During this phase, students will engage in various exercises and labs that emphasize the foundational aspects of GIS, including data manipulation, spatial-based queries, and visualization techniques.

For the second half of the course, students will shift their focus to working on a semester project that aligns with their master's or Ph.D. topics. This part of the track is designed to allow students to apply their refreshed GIS skills to a research project of their choosing under the instructor's guidance. This project-oriented approach encourages students to explore innovative applications of GIS in their specific fields of study, thereby enhancing their overall research methodologies.

The Remedial track offers a balanced approach to refreshing and expanding GIS knowledge, ensuring students can apply GIS techniques to contemporary research challenges.

Grad Tack 3 - Advanced Track

The Advanced track is designed for graduate students who have a comprehensive understanding of GIS and who actively utilize GIS in their research endeavors. Throughout the semester, the course will be centered around a 'final project,' with labs and assignments progressively contributing to the culmination of your research outputs. The overarching goal of this track is to significantly enhance the methodologies section of your dissertation or thesis, thereby elevating the quality and rigor of your academic work.

***During the first week of the course, you will meet with the instructor to determine the best track. Please book* your meeting or attend the first day of class. https://calendly.com/sounny/meetme (https://calendly.com/sounny/meetme)**

For both GIS 3043/5107c

COURSE OBJECTIVES

1. Grasp the fundamental concepts and principles of Geographic Information Science (GISc), encompassing Geographic Information Systems (GIS), Remote Sensing (RS), Cartography, Geography, and Global Positioning Systems (GPS).
2. Develop proficiency in addressing spatial questions and research using GISc tools.
3. Could you make sure to use the technical vocabulary associated with GISc?

INSTRUCTOR EXPECTATIONS OF STUDENTS

As students, you are expected to actively interact with the course materials on Canvas, contribute to discussions, and diligently read the assigned content. You are expected to approach the subject matter with curiosity and genuine interest, fully immersing yourself in the learning process. If the topic does not resonate with you, consider other courses that better align with your interests. Remember, this is your educational journey - choose a path that truly captivates you!

STATEMENT ON STUDENT CREATIVITY

Geographic Information Systems (GIS) is an incredibly flexible and dynamic tool, its potential uses extending far beyond the confines of any single discipline. The applications of GIS are virtually limitless, spanning from environmental management and urban planning to public health and business logistics, to name a few. This expansive range of applications is a testament to the transformative power of spatial analysis and geographic data in our increasingly interconnected world.

As a student, you must embrace this versatility when approaching your coursework. The assignments and projects in this course are designed not just to teach you the mechanics of GIS, but also to help you explore its potential in your own field of study. Whether you're a geography major looking to deepen your understanding of spatial patterns, a public health student interested in mapping disease outbreaks, or a business student analyzing market trends, GIS offers something.

Therefore, customizing your coursework to align with your personal academic goals is not just permitted but actively encouraged. This course is not about rote memorization or rigid adherence to a specific methodology. Instead, it's about exploration, innovation, and the application of GIS principles to real-world problems. So, don't hesitate to think outside the box and apply what you learn in a way that is meaningful to you. This is your opportunity to take the tools and concepts taught in this course and use them to forge your own path in your academic and professional journey.

Course Resources

This course participates in the Affordable UF Initiative. The high cost of instructional materials can be a burden. This course is working to keep your material costs at less than $20 per credit hour. To accomplish this, you don't need any text for this course. All course material will be provided on the eLearning Platform. The software will also be provided through the UF Apps framework as well as in TUR 3006 on campus. At the request of the student UF provides for the Esri GIS platforms for personal (Windows) laptop use.

Course Readings

Fu, P., & Rich, P. M. (1999, July). Design and implementation of the Solar Analyst: an ArcView extension for modeling solar radiation at landscape scales. In *Proceedings of the nineteenth annual ESRI user conference* (Vol. 1, pp. 1-31). USA: San Diego.

Hudson, P. F., Sounny-Slitine, M. A., & LaFevor, M. (2013). A new longitudinal approach to assess hydrologic connectivity: Embanked floodplain inundation along the lower Mississippi River. Hydrological Processes, 27(15), 2187-2196.

Goodchild, M. F. (2004). GIScience, geography, form, and process. *Annals of the Association of American Geographers*, *94*(4), 709-714.

Goodchild, M. F., & Longley, P. A. (1999). The future of GIS and spatial analysis. *Geographical information systems*, *1*, 567-580.

Koch, T. (2004). The map as intent: variations on the theme of John Snow. *Cartographica: The International Journal for Geographic Information and Geovisualization*, *39*(4), 1-14.

Longley, P. A. (2004). Geographical Information Systems: on modelling and representation. *Progress in Human Geography*, *28*(1), 108-116.

Park, E., & Latrubesse, E. M. (2017). The hydro-geomorphologic complexity of the lower Amazon River floodplain and hydrological connectivity assessed by remote sensing and field control. *Remote Sensing of Environment*, 198, 321-332.

Park, E., & Latrubesse, E. M. (2014). Modeling suspended sediment distribution patterns of the Amazon River using MODIS data. Remote Sensing of Environment, 147, 232-242.

Rudow, J., & Sounny-Slitine, M. A. (2015). The use of web-based video for instruction of GIS and other digital geographic methods. *Journal of Geography*, *114*(4), 168-175.

Tobler, W. R. (1970). A computer movie simulating urban growth in the Detroit region. *Economic geography*, *46*(sup1), 234-240.

Tobler, W. (2004). On the first law of geography: A reply. *Annals of the association of American geographers*, *94*(2), 304-310.

Tretter, E. M., & Sounny-Slitine, M. A. (2012). Austin restricted: Progressivism, zoning, private racial covenants, and the making of a segregated city.

Wilson, J. P., & Gallant, J. C. (Eds.). (2000). *Terrain analysis: principles and applications*. John Wiley & Sons.

Wright, D. J., Goodchild, M. F., & Proctor, J. D. (1997). GIS: Tool or science? Demystifying the persistent ambiguity of GIS as" tool" versus" science". *Annals of the Association of American Geographers*, 346-362.

Class Demands

Primarily, the course's core concepts and theories will be disseminated through a series of online videos. These videos are designed to provide you with a comprehensive understanding of the subject matter at your own pace. This flexible learning approach allows you to revisit any complex topics as needed, ensuring a solid grasp of the course content.

As part of your commitment to this course, you are expected to allocate between four to six hours per week for in-lab work during the standard semester. This hands-on experience is crucial in translating the theoretical knowledge gained from the videos into practical skills. This commitment intensifies during the accelerated summer term, requiring between ten to twenty hours per week. This increased time investment reflects the condensed nature of the summer term and ensures that you are fully equipped with the necessary skills and knowledge despite the shorter timeframe.

In addition to these structured learning components, the instructor will be available for virtual office hours upon request. This provides an invaluable opportunity for one-on-one instruction, personalized feedback, and clarification of any challenging concepts. These sessions are designed to support your learning journey and to ensure you feel confident in your understanding of the course material.

Peer Review

It's important to note that learning is a communal endeavor. So, I encourage you to take advantage of the various digital interaction opportunities in the course. These may include online discussion forums (GroupMe), group projects, and peer review sessions. These interactions provide a platform for feedback and queries and foster a sense of community among the class. Engaging with your peers in this way can enhance your learning experience, providing diverse perspectives and collaborative problem-solving opportunities.

Many assignments will require peer review. This is a time to give feedback to your fellow students as well as see what others are turning in. It is fine to be harsh and give feedback, but it is not appropriate to be disparaging, rude, or just plain mean. Give the peer review that you hope you would get. Constructive feedback so you can make better GIS products.

Academic Honesty

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 the University of Florida, 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. **See the UF Conduct Code website for more information (https://sccr.dso.ufl.edu/process/student-conduct-code/)** . If you have any questions or concerns, please consult with the instructor or TAs in this class. **(https://em.ufl.edu/complaint)**

Software Use

Software needed for this class will be available through UF Apps. It is suggested to work through UF Apps when possible. If you prefer working on other platforms, that's fine, but you will be expected to provide technical assistance for personal software issues.

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.

Attendance policy

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/ugrad/current/regulations/info/attendance.aspx

(https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx) .

Students requiring accommodation

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/ (https://disability.ufl.edu/students/get-started/) . It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF course evaluation process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals
2. Their Canvas course menu under GatorEvals
3. The central portal at https://my-ufl.bluera.com (https://my-ufl.bluera.com)

Guidance on how to provide constructive feedback is available at https://gatorevals.aa.ufl.edu/students/ (https://gatorevals.aa.ufl.edu/students/) . Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/ (https://gatorevals.aa.ufl.edu/public-results/) .

University Honesty Policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/ (https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/) .

In-class recording

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. Specifically, students may not publish recorded lectures without the written consent of the instructor.

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, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest 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.

Procedure for conflict resolution
Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Jane Southworth (**jsouthwo@ufl.edu (mailto:jsouthwo@ufl.edu)** , **(352) 294-7512 (tel:(352)%20294-7512)**). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (**http://www.ombuds.ufl.edu (http://www.ombuds.ufl.edu)** ; **352-392-1308 (tel:3523921308)**) or the Dean of Students Office (**http://www.dso.ufl.edu (http://www.dso.ufl.edu)** ; **352-392-1261 (tel:3523921261)**).

Resources available to students

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact **umatter@ufl.edu (mailto:umatter@ufl.edu)** , **352-392-1575 (tel:3523921575)** , or visit **U Matter, We Care website (https://umatter.ufl.edu/)** 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 (https://counseling.ufl.edu/)** or call **352-392-1575 (tel:3523921575)** for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call **352-392-1161 (tel:3523921161)** for 24/7 information to help you find the care you need, or **visit the Student Health Care Center website (https://shcc.ufl.edu/)** .

- University Police Department: Visit **UF Police Department website (https://police.ufl.edu/)** or call **352-392-1111 (tel:3523921111)** (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call **352-733-0111 (tel:3527330111)** or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the **UF Health Emergency Room and Trauma Center website (https://ufhealth.org/emergency-room-trauma-center)** .
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the **GatorWell website (https://gatorwell.ufsa.ufl.edu/)** or call **352-273-4450 (tel:3522734450)** .

Academic Resources

- E-learning technical support: Contact the **UF Computing Help Desk (http://helpdesk.ufl.edu/)** at **352-392-4357 (tel:3523924357)** or via e-mail at **helpdesk@ufl.edu (mailto:helpdesk@ufl.edu)** .
- **Career Connections Center (https://career.ufl.edu/)** : Reitz Union Suite 1300, **352-392-1601 (tel:3523921601)** . Career assistance and counseling services.
- **Library Support (https://cms.uflib.ufl.edu/ask)** : Various ways to receive assistance with respect to using the libraries or finding resources. Call **866-281-6309 (tel:8662816309)** or email **ask@ufl.libanswers.com (mailto:ask@ufl.libanswers.com)** for more information.
- **Teaching Center (https://academicresources.clas.ufl.edu/about-us/contact-information/)** : 1317 Turlington Hall, Call **352-392-2010 (tel:3523922010)** , or to make a private appointment: **352-392-6420 (tel:3523926420)** . Email contact: **teaching-center@ufl.edu (mailto:teaching-center@ufl.edu)** . General study skills and tutoring.
- **Writing Studio (https://writing.ufl.edu/writing-studio/)** : Daytime (9:30am-3:30pm): 2215 Turlington Hall, **352-846-1138 (tel:3528461138)** | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; **Visit the Complaint Portal webpage for more information (https://www.ombuds.ufl.edu/complaint-portal/)** .
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): **View the Student Complaint Procedure webpage for more information (https://em.ufl.edu/complaint)** .

Grade Breakdowns

*Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the **Catalog (https://catalog.ufl.edu/UGRD/academic-regulations/)** .*

Grade	Range
A	100 - 90
B+	89 - 84
B	83 - 79
C+	78 - 74

Grade	Range
C	73 - 69
D+	68 - 64
D	63 - 59
E	58 - 0

Note: All fractional grades are rounded up, regardless of the fraction. This means that any score that is not a whole number will round up to the nearest whole number. See the UF Catalog's "**Grades and Grading Policies (https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)** " for information on how UF assigns grade points. *A minimum grade of C is required to earn General Education credit.*

Course Summary:

Date	Details	Due
Mon May 12, 2025	**First Day of the Semester** (https://ufl.instructure.com/calendar?event_id=3599109&include_contexts=course_537515)	12am
Tue May 13, 2025	**Where is the Southwest?** (https://ufl.instructure.com/courses/537515/assignments/6600559)	due by 11:45pm
Wed May 14, 2025	**Questionnaire** (https://ufl.instructure.com/courses/537515/assignments/6600508)	due by 11:59pm
	GroupMe!	to do: 11:59pm
Fri May 16, 2025	**Lab Setup** (https://ufl.instructure.com/courses/537515/assignments/6600550)	due by 11:59pm
	Welcome to GIS!	to do: 11:59pm
Sun May 18, 2025	**Spatial Data Quiz** (https://ufl.instructure.com/courses/537515/assignments/6600507)	due by 11:55pm
	ArcGIS Pro: Make a Map of Turlington Plaza (https://ufl.instructure.com/courses/537515/assignments/6600527)	due by 11:59pm
	ESRI: Getting Started with GIS (https://ufl.instructure.com/courses/537515/assignments/6600530)	due by 11:59pm

Date	Details	Due
	ESRI: Map Design Fundamentals or Mapping/Visualization (https://ufl.instructure.com/courses/537515/assignments/6600534)	due by 11:59pm
	Make A Simple Map - ArcGIS Pro (https://ufl.instructure.com/courses/537515/assignments/6600551)	due by 11:59pm
	Mapping Disaster Trends (https://ufl.instructure.com/courses/537515/assignments/6600552)	due by 11:59pm
	Top 10 List - Top Cities For….. (Geocoding) (https://ufl.instructure.com/courses/537515/assignments/6600557)	due by 11:59pm
	What is GIS? The Quiz (https://ufl.instructure.com/courses/537515/assignments/6600522)	due by 11:59pm
Sun May 25, 2025	Alaska vs Texas - Does Projection Matter when measure size of state? (https://ufl.instructure.com/courses/537515/assignments/6600526)	due by 11:59pm
	Blue Marble Quiz (https://ufl.instructure.com/courses/537515/assignments/6600518)	due by 11:59pm
	ESRI: Introduction to Coordinate Systems (https://ufl.instructure.com/courses/537515/assignments/6600533)	due by 11:59pm
	Georeferencing (https://ufl.instructure.com/courses/537515/assignments/6600543)	due by 11:59pm
	Georeferencing Lecture Quiz (https://ufl.instructure.com/courses/537515/assignments/6600517)	due by 11:59pm
	GPS Lecture Quiz (https://ufl.instructure.com/courses/537515/assignments/6600516)	due by 11:59pm
	GPS Long Lats of the SEC (https://ufl.instructure.com/courses/537515/assignments/6600540)	due by 11:59pm

Date	Details	Due
	How big is the Earth? (https://ufl.instructure.com/courses/537515/assignments/6600544)	due by 11:59pm
	Projections Lecture Quiz (https://ufl.instructure.com/courses/537515/assignments/6600515)	due by 11:59pm
Sun Jun 1, 2025	Creating Maps Using Census Data (https://ufl.instructure.com/courses/537515/assignments/6600509)	due by 11:59pm
	ESRI: Getting Started with the Geodatabase (https://ufl.instructure.com/courses/537515/assignments/6600531)	due by 11:59pm
	GWR (https://ufl.instructure.com/courses/537515/assignments/6600542)	due by 11:59pm
	Image Classification (https://ufl.instructure.com/courses/537515/assignments/6600546)	due by 11:59pm
	LCS - Von Thünen model (https://ufl.instructure.com/courses/537515/assignments/6600548)	due by 11:59pm
	NDVI (https://ufl.instructure.com/courses/537515/assignments/6600554)	due by 11:59pm
	Remote Sensing Lecture Quiz (https://ufl.instructure.com/courses/537515/assignments/6600511)	due by 11:59pm
Sun Jun 8, 2025	Crime Scene Investigation (https://ufl.instructure.com/courses/537515/assignments/6600520)	due by 11:59pm
	Ecological Niche Modeling (https://ufl.instructure.com/courses/537515/assignments/6600536)	due by 11:59pm
	ESRI: Building Models for GIS Analysis Using ArcGIS (https://ufl.instructure.com/courses/537515/assignments/6600529)	due by 11:59pm
	Final Project Proposal (https://ufl.instructure.com/courses/537515/assignments/6600538)	due by 11:59pm

Date	Details	Due
	John Snow Map - Spatial Analysis (https://ufl.instructure.com/courses/537515/assignments/6600547)	due by 11:59pm
	Map Algebra Quiz (https://ufl.instructure.com/courses/537515/assignments/6600512)	due by 11:59pm
	Spatial Analysis, Interpolation, Modeling Quiz (https://ufl.instructure.com/courses/537515/assignments/6600510)	due by 11:59pm
	Terrain Analysis Quiz (https://ufl.instructure.com/courses/537515/assignments/6600513)	due by 11:59pm
Sun Jun 15, 2025	Acronyms Quiz (https://ufl.instructure.com/courses/537515/assignments/6600521)	due by 11:59pm
	Exam 1 - GIS Conceptual Exam (https://ufl.instructure.com/courses/537515/assignments/6600523)	due by 11:59pm
	Exam 2 - GIS Lab Practical (https://ufl.instructure.com/courses/537515/assignments/6600524)	due by 11:59pm
	Extensions Quiz (https://ufl.instructure.com/courses/537515/assignments/6600514)	due by 11:59pm
Fri Jun 20, 2025	All Work Due! (https://ufl.instructure.com/calendar?event_id=3599111&include_contexts=course_537515)	12am
	Course Evaluation (https://ufl.instructure.com/courses/537515/assignments/6600519)	due by 11:59pm
	Final Project Poster (https://ufl.instructure.com/courses/537515/assignments/6600537)	due by 11:59pm
	Participation Activity (https://ufl.instructure.com/courses/537515/assignments/6600555)	
	Peer Review (https://ufl.instructure.com/courses/537515/assignments/6600556)	