I. Course Overview
In this course, students will focus on overweight and obesity prevention, with a strong focus on pediatric obesity, via the following:
- focusing on theoretical models for behavior change in nutrition and physical activity;
- addressing causal factors of overweight and obesity related to poor nutrition and lack of physical activity through population-based strategies for pediatric obesity prevention;
- utilizing assessment tools to analyze environmental and behavior barriers;
o utilizing the social ecological model as a framework for intervention, with a focus on environmental and policy change;

o utilizing the social marketing planning process for program and intervention design processes;

o using evidence based, best practice strategies that are setting specific for school, community, home (families), and healthcare environments;

o learning about media advocacy to support policy and environmental changes;

o focusing on disparities related to overweight and obesity that exist amongst cultural, racial, and socioeconomic groups; and

o learning about the impact of multidisciplinary collaborations in the development and sustainability of intervention programs that prevent overweight and obesity.

**Learning Objectives**

- Identify factors associated with prevention of overweight and obesity (i.e. breastfeeding, fruits and vegetables, portion sizes, sweetened beverages, physical activity, TV time).

- Identify appropriate nutrition and physical activity assessment tools for community and school environments.

- Use the Social Ecological Model for planning and evaluation of population-based nutrition and physical activity interventions to address overweight and obesity.

- Examine existing data and research to identify evidence-based and best practice nutrition and physical activity strategies for addressing poor nutrition and lack of physical activity.

- Apply the social marketing planning process to population-based interventions and programs related to overweight and obesity prevention.

- Describe the setting-specific individual, environmental, and policy strategies for addressing overweight and obesity in school, community, home (families) and healthcare environments.

- Identify nutrition and physical activity resources, professionals, and partnerships/coalitions at all levels: national, state, and local.

- Identify the socioeconomic and racial factors and behaviors that contribute to the increased prevalence of overweight and obesity.

**II. Textbook/Readings**

**Textbook (Recommended)**


**Readings (Required)**

Required readings are listed in Section VII Course Outline and will be available via the course website at Learn@UW (see below).

**Other readings (Recommended)**

- Overweight and Obesity Trends Among Adults
  (http://www.cdc.gov/nccdphp/dnpa/obesity/trend/index.htm)

- Overweight Trends Among Children and Adolescents
  (http://www.cdc.gov/nccdphp/dnpa/obesity/trend/index.htm)

  (http://www.usda.gov/publications/efan04004)

III. Instructional Technology

The course syllabus, materials, and links to required and recommended readings will be posted on the course web page (Learn@UW).

Learn@UW is a course management system; you will need your NetID and password to log-in. If you are not able to log-in or have questions about Learn@UW, please contact the DoIT Help Desk:
Phone: 264-HELP (4357) (available 6am-1am daily)
Online: http://kb.doit.wisc.edu/luwmad/
To report a problem, go to: https://uwmad.courses.wisconsin.edu/shared/Reporting/case_creation.html

IV. Evaluation

Students enrolled for credit will be expected to attend class and participate in discussion and group projects. Grades will be based on participation, individual assignments, group assignments, and a final group presentation and written proposal:

- **Participation (10%; 10 points):** Student participation will be assessed by:
  - Attendance
  - Active participation in discussion
  - Participation in group assignments
  - Participation in group presentation
  - Evaluation of your group performance from your group peers
  - Demonstrates completion of reading assignments through class discussion

- **Individual assignments (20%; 20 points):** Two individual assignments will be given during the course. See Section IV: Detailed Course Assignment/Project Description for more information.
  - Assignment #1 (10 points): Discussion questions.
  - Assignment #7 (10 points): Peer-review of a group presentation.

- **Group assignments and final group presentation and paper (70%; 70 points):** Students will work in small groups (3-4 individuals) throughout the course and will be required to hand in 4 small group assignments and a written final project proposal. The final project will also be presented orally in an in-class presentation. See Section IV: Detailed Course Assignment/Project Description for more information.
Assignments #2-5 (5 points each= 20 points): These assignments will be on the topics of: (#2) Literature review, (#3) Specific aims for an intervention project, (#4) Intervention strategies, and (#5) Evaluation of an intervention.

Assignment #6 (20 points): Presentation of final project. Evaluation of assignment #6 will be based on presentation and critiques from reviewers.

Assignment #8 (30 points): Written final project proposal. The written proposal of the final group project will include findings from Assignments #2-5 and will be written in the form of a research grant proposal.

- **Late policy:** Assignments that are turned in late will be reduced by one grade level. This can be waived in advance for certain reasons (e.g., religious holidays, illness, required commitments, etc).

Grades will be based on 100 points:

- A: 93+
- AB: 88-92
- B: 83-88
- BC: 78-82
- C: < 78

**V. Non-Discrimination Policy**
The UW Madison is committed to creating a dynamic, diverse and welcoming learning environment for all students and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other difference is deemed unacceptable in this class, and will be addressed publicly by the professor.

**VI. Detailed Course Assignments/Project Description**
The overall objective for course assignments is for students to learn theoretical and practical knowledge that will enable them to develop, implement, and evaluate obesity prevention interventions and programs.

Eight assignments will be required of students. Two assignments are individual assignments and six assignments will be group assignments, including a group presentation and written proposal of their final project. **See pages 6-17 for specific assignment requirements.**

**Individual assignments**
Two individual assignments will be required of each student. Students will answer discussion questions for Assignment #1 and hand in written answers at the next class to receive full credit (10 points). At the end of the course, students will peer-review one group final presentation. Critiques will be due the same day of the presentation, at the end of class, for full credit (10 points).

**Small group assignments**
Throughout the course, students will work in small groups (3-4 individuals) to develop an obesity prevention program of their choice. The small group assignments requires an in-depth inquiry into a topic by using the social-ecological model and constructs of evidence-based practice to organize and discuss public health interventions for prevention of overweight and obesity. Additionally, the group assignments are designed to take students through every step of developing an obesity prevention program. Each assignment will focus on a specific element of developing and designing an intervention (i.e. background
litterature, specific aims, intervention strategies, and evaluation). Following each of the 4 small group assignments, groups will turn in a brief report summarizing the exercise. They can be written by an individual or be authored by the group. They are due by **4 PM Monday** after the week of the presentation/discussion. Instructors will give both verbal and written feedback for all assignments. At the end of the course, small groups will give an oral presentation and written proposal on their proposed obesity prevention program that is based on previous assignments.

**Small group formation**
Small groups will be formed during the first class and groups will select a topic for further inquiry on developing an obesity prevention program from a list of potential topics shared during Class #1. Course instructors will try to ensure that students are grouped according to interests.

**Final group presentations**
Students will share their obesity prevention projects through delivery of a 30 minute class presentation. This final presentation will combine all elements of previous group assignments and should also include one group discussion question to stimulate and engage discussion. All members of the group are expected to present and join in discussion.

**Final group proposal**
Students will submit a written proposal of their obesity prevention project. The final written proposal will combine all elements of previous group assignments and will be written in the form of a research grant proposal.
Assignment #1: Questions from assigned readings

Readings
- Handbook of Obesity Prevention, Chapter 1
- Handbook of Obesity Prevention, Chapter 5 (optional)

Due date
September 15th

Purpose
The purpose of this assignment is to understand the basis of obesity prevention and theoretical models used for obesity prevention.

Assignment details
Be prepared to discuss and hand in 1-2 page answers (Times New Roman font 12 or Arial font 12) to the following questions below.

Note
This is an individual assignment. Assignments #2-5 will be group assignments.

Questions
1. Energy balance is a fundamental principle in understanding obesity. Use one example to describe how obesity prevention approaches can be a challenge in impacting energy balance among individuals. (One paragraph maximum)

2. Describe an ecological model for obesity prevention. Give some examples of the components or ‘layers’ that may be included in the model. (2 paragraphs maximum)

3. How do the components of the ecological model influence one another (please give examples)? (2 paragraphs maximum)

4. McLeroy’s “An ecological perspective on health promotion programs” describes 5 components in the Ecological Model for Health Promotion. Give an example of each of these components by using “California’s ‘5 a Day-for Better Health!’ campaign: An innovative population-based effort to effect large-scale dietary change.” Please limit responses to a few words or 1 sentence.
   a. Intrapersonal factors
   b. Interpersonal process and primary groups
   c. Institutional factors
   d. Community factors
   e. Public policy
Assignment #2: Background literature review

Due date
September 29th

Purpose
The purpose of this paper is to provide you with background literature on your project’s target audience and setting and to help you identify the ‘gaps of knowledge’ as you start thinking about your project’s intervention.

Assignment details
Groups will prepare a brief review (4-6 pages, double spaced) on the background literature of their chosen target audience and setting. Discussion of your review will take place on September 22nd and the paper will be handed in on September 29th. You will be provided with a short list of literature to help guide this paper. This list is not complete and students are encouraged to use up-to-date references and knowledge of the field. Please limit the number of references to 15 (aim for 8-12 original research references and no more than 3 literature review references).

The sections of the paper should include:

- **Introduction**: a brief introduction of your topic (one paragraph).

- **Main body**: the current state of knowledge of your topic. Show that you have critically evaluated the existing knowledge, including background literature and relevant data.

- **Discussion**: a discussion of strengths and weaknesses of the current literature. Also, identify existing gaps in the literature.

- **Conclusions**: some examples or ideas of interventions that would fill existing gaps.
Assignment #2 supplement: Short List of Literature

Note: This is not a complete list of literature. This list is intended to get you started in finding literature for your review.

Child Care Settings

School Settings

Worksite Settings

Communities

Policy and Environment

Fruits and Vegetables


**Sweetened Beverages**


**Television and Media Use**


**Physical Activity**


**Breastfeeding**


Assignment #3: Specific aims for an intervention project

Due date
October 6th

Purpose
The purpose of this assignment is to help you develop and write specific aims for your final project.

Assignment details

Step 1: Using the SEM (individual factors, social environments, physical environments, and macro-level environments), identify outcome behaviors to be addressed in the intervention program and factors associated with these behaviors that will be addressed in your intervention. For example, your outcome behavior may be increased fruit and vegetable intake. Factors associated with this behavior may be self-efficacy to prepare fruits/vegetables (individual level) or access to fresh fruits/vegetables (physical environments). Identify 1-2 outcomes that you will write specific aims for in Step 2. The outcomes you choose may be from one or more layers of the SEM.

Step 2: Prepare to write 1-2 specific aims for your outcome variables (e.g. soda/sweetened beverages) and the mediating variables (e.g. availability in schools). Check to see if the specific aims are written clearly. Use other grant proposals as examples for writing specific aims (e.g. those that are posted on the website). It is usually best to frame your specific aims as outcomes, which you hope to see in participants (e.g. participants will decrease the amount of sweetened beverages they drink by one serving per day). Avoid the use of vague terms that could be interpreted in different ways. Try to use words that can be measured.

Discuss your specific aims with other students/groups before submitting them. Get feedback from them and give them your feedback. Writing good specific aims is difficult, but essential. A discussion of your specific aims will take place on September 29 and your written specific aims will be handed in on October 6.

Thinking ahead...
Start thinking and brainstorming with your group about what you will do to achieve these specific aims and how you will evaluate them. (This does not need to be included in the assignment).
Assignment #4: Intervention strategies

Due date
October 13th

Purpose
The purpose of this assignment is to think about intervention strategies that you would like to use in your proposed intervention and to clearly describe these strategies.

Assignment details
Step 1: Describe your intervention strategy(ies). Address the intervention design, targeted audiences, and how your intervention will meet your specific aims that you wrote for Assignment #3. Use grant proposals to guide this process (e.g. those that are posted on the course website). You may use both text and a table for this assignment (limit text to 1-3 pages, double-spaced, and 1 table). **Do not describe how you are going to measure or evaluate your intervention; you will do this for Assignment #5.**

Note: Try to model your description after the Methods Section in a grant proposal. It does not, however, have to be as detailed and specific as you would find in a real grant proposal.

Step 2: Provide a brief justification for the strategies you have chosen. For example, do your strategies focus only on individual behaviors or does it address several areas including the physical environment and policy? **Please limit your response to 1 page, double spaced.**

A discussion of your intervention strategies will take place on October 6th and your written assignment will be handed in on October 13th.
Assignment #5: Evaluation

Due date
October 20th

Purpose
The purpose of this assignment is to develop and describe how you will evaluate your intervention.

Assignment details
Describe how you will evaluate, or measure, the specific aims for your intervention. Use grant proposals to guide this process (e.g. those that were distributed in class or posted on the course website). You may use both text and tables for this assignment. **Limit text to 1-2 paragraphs per specific aim and 1 table per specific aim.**

A discussion of your evaluation will take place on October 13th and your written assignment will be handed in on October 20th.
Assignment #6: Final Presentation

Presentation Dates
October 20th or October 27th

Purpose
The purpose of this presentation is to showcase your final obesity prevention program.

Assignment details
Prepare a 20-30 minute presentation of your obesity prevention program. Your final presentation should build from the previous group assignments by making use of additional comments and feedback that you have received from peers and instructors throughout the course. Each presentation should include your findings from Assignments #2-5 and should follow the outline of:

- Background/literature review
- Specific aims/objectives for your intervention
- Intervention strategies
- Evaluation of your intervention

Following your 20-30 minute presentation, there will be 10 minutes for questions and answers. Each group should prepare one question to stimulate group discussion. All members of the group are expected to present and participate in discussion.

Your presentation will be evaluated on the content and style of your presentation as well as peer-reviewer evaluations.
Assignment #7: Peer-review of an obesity prevention program

Reviewer assignments and due dates

<table>
<thead>
<tr>
<th>Presentation Date</th>
<th>Presenter</th>
<th>Reviewer</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 20th</td>
<td>Group 1</td>
<td>Group 3</td>
</tr>
<tr>
<td>October 20th</td>
<td>Group 2</td>
<td>Group 4</td>
</tr>
<tr>
<td>October 27th</td>
<td>Group 3</td>
<td>Group 1</td>
</tr>
<tr>
<td>October 27th</td>
<td>Group 4</td>
<td>Group 2</td>
</tr>
</tbody>
</table>

Written critiques from reviewers will be due at the end of class the day of the presentation. For example, critiques of Group 3 members will be due on October 20th.

Purpose
The purpose of this assignment is to practice peer-reviewing skills by evaluating a presentation of an obesity prevention program.

Assignment details
Each student will peer-review one group presentation and hand in their evaluation at the end of class on the day of the presentation. Evaluation will consist of both presentation style and content. Please see attached document for scoring and evaluation summary guidelines.
### PROJECT PURPOSE, NEED, AND STATEMENT OF THE PROBLEM

| A clear statement of the need for and purpose of the project is presented. | 5 |
| The primary target population and setting are clearly identified. | 5 |
| The problem or need is adequately described. | |

### GOALS, SPECIFIC AIMS, AND OUTCOMES

| The project’s goals, specific aims, and outcomes are clear and appropriate to the project purpose and need. | 5 |
| The presenters describe the existing knowledge or research to provide evidence, if appropriate, to the goals, objectives and outcomes. | 5 |

### INTERVENTION STRATEGIES

| The project strategy is logical and the activities directly relate to the goals, specific aims, and outcomes. | 5 |
| Presenters identified conceptual framework of the intervention (i.e. SEM). | |
| Justifications for strategies used were clearly stated. | |

### EVALUATION

| The presenter provides a logical plan for evaluating project objectives and outcomes. | 5 |

### PRESENTATION STYLE

| The presentation was clear, used appropriate graphics and/or tables, and followed presentation guidelines. | |

### TOTAL SCORE (0-20 POINTS)

| 20 |

---

**SUMMARY EVALUATION** (please summarize, using the space below, the major strengths and weaknesses).
Assignment #8: Written Final Project Proposal

Due Date
October 31st, 4pm
Send via email to Dr. Adams: alex.adams@fammed.wisc.edu

Purpose
The purpose of the written project proposal is to formalize your final obesity prevention project into written product that resembles a grant proposal.

Assignment details
Prepare a written proposal of your obesity prevention program (6-10 pages double spaced, not including tables or figures. Please limit tables and figures to 4). Your final proposal should build from the previous group assignments and your oral presentation by making use of additional comments and feedback that you have received from peers and instructors throughout the course. Each proposal should include your findings from Assignments #2-5 and should follow the outline of a research grant proposal:

- Background/literature review
- Specific aims/objectives for your intervention
- Methods/Intervention strategies
- Evaluation of your intervention

All members of a group are expected to participate in finalizing the project proposal. This assignment is due Friday, October 31st by 4pm. Proposals should be sent via email to the course director, Dr. Adams, at alex.adams@fammed.wisc.edu.
## VII. Course Outline

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignments</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sept 8</td>
<td>Orientation to the Course</td>
<td>• Assignment #1</td>
<td>• HOP Chapter 1: Why Obesity Prevention?</td>
</tr>
<tr>
<td></td>
<td><em>Break</em></td>
<td></td>
<td>• HOP Chapter 5: Obesity Prevention Concepts and Frameworks (optional)</td>
</tr>
<tr>
<td></td>
<td><strong>Lecture #2: Intro to Obesity Part II: Environment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Jonathan Patz, Department of Population Health Sciences and Environmental Studies</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Formation of Small Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment #1: Discussion Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Course Contact Week 1: T. LaRowe</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Sept 15</td>
<td>Class Discussion on Assignment #1: Discussion questions</td>
<td>• Assignment #1 due</td>
<td>• HOP Chapter 15: Workplace Approaches to Obesity Prevention</td>
</tr>
<tr>
<td></td>
<td><strong>Lecture #3: Intro to Intervention Planning Part I: SEM, target audiences, social marketing</strong> <em>A. Meinen</em></td>
<td>• Assignment #2</td>
<td>• Remmington readings TBD</td>
</tr>
<tr>
<td></td>
<td><em>Break</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Lecture #4: Intro to Intervention Planning Part II: evidence-based strategies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>A. Meinen/A. Adams</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small Group Assignment #2: Literature Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Course Contact Week 2: A. Meinen</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Small Group Reports:</td>
<td>Assignment</td>
<td>Assignment</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>- Readings (Group 1 to report)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecture #5: Intro Intervention Planning Part III: Evaluating the Impact of an Intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Pat Remington, Department of Population Health Sciences</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Break</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecture #6: Workplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Jon Morgan, Division of Public Health</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Abigail Nadler, M3-Mortensen, Matzelle, Meldrum</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small Group Assignment #3: Specific aims for an intervention project</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Course Contact Week 3: T. LaRowe</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Sept 29</td>
<td>Small Group Reports:</td>
<td>Assignment</td>
<td>Assignment</td>
</tr>
<tr>
<td></td>
<td>- Assignment #3</td>
<td>#2 due</td>
<td>#4</td>
</tr>
<tr>
<td></td>
<td>- Readings (Group 2 to report)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecture #7: Community settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>A. Adams/A. Meinen</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Break</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecture #8: Home/childcare and WIC settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Tara LaRowe, Department of Family Medicine</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Sherie Sondel, Division of Public Health</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small Group Assignment #4: Intervention strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Course Contact Week 4: A. Meinen</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Small Group Reports:</td>
<td></td>
<td>Assignment #4 due</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------</td>
<td>---</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>- Lecture #11: Food Industry, Media, Marketing and Obesity (Meinen and Nan)</td>
<td>- A. Meinen/Xiaoli Nan, Department of Life Sciences Communications</td>
<td>- Group Project Presentation Sign-up, Distribute Grants to Read, and Group Time</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>7. Oct 20</td>
<td>Lecture #12: Evaluating and reviewing grant applications</td>
<td>- Assignment #5 due</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Cathy Frey, Wisconsin Partnership Program</em></td>
<td>- Assignment #7: Critique of Group #1 and #2</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Dale Schoeller, Department of Nutritional Sciences</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Small Groups:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Short summary of each grant (Group #5 to report)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Critique and discussion on assigned grants (all)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Break</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group #1 Project Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group #2 Project Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Course Contact Week 7: A. Carrel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Oct 27</td>
<td>Group #3 Project Presentation</td>
<td>- Assignment #7: Critique of Group #3, 4, 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group #4 Project Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Break</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Group #5 Project Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Wrap-up and Evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Course Contact: A. Adams</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Oct 31</td>
<td><strong>Course Contact: A. Adams</strong></td>
<td>- Assignment #8 due by 4pm</td>
<td></td>
</tr>
</tbody>
</table>