LIS 690-710 Special Topics in LIS: Study Abroad

Barriers and Bridges: Empowering Diverse Communities Through Access to Information

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Office hours: Monday and Wednesday, 9-11 AM
Virtual Office hours: Same as above in Canvas
Preferred contact method: Email
I usually respond to questions within 24 hours on weekdays. An additional 24-48 hours may be necessary for weekends and holidays.

Course Description

Information has the potential to empower people, but only if they can access it. In this course, students will examine how information professionals can empower patrons, particularly from marginalized and minority populations, through spaces, resources, technology, and policies that support access to information. Taking an international perspective, students will analyze how cultural context impacts empowerment, access, and the response of information professionals and organizations. Topics of discussion include professional values and actions; barriers and supports for access; assistive and other technologies; universal design; and local, national, and international efforts to address information access disparities and support empowerment.

This course is part of an Education Abroad program and has a REQUIRED international component. Please contact Ashley DeWitt, ashdewitt@uky.edu or visit http://www.uky.edu/international/educationabroad for more information.

By studying in the Netherlands for two weeks of the class, students will engage with a variety of professionals on the forefront of efforts to support empowerment and access due the concentration of national and international library associations in The Hague. One such body, the International Federation of Library Associations and Institutions (IFLA), provides a global voice for information professionals, and its core values reflect the foundational role of access for the profession and society as a whole. Students will also interact with professionals from other associations and relevant government units and businesses. Site visits to archives and national, law, medical, school, public, and university libraries will help students recognize the impact of choices related to spaces, resources, technology, and policies on patrons' empowerment and access and discuss how information professionals have responded to the needs of marginalized and minority populations.

Prerequisites
Completion of the four core classes (LIS 600, 601, 602, & 603) is preferred but not required.

Student Learning Outcomes

Course Learning Outcomes	How students will demonstrate competency
(1) Describe the relationship between empowerment and information access	Discussion Final reflection
(2) Examine the role of information professionals and professional organizations in supporting empowerment through access to information	Resource annotations Class travel blog Access report Final reflection
(3) Analyze the impact of cultural context by comparing local, national, and international approaches to empowerment through access to information	Discussions Access report Final reflection
(4) Identify barriers affecting access to information for marginalized and/or minority populations and propose solutions to eliminate or mitigate those barriers	Discussions Access report Final reflection
(5) Analyze the role of technology in promoting or creating barriers for empowerment and access to information	Discussions Resource annotations Access report Final reflection
(6) Evaluate how well information institutions support empowerment for diverse communities through spaces, resources, technology, and policies that support access to information	Discussions Class travel blog Access report
Program Learning Outcomes	
(1) Describe how communities & individuals interact with/in information ecosystems	Discussion Access report
(2) Analyze the major tenets of information practice and apply them in multiple contexts	Discussion Access report
(3) Connect diverse communities & individuals with appropriate resources	Access report Final reflection

Required Materials

Cooke, N.A. (2017). *Information services to diverse populations: Developing culturally competent library professionals*. Santa Barbara, CA: Libraries Unlimited. (Accessible online through UK Libraries)

All other readings available online or through Canvas.

Students must bring a laptop, tablet, or other device capable of accessing the Internet via Wi-Fi connection, completing 400+ word text-based assignments, and recording videos while abroad. If word processing of that length would be a challenge on a smaller device such as a tablet, students should consider bringing a laptop if possible.

Course Activities and Assignments

Final grades for this class will be calculated based on the following required assignments and percentages:

Discussion—10%
Resource Annotations—20%
Class travel blog—10%
Access Report—45%
    Access analysis (15%)
    Action plan/final report (25%)
    Video (5%)
Final reflection—15%

Each week begins on a Thursday and ends on a Wednesday. Assignment due dates will be listed in Canvas.

Description of Course Assignments

Discussion—10%

> Throughout the course, you will engage in discussion, either online via Canvas or in-person during the two weeks abroad. Online discussions will ask you to complete an activity and/or answer questions related to the Access Report that apply the content from the week. Initial posts will be due by 11:59PM each Sunday. You will then respond to at least one peer's posts to provide feedback by 11:59 PM each Wednesday.

> In-person discussion will occur after the site visits each day while abroad. Just like the weekly online discussion, you are expected to contribute to each on-site discussion while abroad.

Resource Annotations- 20%

> You will contribute 5 additional resources and 10 annotations to the Resource Annotations Google Doc for the class. Each annotation should be 100-150 words (provide a brief summary and explain why it is important/significant).

> For the 5 additional resources, you will provide the full citation for the resource as well as the annotation. These resources can be scholarly or professional. One of the required 5 resources will be whichever article you choose to read in Week 6. The other 4 can be related to any of the weekly topics.

> For the remaining 5 annotations, you will choose 5 of the required readings or additional resources listed in the Google Doc. Only one annotation per reading or resource will be permitted. You can begin claiming resources on the first day of the class.

> You must complete 5 of the annotations by 11:59 PM on July 11. The remaining 5 annotations will be due by 11:59PM on July 25.

Class travel blog- 10%

> Each student will be assigned two days while abroad to post to a shared class travel blog. You will submit a written post (at least 400 words) for one day and a video post (at least 3 minutes) for the other day. Your posts should summarize the activities and discussions for your assigned days and written posts should include relevant images. Each post will be due by 11:59PM on the days assigned. This blog will provide a continuous record of the class's activities and discussions throughout the time abroad.

Access report- 45%

In this two-part assignment, you will first analyze how well an information institution meets the needs of a selected minority/marginalized population and then develop an action plan to address issues you identify.

> Access analysis- 15%
>
> For this part of the assignment, you must complete the following steps and develop a formal report to contain the information needed to address each step.

1. Identify an information institution to which you have access (both the physical space and website) and a marginalized/minority population it currently serves or could serve in the future. Provide a brief summary of the institution (location, mission, collections, etc.).
2. Describe the needs of that marginalized/minority population (what access and information do the members need to be empowered?)
     i. As part of this section, identify at least two specific mechanisms or strategies the institution could use to gain input from members of that population regarding their needs and expectations for access to information.
3. Describe the local community and explain how the needs of that population are partially dependent on cultural context.
4. Analyze the current space (physical and digital), resources/collection, technology, and policies of that institution and evaluate how well they support the needs of that marginalized/minority population.
5. Identify at least three barriers and three supports to access and empowerment for the selected population and explain why they are either barriers or supports. When possible, connect these barriers and supports to examples/discussions from our time abroad.
6. Cite all resources used within each section of the report with in-text citations and provide a full reference page at the end of the document.

> Action plan/final report- 25%
>
> For this part of the assignment, you must complete the following steps and develop additional sections to your report. You will make any needed changes as per instructor feedback to the first part of the report (Access Analysis) and add the new sections.

7. Develop at least one suggestion to address each barrier identified in the Access Analysis.

8. Choose two barriers and prepare an action plan to address each. Each action plan should note specific tasks (what will be done and by whom), a time horizon (when it will be done), and resource allocation (what specific funds and other resources are needed).
9. Describe how those changes/additions will (1) address the empowerment/access issues and (2) support the mission/goals of the information institution and/or local library/information organization (e.g., KLA), the American Library Association, IFLA, and the UN.
10. Discuss how considering another population in addition to the one selected would impact the barriers and supports identified as well as your proposed solutions (e.g., If you chose veterans, what would be the impact on the barriers, supports, and solutions if the group were veterans with disabilities or veterans experiencing homelessness?).
11. Cite all resources used within each section of the report with in-text citations and provide a full reference page at the end of the document.
12. Develop an executive summary, table of contents, and conclusion, and finalize the formatting of the report.

Video summary- 5%

For this part of the assignment, you will summarize the content of your report in a professional video.

13. Record a 5-7 minute video and post it to YouTube. You can choose to make the video public or unlisted.
14. Add captions manually or edit the auto-generated captions so they are correct.
15. Submit the video link and the transcript in Canvas.

Final reflection- 15%

In the final reflection (at least 2000 words), you will
1. Explain the significance of empowerment and access to information for society in general and for the information professions specifically.
2. Discuss how this class has changed and/or reaffirmed your perspective on the role of information professionals and professional organizations in supporting empowerment and access to information for users.
3. Discuss how traveling abroad contributed to your learning and perspectives on empowerment and access and the other course content.
4. Explain how you, as an information professional, will use what you have learned in this class to support empowerment through access to information throughout your career. As part of this section, address specifically (a) how you will serve the empowerment and access needs of marginalized/minority populations and (b) how you will leverage technology to do so.
5. Summarize what you learned after watching and reflecting on your classmates' Access Report summary videos.
6. Discuss how you plan to continue learning about ways of supporting access and empowerment throughout your career.

Course Grading

Grading Scale
   90% – 100% = **A (Exceptional Achievement)**
   80% –   89% = **B (High Achievement)**
   70% –   79% = **C (Average Achievement)**
   0%   –   69% = **E (Failing)**

Course Topics and Locations

Week 1: June 7-13 (online)
        Diverse communities and the multicultural library

Week 2: June 14-20 (online)
        Cultural competence, access, and empowerment

Week 3: June 21-27 (abroad)
        International perspectives on access and empowerment

Week 4: June 28-July 4 (abroad)
        Access barriers and supports for diverse communities

Week 5: July 5-11 (online)
        Assistive and adaptive technologies and Universal Design

Week 6: July 12-18 (online)
        Evaluating institutions, services, and technology

Week 7: July 19-25 (online)
        International and national initiatives and the impact on local communities

Week 8: July 26-August 1 (online)
        Planning for the future, collaboration, and community

Final Week: August 2-5 (online)

Final Exam Information

No final examination is required for this class. Please see the Course Activities and Assignments section for more detail regarding the determination of grades in the course.

Submission of Assignments

Due dates and times are indicated on each assignment in Canvas and on the schedule at the end of this document. All assignments, unless otherwise noted, will be submitted via Canvas. Work submitted late will receive a 10% deduction for each 24-hour period after the due date and time unless a student has a documented excused absence. In the event of an excused absence, students will have one week to make up or submit the assignment. Students requesting an extension should email the instructor prior to the assignment due date and time.

Course Policies

Attendance Policy

This class is a community whose success depends on everyone's participation, and it is vital for you to be a consistently engaged contributor in this class. You are expected to maintain an active presence on Canvas each week for discussions during the six weeks we are online. Students who miss discussion deadlines or do not participate will lose points for discussion. Similarly, while abroad, you are expected to attend and participate in each site visit and discussion. Students who are not present or do not participate will lose points for discussion.

If you know ahead of time that you will be not be able to participate in class due to an excused absence, please discuss this with your instructor and turn in any assignments ahead of time. Excuses for university-sponsored activities must be made *prior* to such absences. For any emergency situation that arises, **email your instructor** as soon as you know about the situation when possible. Students have one week to complete a missed assignment due to an excused absence upon their return without penalty.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses.

The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please contact me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at: https://ci.uky.edu/sis/sites/default/files/policies.pdf

Technology & Information Resources

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access to a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: http://download.uky.edu/.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UK ITS)
https://www.uky.edu/its/
859-218-4357

Library Services & Distance Learning Services
- http://libraries.uky.edu/DLLS
- Carla Cantagallo, DL Librarian
- Local phone number: (859) 218-1240
- Email: carla@uky.edu
- DL Interlibrary Loan Service FAQ: http://libraries.uky.edu/page.php?lweb_id=954

For more resources about online classes and student resources, visit http://www.uky.edu/ukonline/

The School of Information Science has a page with a comprehensive list of technology resources here: http://ci.uky.edu/sis/students/techtips

Military Members and Veterans
We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit http://www.uky.edu/veterans for more available resources.

Course Calendar

Week 1: June 7-13 (online)
- Topic: Diverse communities and the multicultural library
- Assignments:
    o Discussion in Canvas
- Required readings:
    o Cooke, Chapter 1: Introduction to Diversity, Inclusion, and Information Services (p.1-10)
    o Cooke, Chapter 3: A Sampling of Diverse Populations (p. 27-46)
    o IFLA & UNESCO (2012). IFLA/UNESCO Multicultural Library Manifesto. Retrieved from https://www.ifla.org/files/assets/library-services-to-multicultural-populations/publications/multicultural_library_manifesto-en.pdf
    o IFLA. (2011). Multicultural Communities: Guidelines for Library Services—An Overview. Retrieved from https://www.ifla.org/files/assets/library-services-to-multicultural-populations/publications/guidelines-overview-en.pdf
    o Savolainen, R. (2016). Approaches to socio-cultural barriers to information seeking. *Library and Information Science Research, 38*(1), 52-59.
    o Review resources about the Netherlands and international travel in Canvas

Week 2: June 14-20 (online)
- Topic: Cultural competence, access, and empowerment
- Assignments:
    o Discussion in Canvas
- Required readings:
    o Cooke, Chapter 2: Developing Cultural Competence (p. 11-25)
    o Tennant, R. (2014). The Mission of Librarians in to Empower. *The Digital Shift*. Retrieved from http://www.thedigitalshift.com/2014/01/roy-tennant-digital-libraries/mission-librarians-empowerment/
    o Fourie, I., & Meyer, A. (2016). Role of libraries in developing an informed and educated nation. *Library Hi Tech, 34*(3), 422-432.
    o ALA. (2017). Access to Library Resources and Services. Retrieved from http://www.ala.org/advocacy/intfreedom/access
    o Koren, M. (2016). "Libraries in the Netherlands." Accessible from http://www.fobid.nl/sites/fobid/files/Libraries%20in%20the%20Netherlands%2C%20Koren%202016.pdf (1-9)
    o Review resources about the Netherlands and international travel in Canvas

Week 3: June 21-27 (abroad)

- Topic: International perspectives on access and empowerment
- Assignments:
  - On-site discussions
  - Class travel blog
- Required readings:
  - IFLA. (2018). More about IFLA. Retrieved from https://www.ifla.org/about/more
  - The Lyon Declaration on Access to Information and Development. (2014). Retrieved from https://www.lyondeclaration.org (Read the Declaration and About sections)
  - United Nations (2018). "Sustainable Development Goals." Accessible from http://www.undp.org/content/undp/en/home/sustainable-development-goals.html
  - International Federation of Library Associations and Institutions. (n.d.) *Access and opportunity for all: How libraries contribute to the United Nations 2030 Agenda*. (1-24)
  - Garrido, M. & Wyber, S. Eds. (2017). Development and Access to Information. International Federation of Library Associations and Institutions: The Hague.
    - Read the Executive Summary (p. 7-8) and Ch. 2: Libraries as Agents for Sustainable Development (p. 51-57)

Week 4: June 28-July 4 (abroad)

- Topic: Access barriers and supports for diverse communities
- Assignments:
  - On-site discussions
  - Class travel blog
- Required readings:
  - Cooke, Chapter 4: Services to Diverse Populations (p. 47-77)
  - Sin, S. (2011). Neighborhood disparities in access to information resources: Measuring and mapping U.S. public libraries' funding and service landscapes. Library & Information Science Research, 33(1), 41-53.
  - Cancro, P. (2016). The Dark(ish) Side of Digitization: Information Equity and the Digital Divide. *Serials Librarian*, *71*(1), 57-62.
  - Koford, A. (2014). How Disability Studies Scholars Interact with Subject Headings. Cataloging & Classification Quarterly, 1-24.
  - Guides and Toolkits
    - Choose the guide/toolkit that corresponds to the population of interest for your Access Report (if neither ASCLA or IFLA have a guide/toolkit on that population find an article or resource about serving that population)
      - ASCLA Toolkits
      - IFLA Toolkits

Week 5: July 5-11 (online)

- Topic: Assistive and adaptive technologies and Universal Design
- Assignments:
  - Discussion in Canvas
  - Resource Annotations-1st half (Due by 11:59 PM July 11)
- Required readings:
  - Guder, C. S. (2012). Making the right decisions about assistive technology in your library. *Library Technology Reports, 48*(7), 14-21.
  - Rosen, S. S. (2018). What does a library accessibility specialist do?: How a new role advances accessibility through education and advocacy. *College & Research Libraries News*, *79*(1), 23-24.
  - Spina, C. (2017) "How Universal Design Will Make Your Library More Inclusive." Accessible from https://www.slj.com/2017/05/diversity/how-universal-design-will-make-your-library-more-inclusive/
  - Yoon, K., Hulscher, L., & Dols, R. (2016). Accessibility and Diversity in Library and Information Science: Inclusive Information Architecture for Library Websites. *The Library Quarterly, 86*(2), 213-229.
  - Kavanagh Webb, K. & Hoover, J. (2015). Universal Design for Learning (UDL) in the Academic Library: A Methodology for Mapping Multiple Means of Representation in Library Tutorials. *College & Research Libraries*, *76*(4), 537-553.

Week 6: July 12-18 (online)

- Topic: Evaluating Institutions, Services, and Technology
- Assignments:
  - Discussion in Canvas
  - Access Analysis (Due by 11:59 PM July 18)
- Required readings:
  - Riley-Huff, D. (2012). Web accessibility and universal design: A primer on standards and best practices for libraries. *Library Technology Reports, 48*(7), 29-35.
  - Burghstahler, S. (2017). "Equal Access: Universal Design of Libraries." Available from https://www.washington.edu/doit/sites/default/files/atoms/files/EA_Libraries.pdf
  - Samson, S. (2011). Best practices for serving students with disabilities. Reference Services Review, 39(2), 260-277.
  - Find and read an article discussing information/library services to the population you have selected

Week 7: July 19-25 (online)

- Topic: International and national initiatives and the impact on local communities
- Assignments:
    - o Discussion in Canvas
    - o Resource Annotations-2nd half (Due by 11:59 PM July 25)
- Required readings:
    - o IFLA. (2016). Launch of IFLA's International Advocacy Programme with four Regional Workshops. Retrieved from https://www.ifla.org/node/11048?og=7409
    - o IFLA. (2017). Toolkit: Libraries, Development, and the United Nations 2030 Agenda. Retrieved from https://www.ifla.org/files/assets/hq/topics/libraries-development/documents/libraries-un-2030-agenda-toolkit-2017.pdf
    - o The Carter Center (2018). Global Access to Information Program. Retrieved from https://www.cartercenter.org/peace/ati/index.html
    - o American Library Association. (2015). After Access: Libraries & Digital Empowerment: Building Digitally Inclusive Communities. Retrieved from http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/ALA%20DI%20After%20Access_final_12%2017%2015.pdf
    - o The Tempe Declaration: Extending Access to Information Through Offline Internet. (2018) Retrieved from https://www.ifla.org/files/assets/hq/topics/info-society/documents/offline_internet_-_tempe_declaration.pdf

Week 8: July 26-August 1 (online)

- Topic: Planning for the future, collaboration, and community
- Assignments:
    - o Discussion in Canvas
    - o Action Plan/Final Report (Due by 11:59 PM July 29)
    - o Video (Due by 11:59 PM July 31)
- Required readings:
    - o Cooke, Ch. 5- Managing Diversity (p. 79-112)
    - o Absher, L. a., & Cardenas-Dow, M. m. (2016). Collaborative Librarianship: A Minority Opinion. Collaborative Librarianship, 8(4), 161-164.
    - o Esson, R., Stevenson, A., Gildea, M., & Roberts, S. (2012). Library services for the future: Engaging with our customers to determine wants and needs. *Library Management, 33*(8/9), 469-478.
    - o Luo, L. (2017). Photovoice: A creative method to engage library user community. (2017). Library Hi Tech, 35(1), 179-185.
    - o Kuver, R. (2015). Voices of Homeless Youth: Community Partnerships in Library Training. Young Adult Library Services, 13(2), 10-12.
    - o Wray, C. (2014). Reaching Underserved Patrons by Utilizing Community Partnerships. *Indiana Libraries*, 33(2), 73-75.

Finals Week: August 2-5

- Assignments:
    - o Final reflection (Due by 11:59 PM July 5)