

INF 385T: Designing User Interfaces for Children

UNIQUE NUMBER: 28255 SPRING 2022 SEMESTER

CLASS MEETS:

Monday, 3:00pm – 6:00pm

Online (via Zoom) and in-person (UTA 1.208)

Instructor: Dr. Jakki Bailey

Pronouns: she/her/hers

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TA: Stephanie Tomasky

Pronouns: she/her/hers

Office hours: By appointment (via Zoom)

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LAND ACKNOWLEDGMENT

I would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

Course Description

COURSE DESCRIPTION

Interactive digital technology infiltrates homes, schools, and entertainment venues, changing how people think, and socialize. What is the impact of growing up with substantially greater access to information? How might a user's age influence such technologies' use?

The course provides students with an overview of topics related to child development and user interface design for children, with an emphasis on early and middle childhood. Through this course students will learn about technology's potential impact on cognitive and social development and how child development relates to media design. Students will interact and evaluate digital media technologies on children's learning, including social

learning. Topics include, but are not limited to, brain development, social cognition, symbolic processing, media usage, and self-representation.

LEARNING OUTCOMES

Students will be able to:

1. Understand and employ developmental research and theory to design digital interfaces for children
2. Effectively identify and evaluate features of interactive technology through a cognitive and social developmental lens
3. Discuss the pros and cons of if and when to introduce technology into children's lives
4. Develop interpersonal communication skills and collaborative work skills

How Will You Learn?

Your success in this class is important to me. We all learn differently, and everyone struggles sometimes. You are not, ever, the only one having difficulty! If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT and I am happy to connect you with a person or Center if you would like.

TEACHING MODALITY INFORMATION

This course will be conducted as a hybrid course, a combination of online and in-person activities. Online classes will be synchronous with some asynchronous elements (e.g., online videos, discussions). The course will include multiple formats, including but not limited to, lecture, group activities and projects, as well as presentations. Attendance will be taken for both the synchronous online and in-person class meetings. There are no alternatives to in-person attendance, other than the normal emergency or learning accommodations.

COMMUNICATION

The course Canvas site can be found at utexas.instructure.com. Please email me at j.bailey@ischool.utexas.edu and NOT through Canvas. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses.

ASKING FOR HELP

- If you have any questions, please contact the TA and myself via email or attend office hours.
- Office hours will be via Zoom.
- Information on days and times are listed at the start of the syllabus and any changes will be announced on Canvas.
- Ask for help early and often.

DIVERSITY, EQUITY AND INCLUSION

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

SERVICES FOR STUDENTS WITH DISABILITIES

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD).

- Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>.
- If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Course Requirements and Grading

REQUIRED MATERIALS

- All materials or links to materials will be posted on Canvas.
- Pay close attention to the Modules page and all course announcements to gain access.

REQUIRED DEVICES

- Students will need access to a computer to be used at home and in class. If you have any issues regarding access, please let me know as soon as possible.

CLASSROOM EXPECTATIONS

Class attendance

Attendance is required for the course.

- Many of the course activities and assignments are completed in class and in groups.
- Failing to attend class penalizes your grades and consequentially the other members of your group.
- Absences will only be excused in situations following University policy (i.e., illness, religious holy days, participation in University activities at the request of university authorities, and compelling absences beyond your control) with proper documentation and timely notification (prior to class for non-emergencies).
 - By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day.

- If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.
- Excessive tardiness may be considered as an unexcused absence except in situations following university policy.

Class participation

- Weekly readings are to be completed before class.
- All students are expected to participate in discussions/ activities in class and on the course website.
 - Successful participation in class are evidence during discussion and presentations that you have done the readings, including a willingness and ability to summarize, synthesize and evaluate.
 - Participation is crucial and the quality of your involvement contributes to your success and the success of the class by creating a collaborative learning environment.

Accommodations:

- Students will need to provide documentation to the Dean of Student's Office so the most appropriate accommodations can be determined.

Behavior expectations:

- To foster open discussion, students are asked to be tolerant and considerate of others' viewpoints.
- Although laptops are permitted, inattentive or discourteous behavior will be noticed and penalized. Before the start of each class, silence all devices such as cellphones, tablets, and computers.
- Students are expected to attend all class sessions, to arrive on time and stay for the duration of class.
- Students cannot to take this course if they are enrolled in other courses that conflict with our class time.

CLASSROOM SAFETY AND COVID-19

To help preserve our in-person learning environment, the university recommends the following.

- Adhere to university [mask guidance](#). Masks are strongly recommended, but optional, inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
- [Proactive Community Testing](#) remains an important part of the university's efforts to protect our community. Tests are fast and free.
- We encourage the use of the [Protect Texas App](#) each day prior to coming to campus.
- If you develop COVID-19 symptoms or feel sick, stay home and contact the [University Health Services'](#) Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact [Student Emergency Services](#) and they will notify your professors. In addition, to help understand what to do if you have been

had close contact with someone who tested positive for COVID-19, see this [University Health Services link](#).

- [Behavior Concerns and COVID-19 Advice Line](#) (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.
- Students who test positive should contact [BCCAL](#) or self-report (if tested off campus) to [University Health Services](#).
- Visit [Protect Texas Together](#) for more information.

Assignments

- The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so. Assignments will be a combination of group and individual work.
 - *All individual aspects of assignments must be completed on your own.*
 - For group assignments, only one needs to be submitted per group.
 - Read each assignment directions carefully to determine which assignments are group assignments and which are individual.

Assignments	Percent of Total Grade
1. Attendance	10%
2. Participation	10%
3. Research Articles and Project Overview	15%
4. Interview/Observation	20%
5. Final Project Presentation	15%
6. Final Project Design Memo	25%
7. Collaboration Statement	5%

LATE WORK AND MAKING UP MISSED WORK

- Late work is not accepted, unless the TA is contacted in advance that you will be utilizing the “Grace Policy: Time-bank” option.

Grace Policy: Time-bank options for individual assignments

In an effort to accommodate any unexpected, unfortunate personal crisis, I have built “time banks” into our course. You do not have to utilize this policy, but if you find yourself struggling with unexpected personal events, I encourage you to e-mail me as soon as possible to notify me that you are using our grace policy. You may use this policy one of two ways (please choose, and let me know):

- You may have a two-day grace period for one assignment, OR
- You may have 2 one-day extensions for two different assignments.

ABSENCES

- Percentage of your attendance grade will be reduced with unexcused absences and class tardiness. Unexcused absences and tardiness.

GRADING BREAKDOWN

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	<60%

Course Outline

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at utexas.instructure.com. Check Canvas regularly. **Changes** to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible.

Week	Date	Class Topic	Class Modality	Assignments Due
1	Jan 17, 2022	<ul style="list-style-type: none"> No class- holiday 	No class	
2	Jan 24, 2022	<ul style="list-style-type: none"> Needfinding 	Online	
3	Jan 31, 2022	<ul style="list-style-type: none"> Approaches to Interface Design 	In-person	
4	Feb 7, 2022	<ul style="list-style-type: none"> Approaches to Developmental Learning Forming Collaborative Groups 	Online	
5	Feb 14, 2022	<ul style="list-style-type: none"> Observations/Interviews 	In-person	
6	Feb 21, 2022	<ul style="list-style-type: none"> No class- holiday 	No class	
7	Feb 28, 2022	<ul style="list-style-type: none"> Designing Games & Applications 	Online	
8	Mar 7, 2022	<ul style="list-style-type: none"> Conceptual and Symbolic Development 	In-person	Research Articles and Project Overview

9	Mar 14, 2022	<ul style="list-style-type: none"> • No class- SPRING BREAK 	No class	
10	Mar 21, 2022	<ul style="list-style-type: none"> • Thematic Analysis and Design • Collaborative Project Work Session 	Online	Observations/Interviews
11	Mar 28, 2022	<ul style="list-style-type: none"> • Digital Representations 	In-person	
12	Apr 4, 2022	<ul style="list-style-type: none"> • Required Collaborative Project Office Hours 	Online	Sign up for time slot
13	Apr 11, 2022	<ul style="list-style-type: none"> • The Future of Children's Technology • Collaborative Project Work Session 	In-person	
14	Apr 18, 2022	<ul style="list-style-type: none"> • Optional Collaborative Project Office Hours • Work Session 	TBD	
15	Apr 25, 2022	<ul style="list-style-type: none"> • Optional Collaborative Project Office Hours • Work Session 	TBD	
16	May 2, 2022	<ul style="list-style-type: none"> • Presentations and Conclusions 	In-person	Collaborative Project Presentation
Finals week	May 11, 2022	<ul style="list-style-type: none"> • Final Assignments 	No class	Collaborative Project Design Memo Collaboration statement

Course Policies and Disclosures

ACADEMIC INTEGRITY EXPECTATIONS

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at:

<http://deanofstudents.utexas.edu/conduct>.

CONFIDENTIALITY OF CLASS RECORDINGS

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

GETTING HELP WITH TECHNOLOGY

Students needing help with technology in this course should contact the [ITS Service Desk](#) or [insert contact information for your local support unit(s) and for course materials, software, hardware, or other technology used in your course].

CONTENT WARNING

Our classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

SHARING OF COURSE MATERIALS IS PROHIBITED

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

RELIGIOUS HOLY DAYS

By [UT Austin policy](#), you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

NAMES AND PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by your chosen name and by the gender pronouns you use. Class rosters are provided to the instructor with the student's chosen (not legal) name, if you have provided one. If you wish to provide or update a chosen name, that [can be done easily at this page](#), and you can [add your pronouns to Canvas](#).

University Resources for Students

COUNSELING AND MENTAL HEALTH CENTER (CMHC)

All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling

and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being resources. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. For more information on CMHC, visit <https://cmhc.utexas.edu> or call 512-471-3515.

UNIVERSITY HEALTH SERVICES (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, women's health, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

SANGER LEARNING CENTER

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc> or call 512-471-3614 (JES A332)."

SERVICES FOR STUDENTS WITH DISABILITIES (SSD)

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information:

<http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

STUDENT EMERGENCY SERVICES (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

CARRYING OF HANDGUNS ON CAMPUS

Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a “legally effective” means of notification in its own right.

TITLE IX DISCLOSURE

[If this disclosure is included in the syllabus, the [Title IX office has specified the following wording](#).]

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must report it. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419. Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX-related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit the [Title IX Office](#) or email titleix@austin.utexas.edu.

CAMPUS SAFETY

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).

Course Readings and Schedule

Week 1

Jan 17, 2022 (no class-holiday)

Week 2

Jan 24, 2022 (online)

Course Introductions

Needfinding

- Patnaik, D., & Becker, R. (1999). Needfinding: The why and how of uncovering people's needs. *Design Management Journal*, 37-43.

Week 3

Jan 31, 2022 (in-person)

Approaches to Interface Design

- Gleman, D.L. (2014). Chapter 2: Playing and Learning In *Design for Kids: Digital Products for Playing and Learning*. Brooklyn, New York: Rosenfeld Media.
- Norman, D. (2013). The psychopathology of everyday things. In *The design of everyday things: Revised and expanded edition* (pp. 1-36). New York, New York: Basic Books.

Week 4

Feb 7, 2022 (online)

Approaches to Developmental Learning

- National Scientific Council on the Developing Child. (2007). The timing and quality of early experiences combine to shape brain architecture. Working Paper No.5.
- Knudsen, E.I. (2004). Sensitive periods in the development of the brain and behavior. *Journal of Cognitive Neuroscience*, 16(8), 112-1425.
- Rogoff, B. (1990). Chapter 6 from *Apprenticeship in thinking: Cognitive Development in Social Context*. New York, NY, US: Oxford University Press. 110-134.

Forming Collaborative Project Groups

Week 5

Feb 14, 2022 (in-person)

Observations and Interviews

- TBD

Week 6

Feb 21, 2022 (no class-holiday)

Week 7

Feb 28, 2022 (online)

Designing Educational Games & Applications

- Hirsh-Pasek, K., Zosh, Golinkoff, R.M., Gray, J.H. Robb, M.B., & Kaufman, J. (2015). Putting education in “education” apps: Lessons from the science of learning. *Psychological Science in the Public Interest*, 16(1), **Read pages 7-34.**
- Gleman, D.L. (2014). *Design for Kids: Digital Products for Playing and Learning*. Brooklyn, New York: Rosenfeld Media.
 - READ:
 - Chapter 5 4-6 year olds: “Make Learning Part of the Game”;
 - “Give Feedback and Reinforcement”;
 - “Keep it Challenging” Chapter 6 Section 6-8-year olds: “Explain, Explain, Explain Again”
 - Chapter 7 Sections 8- 10 year olds: “Up the Complexity”

Week 8

Mar 7, 2022 (In-person)

Conceptual and Symbolic Development

- DeLoache, J. S. (2004). Becoming symbol-minded. *Trends in Cognitive Science*, 8(2), 66-70.
- Hirsh-Pasek, K. & Golinkoff, R.M.(2003) *Einstein never used flashcards: How our children really learn—and why they need to play more and memorize less*. United States of America: Rodale
 - READ: Playing the numbers: How children learn about quantity Sections: Counting principles: What children can do when_
- Richert, R.A., Robb, M.B., & Smith, E.I. (2011). Media as social partners: The social nature of young children’s learning from screen media. *Child Development*, 82(1), 82-95.

Week 9

Mar 14, 2022 (no class-spring break)

Week 10

Mar 21, 2022 (online)

Thematic Analysis and Design

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp0630a>

Week 11

Mar 28, 2022 (In-person)

Digital Representations

- Bailenson, J.N. & Blascovich, J. (2004). Avatars. *Encyclopedia of Human-Computer Interaction*, Berkshire Publishing Group, 64-68

- Brunick, K.L., Putnam, M.M., McGarry, L.E., Richards, M.N., & Calvert, S.L. (2016). Children's future parasocial relationships with media characters: The age of intelligent characters. *Journal of Children and Media, 10* (2), 181-190.
- Kätsyri, J., Förger, K., Mäkäpäinen, & Takala, T. (2015). A review on different uncanny valley hypotheses: Support for perceptual mismatch as one road to the valley of eeriness. *Frontiers in Psychology, 6* (390) Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2015.00390/full>
- Bailey, R., Wise, K., & Bolls, P. (2009) How avatar customizability affects children's arousal and subjective presence during junk food-sponsored online video games. *CyberPsychology & Behavior, 12*(3), 277-283.

Week 12

Apr 4, 2022 (online)

Required Collaborative Project Office Hours

Week 13

Apr 11, 2022 (in-person)

The Future of Children's Technology

- TBD

Week 14

Apr 18, 2022 (TBD)

Optional Collaborative Project Office Hours

Collaborative Project Work Session

Week 15

Apr 25, 2022 (TBD)

Optional Collaborative Project Office Hours

Collaborative Project Work Session

Week 16

May 2, 2022 (in-person)

Presentations

Class Conclusions

Finals Week

May 11, 2022 (online submission)

Final Assignments Due