# I 310 - Accuracy in the Age of Deception

Unique Number: 27026 **Fall 2020**

**Instructor:** William “Bill” Louden
**Office Hours:** TBD, online via Zoom

**Email:** William.louden@ischool.utexas.edu \* (or contact me through Canvas)

**Class Hours: 12:30 – 2 PM Tuesday & Thursday via ZOOM**

 **Class will be ‘live’ (synchronous) on Tuesdays & Thursdays via ZOOM**

**Online:** online via Canvas

**Overview**

The power and complexity of information in society, the economy, and our personal lives grows constantly, primarily due to the digital world. This course will explore information from multiple angles, with an emphasis on exploring the role of deception in a variety of areas--politics, international relations, business, advertising, interpersonal relations, and more.

Increasing information and media literacy skills along with critical thinking related to research and the world at large will be featured. This is **not** a how-to-use-the-library or computer science course, although both of those areas will be addressed. Efficient research, evaluation of information, and critical analysis are the primary goals.

**Learning Objectives**

**Student Learning Outcomes:**

* + How to define an information need and how to construct an effective digital search strategy.
	+ How to identify and select relevant information sources
	+ How to evaluate its credibility by the currency, relevance, authority, accuracy, and purpose of that information
	+ How to identify fake news, memes, propaganda, and other means of deception
	+ How to balance conflicting ‘truths’ to ensure objectivity
	+ Gain a deeper understanding of the importance of information in a democratic society through:
	+ Social Media & Search influences on accuracy
	+ Government information gathering, surveillance, and legal frameworks
	+ Advertiser information needs, gathering, and misuse
	+ Political advertising & its influence

**Prerequisites**

While there are no prerequisite classes for I 310, you should know the following before taking this course:

1. You need to contact your instructors and TAs to ask questions or get help at the first sign of trouble.
2. You need to pay very close attention to the Canvas course home page to keep up with what's going on.
3. You need to organize your time effectively so you can spend at least 6 hours a week working on this class.
4. In an online course, students who are unable to motivate and organize themselves, and especially those who don't communicate with their instructors, tend to be unsuccessful in a virtual classroom environment.

**Course Materials:** There is one book entitled, ***Fake News, Understanding Media and Misinformation in the Digital Age***.

 **Most** readings, videos, podcasts will all come from either UT Library databases or public online sources. These will be listed and linked to in the online Canvas course management system.

**Course Schedule: Online on Tuesdays and Thursdays 12:30 – 2 PM via Canvas. Attendance will be taken. Other times are asynchronous, however students must participate in the discussions posted on Canvas for full participation credit.**

**MODULE 1 – INFORMATION LITERACY**

**1 AUG 27, Thursday- Course Introduction, Class introductions, Syllabus Review.**

**Explanation of Goals and Major Projects**

 **CLASS will be held ONLINE 12:30 – 2 PM via Canvas Zoom meeting**

* Discuss Syllabus

 Deliverable: Opening Day Survey

**2 SEP 1, Tuesday – Expertise**

* Read: Perceived Accuracy and Bias in the News Media, 39 pp.
* Read: [In Defense of Knowledge and Higher Education](https://www.aaup.org/report/defense-knowledge-and-higher-education?link_id=1&can_id=458bcc995e384d623eab1726a4035f94&source=email-attacks-on-expert-knowledge-and-higher-ed-threaten-democracy&email_referrer=email_695526&email_subject=attacks-on-exp)
* View: [Stuart Hall - Race, Gender, Class in Media](https://youtu.be/FWP_N_FoW-I) (3 minute video)
* View: [Stuart Hall's Representation Theory Explained! Media Studies](https://www.youtube.com/watch?v=yJr0gO_-w_Q) (7 min)

**3 SEP 3 – Thursday –Media Ownership,**

**Searching, evaluating, and documenting research sources.**

* View: [Why No One Trusts the Mainstream Media](https://www.youtube.com/watch?v=4pzZvMzotMc) (5 minute video) Take notes
* Read: [Why humans evolved into such good bullshitters](https://www.vox.com/2018/12/6/18115586/evolution-psychology-william-von-hippel-social-leap)
* Read: [Study on why we spew so much BS](https://www.smithsonianmag.com/smart-news/study-looks-why-we-all-spew-so-much-bs-180969062/)

Assignment: 500 words on “Why no one trusts the mainstream media” due SEP 8

Discuss: Research Project

Begin Annotated Bibliography Assignment: due SEP 17

**4 SEP 8, Tuesday - How to Analyze Information: Logic and Argument.**

**Classic Elements of Rhetoric and Argument.**

**The Scientific Method, Testing a Hypothesis**

* Read: Fake News, pp. 263-281.
* Read: [“The Scientific Method”](https://www.khanacademy.org/science/high-school-biology/hs-biology-foundations/hs-biology-and-the-scientific-method/a/the-science-of-biology)
* Read: Evaluating Sources

Deliverable: Writing assignment, “Why no one trusts…”

Discuss: What argument is this? Scientific Methodology, hypothesis testing

**5 SEP 10, Thursday – How to Analyze Information: Logic and Argument.**

**The CRAAP Test**

Read: CRAAP Tests.

Discuss: Research Projects

**6 SEP 15, Tuesday - Psychology of Information Consumption.**

Assignment: Write out topic(s) for Annotated Bibliography assignment to be discussed in class

* View: [How to Control What People Do](https://www.youtube.com/watch?v=8Q-3qwEDyPM) EDWARD BERNAYS, 11 min.
* View: [How PEOPLE are CONTROLLED by CROWD PSYCHOLOGY](https://www.youtube.com/watch?v=NoII-P_8fpg), 4 min.
* Read: Fake News, pp. 219-256
* Listen: [Our Mental Space Under Attack](https://www.npr.org/2018/01/01/574073721/our-mental-space-under-attack) (38 minute podcast)
* Read: [Why Moral Emotions Go Viral Online](https://www.scientificamerican.com/article/why-moral-emotions-go-viral-online/)
* Read: ["Why Facts Don't Change Our Minds"](https://www.newyorker.com/magazine/2017/02/27/why-facts-dont-change-our-minds?source=EDT_NYR_EDIT_NEWSLETTER_0_imagenewsletter_Daily_ZZ&utm_campaign=aud-dev&utm_source=nl&utm_brand=tny&utm_mailing=TNY_Daily_082619&utm_medium=email&bxid=5cd1ce6ca77)

**7 SEP 17, Thursday - from a Legal Standpoint.**

* Read: [Fake News: A Legal Perspective](http://governance40.com/wp-content/uploads/2018/12/Fake-News-A-Legal-Perspective.pdf), 10 pp.
* Read: Text: Fake News pp. 117-158
* Review: [Fake News Research Roundup](Fake%20news%20and%20the%20spread%20of%20misinformation%3A%20A%20research%20roundup) (summaries of dozens of sources)

Discuss: Legal laws prohibiting fake news & effectiveness

Discuss: How to write an annotated bibliography

Deliverable: Identify the three sources for your Annotated Bibliography assignment

**8 SEP 22, Tuesday - Effective Research. The Variety of Sources. Developing Research Topics**

**Effective Research. Understanding and Using Sources.**

Read: [Research strategy guide for finding quality, credible sources](https://journalistsresource.org/tip-sheets/research/research-strategy-guide/#:~:text=This%20article%20focuses%20on%20creating,studies%20and%20related%20scholarly%20information.&text=Locate%20background%20information,for%20search%20engines%20and%20databases)

 Deliverable: Annotated Bibliography (drafts copies for my review)

**9 SEP 24, Thursday Effective Research. Evaluating Sources, Plagiarism, and Documenting Sources**

 **Section Review**

 Discuss: How to cite a source (APA & MLA)

 Deliverable: Quiz 1

**MODULE 2 MEDIA LITERACY**

**10 Mon., SEP 29, Tuesday. Journalism: Power and Standards.**

* Read: [Americans Still Prefer Watching to Reading the News – and Mostly Still Through Television](https://www.journalism.org/2018/12/03/americans-still-prefer-watching-to-reading-the-news-and-mostly-still-through-television/)
* Read ["The Urgent Quest for Slower, Better News:"](https://www.newyorker.com/culture/annals-of-inquiry/the-urgent-quest-for-slower-better-news)
* Read: Pew Research: [Newspapers Fact Sheet](https://www.journalism.org/fact-sheet/newspapers/)

**11 OCT 1, Thursday – Media Manipulation**

* Read: Media Manipulation… pp. 1-49
* Read: Media Manipulation, Case Study, The White Student Union, pp 50-51
* Read: [The Biggest Social Media Operation You’ve Never Heard of Is Run Out of Cyprus by Russians](https://www.lawfareblog.com/biggest-social-media-operation-youve-never-heard-run-out-cyprus-russians)
* Read ["I Was a Macedonian Fake News Writer"](http://www.bbc.com/future/story/20190528-i-was-a-macedonian-fake-news-writer?ocid=global_future_rss&ct=t(EMAIL_CAMPAIGN_10_1_2018_17_21_COPY_01))

Deliverable: Annotated Bibliography due. Must be submitted in a WORD document format

**12 OCT 6, Tuesday. - Media Manipulation**

* Read: ["Using Story to Change Systems"](https://ssir.org/articles/entry/using_story_to_change_systems)
* View: [Edward Bernays and Group Psychology: Manipulating the Masses](https://www.youtube.com/watch?v=lOUcXK_7d_c), 11 min.
* Read: Media Manipulation, Case Study, Trump and the Star of David image, pp. 52-54

**13 OCT 8, Thursday. - Information Usage in Education, Sciences, Social Sciences, Business.**

- Read: ["Electronic Medical Records Increase Medical Error"](http://go.galegroup.com.ezproxy.lib.utexas.edu/ps/retrieve.do?tabID=Viewpoints&resultListType=RESULT_LIST&searchResultsType=SingleTab&searchType=BasicSearchForm&currentPosition=3&docId=GALE%7CEJ3010864221&docType=Viewpoint+essay&sort=Relevance&contentSegment=&prodId=OVIC&contentSet=GALE%7CEJ3010864221&searchId=R1&userGroupName=txshracd2598&inPS=true) and ["Electronic Medical Records Reduce Medical Error"](http://go.galegroup.com.ezproxy.lib.utexas.edu/ps/retrieve.do?tabID=Viewpoints&resultListType=RESULT_LIST&searchResultsType=SingleTab&searchType=BasicSearchForm&currentPosition=4&docId=GALE%7CEJ3010864220&docType=Viewpoint+essay&sort=Relevance&contentSegment=&prodId=OVIC&contentSet=GALE%7CEJ3010864220&searchId=R1&userGroupName=txshracd2598&inPS=true)

- Assignment: 500 word essay either for or against Electronic Medical records DUE OCT 13

- Read: [Polling Shows Signs of Public Trust in Institutions amid the Pandemic](https://www.pewresearch.org/science/2020/04/07/polling-shows-signs-of-public-trust-in-institutions-amid-pandemic/)

- Read: [Cable TV and COVID-19: How Americans perceive the outbreak and view media coverage differ by main news source](https://www.journalism.org/2020/04/01/cable-tv-and-covid-19-how-americans-perceive-the-outbreak-and-view-media-coverage-differ-by-main-news-source/)

**14 OCT 13, Tuesday. – Foreign Governments Role in Information Production and Influence**

- Deliverable: 500 word essay on Medical Records

- View: 3-part video "[Infektion](https://www.youtube.com/watch?v=tR_6dibpDfo)" How Russia Perfected the Art of War | NYT Opinion. (47 minutes)-

- Read: [More governments than ever are using social media to push propaganda,](https://www.nbcnews.com/tech/tech-news/more-governments-ever-are-using-social-media-push-propaganda-report-n1076301) report says

**15 OCT 15, Thursday. - Government Role in Information Production and Access. Free Speech, Censorship, Regulation, Net Neutrality**

 Read: [THE GOVERNMENT’S ROLE IN CONSTRUCTING THE DATA-DRIVEN ECONOMY](https://www.cigionline.org/articles/governments-role-constructing-data-driven-economy)

 Read: [Free speech or censorship? Social media litigation is a hot legal battleground](https://www.abajournal.com/magazine/article/social-clashes-digital-free-speech)

 Read: [Executive Order on Preventing Online Censorship](https://www.whitehouse.gov/presidential-actions/executive-order-preventing-online-censorship/)

 Read: [FREE EXPRESSION ON SOCIAL MEDIA](https://www.freedomforuminstitute.org/first-amendment-center/primers/free-expression-on-social-media/). Also read the sub-links of various media company policies.

**16 OCT 20, Tuesday.- Government Role in Information Production and Access II. Surveillance, Patriot Act, WikiLeaks, Edward Snowden**

 Read: [What is the role of government in the digital age?](https://www.weforum.org/agenda/2017/02/role-of-government-digital-age-data/)

Read: [SURVEILLANCE UNDER THE USA/PATRIOT ACT](https://www.aclu.org/other/surveillance-under-usapatriot-act)

 Read: ["Repeated Mistakes in Phone Record Collection Led NSA to Shutter Controversial Program"](https://link.gale.com/apps/doc/A590862441/OVIC?u=txshracd2598&sid=OVIC&xid=0dc5cc7b)Read ["Why We Should Stop Fetishizing Privacy"](https://advance-lexis-com.ezproxy.lib.utexas.edu/document/?pdmfid=1516831&crid=96edaa24-55f8-40f5-b055-9c16b428705e&pddocfullpath=%2Fshared%2Fdocument%2Fnews%2Furn%3AcontentItem%3A5W5X-NP51-DXY4-X3HM-00000-00&pddocid=urn%3AcontentItem%3A5W5X-NP51-)

Read: [Wikileaks: Document dumps that shook the world](https://www.bbc.com/news/technology-47907890)

**17 OCT 22, Thursday. - Politics and Information. Voter Targeting. Use of Social Media (Black Lives Matter, #MeToo, Arab Spring, ISIS, etc.).**

 **Module Review,**

Read/Listen: [“How Democrats Used Dirty Tricks in the 2017 Alabama Senate Race”](https://www.wnycstudios.org/story/democrats-dirty-tricks-alabama-senate-race) (11 minutes)

Watch: "[Google's Bias Against the Right](https://video.foxnews.com/v/5977571522001#sp=show-clips)" FOX News (1.5 minutes)

Read: ["The Stories That Divide Us](https://www.statesman.com/opinion/20190802/douthat-stories-that-divide-us)"

Read ["How to Prevent Smart People From Spreading Dumb Ideas"](https://advance-lexis-com.ezproxy.lib.utexas.edu/api/permalink/837ef48c-c199-4bb1-afd4-e768b01eb9ec/?context=1516831)

**18 OCT 27, Tuesday. - History and Techniques of Propaganda**

 Read: Fake News, pp 13-28.

Read: ["Propaganda in the 21st Century"](https://qz.com/978548/introducing-our-obsession-with-propaganda/)

 View: [Herding Behavior: How following the crowd leads us astray](https://www.youtube.com/watch?v=EMe1jy4mico), (4 min.)

 Deliverable: Quiz 2

**MODULE 3 SOCIAL MEDIA, ETHICS, & DIGITAL SECURITY**

**19 OCT 29, Thursday. – Social Media**

- Listen: ["Redirecting Googlers To Sites They're Not Searching For Can Have Benefits — And A Dark Side"](https://www.wbur.org/hereandnow/2019/07/31/google-search-redirect) (12 minute audio)

 **-** Read: ["Less than you think: Prevalence and predictors of fake news dissemination on Facebook"](http://advances.sciencemag.org/content/5/1/eaau4586)

 **-** Read: [Social media outpaces print newspapers in the U.S. as a news source](https://www.pewresearch.org/fact-tank/2018/12/10/social-media-outpaces-print-newspapers-in-the-u-s-as-a-news-source/)

**20 NOV 3, Tuesday. Social Media continued**

 Deliverable: - Written one-page description of final project plan, including sources

 - View: [How Google Works](https://www.youtube.com/watch?v=0eKVizvYSUQ)

**-** Read: [“Google Data Collection”](https://digitalcontentnext.org/wp-content/uploads/2018/08/DCN-Google-Data-Collection-Paper.pdf) read pages 1-9, optionally skim rest of document.

**-** Read: [The Irony Of Mark Zuckerberg And Facebook’s Values](https://www.forbes.com/sites/danpontefract/2020/06/02/the-irony-of-mark-zuckerberg-and-facebooks-values/#7a7fadea2098)

**-** Read: [Facebook Privacy](https://epic.org/privacy/facebook/)

**21 NOV 5, Thursday. Ethics in Information Gathering, Distribution**

- Read: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4363905/>

**22 NOV 10, Tuesday. Cybercrime & Digital Security**

 **TBD**

**23 NOV 12, Thursday Future of Disinformation and Use of Info in Our Lives**

 **TBD**

**24 NOV 17, Tuesday. Presentations**

**25 NOV 19, Thursday. Presentations**

**26 NOV 24, Tuesday. Presentations Review. Course Review**

 **Deliverable:** Turn in possible questions for final exam

**NOV 25-30 Thanksgiving Break**

**27 DEC 1, Tuesday. Course Review**

**28 DEC 3, Thursday. Final Exam (due)**

 Final Exam deadline 11:59 PM (online)

**Class Processes:** Attendance counts for 10% of grade and is required unless otherwise stated for specific classes. Up to two unexcused absences are permitted. More that will mean a reduction of 1-5 points unless an official justification is presented. Let the instructor know if you know you will miss a class. However there will be pop quizzes and in-class writing assignments. Students without an excused absence will not receive credit for these and there will not be make-ups for the unexcused. Students are responsible for getting any material or notes from missed classes.

Class discussion is a primary mode of learning. I realize that may be difficult for some, but I will make every effort to promote a welcoming environment that promotes critical thinking without contentiousness. Verbal communication is a fundamental aspect of education and almost all careers, so developing these skills will make your future sunny and bright.

Laptops and tablet computers are allowed, but smart phones may only be used for the occasional searching as part of in-class activities. Students may **only** use permissible devices for class-related activities. Use for personal activities such as email, social media, games may result in prohibition of device.

**Religious Holy Days:** 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.

**Use of *Canvas* for class:** In this class I use Canvas—a Web-based course management system with password-protected access at http://canvas.utexas.edu —to provide the syllabus with links to homework and to post grades. You can find support in using Canvas at the ITS Help Desk at 512 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

**Basis of Grades:**

Module 1 (25 points)

 Quiz 1 10

 Digital Diary 5

 Essay 1 5

 Class discussions & participation 5

Module 2 (35 points)

 Annotated bibliography 15

 Quiz 2 10

 Essay 2 5

 Class discussions & participation 5

Module 3 (40 points)

 Class discussions & participation 5

 Research Presentation 5

 Research project 15

 Final exam 15

 =====

 Total points 100

**Grading Scale:**

A 100 to 94

A- 93 to 90

B+ 89 to 87

B 86 to 84

B- 83 to 80

C+ 79 to 77

C 76 to 74

C- 73 to 70

D 69 to 60

**Writing:**

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers’ work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

The Writing Flag faculty committee also provides statements on Plagiarism and Academic Integrity and Plagiarism Detection Software:

Plagiarism and Academic Integrity

Using someone else’s work in your own writing without giving proper credit is considered plagiarism, a serious form of academic dishonesty that can result in severe penalties. Copying someone else’s work, buying a paper and submitting it as your own, copying and pasting text (even with changes), or borrowing images from an online source, are some examples of plagiarism. Even if you plagiarize accidentally, you can be held responsible and penalized.

Learning to cite sources appropriately is an important part of becoming a professional. When you are unsure about citation, you are encouraged to ask your instructor (who is already an expert in the discipline) what is appropriate in the context of your assignment. Consultants at The University Writing Center can also help you determine whether you are citing sources correctly—and they have helpful guides online for using direct quotations and paraphrasing. Reviewing those skills will help you feel confident that you are handling sources professionally in your writing.

You can read the University’s definition of plagiarism and other forms of academic dishonesty in Sec. 11–402 of the Student Conduct Code. For more information, visit the Dean of Students’ site.

**Academic Integrity**

**University of Texas Honor Code:** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. Each student in this course is expected to abide by the University of Texas Honor Code. Any work submitted by a student in this course for academic credit will be the student's own work. For this course, collaboration is allowed in the following instances: You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a USB drive. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

 During examinations, you must do your own work. Talking or discussion is not permitted during

the examinations, nor may you compare papers, copy from others, or collaborate in any way.

Any collaborative behavior during the examinations will result in failure of the exam, and may

lead to failure of the course and University disciplinary action.

**Other University Notices and Policies**

**Use of E-mail for Official Correspondence to Students:** All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at

[**https://it.utexas.edu/services/email-calendar-collaboration**](https://it.utexas.edu/services/email-calendar-collaboration)

**Documented Disability Statement**

Any student with a documented disability who requires academic accommodations should

contact Services for Students with Disabilities (SSD) at 512 471-6259 (voice) or

1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an

official accommodation letter from SSD. *All such information will be strictly confidential.*

▪ Please notify me as quickly as possible if the material being presented in class is not

accessible (e.g., instructional videos need captioning, course packets are not readable for

proper alternative text conversion, etc.).

▪ Please notify me as early in the semester as possible if disability-related accommodations

for field trips are required. Advanced notice will permit the arrangement of

accommodations on the given day (e.g., transportation, site accessibility, etc.).

▪ Contact Services for Students with Disabilities at 512 471-6259 (voice) or 1-866-329-3986

(video phone) or reference SSD’s website for more disability-related information:

http://www.utexas.edu/diversity/ddce/ssd/for\_cstudents.php

**Behavior Concerns Advice Line (BCAL)**

If you are worried about someone who is acting differently, you may use the Behavior Concerns

Advice Line to discuss by phone your concerns about another individual’s behavior. This

service is provided through a partnership among the Office of the Dean of Students, the

Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and

The University of Texas Police Department (UTPD). Call 512-232-5050 or visit

http://www.utexas.edu/safety/bcal

**Q drop Policy**

The State of Texas has enacted a law that limits the number of course drops for academic reasons

to six (6). As stated in Senate Bill 1231:

“Beginning with the fall 2007 academic term, an institution of higher education may not

permit an undergraduate student a total of more than six dropped courses, including any course

a transfer student has dropped at another institution of higher education, unless the student

shows good cause for dropping more than that number.”

**Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside

when a fire alarm is activated or an announcement is made. Please be aware of the following

policies regarding evacuation:

▪ Familiarize yourself with all exit doors of the classroom and the building. Remember

that the nearest exit door may not be the one you used when you entered the building.

▪ If you require assistance to evacuate, inform me in writing during the first week of

class.

▪ In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the

UT Austin Police Department, or the Fire Prevention Services office.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

July. 20, 2020