SW 560.004

Introduction to Macro Practice
Community Organization, Management and Policy Practice

Fall 2012

Monday 1pm - 4pm
Room 1804 SSWB

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Office Location: 3764 SSWB
Office Hours: Monday 4-5 & by appointment

Course Description
This course is a generalist social work foundation offering in the Macro Practice Concentrations (Community Organization, Management, and Policy/Evaluation). It covers basic content in these areas of social work method and prepares students to take the more advanced courses in their concentration. It is partly survey in nature, touching on a range of methodologies and emphases, and providing an appreciation of the historical and contemporary importance of these methods in social work. In addition, it deals with the process of professionalization and introduces students to a range of practice tools. Issues of diverse dimensions [e.g. ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation] will be emphasized throughout, with special focus on culturally sensitive practice, i.e., multicultural community organizing, culturally sensitive management practices, culturally sensitive analyses of policy proposals and their impact, and culturally sensitive research practices. Students’ field experience and future methods courses will build upon the knowledge and skills presented in this course.

Course Content
Students learn beginning macro practice skills, including skills sets in the areas of community organization, management, and policy analysis. They learn to understand a variety of roles and skills attached to them—i.e., community organizer, manager, or policy analyst/advocate. The course will also provide students with the opportunity to integrate learning from relevant HBSE, policy, and research courses, designed to be taken concurrently.
During this course, students focus on:
(1) Understanding the context of macro practice;
(2) Identifying problems at the community and organizational level;
(3) Organizing and building relationships within communities and organizations; and
(4) Organization-based and community-based policymaking, planning, and program development.

This course will provide a common framework for learning, which sets the stage for more detailed development of skills sets. Readings will be related to theories, concepts, and practice skills involving assessments and interventions at the mezzo-macro level and in working effectively with communities and organizations. Some class time will be devoted to a discussion of issues raised by students’ experiences in the field, in the context of the theories, concepts, and skills covered by the readings, lectures, and exercises. These include various community assessment and problem solving models, reflective practice, interpersonal skills in macro policy research, and the analysis of organizational culture.

Course Objectives

In this course, we will examine various definitions of macro practice. Students will use case studies and exposure to macro-practitioners to examine macro-practice as the process of “helping people solve social problems and make social change at the community, organizational, societal, and global levels” (Brueggemann, 2002, p.3). On completion of this course, students, using a generalist social work practice framework, will be able to demonstrate beginning level competencies in the following ways:

CONTEXT OF MACRO PRACTICE: Describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work, with special attention to community organization, management, policy, and research;

MACRO PRACTICE STRATEGIES: Identify community organization, management, policy-planning strategies, and empirically supported practices for dealing with contemporary social work and social welfare problems;

SELECTION OF MACRO PRACTICES: Demonstrate beginning level community organization, management, and policy evaluation skills in identifying the major internal and external environmental factors that affect the selection of those strategies;

ETHICS FOR MACRO PRACTICE: Apply NASW’s Code of Ethics and other professional codes to the selection of action strategies, and in particular to those situations which affect women, people of color, and disadvantaged/discriminated against populations;

MACRO PRACTICE TOOLS: Demonstrate the ability to utilize selected assessment tools for designing practice relevant issues (e.g., human resource assessment, flow-charts, force field analysis, nominal group technique, task analysis, community profiling, asset mapping, community needs and strengths assessment, Census data analysis, and utilizing frameworks of ethical and policy analysis);

SOCIAL WORKER MACRO PRACTICE ROLES: Specify/identify those situations in which social workers are likely to be central to and have leverage over major social welfare concerns;

PRACTICE INTEGRATION & BREADTH: identify salient connections between Macro Practice/Interpersonal Practice and National/International practices.

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1 This course description comes from Sue Ann Savas’ SW 560 syllabus (Fall 2011).
**Course Design & Pedagogical Approach**

Our class employs an adult learning philosophy to promote and integrate both classroom and community learning experiences. This style of learning relies on the full participation and contributions of everyone in order to reach our highest potential as a group. This course will rely heavily on classroom discussions of assigned readings, group activities, and critical analysis and thoughtful, reflective dialogue about privilege, oppression, diversity, and social justice as it relates to macro practice.

**Classroom Community for a Positive Learning Environment**

Given that the nature of macro practice involves working in some capacity with larger groups within the context of communities, we will strive to establish and build our own classroom community. Although we each come from and belong to different communities, during this semester we will be working together and learning as a new community. The success of our smaller community will depend upon our ability to work together, share ideas, respect differing perspectives, and help one another aspire to reach the fullest potential possible. The potential of our community will not be reached through individual action, but through our ability to work together as a classroom community.

**My teaching philosophy**

I believe that we are all teachers and learners in this classroom. I expect that students take responsibility for their learning, and I strive to support them in their learning as best I can. I hope this course challenges you; I also hope that you are able to find both concepts and skills that are applicable in your professional role as a social worker. Please feel free to contact me anytime to discuss this course!

I check in with students regularly in both formal and informal ways, and I adjust the course if possible to meet their shifting needs. I care deeply about the learning of my students, and I strive to address a variety of learning styles and needs. To this end, I vary my pedagogical strategies, lectures, discussions, in-class presentations, skill-building activities and exercises, films, and guest speakers.

**Relationship of this Course to the Curricular Themes**

*Multiculturalism and Social Diversity* are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multi-cultural and diversity issues from the client system, the worker (i.e., the community organizer, manager, and policy analyst/advocate), as well as the organizational, community, and policy contexts.

*Social Justice and Social Change* are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that enable workers to secure better representation of underrepresented community members and points of view in the community, agency, and polity, and to address, through the attainment of program goals, issues of historic exclusion and exploitation. Techniques of both transactional and transformational change are considered.

*Behavioral and Social Sciences Research* is addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore the perspectives of social and behavioral science theory on the community, the organization, and the polity. Organizational theories, political science theories, and theories of community will be important bases for class analyses.

*Promotion, Prevention, Treatment, and Rehabilitation* are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore special attention to the benefits of prevention and early intervention (promotion and prevention), risks attendant to the use of various methods (treatment), and the need for longer term connection and follow-up (rehabilitation).
Relationship of this Course to Social Work Values and Ethics

This course will address ethical and value issues related to working with and in organizations, communities, societies, as well as in conducting policy-focused research in these domains. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all community members, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. This course will also focus on social workers’ responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

Intensive Focus on PODS (Privilege, Oppression, Diversity, & Social Justice)

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices, and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students [in] developing a vision of social justice, learning to recognize and reduce mechanisms that support oppression and injustice, working toward social justice processes, applying intersectionality and intercultural frameworks, as well as strengthening critical consciousness, self-knowledge, and self-awareness to facilitate PODS learning.

Course Policies

Academic Integrity

I expect students to maintain the highest level of academic integrity in the classroom. All work for this course must be your own. Use of someone else’s ideas without citation is unacceptable. Academic misconduct or dishonesty of any sort will not be tolerated and will receive an automatic failure of the assignment; it also grounds for expulsion from the University. Be advised that instructors are obliged to report all incidents of academic misconduct to the Associate Dean (which then become part of the student’s permanent academic record). This policy is explained in the MSW student handbook. In order to avoid dishonesty and plagiarism, please review the following website for university guidelines and policies: http://www.lib.umich.edu/acadintegrity/.

Accommodations for Learning

If you feel that your attendance or participation in section may be affected by a disability or medical need, please let me know as soon as possible! This University has a variety of resources for students with disabilities, including the Office for Services to Students with Disabilities (http://www.umich.edu/~sswd) and the Adaptive Computing Site (http://itscs.umich.edu/atcs).

Attendance & Participation

I expect you to come to every class prepared to learn. Because I emphasize a learning community, your presence and engagement are integral to the success of this class. Students who attend every class session and thoughtfully participate in discussions and group exercises will earn 10% for class participation. Students who have more than one unexcused absence will lose one percentage point of their overall grade.
per absence. Excessive absences may result in a failing grade (http://ssw.umich.edu/studentGuide/2013/page.html?section=9&volume=1).

Please let me know prior to class if you must miss class due to illness, dependent care, or some other emergency. If you miss a class, it is your responsibility to keep abreast of course happenings.

Please notify me if religious observances conflict with class attendance or due dates for assignments so we can make appropriate arrangements.

**Communication**
Talk to me! I am available over email from 9-5 Monday through Friday. I will almost always respond within twenty-four hours. However, be warned that email may or may not be checked regularly on weekends. When writing, please include SW 560 in the subject line. This ensures my timely response. Questions about complicated concepts are best suited for office hours. I will do my absolute best to accommodate students’ schedules; feel free contact me to make appointments outside of office hours.

**Grading Policies**
To be honest, I think that what you learn is far more important than what grade you receive in the course. Assignments are an excellent opportunity for communication between student and instructor. I aim to provide constructive feedback that highlights strengths, provides suggestions for improvement, and asks challenging questions that push you to think critically. I want you to learn as much as possible in this course—and I look forward to learning from you as I evaluate your assignments.

However, I do understand that in our society, grades are a recognized measure of comprehension. Therefore, I would like you to know how I intend to grade this course. Grades are earned by successfully completing the assignment and turning it in by the deadline. I consider an “A” to be exceptional, outstanding work; a “B” indicates fine work, mastery of assignment concepts and clear writing; a “C” indicates problems or difficulty with assignment concepts and writing that needs proofreading; a “D” or lower indicates unacceptable and/or unsatisfactory work. I use a 100-point scale for this class, as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>A-</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>86-84</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C</td>
<td>76-74</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D</td>
<td>69-00</td>
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If you are unhappy with your performance on an assignment, or have questions about my evaluation of your work, I encourage you to chat with me about it. I prioritize learning, and I welcome the opportunity to discuss any questions or concerns you may have about course concepts or grades.

Assignments submitted late without an exception granted will be downgraded a third of a letter grade for each day late, including weekend days. Exceptions may be granted in rare cases with permission of the instructor, and will only be granted in advance of the due date of the assignment.

Incompletes will only be granted when it can be demonstrated that it would be unfair to hold a student to the normal limits of the course. If you think you need an incomplete, you must formally request an incomplete prior to the final week of classes.
Assignments
A short description of each assignment is provided below; for more detailed instructions, please see the Resources folder on the ctools website.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>COURSE AREA</th>
<th>WEIGHT</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reflection Papers</td>
<td>Praxis/Reflection</td>
<td>10%</td>
<td>September 17 December 12</td>
</tr>
<tr>
<td>2 Skill Building Session/Competency Assignments</td>
<td>All</td>
<td>15%</td>
<td>Varies (sign up to be sent around &amp; posted on ctools)</td>
</tr>
<tr>
<td>3 Community Profile</td>
<td>Community Organizing &amp; Social Planning</td>
<td>25%</td>
<td><strong>Proposal:</strong> Friday, September 28 at 5pm (ctools)</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td><strong>Profile &amp; Presentation:</strong> Monday, October 29, 2012 (in class)</td>
</tr>
<tr>
<td>3 Mini-Grant Proposal</td>
<td>Management</td>
<td>20%</td>
<td>November 26 (ctools)</td>
</tr>
<tr>
<td>4 Advocacy Project</td>
<td>Policy Analysis/Advocacy</td>
<td>20%</td>
<td>December 10 (in class)</td>
</tr>
<tr>
<td>5 Class Participation</td>
<td>All</td>
<td>10%</td>
<td>Throughout the semester</td>
</tr>
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This course is developed to develop skills for engaging in macro-level change. Macro practice always involves the ability to work with others, therefore, in order to work toward this goal we will work in groups for multiple projects in addition to individual written assignments. The instructions for each assignment are as follows:

**Assignment 1: Self-Assessment of Learning** (Individual assignment)
This assignment consists of three 4-5 page essays written and turned in during the term. Essays should be typed, double-spaced, 12-pt font, written in APA or ASA style, and proofread before submission. Each essay is worth 5 points. These reflective assignments are confidential.

**Essay one.** Describe and discuss your thoughts about this course and how it relates to your personal and professional goals. The discussion should include the following:

- Describe your personal and professional goals. What do you hope to be doing 6 years from now?
- How will the MSW degree and this course in particular assist you in meeting your goals?
- Discuss your own strengths and limitations with regard to participating in this course.
- What experience do you already have with macro methods and practices (working with communities, organizations, etc.)?
- Identify at least one fear about this course, and at least one hope for this course.

**Essay two.** Provide a brief summary of your experience in the course, and any other relevant experiences (e.g., field work). Read over essay one. Discuss the following:

- How have your personal and professional goals been supported? Have they changed?
- (How) have your views of this course changed?
- What challenges did you experience in this course? How did you deal with them?
- What was the most important thing you learned in this course this semester? Why?
How has this experience this term affected your ideas about social work practice? How have you shifted your goals or expectations?

**Assignment 2: Skill Building Session** (Team Project – Groups of Three)
To effectively promote change at the community, organizational, and policy levels, social workers must possess a vast set of skills. Our classroom is an ideal space where we can learn about and practice some of these skills. This assignment focuses on presenters and presentation participants developing a beginning mastery of select macro skills. Further, being able to effectively enhance others’ understanding and abilities through effective presentations is a core macro skill, especially when working with communities and organizations. This assignment will give you the opportunity to implement and practice this skill with colleagues, specifically the application of the principles of effective presentations. This assignment is worth 15 points.

In self-selected groups of three, you will develop and deliver a 20-30 minute skill building presentation to your colleagues and systematically obtain their feedback and evaluate the session’s effectiveness.

Specifically, you are expected to
1. select a macro skill to present from our list of macro skills.
2. develop presentation objectives
3. create and implement a presentation plan to achieve your objectives
4. draft and implement a feedback/evaluation tool, and
5. provide an evaluation report.

*More specific instructions on this assignment are available in the Resources section of ctools*

**Assignment 3: Community Profile** (Team Project – groups of 4-5)
Working collaboratively with other colleagues in self-selected groups (size to be determined in session one; estimated 4 members per group), you will develop a profile of a neighborhood or community within Washtenaw County, Michigan. Your profile will be created using a combination of qualitative and quantitative data. The profile will consist of a report which, for the purposes of this assignment, you are developing for distribution to a group of concerned citizens and elected officials. You will also develop a 15 minute presentation to be delivered in class. For the purpose of your presentation, assume that the class is the group of concerned citizens and elected officials. This assignment is worth 25 points.

*More specific instructions on this assignment are available in the Resources section of ctools*

**Assignment 4: Mini-grant Proposal** (Optional: In pairs or individually)
This assignment involves the development of a mini-grant proposal to support program innovation/development. This assignment’s central goal is to learn skills associated with proposal development. In achieving this goal, you will conceptualize and draft a mini-proposal, addressing all of the elements associated with such a professional document. The document is to be prepared as though you were submitting it to an actual foundation. The assignment may not exceed 11 pages, consisting of the following
- Cover letter (1 page, single spaced)
• Proposal (8 pages, double spaced), including the timeline,
• Budget (1 page; form to be provided) and budget narrative (1 page, single-spaced).

You should plan to write this grant as though you were a director or development officer of a community-based agency. You should plan to give your agency a name and provide a brief background on your agency. If you are in a field placement, you may consider writing a proposal for your agency. You may also consider using an agency that is connected to your community profile or to your advocacy issue, but it is not required. You may use a real agency or could create your own. This assignment is worth 20 points.

*More specific instructions on this assignment are available in the Resources section of ctools*

**Assignment 5: Policy Advocacy** (Team Project- Groups of Two or Three)

Advocacy practice occurs when a “social worker takes action in a systematic and purposeful way to defend, represent, or otherwise advance the cause of one or more clients at the individual, group, organizational, or community level, in order to promote social justice” (Hoefner, 2006, p. 8). Adopting this definition and as a way to operationalize our School’s emphasis on Privilege, Oppression, Diversity and Social Justice (PODS), working beyond the individual client level, you are expected to speak on behalf of a disenfranchised group or a cause in order to influence decisions regarding the group or cause. While there are many ways to do this, for this assignment you are asked to either develop an op-ed piece for a newspaper or a prepared testimony that you could potentially deliver in front of public group (e.g., city council, school board, or county mental health board).

The purpose of the assignment is to introduce you to the process of policy advocacy. For the assignment, you are not required to implement your project, but if the opportunity arises, you are strongly encouraged to pursue it. This assignment is worth 20 points.

*More specific instructions on this assignment are available in the Resources section of ctools*
Reading Schedule
No textbook is required for this class; all readings are posted on our class’s ctools website; they are organized by date.

Please come to class having read and reflected on each of the readings listed for that day.

SESSION 1: SEPTEMBER 10
Engaging Our Classroom Community, Introduction to Macro Practice & the Course

Guiding Questions
• What do I want from this course?
• What is “community?”
• How can we shape our classroom to create a positive learning community?
• What is macro practice, and what is its purpose in social work?

Learning Objectives
• To begin to understand the various areas of macro practice (Community organizing, policy analysis/advocacy, management of human service organizations and evaluation)
• Connect these practice methods to social work’s mission and our work with individuals, families, and groups.

Required Readings (in class)
1. Course syllabus

Recommended Reading (at home)
1. International Federation of Social Workers (IFSW) Code of Ethics

SESSION 2: SEPTEMBER 17
The History, Context & Components of Macro Social Work Practice

=> Reflection Paper One Due in class <=

Learning Objectives
• Deepen familiarity of the various areas of macro practice and their significance on social work’s mission in a historical context
• To identify several major contemporary issues and trends that reinforce the need for macro interventions, including issues and trends seen in clinical practice
• To be familiar with skills and qualities common to micro and macro practice

Assignment-related issues
• Form Assignment Groups

Required Readings


Recommended Reading


SESSION 3: SEPTEMBER 24
Community Practice: Introduction to Community Organizing: Defining & Entering Communities

=> Skill Presentation: Building Trust and Rapport in Diverse Groups within the Community <=

Learning Objectives
- Explore the multiple definitions of “community”
- Articulate the general process/stages of community organizing, from engagement to termination
- Critically analyze various models of community organizing
- Critically analyze the importance of frameworks in community practice
- Consider the dynamics of working with various types of communities, the adoption of insider or outsider roles, and implementing reflective practice

Required Readings


Recommended Readings

SESSION 4: OCTOBER 1
Community Practice II: Assessing Communities; Using, Collecting & Assessing Data

=&gt; Skill Presentation: Conducting a “Windshield Survey” <=

Learning objectives
- Consider multiple methods and approaches to measuring, analyzing and understanding communities
- Critically analyze ways of “knowing” about a community
- Explore the use of publically available quantitative data in macro practice
- Develop assessment skills using Census data, the American Community Survey, and American FactFinder
- Understanding “community” and community assessment from a capacity-building perspective

Required Readings

   ➔ NOTE: READ pp. 139-149 ONLY.


   ➔ NOTE: READ CHAPTER 10 ONLY.


NOTE:
We will spend half of our class period in the computer classroom on the lower level of the School of Social Work. Sue Wortman, Social Work librarian, will lead the group through a workshop on using the American Community Survey for community assessment. Ms. Wortman is available for consultation throughout the semester at swortman@umich.edu.

SESSION 5: OCTOBER 8
No class—use this time to gather data for your Community Profile Assignment!

I will hold regular office hours. If you haven’t stopped by yet, please come visit! Email me to set up a time if you can’t come to regularly schedule office hours.

SESSION 6: OCTOBER 15
No class – Fall Study Break

I will be available via email; feel free to contact me if you have questions about your Community Profile Assignment, or anything else!

SESSION 7: OCTOBER 22
Organizing and Mobilizing Communities: Building Coalitions

=> Skill presentation: Conducting Key Informant Interviews <=
=> Developing a Force Field Analysis <=

Learning Objectives
- Recognize and address differences in communities
- Consider skills to work with conflict and build coalitions among communities
- Identify skills to engage and empower community members throughout the change process

Required Readings

SESSION 8: OCTOBER 29
Sharing Our Learning: Group Presentations

=> Community profile reports are due at the beginning of class!! <=

Learning Objectives
- Develop and strengthen skills for effective professional presentations
- Develop and strengthen effective teamwork competencies
- To show off your hard work and newly acquired knowledge!
SESSION 9: NOVEMBER 5
*Program & Organization Management I: Visioning, Planning, Developing and Grant Writing*

=> Skill Presentation: Preparing a Logic Model <=

Learning objectives
- Demonstrate knowledge of enacting, monitoring, and evaluating social programs using relevant approaches, tools and skills
- Demonstrate understanding of the program logic model and its application in social programs
- Understand and apply tools for designing and monitoring programs (e.g., flowcharts, Gantt charts)
- Exhibit familiarity with budget development

Required Reading

SESSION 10: NOVEMBER 12
*Program & Organization Management II: Program Implementation; Managing Community-Based Human Service Organizations*

=> Skill Presentation: Preparing a Proposal Budget <=

Learning Objectives
- Explore the complexity of human service organizations and the dynamic environments in which they exist
- Examine the significance of leadership in communities and organizations, including the qualities of exemplary leadership
- Consider the role of and process of coalition building among organizations

Required Readings
Recommended Reading:

SESSION 11: NOVEMBER 19
Evaluating Programs, Community Based Organizations, and Community Change

=> Skill Presentation: Developing a SWOT Analysis <=

Learning Objectives
- Explore the process of enacting, monitoring, and evaluating social programs and community based organizations
- Connect tools for program planning and implementation (e.g., flowcharts, logic models, Gantt charts) to continuous quality improvement
- Consider how we might monitor change in communities

Required Readings
1. Andrews, A., Motes, P., Floyd, A., Flerex, V., Feder A. Building Evaluation Capacity in Community-Based Organizations and Reflections of an Empowerment Evaluation Team

SESSION 12: NOVEMBER 26
Policy & Legislative Advocacy: Understanding the Influence of Policy & How to Influence Policy

=> Mini Proposal Assignment Due on tools at beginning of class <=
=> Skill Presentation: Writing an Op-Ed <=

Learning Objectives
- Articulate the general process of policy advocacy, from issue identification to implementation and evaluation
- Demonstrate knowledge of the levels at which policy and advocacy can occur
- Develop understanding of framing and its importance in policy advocacy

Required Readings
SESSION 13: DECEMBER 3

=> Skill Presentation: Writing and presenting an advocacy brief <=

Learning Objectives
- Deepen understanding of community involvement in challenging and changing policy
- Apply tools and practices of policy/legislative advocacy to a particular policy issue

Required Readings
1. TBA – Various contemporary topics (approx.. 6) will be chosen by class; instructor will provide topic-specific readings for each group
   Possible topics: Education, Interpersonal Violence, Health Care, Affirmative Action, LGBT rights, Women’s Reproductive Rights, etc.

SESSION 14: DECEMBER 10
The Future of Macro Practice; Integrating Practice Perspectives; Reflection & Class Wrap Up

=> Policy Advocacy Assignment Due at the beginning of class <=

Learning Objectives
- Engaging in praxis; reflecting on this class: What have we learned? Where are we going?
- Returning to our first day question: What is macro practice, and what’s its purpose in social work?
- Celebrate!

Required Readings

=> Final Reflection Paper Due on ctools at 5pm on Wednesday, December 12 <=

Thanks for a great semester! Enjoy your break. 😊