



IUPUI

**SCHOOL OF INFORMATICS
AND COMPUTING**

DEPARTMENT OF HUMAN-CENTERED COMPUTING
Indiana University-Purdue University
Indianapolis

**NEWM N202
Digital Storytelling
Department of Human Centered Computing
Indiana University School of Informatics and Computing, Indianapolis
Spring 2022**

Section No.: 32703 *Credit Hours:* 3
Time: Online, Asynchronous
Location: Zoom
First Class: Week of January 10, 2022

Instructor: John King, M.S., Lecturer

Office Hours: TBA and by appointment.

Office: IT420H

Phone: (317) 278-4145 (Canvas e-mail strongly preferred – I'm rarely at my desk, but often at a computer)

E-mail: Canvas inbox only

Course Description

Examination of the principles of storytelling across a range of digital media formats, with attention to techniques for creating story-rich projects. Explores the role of agency, interactivity, story structure, and narrative, as well as the opportunities and challenges raised by emerging interactive and transmedia approaches to story-rich projects.

Resource for Success

University Writing Center - This wonderful, free, one-on-one service is available to all IUPUI students and provides help with writing assignments and projects. Locations: Cavanaugh 427 and University Library 2125. As your grade will be negatively affected by spelling and grammatical errors, I suggest that you utilize this FREE resource to have your work proofed.

Required Text: None. Supplemental readings will be provided via Canvas.

Required Equipment

- Your school-required laptop computer.
- Paper or laptop for taking notes. Notes will be your responsibility. I do not post notes.
- Software: MS Office and Adobe CS are provided free of charge to all students and faculty through iuware. You will not be required to purchase any software for this class. You'll need Quicktime/VLC, also free, for video playback.
- Internet connection for accessing Canvas, e-mail, and tutorials.
- Headphones or ear buds for use ONLY when editing projects.

Student Learning Outcomes

Upon completion of this course:	Revised Bloom's Taxonomy	IUPUI+	PLOs	Assessment
Technique				
Apply concepts of interactivity, games, and transmedia	1, 2, 3	P1.4, P.2.3, P3.2	2, 5	Assignment 4 Flowchart Final Project
Apply methods of adaptation, repurposing, and original stories.	3, 6	P1.4, P3.2	2, 5, 7	Assignment 1, 4 Flowchart
Aesthetics				
Originate and develop a digital story concept through ideation and pre-production.	6	P1.4, P3.2, P3.3	2, 7	Screenplay, Storyboard, Final Project
Meaning				
Explain the history, culture, traditions, and craft of digital storytelling.	2	P1.1, P4.1	1, 8	Quizzes, Exams
Professional Practice				
Evaluate digital storytelling projects employing industry standards.	5	P1.1, P2.3	1, 5	Peer Review, Final Project

*RBT: Revised Bloom's Taxonomy: 1. Remembering, 2. Understanding, 3. Applying, 4. Analyzing, 5. Evaluating, 6. Creating

<i>Media Arts and Science B.S. Program-level Learning Outcomes (PLOs)</i>	<i>†Profiles of Learning for Undergraduate Success (PLUS, IUPUI+)</i>
1. Understand digital media and its effective use as a form of communication.	P1.1 Communicator – Evaluates Information
2. Communicate ideas effectively in written, oral, and visual form to a range of audiences.	P1.4 Communicator – Conveys Ideas Effectively P1.2 Communicator – Listen Actively* P3.2 Innovator – Creates/Designs**

3. Work effectively as a member of a team to achieve a common goal.	P2.2 Problem Solver – Collaborates P1.3 Communicator – Builds Relationships*
4. Analyze a problem, identify and evaluate alternatives, and plan an appropriate solution.	P2.1 Problem Solver – Thinks Critically P3.1 Innovator – Investigates*
5. Evaluate media from multiple perspectives using the theories, concepts, and language of digital media with an appreciation for the history, theory, and traditions of digital media.	P2.3 Problem Solver – Analyzes, Synthesizes, and Evaluates
6. Demonstrate mastery of the concepts, techniques, and tools in one or more digital media specialties.	P2.4 Problem Solver – Perseveres P3.2 Innovator – Creates/Designs*
7. Develop professional quality digital media productions by promptly applying knowledge and skills including best practices and standards.	P3.2 Innovator – Creates/Designs P3.3 Innovator – Confronts Challenges*
8. Explain the impact of digital media on individuals, organizations, and society.	P4.4 Community Contributor – Anticipates Consequences P4.1 Community Contributor – Builds Community*
9. Acknowledge diverse opinions regarding professional, ethical, legal, and social issues with a global perspective.	P4.3 Community Contributor – Behaves Ethically P4.2 Community Contributor – Respectfully Engages Own and Other Cultures*
10. Plan for continuing professional development with an appreciation of the need for lifelong learning.	P3.4 Innovator – Makes Decisions

Homework:

For a class that meets for 160 minutes total each week for 3 credit hours, you should expect to spend at least that much time outside of class completing assigned readings, assignments, and/or projects. More time probably will be necessary, depending on the week. Some projects, especially the later ones, may require a great deal of time, so some in-class “lab time” has been provided as well as some distance between due dates. The final project is staggered, too, so you don’t have to turn in all the stuff at once – it’s stuff that you turn in from week to week as you build toward the finish line.

Here’s what we’re doing:

Assignments:

Writing Assignment #1 – Flash fiction based on a poem (provided)	10 points
Writing Assignment #2 – Character Development/Reconciling Conflict	20 points
Writing Assignment #3 – Short Story + Considering Delivery Medium	20 points
Writing Assignment #4 – Transmedia: Short script based on one of #1-3	25 points
Script Peer Review	25 points
Quizzes 1-5 (10 points each)	50 points
Midterm Examination	50 points
Final Project Written Pitch	10 points
Final Project Script	10 points
Final Project Storyboard	15 points
Final Project Interactive Story with Flowchart	15 points
Final Project Final Cut	150 points
Participation	50 points
Final Examination	50 points

500 total points

Other specific instructions and expectations will be distributed as each task is assigned.

Grading Scale:	93-100%	A	77-79%	C+
	90-92%	A-	73-76%	C
	87-89%	B+	70-72%	C-
	83-86%	B	67-69%	D+
	80-82%	B-	63-66%	D
			60-62%	D-
			< 60%	F

No credits toward major, minor, or certificate requirements are granted for a grade below C.
No credits toward general education or elective requirements are granted for C- or below.

General Rubric:

- “A” represents superior work that goes above and beyond the requirements of the course. “A” work shows substantial creativity and insight, often superlative and professional quality.
- “B” represents good, solid work with clear improvement over the duration of the course. “B” work meets all course requirements and shows some creativity and insight, but is not superlative and represents work that is still a bit rough.
- “C” represents work that meets course requirements, but fails to demonstrate significant improvement or command. “C” work is considered average and often is rough or very rough.
- “D” represents work that in one or more ways fails to meet the requirements of the course, but just barely meets basic competencies required and is enough to pass, but is very, very rough.
- “F” represents general failure to meet the requirements and competencies of the course or assignment.

Each assignment is graded based on a specific rubric for that particular task. The above is simply a general explanation of what letter grades mean in the larger scope.

EXPECTATIONS, GUIDELINES, AND POLICIES

Student Conduct: Students are expected to conduct themselves professionally and respectfully toward classmates, the instructor, other university employees, and invited guests. You can expect to be treated with the same courtesy. The class should be a friendly and fun experience, as long as everyone does his/her part.

Grade Appeals: The grading process is not a negotiation. You should not approach your instructor(s) after receiving a grade and attempt to negotiate or argue for more points unless you can show a miscalculation in your point total or show there is something your instructor might have overlooked. The grading process is not something to take lightly, and great care will be taken to ensure accurate assessment of your work. If you have a legitimate concern about your grade such as a miscalculation or something the instructor might have overlooked, then please see your instructor in person either after class or during regular office hours. If office hours are not convenient, you may schedule an appointment. To discuss graded work, you must bring the original, graded assignment (with instructor comments and any peer feedback) to your appointment. Your instructor will not discuss grades via electronic means such as e-mail, where privacy of student records is suspect, though you may set up an appointment via e-mail if you prefer.

Extra Credit Policy: Your best bet at earning more points in class is to take each and every assignment and quiz very seriously and revise any work that the instructor indicates is eligible to revise. Having said that, if your instructor chooses to offer an extra credit opportunity, then you should pursue that. You may suggest specific opportunities that are relevant to class, but they must be something that can be offered to the entire class (a film or presentation, guest speaker, or some other activity all students can attend).

Revision Policy: Only certain assignments can be revised, and only at certain times designated by the instructor. Assignments that are eligible for revision will be clearly indicated as such, with dates indicating when revisions will be accepted and the deadline after which no further revisions will be accepted. Assignments that do not clearly indicate eligibility for revision are therefore not eligible for revision or re-assessment unless the student can indicate a miscalculation or something the instructor might have overlooked. Usually revising eligible assignments is the only way to earn more points through re-assessed work. When revising, students must factor in the instructor's comments as well as any peer feedback received on the work. Revision does not apply to the final project or quizzes/exams.

Late Work Policy: Normally, I won't accept late work without penalty unless there's official documentation of some sort from a physician's office, legal representation, or an office of the university, though some exceptions may be made in rare circumstances.

Generally, late work submitted without legitimate reason receives an automatic 59% if not turned in by the required due date and time. The most you can earn on a late assignment is 59% no matter how much you revise the work. Once 7 days have passed since the designated due date and time, if you still have not communicated your situation or delivered an assignment, the Canvas assignment will close and that 59% turns into a zero on the assignment.

In order for your work to be considered for late acceptance without penalty, you or someone acting on behalf of you must contact the instructor by e-mail to explain your situation,

preferably IN ADVANCE of the due date and time, or at the very most, within 48 hours after the due date and time. Your situation must be some kind of emergency or other unforeseen circumstance that can be somehow documented in writing and verified, and the date on the documentation must match or span the due date you missed. You must provide documentation when you and your instructor arrange for you to turn in the late work.

Any work or quiz you miss because of unapproved out-of-the-loopness cannot be made up. **So it's important that you log in often.**

On the Final Project, late work is not accepted for credit unless extreme, verifiable circumstances arise that affect all members of your group and prevent everyone in the group from attending on the due date.

Contacting the Instructor: Contact me through Canvas e-mail. Good e-mail etiquette is greatly appreciated! This helps me help you. Please check your e-mail regularly (once per day, minimum) and keep your mailbox size down. E-mails that bounce back will not be re-sent, and students who do not check e-mail regularly might miss information sent to the class. *Generally speaking, I do not accept assignments via e-mail.*

Working Hours: I'm not available or on-call 24/7, but I am available often. I typically don't check or answer e-mail or take/return phone calls after 5 p.m., on weekends, or during breaks. I also tend not to respond to class-related questions that you might send over social media. If you e-mail or call, I will respond as fast as I can. However, if you e-mail me after 5 p.m., on a Friday, or before a break, then you likely will not receive a response right away.

MISSION STATEMENT

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.

STATEMENT OF VALUES

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and

support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to *The Code > Responsibilities > Academic Misconduct* at <http://www.indiana.edu/~code/> (Links to an external site.). All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorial and Test. <https://www.indiana.edu/~istd> (Links to an external site.) You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else's words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors apply a range of methods, including Turnitin.com. <http://www.ulib.iupui.edu/libinfo/turnitin> (Links to an external site.)

OTHER POLICIES

1. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.
2. **IUPUI course policies:** A number of campus policies governing IUPUI courses may be found at the following link: http://registrar.iupui.edu/course_policies.html (Links to an external site.)
3. **Classroom civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones engagement in private conversations and other unrelated activities. Texting, surfing the Internet, and posting to Facebook or Twitter during class are generally not permitted. IUPUI nurtures and promotes "a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued" (IUPUI Strategic Initiative 9). IUPUI prohibits "discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or [veteran] status" (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
4. **Bringing children to class:** To ensure an effective learning environment, children are not permitted to attend class with their parents, guardians, or childcare providers.
5. **Disabilities Policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with

Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). Visit <http://aes.iupui.edu> (Links to an external site.) for more information.

6. **Administrative Withdrawal:** A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, it is the student's responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal.
7. **Class Courtesy:** Come to class on time and be prepared. Turn off your cell phone and other noisy devices. Don't do homework, answer email, or engage in conversation during class. Listen to your classmates when they are asking questions or presenting their work. Do not bring children with you to class.

All students should read the IUPUI Code of Student Rights, Responsibilities, available at <http://www.iupui.edu/code>. This document describes your rights and responsibilities as an IUPUI student.

Incomplete:

The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year. <http://registrar.iupui.edu/incomp.html> (Links to an external site.)

Academic Responsibilities & Misconduct (as stated in the Indiana University Student Code of Conduct at <http://www.iupui.edu/code/#page> (Links to an external site.))

Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. The university may discipline a student for academic misconduct. Academic misconduct may involve human, hard-copy, or electronic resources.

Policies of academic misconduct apply to all course-, department-, school-, and university-related activities, including field trips, conferences, performances, and sports activities off-campus, exams outside of a specific course structure (such as take-home exams, entrance exams, or auditions, theses and master's exams, and doctoral qualifying exams and dissertations), and research work outside of a specific course structure (such as lab experiments, data collection, service learning, and collaborative research projects). The faculty member may take into account the seriousness of the violation in assessing a penalty for acts of academic misconduct. The faculty member must report all cases of academic misconduct to the dean of students, or appropriate official. Academic misconduct includes, but is not limited to, the following:

1. Cheating

Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.

- A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
- A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advance authorization from the instructor to whom the work is being submitted.
- A student must not use materials from a commercial term paper company; files of papers prepared by other persons, or submit documents found on the Internet. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
- A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
- A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.
- A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.
- A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. Fabrication

A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. Plagiarism

Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

- A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- A student must give credit to the originality of others and acknowledge indebtedness whenever:
 - Directly quoting another person’s actual words, whether oral or written;
 - Using another person’s ideas, opinions, or theories;
 - Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 - Borrowing facts, statistics, or illustrative material; or
 - Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

4. Interference

A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any

student's grade or the evaluation of academic performance. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

5. Violation of Course Rules

A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

6. Facilitating Academic Dishonesty

A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

Weekly Schedule

Week 1: January 10-14

Lecture: Class Overview & Evolution of Digital Storytelling

- Syllabus: Grades, text(s), schedule, expectations, Canvas use
- Cave paintings, oral history, scrolls, books, performance, radio, TV, film, beyond.

How are digital stories used? Characteristics of traditional, digital and interactive stories:

- Immersion
- Community engagement
- Cultural and traditions
- Education
- Medical
- Promotion and marketing
- Self-reflection

In-class:

1. View Andrew Stanton's [TED Talk](#)
2. [History of Pretty Much Everything](#)
3. View RSA Animate - Motivation - <https://www.youtube.com/watch?v=u6XAPnuFjJc>

Week 2: January 17-21

Lecture: Discussion of the power of the story

- What makes a good story?
- Where do ideas come from?
- Aristotle and Freytag's story structure.
- Star Wars and beyond.

Reading assignment(s) – Read for Quiz #1:

- Ray Bradbury "The Veldt" and "There Will Come Soft Rains" (provided under Canvas > Files)

Week 3: January 24-28

Lecture:

- Adaptation, re-purposing and original stories
- Technology and digital storytelling

Quiz #1 over "The Veldt" and "There Will Come Soft Rains." Take on Canvas before it expires!

Discuss Assignment #1: Flash fiction based on a poem instructions and expectations.

Connected activities:

Read "Examples of Flash Fiction" (provided).

Watch *George Lucas in Love*.

Reading assignment(s) – Read for Quiz #2:

- Ray Bradbury "Last Night of the World"
<http://www.esquire.com/fiction/fiction/ray-bradbury-last-night-of-the-world-0251> (also under Canvas > Files)
- Ray Bradbury "A Sound of Thunder" (PDF provided under Canvas > Files)

Week 4: January 31-February 4

DUE Assignment 1: Flash Fiction Based on a Poem (10 points) uploaded to Canvas.

Quiz #2 over "Last Night of the World" and "A Sound of Thunder." Take on Canvas before it expires!

View “A Sound of Thunder” from Ray Bradbury Theater.

Discuss Assignment #2: Short Story + Considering Delivery Medium.

Character development for digital storytelling

- Motivation
- Backstory
- Personality
- Physical appearance

Week 5: February 7-11

DUE Assignment 2: Short story + Considering Delivery Medium (20 points) uploaded to Canvas .

Quiz #3 over lectures from Weeks 1-2. Take on Canvas before it expires!

Discuss Assignment #3: Character Development and Reconciling Conflict instructions and expectations.

Lecture: Development process + Planning Your Story (Research)

- What is a theme? Choosing a theme
- What is genre? Choosing the type of story
- Things to consider when writing your story
 - Planning and organization
 - a. Writing the treatment
 - b. Writing the outline

Week 6: February 14-18

DUE Assignment 3: Character Development and Reconciling Conflict (20 points) uploaded to Canvas .

Quiz #4 over lectures from Weeks 3-4. Take on Canvas before it expires!

Lecture: The Digital Story Structure.

Week 7: February 21-25

Quiz #5 over lectures from Weeks 5-6. Take on Canvas before it expires!

Discuss Assignment #4 Transmedia: Short film script instructions and expectations.

Lecture: How to write scripts for production

Development of concept, treatment, and outline

Week 8: February 28-March 4

MIDTERM EXAM (50 POINTS) over all lectures thus far. Take on Canvas before it expires!

Week 9: March 7-11

DUE Assignment #4: Transmedia: Short film script based on one of #1-3 (25 points) uploaded to Canvas for peer review.

Assigned: Final Project Overview, Written Pitch, and Script instructions.

Week 10: March 14-18 – SPRING BREAK – NO CLASS OR CONTENT

Week 11: March 21-25

DUE Peer review of Assignment 4. (25 points)

DUE Final Project Written Pitch (10 points) uploaded to Canvas at the start of class.

Assigned: Final Project Storyboards and Flowcharts instructions.

Lecture: Developing a story with multiple outcomes.

- How to storyboard/make flowcharts/interactivity
 - Finding story beats
 - Shot selection
 - Movement and screen direction
- Flowcharts example
- Storyboarding: https://www.youtube.com/watch?v=ux_Em1lVsjI
- Storyboarding 2: <https://www.youtube.com/watch?v=BSOjiSUI0z8>

Week 12: March 28-April 1

DUE Final Project Script (10 points) uploaded to Canvas.

Work week for Storyboard and Flowchart assignments.

Week 13: April 4-8

DUE Final Project Storyboard (15 points). (Upload picture of board to Canvas.)

Week 14: April 11-15

DUE Final Project Interactive Story with Flowchart (15 points) uploaded to Canvas.

Week 15: April 18-22

Work Week

Course evaluation spiel.

Q&A and final notes.

Week 16: April 25-29

DUE Final Project Final Cut (125 points), uploaded to Canvas AND OneDrive before deadline. *Note: Do not email me your OneDrive link – simply include in comment box when you submit assignment on Canvas.*

Week 17: Finals Week - May 2-6

FINAL EXAM (50 POINTS) over all lectures. Take on Canvas before it expires!