

Course Syllabus



INSTRUCTOR INFORMATION

Instructor: **Dr. Kristy A. Lewis (she/her)**

Office Location: Research 1-343

Office Hours:

- **Monday, 2:30PM - 4:20PM (Aug. 30 - Nov. 30)**
- **Tuesday, 3:30PM - 5:00PM (Aug. 31 - Dec. 1)**

Dr. Lewis is also happy to arrange remote/Zoom office hours **during the above times, please make appointments through the course email address provided below.*

COURSE COMMUNICATION

All course communication will be carried out in class and in announcements on Webcourses. All communication (emails) from students outside of class should be sent via the email address below:

[gis4biologists@gmail.com \(mailto:gis4biologists@gmail.com\)](mailto:gis4biologists@gmail.com)

This account will be checked at 5:30PM everyday M-F. *Students may NOT communicate with the professor in any other manner unless discussed personally with Dr. Lewis.*

COURSE INFORMATION

Term: Fall 2021

Credit Hours: 3

Class Meeting Day/Time: MW 4:30PM - 5:45PM

Class Location: BIO305

Course Modality: P-Face to Face

[Course Schedule \(https://docs.google.com/spreadsheets/d/1O32ISgg7tqahytNPFi-majlnv20zJ4RxgkjePT9Hzjg/edit?usp=sharing\)](https://docs.google.com/spreadsheets/d/1O32ISgg7tqahytNPFi-majlnv20zJ4RxgkjePT9Hzjg/edit?usp=sharing)

COVID-19

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed.

However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

COVID-19: Statement Regarding Our Role in the Public Health of Our Community

UCF expects that all members of our campus community who are able to do so get **vaccinated**, and we **expect all members of our campus community to wear masks indoors, in line with the latest CDC guidelines** (<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html>). Masks are required in approved clinical or health care settings.

COVID-19: Notifications in Case of Changes to Course Modality

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

Course Accessibility and Disability

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu (<mailto:sas@ucf.edu>) to discuss specific accommodations for this or other courses.

COURSE DESCRIPTION

Geographic Information Science (GIS) has emerged as a powerful data visualization and analysis discipline. This course investigates how GIS is currently being used to better understand and address environmental problems and to help manage and conserve natural resources. We will discuss the basic and current applications of GIS in an environmental, biological and ecological context. We will use real biological and ecological GIS data sets to learn the basic, intermediate and some advanced applications of GIS. Specific topics include but are not limited to: climate change, biodiversity, habitat management, and water resource use. Students will conduct their own independent research and work on case studies relevant to their interests. Through this course, students will also strengthen their ecology “tool box:” presentation skills, discussion skills, and their ability to interpret scientific literature and think critically.

COURSE MATERIALS AND RESOURCES

Students are **REQUIRED** to purchase/rent the book below for the duration of the course. The student will not be successful if they do not personally have access to the book.

Price, M.H. Mastering ArcGIS Pro, First Edition. 2020. ISBN: 978-1-260-58737-1

[Find it on Amazon.](https://www.amazon.com/Mastering-ArcGIS-Pro-Maribeth-Price-ebook-dp-B07MPCNLJC/dp/B07MPCNLJC/ref=mt_other?_encoding=UTF8&me=&qid=) [\(https://www.amazon.com/Mastering-ArcGIS-Pro-Maribeth-Price-ebook-dp-B07MPCNLJC/dp/B07MPCNLJC/ref=mt_other?_encoding=UTF8&me=&qid=\)](https://www.amazon.com/Mastering-ArcGIS-Pro-Maribeth-Price-ebook-dp-B07MPCNLJC/dp/B07MPCNLJC/ref=mt_other?_encoding=UTF8&me=&qid=)

[Find it at the UCF Bookstore.](https://ucf.bncollege.com/shop/ucf/page/find-textbooks) [\(https://ucf.bncollege.com/shop/ucf/page/find-textbooks\)](https://ucf.bncollege.com/shop/ucf/page/find-textbooks)

[_ \(https://ucf.bncollege.com/shop/ucf/page/find-textbooks\)](https://ucf.bncollege.com/shop/ucf/page/find-textbooks) **ArcGIS Pro: Version 2.8.1** software (evaluation copy from ESRI) will be provided at the class. You will be able to install this software on your computer or access ArcGIS through UCF Apps via the Azure cloud computing platform.

ZOOM

There may be times during the semester where remote instruction will be needed due to the COVID-19 pandemic or instructor travel. In that case, this course will use Zoom for some synchronous (“real time”) or asynchronous (recorded) class meetings. Students will be notified if zoom will be used for instruction.

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](https://cdl.ucf.edu/support/webcourses/zoom/) [\(https://cdl.ucf.edu/support/webcourses/zoom/\)](https://cdl.ucf.edu/support/webcourses/zoom/). Zoom also works on your mobile device (phone or tablet) as well as your PC or Mac.

Things to Know About Zoom:

- You must sign in to my Zoom session using your **UCF NID and password**.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact [Webcourses@UCF Support](https://cdl.ucf.edu/support/) [\(https://cdl.ucf.edu/support/\)](https://cdl.ucf.edu/support/) if you have any technical issues accessing Zoom.

STUDENT LEARNING OUTCOMES

1. Describe uses of GIS in ecology and biology
2. Identify GIS concepts and how these are used to gather, manage, quality check, process, analyze, model, and interpret environmental spatial data
3. Identify environmental spatial data needed for particular tasks used in their careers
4. Learn how to use social media as a professional resource
5. Develop, analyze, and produce products that examine a real-world environmental issue of interest for a final project.
6. Demonstrate an understanding of Geographic Information Systems.

7. Demonstrate ability to 'think spatially'.
8. Demonstrate a solid understanding of the technical, scientific, and organizational aspects of a GIS project management.
9. Identify the major components of ArcGIS and what they are used for.
10. Demonstrate an understanding of standard spatial data formats used in GIS.
11. Demonstrate an understanding of common GIS data structures such as vector and raster.
12. Understand the importance of coordinate systems in GIS.
13. Be able to work with tables within a GIS.
14. Perform attribute and spatial queries.
15. Demonstrate an understanding of how spatial data sets can be combined and compared to help solve, visualize and analyze biological and ecological data.
16. Demonstrate an understanding of common data entry methods like geocoding, digitizing and editing data.

TIPS FOR SUCCESS

The following expectations will help you be successful in this course. Please carefully review these expectations and follow them.

1. Take advantage of synchronous elements of the course. Let me help you when you get stuck!
2. Keep up with the weekly readings, videos, and assignments. Much of the material for the course will be **consumed by the student outside of class** and the students will be quizzed weekly during our Team Based Learning days.
3. Remember that academic integrity will be appraised according to the student academic behavior standards outlined in The [Golden Rule of the University of Central Florida's Student Handbook](http://goldenrule.sdes.ucf.edu/) [\(http://goldenrule.sdes.ucf.edu/\)](http://goldenrule.sdes.ucf.edu/).

MISSING ASSIGNMENTS AND LATE WORK POLICY (Late Work Make Up Day)

If a student misses a deadline or due date for an assignment, tutorial or exercise, the student will have the opportunity to complete that assignment and turn it in over a **24 hour period on November 17, 2021**. In other words, the students can turn in those assignments any time on Nov. 17. There will be no penalty or points deducted for those assignments. This policy can only be used for **ONE assignment** per student. **It should be noted that any IN CLASS assignments can not be made up.** Team Based Learning rules regarding absences will be addressed in the Team Based Learning materials provided to you separately.

Students who represent the university in an authorized event or activity (for example, **student-athletes**) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more

information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>. (<https://policies.ucf.edu/documents/4-401.pdf>) If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. **Otherwise, the make-up policy will revert to the Late Work Make Up Day on Nov. 17.**

Students must notify their instructor **in advance** if they intend to miss class for a **religious observance**. For more information, see the UCF policy at <http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf> (<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>).

DISCUSSION AND PARTICIPATION

Students are expected to be active participants in the learning process. Each student is expected to read the assigned text and other assigned materials and be prepared for Team Based Learning activities during class meetings. Class exercises assigned need to be accomplished and turned in on time.

The software employed for the course exercises will be ESRI® **ArcGIS Pro: Version 2.8.1** software. The Desktop software can also be accessed via apps.ucf.edu and will also be available for installation on the student's home computer should that be desired, keycodes will be made available by the instructor. Students should plan on spending a substantial amount of time each week working on the Teaching Tutorials and Practice Exercises, in addition to their final projects. ***The only real way to learn how to use this software is by practicing, making mistakes, and learning how to work through challenges.***

Team Work Makes the Dream Work

Have you ever heard the saying, "It takes a village"? This saying holds true when attempting to not only learn the new software associated with GIS but also in becoming a geospatial thinker. This course will require you to work together to solve problems and to complete the Team Based Learning aspects of the course.

REDUNDANCY (Backing up your data)

Back up your files using **One Drive** (<http://www.cst.ucf.edu/wp-content/uploads/OneDrive-in-Office-365.pdf>) in Office365, Google Drive or Dropbox. Technical issues can and will happen. These problems do occur and are inconvenient, however, they are not a valid excuse for failing to get your work in on time. **If you store all your documents on a cloud-based server, you will always have your documents and they will always be backed up and safe. (But do feel free to back up your data daily on a flash drive)**

TECHNICAL RESOURCES

- [Webcourses@UCF Support](http://online.ucf.edu/support/) (<http://online.ucf.edu/support/>) provides technical support for students taking courses at UCF.
- [Knights Online](http://online.ucf.edu/learn-online/knights-online/): (<http://online.ucf.edu/learn-online/knights-online/>) Resources specific for online activity including Webcourses@UCF tutorials.

A CULTURE OF MUTUAL RESPECT

I have a zero-tolerance policy for disrespect, injustice, or any form of oppression in this course. With your help, I aim to create a safe classroom space for all who inhabit it, where we are free to make mistakes in the pursuit of knowledge, and where we can trust each other to be a part of a supportive community. Please do your part!

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at www.shield.ucf.edu (<http://www.shield.ucf.edu/>) and <http://cares.sdes.ucf.edu/> (<http://cares.sdes.ucf.edu/>).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services. If you read this far down in the syllabus, email Dr. Lewis at the appropriate email address provided above to receive 5 bonus points on your first assignment.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – <http://oie.ucf.edu/> (<http://oie.ucf.edu/>) & askanadvocate@ucf.edu (<mailto:askanadvocate@ucf.edu>)

- Disability Accommodation – Student Accessibility Services – <http://sas.sdes.ucf.edu/> (<http://sas.sdes.ucf.edu/>) & sas@ucf.edu (<mailto:sas@ucf.edu>)
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu (<http://www.diversity.ucf.edu/>)
- Student Bias Grievances – Just Knights response team – <http://jkrt.sdes.ucf.edu/> (<http://jkrt.sdes.ucf.edu/>)
- UCF Compliance and Ethics Office – <http://compliance.ucf.edu/> (<http://compliance.ucf.edu/>) & complianceandethics@ucf.edu (<mailto:complianceandethics@ucf.edu>)
- Ombuds Office – <http://www.ombuds.ucf.edu> (<http://www.ombuds.ucf.edu/>)

COURSE ACTIVITIES

GIS Tweets

As a class, we will collectively host an @UCFBioGIS Twitter account. This account will facilitate discussions about how GIS is used in Biology and Ecology at the beginning of some class periods. **Graduate students (only)** will be required to Tweet two times throughout the semester and present their Tweet in a 2-min lightning presentation. Details will be provided separately. Undergraduate students are encouraged to follow along on our class Twitter, re-tweet and learn collectively with the graduate students how to use a professional facing Twitter account.

Modules, Teaching Tutorials, Practice Exercises

During this semester we will have various modules, teaching tutorials, practice exercises and TBL quizzes. These tasks are designed to understand the capabilities and techniques used in biological and ecological applications of GIS.

Team Based Learning

Team Based Learning (TBL) is an evidence-based instructional strategy that is based on procedures for developing high performance learning teams that can dramatically enhance the quality of student learning.

Four principles underlying Team-Based Learning

Team-Based Learning implementation is based on four underlying principles (Michaelsen & Richards 2005):

1. Groups should be properly formed (e.g. Intellectual talent should be equally distributed among the groups). These teams are fixed for the whole course.

2. Students are accountable for their pre-learning and for working in teams.
3. Team assignments must promote both learning and team development.
4. Students must receive frequent and immediate feedback.

We will only be implementing part of the TBL experience, which includes team formation and working in teams, consuming course materials prior to class, taking both the individual and team Readiness Assurance Tests, appeals process and instructor feedback.

Preparation before class

Students must complete preparatory materials before a class. Materials may be text, video, or other readings.

In-class Readiness Assurance Testing

Readiness Assurance Test (RAT): Students complete an individual readiness assurance test (IRAT), consisting of 10 multiple choice questions. After submitting their individual answers, and they take the same test, the team RAT (TRAT), with their team. As a team they use scratch cards (IF-AT cards), hoping to find a star that indicates a correct answer. All members of each team share the same TRAT score, and both IRAT and TRAT scores count toward the students' grades.

Appeals: Teams have the opportunity to do a written appeal of a IRAT/TRAT question they felt was poorly written, the answer was mistakenly coded, or their answer choice is better.

Instructor Feedback: The instructor may review material from the RAT that students still feel are problematic, confusing, or needs further explanation.

This test approach that counts for assessment is important, as it gives students a real incentive to learn materials beforehand, attend classes, and contribute to team discussions. The readiness assurance process holds students accountable for coming to class prepared and working together as a team.

Final GIS Project

(G) denotes grad students only

1. A project abstract **(G)**. (We will discuss in class what constitutes a great abstract)
2. A question, hypothesis, objective or problem statement
3. A description of data used, including the source of data, provided in paragraph or bulleted form
4. A step-by-step description of the methodology employed and list number and type of GIS tools you used (**You must use a minimum of 1 tool for undergrads, 5 tools for grad**)
5. The results in a graphic/map and/or table form. Each figure and table must have a proper figure or table caption. (We will discuss in class how to properly caption figures and tables)
6. Your evaluation of the analysis, including how it could be improved (For instance, what problems did you encounter during your analysis, what other new tools did you use that were not explicitly covered in the course, do you think your approach to the analysis was the best way to answer your research

question, do the results make sense given your knowledge of the ecosystem, organism, or overall ecology of the system?

7. A final oral presentation to the class **(G)7**
8. References **(G)**

Assignment Submissions

For each module, tutorial or practice exercise, I will provide specific details in the assignment itself on how to submit it for grading.

Attendance/Participation

In this course, you will mostly consume the lecture-type content outside of class. During actual class times, we will learn by doing and by participating in Team Based Learning activities and quizzes. You attendance to in person class is required. If you plan to miss class, please provide Dr. Lewis with at least a week notice to ensure the student remains up to date on course activities. See the above section on make-up work for a full understanding how missing class will impact your success in this course.

ASSESSMENT AND GRADING PROCEDURES

*NOTE-This course is split level-which means that both upper level undergraduates and graduate students take this course at the same time. Therefore, I distinguish between the levels by requiring expanded activities and exercises for the graduate students. Below you will find the list of assignments required for both academic levels. The differences listed below are: graduate students must provide an additional paper summary via the Tweet assignment, the graduate student final project proposal is graded, while the undergraduate proposal is not graded, and the graduate students all must create and conduct a Tool Tutorial, while the undergraduate students are omitted from this assignment.

****The class will vote on the weight given to the iRAT and the tRAT and the grading table will be updated at that time.***

Assignments	Points (U/G)
LinkedIn Learning Intro Assignment	50/50
Tweets (grad only)	NA/50
iRAT	*TBD

tRAT	*TBD
Teaching Tutorials	120/120
Practice Exercises	120/120
Final Project	100/200
Final Exam	100
TOTAL POINTS	*TBD

Policy Statements

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at

<<https://scai.sdes.ucf.edu/student-rules-of-conduct/> (<https://scai.sdes.ucf.edu/student-rules-of-conduct/>)>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

8. Soliciting assistance with academic coursework and/or degree requirements.

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* < <https://goldenrule.sdes.ucf.edu/> <<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/> <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu (<mailto:sas@ucf.edu>), phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.

- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html)>.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <https://ehs.ucf.edu/automated-external-defibrillator-aed-locations> (<https://ehs.ucf.edu/automated-external-defibrillator-aed-locations>)>.
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> (<https://my.ucf.edu/>)> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<
<https://youtu.be/NIKYajEx4pk> (<https://youtu.be/NIKYajEx4pk>)



(<https://youtu.be/NIKYajEx4pk>)

>).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <https://my.ucf.edu> (<https://my.ucf.edu/>)> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.

Deployed Active Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.