



AEC 6932 Mixed-Method Research
Fall 2020 (August 31 – December 9), section MMRS, class 23142; 3 Credits
Tuesday 8-10 periods (3:00-6:00) – via Zoom

Instructor:

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Class Meets:

This course is offered in a fully-electronic hybrid modality that includes online synchronous live sessions and asynchronous online activities. The class meets every **Tuesday from 3:00 pm to 6:00 pm via Zoom**.

Course Organization:

The secure link for connecting to the Zoom live sessions are posted and clearly identified within each module of the course housed in Canvas, the University of Florida's e-learning platform. Once the final roster of the course is ready, the instructor will also send out calendar invites (via Outlook) to all registered students; these invitations will contain all the necessary information to connect to the secure meetings via Zoom. You can learn more about using Zoom here: <https://elearning.ufl.edu/zoom/>.

The asynchronous activities will require students to interact with the course materials located within Canvas; you can access this e-learning platform by directing your browser to elearning.ufl.edu and clicking on "Log in to e-Learning". When prompted, enter your Gatorlink ID and password to log in the system. You can learn more about using Canvas here: <https://elearning.ufl.edu/keep-learning/>. Within Canvas, the course is organized by weekly modules. The course homepage can be accessed 24 hours a day and contains everything you will need to complete this course including: the syllabus, details for completion of every assignment, course information, tools for communicating with the instructor and other students, etc. All this information will be found in each weekly learning module. A learning module will typically contain: 1) the topic and learning objectives for the week; 2) a list of assigned readings from your required textbooks or additional sources; 3) information about assignments and/or discussion questions that are due that week (see: "[A note about on-line participation](#)") 4) the information to connect to the live sessions via Zoom; and 5) case studies and/or lecture handouts that will be used during the live sessions.

Please note that our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera

engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Course Description:

The purpose of this graduate course is to provide an overview of the foundations and applications of mixed methods research (MMR). The course is designed to cover concepts relevant to the process of designing and conducting mixed methods and participatory research studies. The content, organization, and activities of the course will be equally valuable for students with a significant experience in quantitative and/or qualitative research than to students with little or no experience in research.

Objectives:

Upon completing the course, students will be able to conceptualize and carry out high quality MMR that integrate diverse methodologies and methods, including participatory approaches. Specifically, students will be able to...

- value the contributions of MMR to the understanding of the social world.
- understand the philosophical, theoretical, and historical evolution of MMR.
- explain the characteristics and fundamental concepts of MMR.
- apply critical thinking skills to make an informed decision regarding the appropriateness of using MMR to answer a given research question.
- compare and contrast different MMR designs.
- set up and conduct rigorous MMR studies.
- utilize a variety of participatory methods in research.

Required Textbook and Readings:

Students are expected to purchase the text (Available at the University of Florida Bookstores or at online providers):

- Plowright, D. (2011). *Using mixed methods; frameworks for an integrated methodology*. Thousand Oaks, CA: Sage. [**Paperback edition is acceptable**]
- Creswell, J. W. & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research*. (3rd Ed) Thousand Oaks, CA: Sage.

-- Supplementary readings will be assigned.

Class Dynamics:

Class participation is a key component of this course since the social construction of knowledge is a chief expectation from students; this will be achieved through transformative dialogue in the form of online and in-class group discussion and collaborative hands-on experiences. All students are expected to actively participate in the discussion of the assigned readings for the week, discussion board forums, and on the

various learning activities planned for the course. In each live session, the instructor will use lectures, discussions, reflective exercises, case studies, and other hands-on activities to help the students acquire and apply the relevant knowledge and skills required for designing and implementing an MMR study. The course instructor will monitor the on-line discussion forums (see: “[A note about on-line participation](#)”).

Assignments, Dates, Grades, and Feedback:

An appendix in this syllabus provides full descriptions of each activity/assignment and how it will be graded; clicking on the hyperlink of each activity/assignment will take you to its description. The same information is also posted within the Assignments and Discussions sections of the course site in Canvas. Please see the section on “[A note about written reports](#)” to become familiar with the general instructions for written assignments.

<i>Activity/Assignment</i>	<i>Due Date</i>	<i>Total Point Value</i>
<i>Class Attendance and Participation</i> (15)	Weekly	60
<i>Discussion Board Posts</i> (13)	Weekly	130
<i>Arsenal of Participatory Methods</i> (1)	Variable	50
<i>Quizzes</i> (3)	1 st 09/29/20	30
	2 nd 11/03/20	30
	3 rd 12/01/20	30
<i>Reflection Papers</i> (3)	1 st 09/15/20	40
	2 nd 10/13/20	40
	3 rd 11/24/20	40
<i>Article Critique</i>	11/17/20	200
<i>Research Proposal</i>	12/08/20	300
<i>Final Presentation</i>	12/08/20	50
<i>Total Points</i>		1000

Based on the rubric provided for each activity/assignment, the instructor will complete the grading process and post grades within 10 business days of the activity/assignment’s due date specified in the syllabus. The points obtained by the student in all the assignments will be added to calculate the final grade in alignment with the Course Grading Scale shown below. For additional information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>. Grades will be posted on Canvas where students can securely and privately access them. Please carefully read the whole syllabus for information on other university’s policies and services relevant to grades and grading – contact the instructor if additional information is required.

Course Grading Scale

A	940-1000	A-	900-939	B+	870-899
B	840-869	B-	800-839	C+	770-799
C	740-769	C-	700-739	D+	670-699
D	640-669	D-	610-639	E	609 or less

When posting grades, the instructor will include clear, concise, and relevant written and/or verbal feedback to further promote students' learning. If additional information is required by the student, the instructor can be contacted via email to schedule an individual phone or Zoom call to discuss the assignment, grade, and feedback provided. Students are strongly encouraged to contact the instructor with any questions they may have related to the course content, activities, and assignments. Questions placed during live sessions will be immediately addressed by the instructor; consultations made outside of live sessions will normally be responded within 24 hours.

Course Schedule

Date	Week: Topic	Readings*	Due**
09/01/20	1: Course Introduction	Additional readings	
09/08/20	2: The Nature of Mixed Methods Research	C&PC : Ch. 1; Additional readings	
09/15/20	3: Foundations of Mixed Methods Research	C&PC : Ch. 2; P : Ch. 14; Additional readings	_ <i>1st Reflection Paper</i>
09/22/20	4: The FRAIM	P : Ch. 1 & 2; Additional readings	
09/29/20	5: Mixed Methods Research Designs (I)	C&PC : Ch. 3; Additional readings	_ <i>Quiz 1</i>
10/06/20	6: Mixed Methods Research Designs (II)	C&PC : Ch. 4; Additional readings	
10/13/20	7: Introducing Mixed Methods Studies	C&PC : Ch. 5; Additional readings	_ <i>2nd Reflection Paper</i>
10/20/20	8: Sources & Sampling in Mixed Methods Research	P : Ch.3 & 4; Additional readings	
10/27/20	9: Data Collection in Mixed Methods Research (I)	P : Ch. 5 & 6; C&PC : Ch.6	
11/03/20	10: Data Collection in Mixed Methods Research (II)	P : Ch. 7, 8, & 9; Additional readings	_ <i>Quiz 2</i>
11/10/20	11: Data Analysis in Mixed Methods Research (I)	P : Ch. 10; C&PC : Ch.7; Additional readings	
11/17/20	12: Data Analysis in Mixed Methods Research (II)	Additional readings	_ <i>Article Critique</i>
11/24/20	13: Quality and Reporting in Mixed Methods Research	C&PC : Ch. 8; P : Ch. 11; Additional readings	_ <i>3rd Reflection Paper</i>
12/01/20	14: Advances and Ethics in Mixed Methods Research	C&PC : Ch. 9; P : Ch. 12, & 13; Additional readings	_ <i>Quiz 3</i>
12/08/20	15: Student Presentations & Course Conclusion		_ <i>Research Proposal</i> _ <i>Final Presentation</i>

* **C&PC** = Creswell & Plano-Clark; **P** = Plowright.

**The *Arsenal of Participatory Methods* due date is not listed and will vary by student.

A note about online participation

Students are expected to be active participants in the class web-discussions, activities, and live sessions. The course discussion board provides a venue to increase interaction. Students will post their comments and must also read the postings of others. Although points for this assignment are awarded based on student participation, not discussion content (i.e., there really are no right or wrong answers) please make sure that your input and comments are both appropriate and applicable to the assigned discussion topic. Failure to be engaged in the sharing of ideas not only limits the value you gain from this course, but also what other may obtain from the course. Each week, students will have to contribute to the Weekly Discussion Board; the contribution must be posted online the Friday before each Zoom live session. All students must read the posted discussion materials before attending class on Tuesday.

Just like in any social setting, there are sets of expected norms that should guide the different types of interactions that, as a group, we will have in this course. Please read and follow the guidelines included in the [Netiquette Guide for Online Courses](#) to ensure that you, and everybody else in this course, has a satisfactory and productive experience as we interact during the semester. That same document also contains relevant information related to **privacy and security** practices that you must follow.

The University of Florida e-learning team recommends that “To ensure privacy and security, please install the [latest Zoom Client](#), and follow the security recommendations provided on the [Keep Zoom Secure](#) site.” You can obtain further information and support related to technology requirements and online security and privacy from the [UF Computing Help Desk](#).

A note about written reports:

Cite all references using APA style format. APA (American Psychological Association) has a reference manual available at the University of Florida Library and they have information about writing and references on their website, which is <http://www.apa.org/>. The format to be used for papers is double-spacing; one-inch margins, and typed in 12-point font, unless otherwise noted.

A consistent style is used for grading written papers. Primarily, show that you have learned and are able to apply the course material through your writing. In grading, the instructor looks for student’s cognitive understanding and application of theories, principles, concepts, ideas, and approaches that have been covered in readings and the course. More detailed rubrics are included in the descriptions of each assignment.

Attendance:

Given the importance of class discussion and participation in class demonstrations and exercises, it is not possible for a student to perform satisfactorily in the course without regular attendance. Students are **required** to attend the live sessions and to be in class **on time**. Only documented doctor’s excuses or UF-approved activities will be excused.

Lateness Policy:

A *10% per day* deduction will be assessed for assignments turned in late. Work more than a week late will *not* be accepted. This policy will be strictly enforced. All assignment and online discussion deadlines are *critical* for your individual success in this course and the success of the course overall. If you feel that you will be unable to meet these deadlines, you *must* communicate this to the course instructor *at least one day before the assignment or discussion posting is due.*

Absences and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Course Evaluation

To enhance the quality and effectiveness of the course, both for current and future students, the instructor conducts a mid-term course evaluation. This is done through a short and anonymous survey that students are encouraged to respond. The survey asks students to identify those aspects/elements of the course that are: 1) working well and should not be changed; 2) not working well, but could be improved with suggestions provided by the students; and, 3) not working well, and should be discontinued/replaced. Students can also provide additional comments and suggestions aimed at improving the course.

Towards the end of the semester, students are also expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here.](#)

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be

reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/SCCR/honorcodes/honorcode.php>.

Software Use:

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.
- *University Police Department:* Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.
- *Career Connections Center,* First Floor JWRU, 392-1601, www.crc.ufl.edu/

Services for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with the instructor and discuss their access needs, as early as possible in the semester.

Disclaimer about syllabus:

Serious effort and consideration were used in formulating the syllabus presented by the instructor. While viewed as an educational contract between the instructor and student, unforeseen events may cause changes to the scheduling of assignments, readings, etc. The instructor reserves the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be

made aware of any changes in a timely fashion using reasonable means. This disclaimer does not abrogate any student rights as described by University rules and regulations.

Appendix 1: Descriptions of assignments and rubrics.

Class Attendance and Participation

Instructions:

You are expected to attend and actively participate in the class discussions and activities. Participation also includes reading the assigned texts in advance of each class, reviewing related materials, and sharing your ideas during class discussions and/or activities. You may be asked to bring materials to class, react to other students' work, or turn in your own work for comments as part of the participation grade.

Grading:

During each class (live Zoom Session), all students will automatically obtain 2 points just by being present; attendance to each session will be recorded by the instructor. The level and quality of participation showed by a student in class will allow him/her to obtain 2 additional points each session. To assess the level and quality of participation, the instructor will consider the following two indicators:

- 1) Did the student actively participate in activities during the class? (i.e., by contributing his/her ideas and listening/responding to the contributions of other students); and,
- 2) Did the student use appropriate course terminology and his/her comments were insightful and constructive during the class?

In total, this assignment represents 6% of your grade in the course. (Back to [Assignments, Dates, Grades, and Feedback](#))

Discussion Board Posts

Instructions:

- Complete all the required reading for the week.
- Considering all the readings as a set, provide a brief response to each of the following four dimensions.
 - 1) **Key Concepts:** What are the most important concepts conveyed in the reading? (major ideas, propositions, perspectives, etc.) In essence, this is a brief summary of key ideas.
 - 2) **Application:** In what ways can you apply the key concepts to your own research or to the project in this class? What have you found to be most useful for your own work?
 - 3) **Questions:** What questions occur to you based on the reading? What questions do you have that will generate discussion among your colleagues?
 - 4) **Analysis and Critique:** What is your analysis or assessment of the relative strengths and weaknesses of the reading? What is the relative merit or worth of this reading?
- Post the questions and your responses on the Discussion Board created in Canvas for the specific week.
- Please note that this assignment is always due by midnight on the last Friday before the live Zoom session.
- Read all the posts from the class before attending the live Zoom session on Tuesday.

Grading:

As previously specified in the syllabus (see “[A note about online participation](#)”), points for this assignment are awarded based on student participation, not discussion content (i.e., there really are no right or wrong answers). However, please try to ensure your input and comments are both appropriate and applicable to the assigned discussion topic. Students will receive 10 points every week that they post their contributions on the Discussion Board.

In total, this assignment represents 13% of your grade in the course. (Back to [Assignments, Dates, Grades, and Feedback](#))

Arsenal of Participatory Methods

Instructions:

- Select one participatory method from the list included in the sign-up sheet for this assignment. The sign-up process will be facilitated by the instructor during the first live Zoom session.
- The specific dates for the presentation of every method will be specified in the sign-up sheet.
- Prepare a short lesson to teach the rest of the class about the selected method. Your lesson should be no longer than 45 minutes and include:
 - Presentation: Explain and describe the method (e.g. origin, uses, strengths, limitations, etc.)
 - Hands-on activity: Utilize the method with the class.
 - Discussion: Facilitate a time for discussion/closure.
- Write a short (1/2 page to 1 page) personal reflection about what you learned as researcher/instructor using this method. This will be due the class following your lesson.
- Be creative. Most of these methods are commonly used in rural settings. Adapt the method to the physical and cultural contexts of the class.
- If possible, let the instructor review your materials and lesson plan the day before your presentation.
- This is a mixed methods class. Make sure to explain/demonstrate how different types of data are associated with the participatory method that you are describing.

Grading:

- Lesson
 - Presentation (20 points)
 - Activity (10 points)
 - Discussion (10 points)
- Written reflection
 - Content (8 points)
 - Quality of writing (2 points)

In total, this assignment represents 5% of your grade. (Back to [Assignments, Dates, Grades, and Feedback](#))

Quizzes

Instructions:

The quizzes will be comprehensive of the content addressed in the class up to that point in the semester. Quizzes will mostly include questions from material in the textbooks, however, a few questions may be related to the additional readings provided by the instructor. The questions will be multiple-choice. Quizzes will be short and completed during class time.

Grading:

There will be only one correct answer for each questions. The quizzes will be automatically graded in Canvas. The correct responses to all questions will be provided to students after completing the quiz.

In total, the quizzes represent 9% of your grade in the course (i.e., 3% each quiz). (Back to [Assignments, Dates, Grades, and Feedback](#))

Reflection Papers

Instructions:

- You will write a two-page, double-spaced reflection paper in response to each of three reflection questions identified below.
- The reflection papers should draw on content learned in class and apply the concepts to your own research, perspectives, and/or experiences.
- Reflection questions:
 - #1 -- What is your plan for the Research Proposal that you will develop in this course?
 - #2 -- What is your worldview for conducting mixed methods research?
 - #3 -- What value do you see added to research by the use of a mixed methods approach?
- Submit your papers by the appropriate deadlines.

Grading:

Each reflection paper will be graded as follows:

- Quality of logic and research (25 points)
 - Does your paper flow logically?
 - Do you draw from theories and concepts presented in class to make your argument?
 - Is your voice, as a scholar, clearly present in your reflection?
- Quality of writing (10 points)
 - Is the paper well-written?
 - Is it clear and understandable?
 - Does it contain spelling or grammatical errors?
- References (5 points)
 - Do you cite properly using APA?
 - Are you citing scholarly sources beyond those shared in class by the instructor?
 - Are your references solid?

In total, this assignment represents 12% of your course grade (i.e., 4% each reflection paper). ([Back to Assignments, Dates, Grades, and Feedback](#))

Article Critique

Instructions:

- This assignment involves identifying two mixed methods studies published in peer-reviewed journals that demonstrate the core characteristics of mixed methods advanced in Creswell's and Plano-Clark's textbook.
- For each study, write a three-page, double-spaced review paper that:
 - summarizes the study's content,
 - classifies the overall mixed methods design and related design decisions,
 - and, critiques the procedures as an example of mixed methods research.
- In addition, draw a procedural diagram for each study and submit the diagram with your review paper.
- You should also submit a copy of each article with its respective review.
- The final submission will include: critique of each article (3 pages each, 6 pages total), two procedural diagrams (one for each study), lists of references (one for each article), and the pdf files of the original articles.

Grading:

Each one of the two critiques will be graded using the following rubric.

- Quality of critique (25 points)
 - Did you grasp the study's gist?
 - Did you correctly identify and classify the design and related methodological aspects of the study?
 - Did you draw from relevant theories and concepts presented in class to critique the study?
 - Is your critique fair and professional?
- Quality of writing (10 points)
 - Is the paper well-written?
 - Is it clear and understandable?
 - Does it contain spelling or grammatical errors?
- References (5 points)
 - Do you cite properly using APA?
 - Are you citing scholarly sources beyond those shared in class by the instructor?
 - Are your references solid?

In total, this assignment represents 20% of your grade in this course (i.e., 10% each critique). (Back to [Assignments, Dates, Grades, and Feedback](#))

Research Proposal

Instructions:

You will develop a proposal for a mixed methods research study that is relevant to your discipline and professional interests. Develop a 25-page paper (plus references and appendixes) on this topic that demonstrates your understanding of mixed methods research. Your writing should be double-spaced and follow the standards established in the course, including using APA style for in-text and end-of-text references. The proposal paper should reflect the proposal outline and topics suggested in **Table 8.1** of Creswell's and Plano-Clark's textbook.

Grading:

- Organization and Content (250 points)
 - The *Title* foreshadows the use of mixed methods. (5 points)
 - The *Abstract* includes the key information of the study (i.e., type of design, methods, and integration). (20 points)
 - The *Introduction* clearly identifies the need/gap/problem to be addressed and provides the rationale for utilizing mixed methods. (25 points)
 - The *Purpose and Questions* are clear and reflect the role of the quantitative and qualitative strands, as well as their integration. (20 points)
 - The *Philosophical and Theoretical Foundations* of the study are explained and represented in alignment with what the student expects to learn from conducting the study. (30 points)
 - The *Literature Review* expands on the key aspects covered in the *Introduction*, further clarifying the relevance of the study, and informing the design. (40 points)
 - The *Methods* section is very detailed and covers all the main aspects of conducting a mixed methods research. (60 points)
 - The *Potential Ethical Issues* are addressed. (10 points)
 - The *Researcher's Resources and Skills* are described. (10 points)
 - A realistic *Timeline for Completing the Study* is provided. (10 points)
 - Relevant *Appendices* are included. (10 points)
- Quality of writing (20 points)
 - Is the paper well-written?
 - Is it clear and understandable?
 - Does it contain spelling or grammatical errors?
- References (40 points)
 - Do you cite properly using APA?
 - Are you citing scholarly sources beyond those shared in class by the instructor?
 - Are your references solid?

In total, this assignment represents 30% of your grade in the course (i.e., 300 points). (Back to [Assignments, Dates, Grades, and Feedback](#))

Final Presentation

Instructions:

Prepare a presentation to the class about your Research Proposal. Each presentation will last about 10 minutes (depending on the number of students enrolled in the class) and should convey the major aspects of your research proposal. During your presentation, the instructor will give you the option to share your screen and you can use any type of software (e.g., PowerPoint, Prezi, etc.) and/or format (e.g., slides, video, etc.) to make your presentation.

Grading:

- Clarity of content and organization (20 points)
- Quality of presentation materials (20 points)
- Presenter's skills and professionalism exhibited during the presentation (10 points)

In total, this assignment represents 5% of your grade. (Back to [Assignments, Dates, Grades, and Feedback](#))