

## **Immigration Litigation Clinic**

### **FALL SYLLABUS**

Antonin Scalia Law School

Fall 2021 – Spring 2022

LAW 203 (4 credits)

Thursdays 1:50-3:50 p.m.

Legal Aid Justice Center

### **Professors**

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### **Clinic Overview**

The Immigration Litigation Clinic is a legal clinic in its third year at ASLS. Students will meet for a 2-hour seminar once a week, virtual or in-person team supervision, and virtual and in-person client and case work. Virtual client work may be conducted in person as well as via video chat (Zoom, WhatsApp, etc.) or by phone. All students should have or set up a Google Voice number for contacting clients.

In this clinic, students will represent clients in a range of immigration litigation matters before the immigration court in Arlington, the Board of Immigration Appeals in Falls Church, the federal district court in Alexandria, and/or the U.S. Court of Appeals for the Fourth Circuit. This clinic may also include work on immigration-related federal litigation cases, and comment on proposed federal regulations. The focus of clinic students' efforts is their casework outside the classroom on behalf of immigrant clients.

The Immigration Litigation Clinic is year-long, and open to second and third-year Law students.

### **Office Hours**

To be arranged with your Clinic Supervisor. In addition to any lectures or class meetings, you will be required to attend weekly individual case reviews with your Clinic Supervisor. These will take place via Zoom or in-person, according to the preferences of instructors and students.

We are regularly available at additional times by appointment, and available by phone and email. We are not available outside of normal working hours, so please do not expect responses to emails or calls in the evenings or on the weekends.

### **Course Materials**

Readings will be provided to you by handout, links, Westlaw/LexisNexis, or books on reserve at the Law Library.

## **Course Requirements**

### 1) Attendance and class participation

NOTE: Attendance requirements for academic credit will follow the policies set forth in Academic Regulation 4-1. Should a student anticipate the possibility of missing a substantial number of class sessions (e.g. a serious illness), please immediately contact the Assistant Dean, Student Academic Affairs.

### 2) Client representation and case work

### 3) Confidentiality and sensitivity with clients

### 4) Communicating with your supervisor with respect to representations, counseling, and intakes

Note: The Immigration Law Clinic meets for two hours a week but students will receive four credits total because of meetings and work required outside of the regularly scheduled classroom time. Each credit requires approximately 60 hours of work. Plan to spend approximately 10 hours of work per week on casework in addition to your weekly seminar and readings. Please bring your laptop to every class, every supervision meeting, and every client meeting or intake.

## **Learning Outcomes**

By the end of the course, students should have acquired/be able to:

- Conduct client interviews effectively
- Write legal declarations
- Understand the structure of the immigration system
- Understand the basic elements of asylum, Withholding of Removal, CAT, and immigration detention and bond, and draft briefing in support of legal claims
- Gather and marshal evidence to support a legal claim

Presenting a case at a hearing in the immigration court depends on the court's scheduling of the clinic's cases, which is highly unpredictable given turbulent and constantly shifting dockets in the wake of the COVID-19 pandemic, and thus cannot be guaranteed to every student this academic year.

## **Assignments**

### 1) Course Readings & Assignments

Some course assignments after Week 6 will be assigned throughout the semester. Week 1 assignments should be completed prior to the first class.

### 2) Client representation

Includes meeting with clients, gathering and presenting facts of client cases, client counseling, keeping meticulous case notes, documenting time, and work product/legal writing.

### 3) Court observation

NOTE: Due to COVID 19 – court observation will depend on court accessibility. If a student is unable to attend court hearings in person, we have included video assignments to take the place of court observation.

### 4) Self-Evaluations

Students will be expected to complete a short mid-semester and end of semester self-evaluation in the form of reflection papers.

### **Grading**

There will be no final exam. The grade will consist of 30% class participation during seminar; 20% participation and preparation for supervision meetings, including case reviews during seminar; and 50% case work product. Work product includes written case work, including case notes, timekeeping and client representation (25%), and also includes client interviews, client preparation, and, if applicable, representation of clients in immigration court (25%).

### **Instructor Expectations & Course Rules and Structure**

- Students must complete and submit a pre-clinic student survey and promptly provide their availability for client work for the Fall Semester to clinic instructors.
- For virtual meetings and seminars, videos must be on. Active participation is expected.
- Each student or student team will send a weekly email or submit a weekly case update to supervisor
- Pursuant to Academic Regulation 4-2.2, no portion of a class session or an examination may be preserved by means of a recording device such as an audio recording device or camera. Any exceptions to this policy must be expressly permitted in writing by the clinic director. This is extremely important as confidential case information will frequently be discussed during class.

**COVID HEALTH & SAFETY REQUIREMENTS:** Mason is using a hybrid approach this fall. Please refer to the most up-to-date University policies [here](#). If students meet with clients in person at the LAJC office, students and clients must follow the policies laid out in the LAJC clinic manual or provided by your supervisor. Please consult with your supervisor to obtain permission to meet with a client in person and review current COVID protocols.

## **Week 1 (Aug 26)**

- Clinic Introduction and Logistics
- Structure of immigration system
- Prosecutorial Discretion

### Assignments

#### **Required:**

- Clinic logistics
  - LAJC-NOVA Clinic Handbook (To be distributed via email – please thoroughly review in the first week of the clinic)
- Immigration basics
  - *How the United States Immigration System Works*, American Immigration Council (Aug. 2016), [https://www.americanimmigrationcouncil.org/sites/default/files/research/how\\_the\\_united\\_states\\_immigration\\_system\\_works.pdf](https://www.americanimmigrationcouncil.org/sites/default/files/research/how_the_united_states_immigration_system_works.pdf)
  - *Asylum in the United States*, American Immigration Council (May 14, 2018), [https://www.americanimmigrationcouncil.org/sites/default/files/research/asylum\\_in\\_the\\_united\\_states.pdf](https://www.americanimmigrationcouncil.org/sites/default/files/research/asylum_in_the_united_states.pdf)
  - Trasvina Memo, “Interim Guidance to OPLA Attorneys Regarding Civil Immigration Enforcement and Removal Policies and Priorities” (May 27, 2021), [https://www.ice.gov/doclib/about/offices/opla/OPLA-immigration-enforcement\\_interim-guidance.pdf](https://www.ice.gov/doclib/about/offices/opla/OPLA-immigration-enforcement_interim-guidance.pdf)
  - *Practice Alert: Advocating for Clients in Removal Proceedings Using the OPLA Prosecutorial Discretion Memo*, NIP-NLG & ILRC (June 21, 2021), [https://www.ilrc.org/sites/default/files/resources/nipnlg-ilrc\\_practice\\_alert\\_opla\\_pd\\_memo.pdf](https://www.ilrc.org/sites/default/files/resources/nipnlg-ilrc_practice_alert_opla_pd_memo.pdf)
- Checking our biases
  - Arin Reeves, *The Ineffectiveness of Efficiency: Interrupting Cognitive Biases for Critical Thought*, American Bar Association (2015), available at <http://nextions.com/wp-content/uploads/2017/05/interrupting-cognitive-biases-for-critical-thought-the-judges-journal.pdf>
  - Peggy McIntosh, *White Privilege: Unpacking the Invisible Knapsack*, excerpt (1988), available at: <https://www.racialequitytools.org/resourcefiles/mcintosh.pdf>.

#### **Optional:**

- *Why Don't They Just Get In Line? There is No Line for Many Unauthorized Immigrants*, American Immigration Council (Aug. 2016), [https://www.americanimmigrationcouncil.org/sites/default/files/research/why\\_dont\\_they\\_just\\_get\\_in\\_line\\_and\\_come\\_legally.pdf](https://www.americanimmigrationcouncil.org/sites/default/files/research/why_dont_they_just_get_in_line_and_come_legally.pdf)
- Johnson Memo, “Interim Guidance: Civil Immigration Enforcement and Removal Priorities” (Feb. 18, 2021), [https://www.ice.gov/doclib/news/releases/2021/021821\\_civil-immigration-enforcement\\_interim-guidance.pdf](https://www.ice.gov/doclib/news/releases/2021/021821_civil-immigration-enforcement_interim-guidance.pdf)
- Arin N. Reeves, *Interrupting Cognitive Biases for Critical Thought* – On SharePoint

## **Week 2 (September 2)**

- Client Intakes, Client Interviewing, & Working with a translator

### Assignments

#### **Required Readings:**

- Marjorie Corman Aaron, *Client Science: Advice for Lawyers on Initial Client Interviews* (2013),  
[https://scholarship.law.uc.edu/cgi/viewcontent.cgi?article=1345&context=fac\\_pubs](https://scholarship.law.uc.edu/cgi/viewcontent.cgi?article=1345&context=fac_pubs)
- Essential Lawyering Skills (available on Sharepoint/in shared drive)
- [https://www.americanbar.org/groups/public\\_interest/child\\_law/resources/child\\_law\\_practiceonline/child\\_law\\_practice/vol-33/october-2014/establishing-a-trauma-informed-lawyer-client-relationship/](https://www.americanbar.org/groups/public_interest/child_law/resources/child_law_practiceonline/child_law_practice/vol-33/october-2014/establishing-a-trauma-informed-lawyer-client-relationship/))
- Angela McCaffrey, *Don't Get Lost In Translation: Teaching Law Students To Work With Language Interpreters*, 6 Clinical L. Rev. 347 (2000) (excerpts)

#### **Read at least one of the following:** (Be prepared to share/present to class)

- Eliza Patten & Talia Kraemer, *Establishing a Trauma-Informed Lawyer-Client Relationship*, American Bar Association (Oct. 1, 2014)
- ILRC Sample Client Intake Form,  
[https://www.ilrc.org/sites/default/files/resources/ilrc\\_sample\\_intake\\_form\\_-\\_sept\\_2019\\_0.pdf](https://www.ilrc.org/sites/default/files/resources/ilrc_sample_intake_form_-_sept_2019_0.pdf)
- Jean Koh Peters, et al., *Burnout, Vicarious Trauma, and Other Emotional Realities in the Lawyer/Client Relationship: A Panel Discussion* (2004), available at [http://digitalcommons.law.yale.edu/fss\\_papers/2190](http://digitalcommons.law.yale.edu/fss_papers/2190)
- Language Line, Tips for Working with Interpreters,  
<https://www.srln.org/system/files/attachments/12%20Tips%20On%20Working%20Effectively%20With%20An%20Interpreter%20%282005%29.pdf>

### Hearings (optional)

**EOIR: 1901 S. Bell St., Arlington, VA 22202**

Individual Hearing – SIJ Adjustment of Status  
Tuesday, August 31  
10:30am  
IJ Lukose

Individual Hearing – SIJ Adjustment of Status  
Wednesday, September 1  
4pm  
IJ Lukose

### **Week 3 (Sept. 9)**

- Asylum, withholding, CAT

#### Assignments

##### **Required Readings:**

- 8 U.S.C. § 1158
- *Portillo Flores v. Garland*, 2021 WL 2655334 (4th Cir., June 29, 2021)
- *Perez Vasquez v. Garland*, 2021 WL 2879488 (4th Cir., July 9, 2021)
- *Matter of A-R-C-G-*, 26 I. & N. Dec. 388 (BIA 2014)

##### **Optional video explainers:**

- Well-founded fear (3:09):  
<https://www.youtube.com/watch?v=yxFL55MDp6k&list=PLLxxzZq76ixxL4Umxuyp9mqwvdWwWG682&index=4>
- Persecution (3:54)  
<https://www.youtube.com/watch?v=mgHAgkoS1kI&list=PLLxxzZq76ixxL4Umxuyp9mqwvdWwWG682>
- On account of (1:44):  
<https://www.youtube.com/watch?v=7xtc4TdWCTc&list=PLLxxzZq76ixxL4Umxuyp9mqwvdWwWG682&index=5>
- One-year filing deadline (3:33):  
<https://www.youtube.com/watch?v=cGAFxeIuAIo&list=PLLxxzZq76ixxL4Umxuyp9mqwvdWwWG682&index=2>

##### **Read at least one of the following:** (Be prepared to share/present to class)

- *Temu v. Holder*, 740 F.3d 887 (4th Cir. 2014) (PSG – mental illness)
- *Matter of M-E-V-G-*, 26 I. & N. Dec. 227 (BIA 2014) (PSG)
- *Matter of W-G-R-*, 26 I. & N. Dec. 208 (BIA 2014) (PSG)
- *Alvarez Lagos v. Barr*, 927 F.3d 236 (4th Cir. 2019) (PSG – unmarried mothers under control of gangs)

### **Week 4 (September 16)**

- Case Review (Please be prepared to present your most active case to the class)
- EOIR (Immigration Court) Basics

#### Assignments

##### **Required Readings:**

- 8 U.S.C. § 1229a
- EOIR practice manual, <https://www.justice.gov/eoir/page/file/1084851/download> (skim quickly to develop familiarity, focus on big-picture not details)
- *Matter of M-A-M-*, 25 I. & N. Dec. 474 (BIA 2011)
- [https://www.ilrc.org/sites/default/files/resources/rep\\_clnts\\_mstr\\_cal\\_hearing-20181220.pdf](https://www.ilrc.org/sites/default/files/resources/rep_clnts_mstr_cal_hearing-20181220.pdf)
- <https://supportkind.org/wp-content/uploads/2015/04/Chapter-3-The-Immigration-Court-System.pdf>

**Mandatory Video if not attending MCH in person:**

- Simulation of a Master Calendar Hearing (10:43), <https://www.youtube.com/watch?v=gZqHZKO6nJg>

Hearings (Optional)

**EOIR – 1901 S. Bell St., Arlington, VA 22202**

Individual Hearing – Suppression pre-hearing

Monday, Sept. 13

10 a.m.

IJ Soper

Master Calendar Hearing (MCH)

Tuesday, Sept. 14

8:30 am

IJ Kelly

**Week 5 (Sept. 23)**

- Expedited Removal, Reinstatement, CFI, RFI

Assignments

- 8 USC 1225(b)
- 8 USC 1231(a), (b)
- 8 CFR 208.30, 1003.42, 1208.31
- *DHS v. Thuraissigiam*, 140 S.Ct. 1959 (2020) (majority opinion and Justice Breyer’s concurrence)
- *Tomas Ramos v. Garland* Opening Brief (on SharePoint)  
(<https://legalaidjusticecenter.sharepoint.com/:b:/s/GMUImmigrationLitigationClinic2020-21/ET8qHqJN9dBDjXAcDWDGJUIBIX1VcpGJinXZpPH9vULX1g?e=YRARel>)

**Optional Readings:**

- *Tomas Ramos* Gov’t Brief in Opposition, Pet’r Reply brief (On SharePoint)
  - o Gov’t brief in opposition:  
<https://legalaidjusticecenter.sharepoint.com/:b:/s/GMUImmigrationLitigationClinic2020-21/ET8qHqJN9dBDjXAcDWDGJUIBIX1VcpGJinXZpPH9vULX1g?e=YRARel>
  - o Pet’r Reply:  
<https://legalaidjusticecenter.sharepoint.com/:b:/s/GMUImmigrationLitigationClinic2020-21/ET8qHqJN9dBDjXAcDWDGJUIBIX1VcpGJinXZpPH9vULX1g?e=YRARel>
- Understanding I-212s For Inadmissibility Related to Prior Removal Orders and the Permanent Bar, ILRC (March 2020), [https://www.ilrc.org/sites/default/files/resources/i-212\\_advisory-final.pdf](https://www.ilrc.org/sites/default/files/resources/i-212_advisory-final.pdf)

Hearings (Mandatory and Optional)

**EOIR – 1901 S. Bell St. Arlington, VA 22202**

Individual Hearing, *Matter of M-A-M*  
Monday, Sept. 20  
10:30 am  
IJ Choi

**Listen 4th Cir Oral Argument (live-stream optional, recording mandatory)**

<https://www.ca4.uscourts.gov/oral-argument/listen-to-oral-arguments>

Date/time TBD

*Tomas Ramos v. Garland*, 20-cv-01201 (PFR following negative RFI)

**Week 6 (Sept. 30)**

- Declaration Writing

Assignments

**Required Readings:**

- CLINIC Advisory: Preparing an Applicant's Declaration In Support of Asylum  
<https://cliniclegal.org/resources/family-separation/preparing-applicants-declaration-support-asylum-and-related-relief>
- Tips for Drafting Client Declarations (in SharePoint)
- Asylum Declaration Dos and Don'ts,  
<https://static1.squarespace.com/static/51f154d9e4b04032b931b6ca/t/52430861e4b043cc32392101/1380124769688/Asylum+Declaration+Dos+and+Donts%2C+A+Guide+for+Pr+o+Bono+Attorneys.pdf>
- Watch: Writing Client into Argument: Image Decision, Word-Choice Precision | RA Robbins | Rutgers Camden - <https://www.youtube.com/watch?v=-RAAXQyW4ww>
- Read at least 2 declarations from clinic cases (can be from your own cases or others)

**Week 7 (Oct. 7)**

- Detention and Bond

Assignments

- TBD

**Week 8 (Oct. 14)**

- Case Review

***DUE: Mid-semester reflection paper (2-3 pages)***

- Brief list and overview of your cases and your role in each case (explain team division of work)
- Self-evaluation of work so far (effort, time, improvement, strengths, weaknesses)
- Goals for remaining semester
- Goals for next semester



## **Week 9 (Oct. 21)**

- Evidence, Country Conditions Research, and REAL ID Act

### *Assignments*

#### **Required Readings:**

- EOIR Practice Manual (skim), Sec. 3.1-3.3
- 8 U.S.C. §1158(b)(1)(B)
- CLINIC Practice Advisory: Rules of Evidence in Immigration Court Proceedings, [file:///C:/Users/becky/Downloads/Practice%20Advisory%20on%20rules%20of%20evidence%20in%20removal%20proceedings%203.13.2020%20\(1\).pdf](file:///C:/Users/becky/Downloads/Practice%20Advisory%20on%20rules%20of%20evidence%20in%20removal%20proceedings%203.13.2020%20(1).pdf)
- Expert Witness Handbook, Part 7, Identifying Sources of Evidence, and Appendix E: <https://law.unc.edu/wp-content/uploads/2019/10/expertwitnesshandbook.pdf>

#### **Read at least one of the following:** (Be prepared to share/present to class)

- *Matter of Y-I-M-* (BIA, Dec. 12, 2019), <https://www.justice.gov/eoir/page/file/1225926/download>
- *Atemnkeng v. Barr* (4<sup>th</sup> Cir., Jan. 24, 2020), <http://www.ca4.uscourts.gov/opinions/181886.P.pdf>
- “Expert Witnesses in Immigration Proceedings,” <https://www.justice.gov/sites/default/files/eoir/legacy/2010/06/07/vol4no5.pdf>
- *Matter of J-G-T-*, 28 I&N Dec. 97 (BIA 2020), <https://www.justice.gov/eoir/page/file/1319951/download>

### *Useful Country Conditions Research resources*

- <https://www.justice.gov/eoir/country-conditions-research>
- <https://libguides.law.villanova.edu/immigration/countryconditions>
- <https://libguides.law.umn.edu/c.php?g=125774&p=2838168>

## **Week 10 (Oct. 28)**

- Asylum continued – Bars to Asylum

### *Assignments*

#### **Required Readings:**

- 8 C.F.R. § 208.4
- NIJC Asylum Manual (focus on p.16-17, 23-25), [https://immigrantjustice.org/sites/default/files/content-type/resource/documents/2018-10/NIJC%20Asylum%20Manual\\_final%2007%202018.pdf](https://immigrantjustice.org/sites/default/files/content-type/resource/documents/2018-10/NIJC%20Asylum%20Manual_final%2007%202018.pdf)
- Unaccompanied Children and the One-Year-Filing-Deadline, ILRC (February 2020), [https://www.ilrc.org/sites/default/files/resources/uacs\\_and\\_the\\_one-year\\_filing\\_deadline\\_final\\_0.pdf](https://www.ilrc.org/sites/default/files/resources/uacs_and_the_one-year_filing_deadline_final_0.pdf).
- Practice Alert Update – Proposed Criminal Bars to Asylum: Current Status of Regulations Governing Eligibility for Asylum and (c)(8) EAD, NIP-NLG (May 3, 2021),

[https://nipnlg.org/PDFs/practitioners/practice\\_advisories/crim/2021\\_3May\\_CrimBars\\_update.pdf](https://nipnlg.org/PDFs/practitioners/practice_advisories/crim/2021_3May_CrimBars_update.pdf).

### **Optional Readings:**

- A Timeline of the Trump Administration's Efforts to End Asylum, NIJC, <https://immigrantjustice.org/issues/asylum-seekers-refugees>
- ILRC Asylum and SIJS Practice Advisory (read asylum section only), [https://www.ilrc.org/sites/default/files/resources/humanitarian\\_part\\_ii.asylum.sijs\\_.pdf](https://www.ilrc.org/sites/default/files/resources/humanitarian_part_ii.asylum.sijs_.pdf)
- NPRM-related readings (TBD)

### **Week 11 (Nov. 4)**

- Practicing in EOIR

#### Assignments

#### **Required Readings:**

- Hon. Dorothy Harbeck, *Objections in Immigration Court: Dost Though Protest Too Much or Too Little?* (on SharePoint)
- AHR Pro Bono Asylum Manual, Section II.4 (Removal Proceedings & Defensive Applications) (p.35-45) (on SharePoint)
- CLINIC Practice Advisory: Opening Statements and Closing Arguments: <file:///C:/Users/becky/Downloads/Practice%20Advisory%20Opening%20Statements%20and%20Closing%20Arguments%20in%20Immigration%20Court.pdf>
- CLINIC Practice Advisory: Direct Examination: <file:///C:/Users/becky/Downloads/Practice%20Advisory%20Direct%20Examination.pdf>

#### **Watch at least two of the following:** (be prepared to share/present to class)

- Watch:
  - Case Theory: <https://www.youtube.com/watch?v=K5e1L5BwWyM>
  - Mock Direct Exam of client: <https://www.youtube.com/watch?v=qWcVKhbdaUs>
  - Mock Cross Exam of client: <https://www.youtube.com/watch?v=g1Ak0t7pajg>
  - Direct Exam of expert: <https://www.youtube.com/watch?v=25M1FgqewBY>
  - Cross Exam of expert: <https://www.youtube.com/watch?v=sNEhuHqG5U8>

### **Week 12 (Nov. 11)**

- Working with Special Populations

#### Assignments

#### **Required Readings (Read 2/3 categories and be prepared to share with class):**

- Kids
  - Trauma Informed Techniques for Interviewing Immigrant Children, [https://4ao7ry48spy847yi1v2f88gj-wpengine.netdna-ssl.com/wp-content/uploads/2019/11/Recommendations\\_2019-11\\_04.pdf](https://4ao7ry48spy847yi1v2f88gj-wpengine.netdna-ssl.com/wp-content/uploads/2019/11/Recommendations_2019-11_04.pdf)
  - Great Child Interview Practice Guidelines (on SharePoint)
  - Grounding Techniques (on SharePoint)
- Clients with Diminished Capacity

- <https://www.vsb.org/pro-guidelines/index.php/rules/client-lawyer-relationship/rule1-14/>
- *Matter of M-A-M-*, 25 I&N Dec. 474 (BIA 2011) (review)
- [https://www.justice.gov/sites/default/files/eoir/legacy/2014/08/15/09-7\\_IMMIGRBRIEF\\_1.pdf](https://www.justice.gov/sites/default/files/eoir/legacy/2014/08/15/09-7_IMMIGRBRIEF_1.pdf)
- Trauma Survivors
  - HT Power&Control Wheel (on SharePoint)
  - Trauma Center, Trauma-Informed Case Study (on SharePoint)
  - [https://www.youtube.com/watch?v=\\_t5lpeIwOLE](https://www.youtube.com/watch?v=_t5lpeIwOLE)
- digitalMEdiC – Stanford Center for Health Education – Trauma Informed Interviewing - <https://digitalmedic.stanford.edu/our-work/trauma/>
  - Proactive Self Care for Attorneys

### **Optional Readings:**

- Frases para compartir en momentos delicados (on SharePoint)
- EOIR Guidelines for children in the courtroom, 2017 (on SharePoint)
- EOIR Guidelines for children in the courtroom, 2007 (on SharePoint)
- Tahirih Webinar: Trauma-Informed Interviewing to get the information you need - <https://youtu.be/JOCgJ49XzIk>
- digitalMEdiC – Stanford Center for Health Education – Trauma Informed Interviewing - <https://digitalmedic.stanford.edu/our-work/trauma/>
  - Establish connections with a child
  - Supporting the Emotional Needs of Young Children
- Supporting the Emotional Needs of Adolescents

### **Week 13 (Nov. 18)**

- Case Review

### **Required Readings**

- TBD

### **Fall Semester Reflection Paper DUE Dec. 9, 2021**

- 3-5 pages
- Brief list and overview of your cases and your role in each case (explain team division of work)
- Self-evaluation of work so far (effort, time, improvement, strengths, weaknesses)
- Goals for next semester