THE CENTER FOR TEACHING & LEARNING EXCELLENCE
AT HOUSTON COMMUNITY COLLEGE

“Faculty Excellence Equals Student Success”

TL3030

Classroom Strategies for Developmental English

The Center for Teaching & Learning Excellence is a division of the
Office of Vice Chancellor for Instruction

HOUSTON COMMUNITY COLLEGE
“The function of education is to teach one to think intensively and to think critically... Intelligence plus character - that is the goal of true education.”

*Martin Luther King, Jr.*

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

*William Arthur Ward*
Classroom Strategies for Teaching Developmental English in the Community College

Resources contained herein were collected and/or developed by Liza Daily and Janis Innis, Professors of English, Developmental Studies Department, Houston Community College Southwest
Pre-Assessment Survey

What major curriculum and assessment principles and concepts do I already know and use?

Indicate whether the following statements are true or false:

_____ 1. Teaching developmental students English takes no training or special knowledge.

_____ 2. Developmental Students can be ready for a college level English class by using the best teaching and learning centered curriculum.

_____ 3. Lecture and rote memorization are the best teaching tools to implement in a Developmental English course.

_____ 4. When marking a Developmental English student’s in class essay, it is most effective to use the standard proofreader marks and symbols for every error made.

_____ 5. English software for Developmental students can be a helpful learning tool.

_____ 6. Lesson plans and a sophisticated grading system are not necessary to teach a Developmental English course.
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Classroom Strategies for Teaching Developmental English in the Community College

Course Purpose

Participants will be able to add new teaching techniques and strategies to their Developmental English courses to improve teaching and learning, thus, have a positive impact upon student success.

Course Objectives

Upon the completion of this overview, participants will be able to:

1. Perceive the needs and challenges of teaching the developmental student
2. Appreciate classroom educational strategies that allow for increased student learning and participation
3. Create and follow successful lesson plans for teaching Developmental English
4. Assess student work to increase feedback and learning
Workshop Agenda

9:00 to 9:15  Welcome, introductions, handing out materials, sign in sheet, etc.

9:15 to 10:30  Pre course survey

9:15 to 9:45  Course Objective One
Acknowledging the needs and challenges of teaching the Developmental English student

9:45 to 10:30  Activity One

10:30 to 10:45  Break

10:45 to 11:15  Course Objective Two
Classroom educational strategies that allow for increased student learning and participation in Developmental English

11:15 to 11:45  Activity Two

11:45 to 12:15  Course Objective Three
Assessing Developmental English student work to increase feedback and learning
12:15 to 12:45  Activity Three

12:45 to 1:00  Participants’ Submissions
Acknowledging the needs and challenges of teaching the developmental student

Group Activity One

A. What are the reasons that students are most often placed in Developmental English?

B. What are the underlying needs presented by various Developmental English students?

C. What are some of the most common roadblocks facing Developmental English students and what are the appropriate faculty responses?
Classroom educational strategies that allow for increased student learning and participation

Group Activity Two

A. Evaluate the strengths and weaknesses of the most commonly employed teaching strategies:

1. Lecture

2. Reading

3. Audio-Visual

4. Demonstration

5. Discussion Group

6. Practice by Doing

7. Immediate use of Learning/Teaching Others
B. Is there a need for student centered learning activities in the classroom as well as the traditional lecture/note-taking?

C. What are the appropriate strategies for a variety of educational goals?

1. Memorize (Bloom’s level one)

2. Explain (Bloom’s level two)

3. Organize (Bloom’s level three)

4. Analyze (Bloom’s level four)

5. Synthesize (Bloom’s level five)

6. Evaluate (Bloom’s level six)
Assessing student work to increase feedback and learning

Group Activity Three

A. What are the advantages and disadvantages of peer analysis sessions? How can these sessions be made more effective?

B. What is plagiarism? Why do students plagiarize? What can instructors do to prevent plagiarism?

C. What difficulties do instructors face when grading essays? How can this activity be made more enjoyable and effective? What type of feedback is most beneficial?

D. How can instructors give students opportunities to assess their own work? What is the value of self-assessment?
What do the Experts have to say?

Match your responses to what the “experts” have to say on the same topics. You might be surprised to learn that you know just as much or more. To make it more fun, don’t look ahead to peek at their remarks.
Acknowledging the needs and challenges of teaching the developmental student

Experts Suggest . . .

1. What are the reasons that students are most often placed in Developmental English?

A. Students who take the Compass English placement test are placed in English courses according to their scores in the reading and writing sections.

B. Some students who are placed in Developmental English may have been out of school for several years

C. Some may have been working or raising a family

D. Others have been completing military service.

E. Others are recent U.S. high school graduates

http://www.nvcc.edu/campuses-and-centers/alexandria/academic-divisions/hss/dev-eng.html

F. The students who need to start their college careers with one or more developmental education courses often have been unable to thrive in classrooms with traditional instructional methods and materials

http://www.nade.net/NADEdocuments/NADEDigest.pdf

2. What are the underlying needs presented by various Developmental English students?

In the students’ own words:

A. "I learned more in this English class than I ever did in high school."

B. "These reading assignments let our imagination do all the work. Seeing in my mind what happens in a book really gets me going."

C. "The I-Search project proved that I can do it, and must never sell myself short."

D. "Now I don't get nervous and think negatively when I hear the word 'essay.'"
E. "My vocabulary increased so my papers sound more on a college level, as opposed to high school."

F. "I learned that I'm an excellent reader, and since reading Song of Solomon I have developed a passion for it that maybe one day can take me somewhere."

G. "I feel very prepared because I learned the tools of doing a research paper."

H. "If you compare my old writing to my writing now you will see great improvement. Before, my writing was very choppy. Now, my ideas flow."

I. "Now I'm more open-minded about different ideas. For example, in my I-Search project I viewed both opinions of the bosses and the migrant workers."

J. "Our group discussions helped me improve my public speaking skills."

K. "The grades on my writing assignments outside of class are better."

L. "Reading books was the key to my improvement. I saw some of the same words, so I learned how to spell them. Reading gave me a chance to explore the depths of my mind and to be creative."

M. "I've been blessed by taking this course. It taught me how to express myself on paper, and allowed my usage of words to expand. [Changing] my thought pattern has also changed how I view the world. Instead of looking at it one-sided, I see how it is from other views."

http://www.nvcc.edu/alexandria/hss/english/d_eng.htm

3. What are some of the most common roadblocks facing Developmental English students and what are the appropriate faculty responses?

In the students’ own words:

A. "He makes us feel better about ourselves."

   Self-esteem

B. "She encourages you to think and do your best."

   Encouragement

C. "She makes learning easy no matter what the student's learning style."

   Using a variety of teaching methods to meet different learning styles

D. "He does not give up on students."
Consistency in expectations for all students

E. "He is always encouraging and loves his job."
   Maintaining a positive attitude

F. "She is a great teacher and won't let you give up."
   Maintaining high expectations

G. "He will take the time to make sure you understand what he's explaining."
   Re-teaching is as important at teaching

H. "She's hard but she's fair."
   Being fair without watering down the curriculum

I. "He is one of the ones who cares!"
   Demonstrating an interest in all students success

J. "We've become a class and not just a room full of bodies."
   Creating a learning centered classroom

http://www.nvcc.edu/alexandria/hss/english/d_eng.htm
Classroom educational strategies that allow for increased student learning and participation

Experts Suggest . . .

1. Evaluate the strengths and weaknesses of the most commonly employed teaching strategies:

   A. Lecture – average retention rate is 5%

      This is the traditional classroom mode of instruction and usually refers to a formal presentation of information, concepts or principles by an individual. A lecture can be modified to include discussion, demonstration and application. Typically a lecture makes the learning experience passive and much information can be lost during the lecture. The method is inappropriate for psychomotor skill development. A lecture is appropriate for introducing a subject or presenting basic information where the performance objectives are at the lower end of the cognitive or affective learning domains. Keep lectures to a minimum.


   B. Reading – average retention rate is 10%

      Instructors can use writing to develop reading comprehension and critical thinking. A number of tested strategies have been used as an integral step in processes designed to elicit students' prior knowledge, improve reading comprehension, and to teach independent study strategies. Many learning specialists, however, overlook the value of writing to help teach reading (Hayes, et al, 1991)--either as a step in a strategy or by itself. Either way, writing aids help students in becoming co-creators of the texts they read, in creating their own articulated understanding of content material, and in
providing a means of monitoring and revising that understanding. For instance, to elicit background knowledge before a new reading assignment, the learning specialist can ask students to free write on the general subject of the assignment, to write down all the questions the reading passage's title brings to mind, or to skim first and last paragraphs and main headings in the passage and then free write on what they predict the passage will say or even on questions about or objections to what they think will appear in the passage. The instructor can also ask that as students read, they pause for three minutes before going on to the next section to summarize what they have just read. In addition, it's always a good idea to have students reflect on the entire passage during a 10-to 15-minute free writing response. Such writing not only engages students in the reading material, it also gives them an opportunity to monitor their understanding and to contribute more knowledgeably to class discussions. In a sense, writing about reading material turns the reading process inside out, exposing readers to the inescapable constructivist activity of creating meaning in and from words.

http://www.ericdigests.org/pre-9220/help.htm

C. Audio-Visual – average retention rate is 20%

Instructional media can play a vital role in enhancing the learning environment. Media can be thought of as any teaching aids or resources that are used as apart of an instructional sequence to demonstrate or clarify course content. The use of media can lengthen the average adult’s attention span by strategically refocusing attention. It has been estimated that 75% to 95% of what we learn comes through the sense of sight, 10% to 15% through hearing, 3% to 4% through smell, and 1% to 2% through taste and touch. The combination of audio and visual media is more effective than either medium used alone, with learner retention significantly increased over a longer period of time. The classes of media range from handouts to videos to models to computer software.
D. Demonstration – average retention rate is 30%

The demonstration is the basic method for teaching psychomotor skills. The method begins with a practical step-by-step performance by the instructor of a procedure, with a detailed explanation accompanying each step. A demonstration should be accompanied or immediately followed by having learners practice the activity or skill being demonstrated for reinforcement and retention.

E. Discussion Group – average retention rate is 50%

This method is an instructor-controlled, interactive process of meeting performance objectives by sharing information and learner experiences in the classroom. In a guided discussion, the instructor asks focused questions and periodically summarizes concepts and principles covered, but do not try to dominate the discussion. Learners are active participants and are asked to explore a subject by actively offering knowledge, ideas, opinions, and experiences. This method is appropriate in achieving performance objectives that are in the mid to upper range in the affective and cognitive learning domains.

F. Practice by Doing – average retention rate is 75%

- Case Study – The case study method uses a detailed written description of a real or imaginary situation that can be analyzed and discussed by the learners. Presenting a case study enables the learners to develop skills by responding to various situations. It stimulates discussion and participation and gives learners an opportunity to apply new knowledge. Case studies are particularly useful in helping learners explore different ways to deal with typical problems in the workplace. This method is appropriate in achieving higher-level performance objectives in the affective and cognitive domains.
• Role-Playing – In role-playing the learners act out a situation based on real life. Learners role-play the attitudes and behaviors involved in carrying out a task or job responsibility. This method is especially useful when training is focused on how to work with people. Role-playing provides a more valid experience than merely talking about a problem.

• Demonstration – The demonstration is the basic method for teaching psychomotor skills. The method begins with a practical step-by-step performance by the instructor of a procedure, with a detailed explanation accompanying each step. A demonstration should be accompanied or immediately followed by having learners practice the activity or skill being demonstrated for reinforcement and retention.


G. Immediate use of Learning/Teaching Others – average retention rate is 90%

We learn by doing, whether it be putting into practice what we have just learned or teaching it to someone else. One teaching strategy is often to put students into groups or pairs and ask them to re-teach the current lesson to their fellow student. Another strategy is to have students teach a lesson to the class. This strategy has been used successfully in graduate school as well as in Developmental English.
2. Is there a need for student centered learning activities in the classroom as well as the traditional lecture/note-taking?

Student-centered learning, that is, putting students first, is in stark contrast to existing establishment/teacher-centered lecturing and careerism. Student-centered learning is focused on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. This classroom teaching method acknowledges student voice as central to the learning experience for every learner. Teacher-centered learning has the teacher at its center in an active role and students in a passive, receptive role. Student-centered learning requires students to be active, responsible participants in their own learning. What really is the difference between a traditional and a non-traditional classroom?

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Non-Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-centered</td>
<td>Student-centered</td>
</tr>
<tr>
<td>Lecture/note-taking</td>
<td>Hands on learning</td>
</tr>
<tr>
<td>Product-oriented</td>
<td>Process-oriented</td>
</tr>
<tr>
<td>Learning of skills by repetition</td>
<td>Learning by various activities</td>
</tr>
<tr>
<td>Concepts are presented as facts to memorize</td>
<td>Concepts are presented as questions to be investigated</td>
</tr>
<tr>
<td>Basic learning</td>
<td>In-depth learning</td>
</tr>
<tr>
<td>Quantitative evaluation (numerical testing)</td>
<td>Authentic Assessment</td>
</tr>
</tbody>
</table>

Looking at the above list, it's not so difficult to see that there are many advantages to the Student Centered or Non-traditional classroom.

http://www.the-eastbridge-school.net/index.php?option=com_content&task=view&id=67&Itemid=9
3. What are the appropriate strategies for a variety of educational goals?

A. Memorize (Bloom’s level one)

Useful when a student needs to recall or recognize information, ideas, and principles in the approximate form in which they are learned. The instructor should present information to the student, ask questions that require the student to recall the information presented, and provide verbal or written tests about the subject that can be answered by recalling the information the student has learned.

B. Explain (Bloom’s level two)

Useful when a student needs to understand the main idea of material heard, viewed, or read; interpret or summarize the ideas in their own words. The instructor should ask questions that the student can answer in their own words by stating facts or by identifying the main idea; give tests based on classroom instruction.

C. Organize (Bloom’s level three)

Useful when a student needs to apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience. The instructor should provide opportunities for the student to use ideas, theories, or problem solving techniques and apply them to new situation; review the student’s work to ensure that they are using problem solving techniques independently; and provide questions that require the student to define and solve problems.

D. Analyze (Bloom’s level four)
Useful when a student needs to break down a concept or idea into parts and show relationships among the parts. The instructor should allow time for students to examine concepts and ideas and to break them down into basic parts; require students to explain why they chose a certain problem solving technique and why the solution worked.

E. Synthesize (Bloom’s level five)

Useful when a student needs to bring together parts (elements, compounds) of knowledge to form a whole and build relationships for new situations. The instructor should provide opportunities for students to assemble parts of knowledge into a whole using creating thinking and problem solving; require students to demonstrate that they can combine concepts to build new ideas to new situations.

F. Evaluate (Bloom’s level six)

Useful when a student needs to make informed judgments about the value of ideas or materials; use standards and criteria to support opinions and views. The instructor should provide opportunities for students to make judgments based on appropriate criteria; have students demonstrate that they can judge, critique, or interpret processes, materials, methods, etc. using standards and criteria.

Adapted from: Critical Thinking by Micael L. Lujan, M.Ed.
Assessing student work to increase feedback and learning

What the Experts Say

A. Peer Analysis Sessions

Advantages:

- All writers, even professional writers, need others to read and comment on their writing. As writers, we’re often too close to our work to spot problems a helpful reader can point out.
- Peer analysis provides writers with real readers who must make sense of the writing.
- They help writers improve their reading/critical analysis skills.
- They, most obviously, help writers improve their writing skills and final products.
  From Writing@CSU

Disadvantages

- Students may lack the skills to provide fellow students with effective feedback.
- Many students, especially ESL students, prefer teacher feedback.

Having Effective Peer Analysis Sessions

- Model sessions.
- Encourage students to read their drafts aloud.
- Provide specific guidelines for sessions.
B. Plagiarism

Definition of Plagiarism

Plagiarism, which is “as old as writing itself,” can be defined as appropriating ideas or passages from the work of another author (Hanks, 1979). Barnhart (1988) traces the term “plagiarism” “from the Latin plagarius (‘kidnapper, seducer, plunderer, literary thief’). Per C. Park, defining plagiarism is problematic because “ideas are often fluid,” and “it is not always easy to trace and attribute the originator of ideas.”

Why Students Plagiarize

- Cultural conditioning, including the perception of it “as no big deal”
- Careless note taking
- Cryptomnesia, or “hidden memory”
- Lack of respect for authority
- “An honest confusion over the standards of academic discourse and proper citation”

How to Prevent Plagiarism

- Explaining the policy of your college or university and including it in your syllabus
- Limiting assignments to specific topics
- Requiring students to submit assignments in stages (and giving them a composite grade)
- Asking students to include personal observation in their essays
- Requiring revisions
- Using an honor code

C. Feedback on Student Essays

Difficulty Grading Essays

From “How Long Does it Take to Grade an Essay” by Tina Blue

“But though almost all of us love teaching, I honestly do not know anyone who even slightly enjoys grading papers. We hate grading papers. Grading papers is the bane of our existence. It is a burden so heavy that it exhausts us not only physically, but mentally and spiritually as well.”
When faced with a set of essays to grade, almost every one of us wonders why we didn't go into coal-mining instead.”

From “Rhetorical Correctness” by Robert W. Watson

“An important reason for this difficulty [evaluating student essays] is the educator's concern that the evaluation process is too subjective; that is, the ‘correctness’ of a paper is perceived by the student as only the educator's unsupported opinion…. While objective tests can examine the student's comprehension about facts and figures, written papers about divergent knowledge offer a challenge, because the student's paper cannot be evaluated by the same criterion as a true-false test about knowledge that is convergent.”

Making Grading More Enjoyable and Effective

- Avoid procrastinating and “marathon” grading sessions.
- Try to find a pleasant relaxing atmosphere in which to grade that is free from distractions.
- Limit the amount of time spent grading each paper.
- Limit grammar and spelling corrections and line-by-line editing.
- Set essays which have possibly been plagiarized aside, and check them all at one time.

Effective Feedback

From the Center for Teaching:

- Use your comments to teach rather than to justify your grade, focusing on what you'd most like students to address in future work.
- Link your comments and feedback to the goals for an assignment.
- Comment primarily on patterns -- representative strengths and weaknesses.
- Avoid over-commenting or "picking apart" students' work.
- In your final comments, ask questions that will guide further inquiry by students rather than provide answers for them.

D. Self-Assessment
From “Teaching Self-Assessment” by Thad Curtz:

“The practice of self-assessment is a central way for students to acquire the reflective habits of mind which are essential to their ongoing capacities to do good work and to progressively improve their work over time.”

“The problem with self-assessment is not simply that students exaggerate or somehow misrepresent what they produced. And it isn't that students are insufficiently willing to blow their own horns. Many beginning college students are simply not in the habit of reflecting on their own work.”

From “Writing Portfolios: What Teachers Learn from Student Self-Assessment” by Kim Johnson-Bogart:

One thing I have learned again and again from reading students' reflective essays is that they can learn from themselves. For example, one student in a geography writing link wrote the following:

I like my second essay the best out of all my work because the subject I wrote about means so much to me. I included my very first journal entry along with my second essay because I feel it was the first time I ever discussed my feelings toward the problem of Indian reservations on paper. My views about the issue in this entry are very different than when I finished the essay. I feel it is an important piece because it shows how my feelings have changed and also, I think, matured. (Zoe)

Another student's comment illustrates how she can employ her understandings to develop her writing:

I mentioned that whenever I write, I tend to start out much more strongly than I end. I don't think that I've been able to remedy that problem within the span of the quarter, but I will try to remember to pay closer attention to my closing paragraphs in future papers. (Serena)
Glossary of Terms

Assessment: Refers to the means and ways an instructor will assess or grade the students’ work, whether is be formal or informal, written or verbal, a daily grade or the final grade.

Authentic Assessment: is an umbrella concept that refers to the measurement of "intellectual accomplishments that are worthwhile, significant, and meaningful," as compared to multiple choice standardized tests

Blooms’ Taxonomy: a classification of the different objectives that educators set for students (learning objectives). The taxonomy was first presented in 1956 through the publication "The Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive Domain," by Benjamin Bloom (editor), M. D. Englehart, E. J. Furst, W. H. Hill, and David Krathwohl. It is considered to be a foundational and essential element within the education community

Course Syllabus: The document every instructor must provide their students at the beginning of each system. It should contain all the important information regarding the course and the college so that the students can be informed of all rules, expectations, and policies that will affect them. Also included should be the instructor’s information, the name of the course, meeting dates and times, classroom, drop rules and final date to drop the course, course calendar, the textbook, assignments, grading system, important dates, as well as the final exam schedule.

Developmental Students: 18 percent of high school graduates in Texas are college-ready, which means that 82 percent of high school students are not. In community colleges, 60 percent of their students test into developmental courses, as their test scores indicates they are not college-ready in at least math, English, or reading.

Grading System: Is a means to efficiently track students’ grades in a course. The simplest method can be a grade book with entries by hand or a sophisticated software grade book that quickly calculates and weights students’ grades. In between, is the use of excel workbook to record and calculate grades. When choosing a grading system, the instructor should take into consideration if they are comfortable using a computer to input grades and the extra up front time required to do so. However, the automatic calculations can compensate for the extra up front time.

Instructional Methods: The variety of methods that instructors can implement to deliver course material to their students. Traditional instructional methods include lecture note-taking or rote memorization; newer models are based on student centered learning models and feature group work, case studies, students teaching students, or hands on learning.
Learning Roadblocks: the various aspects that keep a student from learning; deficient organizational, time-management, goal-setting, and study skills are major sources of underachievement.

- An evaluation component, a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a instructions to follow
- Analysis component the teacher uses to reflect on the lesson itself—such as what worked, what needs improving
- A continuity component reviews and reflects on content from the previous lesson

Online Software: programs to increase learning of the course subject that are available to the students online. They can be provided by the college or the students may purchase a code from the publisher or receive the code when they purchase their textbook. An example is “My Writing Lab.”

Peer Analysis: Students, working in pairs, or groups, review each other’s work (essays and other writing assignments) in order to provide feedback to their fellow students. Instructors often provide structure for the peer analysis by having the students use a rubric or set of items as a guide for their analysis or critique.

Quantitative evaluation: Involves asking questions which can be statistically tabulated and analyzed, frequently using a scale, check list, or yes/no responses. Limits students to responding to the categories made available to them.

Self-Assessment: When students assess their own work, either finished or in-progress. This process can benefit faculty by saving them time (since self-assessments are not graded), and it can benefit students as well. Through self-assessment, students improve editing, writing, and critical thinking skills. However, achieving these benefits depends upon self-assessment that is rooted in reflection. In other words, students need to go beyond assigning themselves a grade or a rating. They need to be able to reflect upon and articulate the strengths and weaknesses in their writing and the writing habits that work best to achieve the results they want. While for some, reflection comes naturally, most students must learn to reflect.

Student Centered Learning: is putting students first, is in stark contrast to existing establishment/teacher-centered lecturing and careerism. Student-centered learning is focused on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator of learning. This classroom teaching method acknowledges student voice as central to the learning experience for every learner. Teacher-centered learning has the teacher at its center in an active role and students in a passive, receptive role. Student-centered learning requires students to be active, responsible participants in their own learning.
Teacher Centered Learning: has the teacher at its centre in an active role and students in a passive, receptive role.

Writing Portfolio: can be a collection of the student’s work in a writing course. The benefits of the portfolio include showing the student’s growth as a developing writer. It can help build a strong relationship between students and faculty and ensure timely progress toward completion of assignments. It will provide the student a collection of their best work and promote pride in their writing skills.
Workshop Project

Name: _______________________________  Date: __________________________

Briefly describe how you could use something from today’s workshop in your own class and why you would use it as a means of effective teaching and learning. (Please remove from the workbook and turn into the workshop facilitator before you leave today.)

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

(Extra space if needed)