**EDTP 107: Human Development and Learning**

**(3 credit hours) CEHD 201B**

*This syllabus is designed to be a reference material for any questions you may have regarding course scheduling, attendance and participation policies, and assignments. It is subject to change and likely will change.*

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**E-mail:** abbie.sell@louisville.edu **Office Hours:** 11:00 AM- 12:20 PM Tu & Th

Held via Blackboard Collaborate

Please contact me by email if you would like to meet outside of my scheduled office hours or have questions pertaining to the course.

**Catalog Description:** Introduction to the basic principles of human development and learning as applied to home and school settings of children from birth to adolescence.

## Course Purpose: The purpose of this course is to provide an overview and awareness of the developmental issues of humans. The focus will be on the development of school-age children and youth and on those topics and issues of concern to teachers: cognitive development, social-emotional development, motivation, physical development, and individual differences. It also addresses how people learn, and applications and implications for teaching in PreK-12 schools.

## Required Readings

Ormrod, J.E., Anderman, E.M., & Anderman, L. (2019). *Educational Psychology: Developing*

*Learners (10th Ed.).* Pearson.

Additionalarticles and resources posted on Blackboard

## Course Objectives

Students will be able to:

1. Explain major principles and assumptions of theories of human development and learning (i.e., behaviorism, social cognitive theory, individual and social constructivism, information processing theory) and how they relate to learning across cultural backgrounds.
2. Demonstrate an understanding of major theories of achievement motivation, the role of motivation in learning, and evidence-based strategies for fostering adaptive motivation.
3. Demonstrate an understanding of typical and atypical physical, cognitive, language, literacy, and emotional/social/moral development of children and youth, as well as the role that sex, gender, race, culture, and SES play in development and learning.
4. Demonstrate an understanding of how individual differences in human development affect readiness for learning in children and youth.
5. Synthesize understanding of learning theories and human development and apply this content to the educational needs of students of a certain age through the formulation of a teaching philosophy.
6. Analyze school settings with respect to developmental appropriateness and theoretical perspectives of learning and development.

## Course Content

1. Research evidence supporting theoretical views of human development and learning;
2. Human development: physical, cognitive, language, social-emotional, moral;
3. Achievement and motivation;
4. Universality and diversity in development;
5. Implications of course content for PreK-12 classrooms and other learning settings.

\*\*This syllabus was prepared by the Core Courses Committee, May, 2006. Edited by Abbie Sell, B.A., 2020

**Relevant Professional Standards Addressed by This Course & Student Learning Outcomes**

This course addresses the following KY New Teacher Standards and UofL Standard:

1. KY-NTS 5.1: Accurately assesses, analyzes, and communicates the effectiveness of instruction and makes appropriate changes to improve student learning.
2. KY-NTS 7.1: Provides evidence of performance levels and articulates strengths and priorities for growth.
3. KY-NTS 7.4: Shows evidence of improvement in performance and evidence of an increased capacity to facilitate student learning.
4. U of L 11: Understands the complex lives of students and adults in schools and society.
5. Student work related to academic content for K-12 students is based on the Kentucky Academic Standards: <http://education.ky.gov/curriculum/standards/kyacadstand/Pages/default.aspx>

###### Conceptual Framework Summary

The conceptual framework, *Shaping Tomorrow: Ideas to Action,* embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of ***Inquiry,*** and through active engagement and skilled training in methods of rigorous ***Research***, candidates develop the knowledge, skills, and dispositions to become ***Critical Thinkers***. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world. Under the construct of ***Action,*** and through continual ***Practice***, candidates develop the knowledge, skills, and dispositions to become ***Problem Solvers*** in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of ***Advocacy,*** and through dedicated, committed ***Service*** to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become ***Professional*** ***Leaders***. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

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| Conceptual Framework Constructs | Inquiry | Action | Advocacy |
| Constructs as Learned and Applied through: | Research | Practice | Service |
| Constructs Reflected in Candidates | Critical Thinkers | Problem |  |
| Unit Dispositions Reflected in Candidates | Exhibits a disposition to inform practice through inquiry and reflection | Exhibits a disposition to improve practice through information, knowledge, and understanding | Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a difference |

###### Relationship to Conceptual Framework

This course connects to the Inquiry, Action, and Advocacy constructs of the Conceptual Framework by tapping into research, practice, and service, providing students with opportunities to learn about and be critical thinkers, problem solvers, and professional leaders. For critical thinking, students will have ample opportunities in this class to apply research in child development to analyze the use of classroom practices. Students will become problem solvers by applying knowledge obtained in class and through PreK-12 placement observations to understand how educational practice is informed by child development. Students will have exposure to a variety of social justice and equity issues through their readings, class discussions, and placement observations, and they will be encouraged to apply child development principles to students with diverse backgrounds and needs.

**Hybrid Class Information**

## *Technology Expectations*

## All assignments are to be word-processed using Microsoft Word or saved as a PDF. Correct grammar and spelling are expected, and excessive errors will affect your grade. All class e-mails will be sent through Blackboard to your UofL account. Use of the Internet will be required. UofL e-mail address and ability to use Blackboard are required. Some assignments will be submitted on Foliotek. *CHECK YOUR UofL EMAIL FREQUENTLY.* Exams will be administered on Blackboard. You must have a webcam in order to use Respondus Monitor, a required software. Additionally, you will need to install Lockdown Browser.

## *Teaching Methods*

## This course will be taught using flipped-classroom methods. This means that it will be your responsibility to watch the lectures, complete the readings, and complete any outside assignments prior to class. You will attend class once a week, where you will be administered a retrieval practice (quiz) to test your learning, you will have the chance to ask questions about material you learned, parts of lectures can be re-watched if needed for extra explanation, and we will do interactive class activities.

## *Library Services*

## Library services are available for students online, including off-campus access to online databases and Electronic Course Reserves. The UofL librarians are available to assist you with library services. For more information view the Library Services for Distance Education and Online Courses page.

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## *Writing Center*

## The University Writing Center is committed to supporting the writing of distance education students. If you are taking a distance education course and cannot make a face-to-face appointment at the Writing Center, you can schedule an online consultation through their Virtual Writing Center. They provide both online live chat sessions and, when that's not possible, they can respond to your draft in writing through an eTutoring session. Learn more at the [Writing Center](http://louisville.edu/writingcenter/for-students-1/distance-education-students) website.

**Class Standards**

**Changes to Syllabus:** This syllabus is a working document and is subject to change (within reason) throughout the semester at the discretion of the instructor. Students will be notified regarding changes.

**Emails to Instructor:** Emails to the course instructor should use professional language and have a professional tone. The instructor will not respond to emails asking questions when the answer to those questions is found in the syllabus.

**Maintaining a Professional Environment: *Cell phones must be turned off before class begins; this includes texting*.** If there is a critical reason you need to be available for a telephone call, inform the instructor before class begins and be sure your phone is in vibrate mode. Students are responsible for wearing a mask to class, maintaining a distance of 6 ft from each other as well as the instructor, and for cleaning the area they sat at before and after class. The instructor will dismiss students from class who do not adhere to COVID-19 guidelines

**Policy on Instructional Modifications:** Students with disabilities who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria are **encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations.** Students will be asked to supply a letter from the Disability Resource Center to assist in planning modifications.

**CEHD Diversity Statement:** Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors, and other professionals. Students will be encouraged to investigate and gain a current perspective of diversity issues (race, ethnicity, language, religion, culture, SES, gender, sexual identity, disability, ability, age, national origin, geographic location, etc.) related to their chosen fields. Students will also have the opportunity to critically examine how diversity issues apply to and affect philosophical positions, sociological issues, and current events in a variety of areas. Students will examine their belief systems and be encouraged to reexamine and develop more research-grounded beliefs and practices regarding diversity.

**Academic Integrity and Dishonesty:** All contributions and assessments in this course, including any field placement requirements, will demonstrate academic integrity which means that submitted work is of high quality, is original, and represents a single submission, unless otherwise noted through explicit and appropriate citations.

**Academic Integrity and Dishonesty Continued:** “Academic dishonesty is prohibited at the University of Louisville…Academic dishonesty includes, but is not limited to, the following: Cheating, Fabrication, Falsification, Multiple Submission [the same assignment should not be submitted for more than one course], Plagiarism, Complicity in Academic Dishonesty” (UofL Student Code of Conduct).

Students who are not yet admitted to the teacher education professional program may jeopardize their chances for admission, since instances of academic dishonesty will be considered as part of the admission process.  To apply to any teacher certification program, students must review and sign the Professional Code of Ethics for Kentucky School Personnel (704 KAR 20:680) which states that teachers (1) shall exemplify behaviors which maintain the dignity and integrity of the profession and (2) shall not knowingly falsify or misrepresent records of facts relating to the educators or those of other professionals.

**Plagiarism:** As a student in the University of Louisville community, each of you is expected to exhibit the highest personal and professional standards that reflect the objectives of the university and our professional ethics. Standards of academic honesty and integrity are expected to be upheld in all aspects of this course. Students are strongly encouraged to become familiar with the University’s policies regarding plagiarism or other forms of academic dishonesty in the Code of Student Rights and Responsibilities: *http://louisville.edu/dos/policies-and-procedures/code-of-student-rights-and-responsibilities.html*. You are responsible for understanding and abiding by the University of Louisville’s policies regarding academic integrity and student conduct. **Academic dishonesty, including obtaining unauthorized information, submitting the same academic work for two classes without permission from both instructors, misrepresentation, plagiarism, *misrepresentation/forgery of field experience timesheets*, etc. is strictly prohibited**. Penalties for plagiarism may include a grade of “0” for the assignment, a failing grade for the course, and expulsion from the academic unit.

**Title IX/Clery Act Notification:** Sexual misconduct (sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program 852-2663, Counseling Center 852-6585, and Campus Health Services 852-6479. To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University’s Title IX officer. For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

**Submitting Late Work/Make-ups:** Written assignments should be turned in on the specified date and time. Late assignments will be penalized 10% for each 24-hour period they are turned in after the due date. For example, if you turn in your assignment 5 hours late, you will only be able to receive 90% of the possible points for the assignment. You are responsible for confirming that you have uploaded the correct document to Blackboard. **The document that you submit by the deadline is what will be graded.** Knowledge checks will not be accepted late.

Make-up exams will only be allowed under **excused** circumstances (i.e., documented illness, death of a loved one, or other circumstances at the discretion of the instructor). If knowledge of an excused absence during the exam exists ahead of time (e.g., court-ordered circumstances, military training), then the exam must be taken **before** the scheduled exam date. **You** must contact your instructor at least one week before the exam to schedule a make-up exam. If sudden serious circumstances prohibited you from coming to the exam on the assigned date (e.g., serious documented illness, family emergency) make-up exams must be taken within one week of the scheduled exam date. You must contact your instructor within 24 hours of having missed the exam to set up the make-up exam. In order to protect the integrity of the examinations, make-up exams will vary on format from the in-class exam.

**Department of Teaching and Learning ATTENDANCE Policies**

**Goal:** To establish a high level of professionalism for every teacher.

**Courses**

1. If you are absent or excessively late to class, you will not receive full participation credit for the course. If you are absent, you must contact me, preferably prior to the class session. It is your responsibility to find out what you missed.
2. Absences and tardiness will be considered in assessing your dispositions.
3. If you are absent from two in-person classes, you must initiate a meeting with the instructor to determine whether you will still be able to complete the course
4. If you miss the course an additional time, the course instructor will schedule a meeting with you and the program director to complete a *Communication of Concerns* form.
5. Extenuating situations will be considered on an individual basis.
6. You will be required to complete additional assignments to compensate for class sessions for which you were absent. Even with these assignments, your participation credit may still be affected as described above.
7. When you expect a prolonged absence, contact CEHD Teaching and Learning Staff 852-6431, U of L Dean of Students Cardinal Angel Program, 852-5787, or DOS@exchange.louisville.edu. You will need to provide your name, student ID number, and circumstances.

**University Excused Absence Policy:** “A university sanctioned event or activity shall be one in which a student represents the university to external constituencies in academic or extra-curricular activities. These include but are not limited to student government congresses, intercollegiate athletic and debate contests, music competitions, academic meetings and conferences, etc.” Please refer to: http://louisville.edu/provost/what-we-do/classroom-policies/classroom-policies/html#excusedabsences(Resolved by the Faculty Senate 9/6/06) The intent of the policy is to ensure that faculty will provide opportunities for students to make up work they miss as a result of university excused absences. Students who provide documentation of participation in university-sanctioned events should not be penalized. The policy also assumes that students with excused absences will work diligently to complete the assignments for the class and will create as little disruption to class processes as possible. To that end, students are expected to attend lecture and laboratory sessions and field experiences in the courses for which they are registered with the fewest absences possible. Students are expected to complete assignments on time, actively participate in their classes, and provide documentation of dates for university excused absences or notification of tentative dates. Students are to acknowledge that their excused absences make their regular attendance at other times essential.

## Course Requirements

1. **Active participation (55 pts)**
2. Active engagement with readings and assignments outside of class is just as critical as active participation during class; **you get out of your coursework what you put into your coursework**. Classrooms are communities and treating one another with respect helps to build trust and encourages scholarly discussion. Active participation will be measured in several ways: class attendance, thoughtful participation in whole-class discussions, thoughtful participation in class activities, performance on quizzes, bringing required materials, and digital etiquette. Active participation also includes signing and submitting the “Syllabus Contract Sheet” found in this syllabus.
3. If you are unable to attend class due to illness or contact tracing via Covid, we will stream the class over Zoom and we will discuss adequate ways to participate at that juncture.

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| **Digital Etiquette**. You may use laptops and tablets during class for class purposes. Engaging in off-topic electronic activity harms your learning AND harms learning of classmates who can see your screen (Sana, Weston, & Cepeda, 2013). Off-task laptop or cell phone usage during class will result in **zero earned participation points** **for that class period**. |

1. **Beliefs about Development Worksheet (5 points):** Found on Blackboard.
2. **Knowledge Checks / ETOs (70 pts; KCs and ETOs 5 pts each; 3 additional added assignments; 1 point for having all completed retrieval practices present in OneNote at the end of the semester):** These assignments could consist of knowledge checks, worksheets, reflections, or discussion board posts and responses. Knowledge checks are found on Blackboard, consist of multiple choice and occasionally open-ended questions.   **Late or missing assignments will receive no credit.** Each student is allowed one missed assignment during the semester (i.e., if it helps your grade, your lowest assignment grade, which may be a 0, will be dropped. If it hurts your grade to drop your lowest assignment, you will have 5 points added to your grade at the end of the semester). Due dates may be different for Blue vs Green group members except for the ETOs; thus, make sure you are checking your correct assignment due date sheet.
3. **Three Exams (120 pts):** There are three exams that will be administered via Blackboard (multiple choice, short answer, etc.). You must have a webcam in order to use Respondus Monitor, a required software for taking the exams. Additionally, you will need to install Lockdown Browser. Exams focus on the content covered in class and in the readings. There may be content found in the textbook that is not covered in class. Exams are not explicitly cumulative; however, the material builds on itself. Exam questions involve the application of knowledge, not just recall. There will be a study guide available for each exam. **Please wait until the day after scores are released to request to meet about the exam**.
4. **Movie / ATLAS Video Observations and Reflections**
5. **Observations**. You will watch videos from ATLAS in order to complete these requirements.
6. **Reflection Papers (90pts).**
   1. You will submit three reflections, one using a movie and one for each ATLAS Cycle. Reflections must be submitted electronically as Word documents or PDFs. Each reflection is a thoughtful summary of your observations related to the theories **for that cycle** (4-5 pages for each reflection). Additional details for each reflection assignment will be posted on Blackboard with the assignment portal. Reflections should be double-spaced, Times New Roman, 12pt font, and 1-inch margins.
   2. In order to receive full credit for each reflection, the assignments must:
      * Address each section as described on the observation worksheet
      * Be submitted on time, through Blackboard

1. **Hallmark Assessment Task (HAT; 50 pts):** For this paper you will (a) reflect on your initial beliefs about learning and development and (b) use course content to create a teaching philosophy. You must submit the HAT checklist and self-graded rubric along with your HAT. Guidelines for the HAT assignment will be distributed at a later point.

## Criteria for Determination of Grades

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| Assignment | Point Value |
| Active Participation | 55 |
| Beliefs about Development Worksheet | 5 |
| Knowledge Checks / ETOs / Outside Work | 70 |
| Exams (three @ 40pts each) | 120 |
| Movie/ATLAS Observations & Reflections (three @ 30pts each) ***Note****: All 3 cycles must be completed in order to pass the course.* | 90 |
| Hallmark Assessment Task (HAT) ***Note:*** *Must be submitted on Foliotek with checklist and self-graded rubric* | 50 |
| Total | 400 |

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390-400 points (98-100%) = A+ 370-389 points (93-97%) = A 358-369 points (90-92%) = A-

350-357 points (88-89%) = B+ 330-349 points (83-87%) = B 318-329 points (80-82%) = B-

310-317 points (78-79%) = C+ 290-309 points (73-77%) = C 278-289 points (70-72%) = C-

270-277 points (68-69%) = D+ 250-269 points (63-67%) = D 238-249 points (60-62%) = D-

**\*Note** – There will be no extra credit. Final grades are based on the percentage of total possible points that you earn.

**Tentative Overall Course Schedule – See Separate Group Schedule**

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| **Date** | **Topic** | **Readings/Assignment** |
| Class 1 – 8/18/20  Tuesday - Green | Introduction & Syllabus  Beliefs about development |  |
| Class 1 – 8/20/20  Thursday - Blue | Introduction & Syllabus  Beliefs about development |  |
| Unit I: Major Learning Theories | | |
| Class 2 – 8/25/20  Tuesday - Green | Behaviorism  APA Style | **** Knowledge Check #1 |
| Class 2 – 8/27/19  Thursday - Blue | Behaviorism & SCT |
| Class 3 – 9/01/20  Tuesday - Green | SCT & Piaget | **Due this week : ETO** - **** First post due Thursday, 9/03 at noon. **** Reply due Tuesday, 9/8 at noon. |
| Class 3 – 9/03/20  Thursday - Blue | Piaget & Vygotsky |
| Class 4 – 9/08/20  Tuesday - Green | Vygotsky & Information Processing | **Due this week : ETO** - **** First post due Thursday, 9/10 at noon. **** Reply due Tuesday, 9/15 at noon. |
| Class 4 – 9/10/20  Thursday - Blue | Information Processing & Metacognition |
| Class 5 – 9/15/20  Tuesday - Green | Metacognition  Unit 1: Exam Review | **** Knowledge Check #1  **Due: Movie Paper by 11:59 PM** |
| Class 5 – 9/17/20  Thursday - Blue | Unit 1: Exam Review | **** Knowledge Check #1 |
| Class 11 – 9/22/20 | **Exam 1** | **Online – Exam is open from 8:00 AM – 11:59 PM**  **Required Software must be used** |
| Unit II | | |
| Class 6ish – 9/24/20  Thursday - Blue | Physical & Brain Development |  |
| Class 6 – 9/29/20  Tuesday - Green | Physical & Brain Development  Self & Social Development | **** Knowledge Check #3 |
| Class 6ish – 10/01/20  Thursday - Blue | Self & Social Development |
| Class 14 10/06/20 | *Midterm Break – No Class* | |
| Class 7 – 10/08/20  Thursday - Blue | Emotional Development  Motivation Theories, Part I and II | **ETO** - **** First post due Tuesday, 10/13 at noon.  **** Reply due Tuesday, 10/20 at noon. |
| Class 7 – 10/13/20  Tuesday - Green | Emotional Development  Motivation Theories, Part I and Part II |
| Class 8 – 10/15/20  Thursday - Blue | Culture in Development, Learning, and the Classroom; Racial/Ethnic Identity | **Due: Cycle 1 by 11:59 PM**  **** Knowledge Check #4 |
| Class 8 – 10/20/20  Tuesday - Green | Culture in Development, Learning, and the Classroom; Racial/Ethnic Identity | **ETO (cont’d)** - **** First post due Tuesday, 10/13 at noon. **** Reply due Tuesday, 10/20 at noon.  **** Knowledge Check #4 |
| Class 9 – 10/22/20  Thursday - Blue | Unit 2: Exam Review |  |
| Class 9 – 10/27/20  Tuesday - Green | Unit 2: Exam Review |  |
| Unit III | | |
| Class 20 – 10/29/20 | **Exam 2** | **Online – Exam 2 is open from 8:00 AM – 11:59 PM**  **Required Software must be used** |
| Class 20 – 11/03/20  *Election Day – No Class* |  |  |
| Class 21 – 11/05/20  Thursday - Blue | Sex & Gender, Gender Identity, Socioeconomic Differences, Stereotype threat  Intelligence & Giftedness | **** Knowledge Check #5 |
| Class 22 – 11/10/20  Tuesday - Green | Sex & Gender, Gender Identity, Socioeconomic Differences, Stereotype threat  Intelligence & Giftedness | **** Knowledge Check #5 |
| Class 23 – 11/12/20  Thursday - Blue | Language & Literacy  Moral Development |  |
| Class 24 – 11/17/19  Tuesday - Green | Language & Literacy  Moral Development | **Due: Cycle 2 by 11:59 PM** |
| Class 25 – 11/19/20  Thursday - Blue | Unit 3: Exam Review | **Due this week : ETO** - **** First post due Thursday, 11/19 at noon. **** Reply due Tuesday, 11/24 at noon. |
| Class 26 – 11/24/20  Tuesday - Green | Unit 3: Exam Review |
| Class 26 – 12/03/20 | **Exam 3** | **Online – Exam 3 is open from 8:00 AM – 11:59 PM**  **Required Software must be used** |
| 12/08-- No class meeting (submit assignments on Foliotek) |  | **Due:** HAT Paper and HAT Paperwork due by 11:59 PM.  \*If you turn in your HAT on 12/06 by noon, you will receive 2 points of extra credit on the paper! |

**Syllabus Contract Sheet**

Part of being successful in this course means understanding course requirements and policies. Please write any questions you have in the boxes, and then upload this completed sheet into ***your*** personal OneNote notebook under “class participation” (do NOT upload onto the “Collaborate” folder or else everyone will see it/have your copy and you won’t get credit for having it done).

Do you have any questions about the syllabus? If so, write them here.

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**Plagiarism & APA Style**

Understanding plagiarism and APA style is critical for academic success. Below are links to two videos provided by the UofL Writing Center. All your work will be submitted through SafeAssign to check for plagiarism. “SafeAssign™ is a plagiarism prevention service, offered in the Blackboard Learning System. This service helps educators prevent plagiarism by detecting unoriginal content in student papers.”

Do you have any questions about plagiarism and APA style? If so, write them here.

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**By signing below, I affirm that I have read the syllabus in its entirety and have been allowed the opportunity to ask questions about the syllabus. I also affirm that I have watched both videos on plagiarism and APA style and have been allowed the opportunity to ask questions. Finally, I understand that misrepresentation or forgery of observation logs (of any kind) constitutes academic dishonesty, as described in this syllabus. I understand that it is my responsibility to be familiar with the policies regarding plagiarism and academic dishonesty.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**