

1. General Information

- 1a. Submitted by the College of: EDUCATION
Date Submitted: 3/29/2017
- 1b. Department/Division: Education Curriculum & Instr
- 1c. Contact Person
Name: Judy Embry
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Responsible Faculty ID (if different from Contact)
Name: Susan Cantrell
Email: susan.cantrell@uky.edu
Phone: 257-6731
- 1d. Requested Effective Date: Semester following approval
- 1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

- 2a. Will this course also be offered through Distance Learning?: Yes ⁴
- 2b. Prefix and Number: EDC 623
- 2c. Full Title: Theoretical Foundations: Language and Literacy Learning and Development
- 2d. Transcript Title: Theoretical Fndtns: Lang/Litrcy Lrn &Dev
- 2e. Cross-listing:
- 2f. Meeting Patterns
LECTURE: 1
DISCUSSION: 2
- 2g. Grading System: Graduate School Grade Scale
- 2h. Number of credit hours: 3
- 2i. Is this course repeatable for additional credit? No
If Yes: Maximum number of credit hours:
If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Teacher Leaders in training examine the theoretical base underlying the processes of reading and writing. We will explore and extend our own personal models of reading and writing processes and ground this theory, building in close observations of young children reading and writing.

2k. Prerequisites, if any: Applied for and been accepted to a Reading Recovery position in a school district.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? Yes

If YES, enter the off campus address: various school district training sites across the state (varies from year to year)

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 8

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name: Melinda Harmon

Instructor Email: lindy.harmon@uky.edu

Internet/Web-based: No

Interactive Video: No

Hybrid: Yes

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Yes, the course syllabus conforms to University Senate Guidelines, specifically the Distance Learning Considerations. This course will be offered synchronously online through Adobe Connect or a similar platform. The instructor will be available via email, phone, and online conferencing for consultation with students outside of class meeting times.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Students will engage in similar readings, research investigations, and discussions (through CANVAS and Adobe Connect) that they would experience in a classroom-based setting. Classroom goals and assessments will be similar.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The integrity of student work is ensured by having a password-protected CANVAS site for the course. No exams are given. All written work is submitted to the instructor for grading. The academic offense policy is stated in the syllabus.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No.

If yes, which percentage, and which program(s)? N/A

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Information about student services as well as information for students with special needs (e.g. religious absences, etc.) is also included in the syllabus.

6. How do course requirements ensure that students make appropriate use of learning resources? Links to course readings and online research activities are provided in the course CANVAS shell. Modules for each week will be posted in the course shell.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Access to laboratories and equipment is not needed for this course.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Technological requirements, technological assistance information, and Technology Customer Service Center information is listed at the beginning of the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. N/A

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Melinda Harmon

University of Kentucky
**EDC 623-001: Theoretical Foundations: Language and Literacy Learning and
Development**

Fall, 2016

Monday 1:00 p.m. – 3:30 p.m.

3 Credit Hours

Dickey Hall, Room 323

Instructor:

Dr. Melinda ‘Lindy’ Harmon
Reading Recovery University Trainer
Room 316, Dickey Hall
859-257-7859 (w)
859-533-2860 (c)
Office hours: Available upon request
lindy.harmon@uky.edu

Technological Requirements

Computer with internet access, webcam, and microphone or access to UK computer facilities.

Course website

Canvas : <https://www.uky.edu/canvas/>

Preferred method for contacting instructor

Email or Phone

Technological Assistance

Contact Information Technology Customer Service Center <http://www.uky.edu/UKIT> or
859-257-1300

Distance Learning Library Services

DL Librarian: Cantagallo, Carla

Phone: (859) 218-1240

Email: dllservice@email.uky.edu

DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253

Course Description

Teacher Leaders in training examine the theoretical base underlying the processes of reading and writing. We will explore and extend our own personal models of reading and writing processes and ground this theory, building in close observations of young children reading and writing.

Prerequisites: None

Course Content

- Theories of Learning and Development
- Emergent Literacy Theory
- Literacy Processing Theory
- Change Over Time in Literacy Processing
- The Role of Oral Language in Learning
- The Reciprocal Processes of Reading, Writing and Oral Language
- Visual Perception and Orthographic Processing
- Self-Regulation/Self-Extending Systems

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: *research*, *reflection*, *learning*, and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Outcomes

Each Teacher Leader-in-training will:

- Develop theoretical understandings of literacy, of reading and writing processes, and learning in general.
- Articulate the underlying theories that form the foundations of reading and writing.
- Critique theoretical positions regarding learning and literacy.
- Apply this knowledge and evaluate the utility of the theory for producing better literacy education.
- Examine observed practice using a theoretical framework.
- Relate theory to work with children and teachers.
- Understand the theoretical base for Reading Recovery instruction.

Required Texts (other books and articles as assigned)

Clay, M.M. (1975). *What did I write?* Portsmouth, NH: Heinemann.

Clay, M.M. (1982). *Observing young readers*. Portsmouth, NH: Heinemann.

Clay, M.M. (2015). *Becoming literate: The construction of inner control*.

Portsmouth, NH: Heinemann

Clay, M.M. (1998). *By different paths to common outcomes*. York, ME: Stenhouse.

Clay, M. M. (1998). Developmental learning puzzles me. In M. M. Clay *By different paths to common outcomes*. York, ME: Stenhouse.

Clay, M.M. (2015). *Change over time in children's literacy development*. Portsmouth, NH:Heinemann.

Clay, M. M. (2004). Talking, reading, and writing. *The Journal of Reading Recovery*, 3(2), 1-15. (Reprinted in *Special collections: Inspiration for professional development. The Journal of Reading Recovery*. Worthington, OH: Reading Recovery Council of North America (RRCNA).

Clay, M.M. (2006). *An observation survey: Of early literacy achievement*. Portsmouth, NH: Heinemann.

Clay, M.M., Gill, M., Glynn, T., McNaughton, T., & Salmon, K. (2007). *Record of oral language: Observing changes in the acquisition of language structures*. 2nd edition. Auckland, NZ:Heinemann.

Wood, D. (1998). *How children think and learn*, 2nd edition. Oxford, UK:Blackwell.

Additional Readings

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.

Bodrova, E., & Leong, D. J. (1996). *Tools of the mind: The Vygotskian approach to early childhood education*. Englewood Cliffs, NJ: Simon & Schuster.

- Chall, J. S. (1996). *Stages of reading development 2nd edition*. Fort Worth, TX: Harcourt-Brace.
- Deford, D. E., Pinnell, G.S., & Lyons, C.A. (1991). *Bridges to literacy*. Portsmouth, NH: Heinemann.
- Johnston, P. (2004). *Choice Words*. Stenhouse.
- Moll, L. C. (1990). *Vygotsky and education: Instructional implications and applications of sociohistorical psychology*. New York: Cambridge University Press.
- Paris, S.G. (2005). Reinterpreting the development of reading skills. *Reading Research Quarterly*, 40(2), 184–202.
- Sipe, L. (1996). Transitions to the conventional: An examination of a first grader's composing process. *Journal of Literacy Research*, 30(3), 357-388.
- Teale, W. H., & Sulzby, E. (1986). Emergent literacy as a perspective for examining how young children become writers and readers. In W. H. Teale & E. Sulzby (Eds.), *Emergent literacy: Writing and reading* (vii-xxv). Norwood, NJ: Ablex Publishing Corporation.
- Wood, D. (2003). The why? what? when? and how? of tutoring: The development of helping and tutoring skills in children. *Literacy Teaching and Learning*, 7(1&2), 1-30.

Summary Description of Course Assignments:

1. **Written Critique of Theory**-The goal of this assignment is to learn how to write an academic critique of a theorist's position. (Directions provided in class). **(20 Pts.)**
2. **Case Study Exploring Patterns of Progress in Reading and Writing**-This paper will provide an opportunity to discuss the patterns of progress in learning to read and write based on your systematic observations of a student making average progress and your Reading Recovery students. **(40 Pts.)**

3. **Oral Exam**-All components of your coursework and experiences this semester will provide information that can be included in responses to the exam questions (classes, readings, work with children, and field experiences). **(40 Pts.)**

Course Policies

Submission of Assignments

- All assignments must be typed or word processed.
- All assignments must be handed in on time or they will be penalized 10% for each day late.
- All assignments must be in APA style, 6th edition (which includes a cover page).

Tentative Course Schedule

A linear listing of topics, assignment due dates, and examination dates will be provided in the first class.

Course Grading

A = Superior work that meets all criteria and shows exceptional merit and creativity (90-100%)

B = Excellent work that meets all criteria and shows effort (80-89%)

C = Adequate work which meets all criteria (70-79%)

E = Poor work (69% and below)

Final Exam Information

See Summary Description of Course Assignments above. Date, time, and location to be announced.

Course Evaluation

Grading for this course will be based on performance related to course requirements and all assignments on the syllabus for the semester. Performance will be considered on a continuum of understandings that takes place across time and on an individual basis. An important aspect of this course is ongoing communication with the UK trainer to request guidance and support as needed to achieve these requirements.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Rhonda Strouse at strouse@pop.uky.edu

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student’s assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the

passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Multidisciplinary Science Building, Suite 407 257-2754, email address: DRC@uky.edu) for coordination of campus disability services available to students with disabilities.

EDC 623-Theory Course Semester Outline

Class Session	Topics	Readings	Assignments Due
1-Theory 8/24	Overview Syllabus and Assignments Theories of Learning and Development	Wood, Chapter 1 & 2	
2 - Theory 8/31	Study Session: Theories of Learning and Development	Wood, Chapter 3 & 4	
3-Theory 9/8 Technology	Study Session: Theories of Learning and Development	Chall, J. S. (1996). <i>Stages of reading development 2nd edition</i> . By Different Paths, Chapter 5 Clay, M. M., & Cazden, C. B. (1990). A Vygotskian interpretation of Reading Recovery. In L. Moll (Ed.), <i>Vygotsky and education</i> (206-222).	Discuss Critique Assignment
4- Theory 9/15 Carmen's Training Class- #1	Study Session: Clay's Literacy Processing Theory Administering the Record Of Oral Language	Change Over Time, Chapters 2 & 3 Changing Futures, Chapter 4 By Different Paths, p. vii-4 Record Of Oral Language Package	Discuss Case Study Assignment- Administer the ROL with one RR child and 1 Average child by 9/28
5-Theory 9/22	Lindy at NATG Meeting in Columbus Teach Reading Recovery Children	Videotape 1 Reading Recovery Student's Lesson to bring for BTG next week	Teach 5 consecutive lessons with Average Child for Case Study

<p>6-Theory 9/28</p> <p>Carmen's Training Class- #2</p>	<p>Study Session: Emergent Literacy</p>	<p>Teale, W. H., & Sulzby, E. (1986). Emergent literacy as a perspective for examining how young children become writers and readers.</p>	
<p>7-Theory 10/5</p> <p>Technology</p>	<p>Study Session: Visual Perception and Orthographic Processing</p>	<p>Change Over Time, Chapter 4</p> <p>Dougherty-Stahl, K.A., Stahl, S., & McKenna, M. C. (1999). The development of phonological awareness and orthographic processing in Reading Recovery. <i>Literacy Teaching and Learning</i>, 4(1), 27-42.</p> <p>Gibson, S. (2009). Teaching for two pathways: Hearing and seeing. <i>The Journal of Reading Recovery</i>, 8(2), 16-26.</p>	
<p>8-Theory 10/12</p>	<p>Study Session: The Role of Oral Language in Learning</p>	<p>Wood, D. (2003). The why? what? when? and how? of tutoring: The development of helping and tutoring skills in children. <i>Literacy Teaching and Learning</i>, 7(1&2), 1-30.</p> <p>Bodrova, E., & Leong, D. J. (1996). <i>Tools of the mind: The Vygotskian approach to early childhood education</i>. Chapter 6</p>	<p>Theoretical Critique Due</p>

<p>9-Theory 10/19</p> <p>Visit Carmen's Class #3</p>	<p>Study Session: The Reciprocal Processes of Reading, Writing and Oral Language</p> <p>Workshopping the Case Study</p>	<p>Clay, M. M. (2004). Talking, reading, and writing. <i>The Journal of Reading Recovery</i>, 3(2), 1-15.</p> <p>Fried, M. D. (2006). Reciprocity: Promoting the flow of knowledge for learning to read and write. <i>The Journal of Reading Recovery</i>, 5(2). 5-14.</p>	<p>Bring all Case Study resources for class discussion</p>
<p>10-Theory 10/26</p> <p>Technology</p>	<p>Study Session: Change Over Time in Literacy Processing</p>	<p>Change Over Time, Chapter 5 & p. 84 & 85</p> <p>Kaye, E. L. (2003). Second graders reading behaviors: A study of variety, complexity, and change. <i>Literacy Teaching and Learning</i>, 10(2). 51-75.</p>	
<p>11-Theory 11/2</p>	<p>Study Session: Reading Comprehension</p>	<p>Paris & Hamilton, (2009). The Development of Children's Reading Comprehension</p> <p>Gibson, S. A. (2010). Reading Recovery® Teacher Expertise: Gaining and Structuring Content Knowledge for Early Literacy Intervention. <i>Literacy Teaching and Learning</i> 15, 1 & 2., 17-51.</p> <p>Cazden, C. B. (2005). The value of conversations for language development and comprehension. <i>Literacy Teaching and Learning</i>, 9(1&2), 1-6.</p>	<p>Review Oral Exam Topics and Format</p>

12-Theory 11/9 Carmen's Training Class-#4	Study Session: Self-Regulation/Self- Extending Systems Lindy's Research on SRL and the Identities of Students in Reading Recovery	Horner, S. & O'Connor, E. (2007). Helping Beginning and Struggling Readers to Develop Self-Regulated Strategies: A Reading Recovery Example Afflerbach, P., Pearson, P., & Paris, S.G. (2008). Clarifying differences between reading skills and reading strategies. <i>The Reading Teacher</i> , 61(5), 364–373.	Begin preparing for Oral Exam
13-Theory 11/16 Technology	Study Session: Preparing for the Oral Exam		Bring all resources to class for sharing and study
14-Theory 11/23 Technology	Independent Study: Review and preparation for Oral Exam		Finalize Case Study Assignment
15-Theory 12/3	Oral Exam covering Theory, Clinical and Leadership Courses		Case Study Due- Theory Class

EDC 623 Course Objectives	Associated Course Assessments	International Literacy Association Standards	COE Framework	Kentucky Teacher Standards	Common Core State Standards
<ul style="list-style-type: none"> • Develop theoretical understandings of literacy, of reading and writing processes, and learning in general. • Articulate the underlying theories that form the foundations of reading and writing. • Critique theoretical positions regarding learning and literacy. • Apply this knowledge and evaluate the utility of the theory for producing better 	Written Critique of Theory	<ol style="list-style-type: none"> 1. Foundational Knowledge 2. Curriculum and Instruction 	<ol style="list-style-type: none"> 1. Research 2. Reflection 3. Learning 	KST, 7	<p><i>Reading:</i> 1, 2, 3, 4</p> <p><i>Writing:</i> 1, 2, 3, 4</p> <p><i>Language:</i> 1, 2, 3</p>

literacy education.					
<ul style="list-style-type: none"> Examine observed practice using a theoretical framework. Relate theory to work with children and teachers. Understand the theoretical base for Reading Recovery instruction. 	Case Study Exploring Patterns of Progress in Reading and Writing	<ol style="list-style-type: none"> Foundational Knowledge Curriculum and Instruction Assessment and Evaluation Diversity Literate Environment Professional Learning and Leadership 	<ol style="list-style-type: none"> Research Reflection Learning 	KST 1, 2, 3, 4, 5,7,9	<i>Reading:</i> 1, 2, 3, 4 <i>Writing:</i> 1, 2, 3, 4 <i>Language:</i> 1, 2, 3
<ul style="list-style-type: none"> Develop theoretical understandings of literacy, of reading and writing processes, and learning in general. Articulate the underlying theories that form the foundations of reading and 	Oral Exam	<ol style="list-style-type: none"> Foundational Knowledge Curriculum and Instruction Assessment and Evaluation Diversity Literate Environment Professional Learning and Leadership 	<ol style="list-style-type: none"> Research Reflection Learning Leading 	KST 1. 5 9,101,7,10	S & L 1, 2

<p>writing.</p> <ul style="list-style-type: none"> • Relate theory to work with children and teachers. • Understand the theoretical base for Reading Recovery instruction. 					
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Standards Legend:

<p><i>International Literacy Association</i></p> <ol style="list-style-type: none"> 1. Foundational Knowledge 2. Curriculum and Instruction 3. Assessment and Evaluation 4. Diversity 5. Literate Environment 6. Professional Learning and Leadership 	<p><i>University of Kentucky College of Education Framework</i></p> <ol style="list-style-type: none"> 1. Research 2. Reflection 3. Learning 4. Leading 	<p><i>Kentucky Teacher Standards</i></p> <ol style="list-style-type: none"> 1. Teacher demonstrates applied content knowledge 2. Teacher designs and plans instruction 3. Teacher creates and maintains the learning climate 4. Teacher implements and manages instruction 5. Teacher assesses and communicates learning results 6. Teacher demonstrates the implementation of technology 7. Reflects on and evaluates teaching and learning 8. Collaborates with colleagues/ parents/others 9. Evaluates teaching and implements professional development 10. Provides leadership within school/community/profession 	<p><i>Common Core State Standards: English Language Arts</i></p> <p><i>Reading:</i></p> <ol style="list-style-type: none"> 1. Key ideas and details 2. Craft and structure 3. Integration of knowledge and ideas 4. Range of reading and level of text complexity <p><i>Writing:</i></p> <ol style="list-style-type: none"> 1. Text types and purposes 2. Production and distribution of writing 3. Research to build and present knowledge 4. Range of Writing <p><i>Speaking and Listening:</i></p> <ol style="list-style-type: none"> 1. Comprehension and collaboration 2. Presentation of knowledge and ideas <p><i>Language:</i></p> <ol style="list-style-type: none"> 1. Conventions of standard English 2. Knowledge of language 3. Vocabulary acquisition and use
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