Prerequisite
2.5 grade point average

Course Description
UTL 101 involves one seminar hour per week with a University faculty member, as well as field placement in an elementary school for a minimum ten hours during the semester, under the supervision of a cooperating teacher. An on-campus seminar complements field experience.

Course Objectives
Course objectives and seminar topics reflect the state standards established for teacher preparation programs. Standards addressed by students in UTeach-101 will include:

- Instructional planning and delivery which is both engaging and standards-based
- Formative assessment
- Introduction to types of student learning
- Identification of diverse student populations
- Development of a safe, respectful and positive learning environment
- Basic classroom management techniques
- The use of reflection to improve over time
- Professional practices and responsibilities as well as legal and ethical requirements of the profession
- Technology used as a tool for communication, collaboration and instruction

Texas Approved Educator Standards

- Texas Teaching Standards Adopted in Chapter 149
- Pedagogy and Professional Responsibilities Standards (EC-Grade 12)
- Technology Applications (All Beginning Teachers)

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Field Experience Expectations
10 hours: You are responsible for a total of ten hours of participatory visits to an Austin area elementary school campus. Ideally you will complete one hour of your assignment each week for ten successive weeks. Included in these ten hours are the design and delivery of three lessons. Normally the lessons will be less than an hour in length but the time on campus should be an entire hour. You will work, observe and interact with the class or do other tasks that your CT requests during the additional time. PROFESSIONAL ATIRE is required for each campus visit.
Field Experience Attendance Policy
- Any absence from field experience must be made-up to successfully complete the course.
- Obtain the signature of your cooperating teacher on the observation and lesson verification form each time you observe or teach a lesson.
- IF AN EMERGENCY ARISES, CAUSING YOU TO MISS YOUR SCHEDULED FIELD EXPERIENCE, NOTIFY YOUR COOPERATING TEACHER AND YOUR INSTRUCTOR IMMEDIATELY. Transportation problems, studying for a test, or making up work for another class are NOT considered valid excuses for missing an observation. Be sure to reschedule and complete the missed lesson or observation (preferably within a week).
- For security reasons, know the check-in procedures for your assigned school.
- Professional behavior is a must! Arrive on your campus at least 10 minutes early in order to be prepared for your observation.

Field Experience Directed Observations
Within your ten hours of field observations, you will be given specific guidelines for 4 directed written observations. Instructions for the completion these observations will be provided on Canvas as well as a schedule for due dates.

Field Experience Lesson Plans
Within your ten hours of field experience observations, UTeach-101 students will design and deliver three lessons. A completed lesson consists of three parts:
1. Forty-eight hours prior to instruction:
   - Upload to Canvas a completed lesson plan with all supporting details and documents.
   - Email to your CT a copy of your lesson plan with all supporting documents.
   - Failure to complete the above steps may result not being allowed to teach that lesson as planned.
2. Within forty-eight hours after instruction:
   - Upload to Canvas a reflection of your performance of the lesson delivery.
   - Directions for lesson reflection are found on Canvas.
3. The campus class following the instruction of your lesson:
   - Hand-deliver the lesson evaluation form completed by your CT to your instructor.

Cooperating Teacher (CT)
The cooperating teacher will offer feedback and suggestions that will help improve the teaching abilities of the UT-LA 101 student.
- The CT will submit a written evaluation after the completion of each lesson taught by the UT-LA students.
- The CT will submit a midterm and final evaluation of your progress to your instructor via email. A copy will be made available to you by your instructor.

Individual Growth Plan
Please note that inadequate performance or professionalism during your field experience may result in the development of an Individual Growth Plan (IGP). The purpose of an IGP is to clearly identify any aspect of your performance that is unacceptable and to establish goals and target dates for improved performance. Failure to achieve the goals of an IGP could result in termination of the course. Your final grade will reflect the entire semester's work, including any pre-IGP performance.
Campus Class Attendance Policy

- Regular attendance is important for success. After the first absence from the class, 5 points will be deducted from the final grade for each additional absence.
- Emergencies: If you are unable to attend your class or have any problems, notify your instructor by email as soon as possible. Transportation problems are not considered a valid excuse for missing a class.
- A student arriving to class more than 15 minutes late will be considered absent from that class.

Campus Class Expectations

- Participate actively and positively in class discussions and activities.
- Turn in assignments on time. Late assignments will have a 10-point deduction after 24 hours. After 48 hours the grade will be a zero.
- Technology: UTL101 requires demonstration of basic computer literacy skills and students should have access to technology during each class. You are encouraged to bring your laptops to class.

Grading Policy

UTL-101 follows the University’s plus/minus grading scale to record final grades for this course.


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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>94-100</td>
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<td>A-</td>
<td>90-93</td>
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<td>B+</td>
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<td>B</td>
<td>84-86</td>
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<td>B-</td>
<td>80-83</td>
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Grading System

Field Experience 50%
(Attendance, Communication, Cooperation, Lessons, Evaluations and Observations)

Class 40%
(Attendance, Participation, Assessments, Lesson Plans, Lesson Reflections, Observation Write-ups)

Portfolio 10%
(A full documentation of your UTeach-LA 101 experience with self-assessment)

Total 100%

Language Support Review Committee

If a UT-LA student has difficulty with the spoken or written language, it is our program’s responsibility to identify them and provide support. Students will be identified in UTL-101 by written and oral evaluation. The results of this evaluation will be submitted to a Language Support Review Committee and a support plan will be developed for the student.

Performance Standards Committee

UT-LA students who earn a letter grade of “B-” or below in UTL 101 are automatically suspended from the program and need to reapply to continue. The performance Standards Committee Chair will notify students within seven calendar days of the grade posting.

THE UNIVERSITY OF TEXAS NOTIFICATIONS

University Electronic Mail Notification Policy
(Use of E-mail for Official Correspondence to Students)

All students should be familiar with the University’s official e-mail student notification policy. It is the student’s responsibility to keep the University informed as to changes in her or his e-mail address. Students are expected to
check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/policies/emailnotify.html. In this course, e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements.

Core Values and Policy on Scholastic Honesty:
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect towards peers and community. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Refer to the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs/scholdis.php to access official University policies and procedures. Link to University Honor Code: http://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct.

Accommodations for Students:
Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, http://diversity.utexas.edu/disability/

Religious Holidays
Religious holy days sometimes conflict with class and examination schedules. Sections 51.911 and 51.925 of the Texas Education Code address absences by students and instructors for observance of religious holy days.

Section 51.911 states that a student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy requires students to notify each of their instructors as far in advance of the absence as possible so that arrangements can be made.

Emergency Evacuation Policy
The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency.
# UTL 101 Spring 2017 Class Calendar

**Note:** The instructor maintains the right to change the syllabus and will inform you of any changes during the seminar. You are responsible for changes even if you are absent. Also check Canvas for changes.

<table>
<thead>
<tr>
<th>S-#</th>
<th>Date</th>
<th>Class Objective</th>
<th>Assignment</th>
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</table>
| 1   | 1/18 | **Focus- Overview of UTL-101**  
Objective: The student will be able to explain the expectations and guidelines of the UTL101 course.  
- Syllabus Review  
- Placement Info Sheet  
- Introductory Activity - Writing Prompt |
|     |      | Educator Standards- Standard VI  
PPR- Standards III, IV | Assignment-Professional Development/Essay-Intelligence, Learning Styles, Creativity and Education  
(Directions on Canvas)  
Due uploaded to Canvas by midnight Sunday, January 22 |
|     |      | Assignment- Mandatory Orientation for all 101 students:  
Date and time announced in class.  
Reading Assignment - Hands-Off Teaching Cultivates Metacognition |
| 2   | 1/25 | **Focus- How do students learn?**  
Objective: In groups, students will discuss theories of multiple intelligence, metacognition and learning styles in order to determine which practices are most applicable in the classroom and to lesson design. Using this information, students will address deficiencies in an actual lesson plan and suggest improvements to that lesson plan.  
- Discussion Activity - Learning Styles, Multiple Intelligences and Creativity  
- Metacognition/Student Centered Lessons  
- Internship Placements  
- Criminal Background Check |
|     |      | Educator Standards- Standard I, II  
PPR- Standard III | Assignment- CRIMINAL BACKGROUND CHECK  
YOU MUST FORWARD TO ME, the email confirmation you receive from your assigned district stating that you have completed your criminal background check.  
THIS IS DUE NO LATER THAN THURSDAY, JANUARY 26, AT NOON. Failure to meet this deadline may result in a delay with the start of your classroom observations.  
Directions for completing the check are found on Canvas.  
Assignment- Introductory Email to CT.  
Directions on Canvas  
Remember to COPY ME on this email.  
Due by midnight, JANUARY 27, 2017 |
|     |      | Assignment- Mandatory Orientation for all 101 students:  
Date and time announced in class.  
Assignment- “Web Activity 2: Your School Profile”  
Directions on Canvas.  
Due uploaded to Canvas by midnight Sunday, Feb. 5 2017 |
| 3   | 2/1  | **Focus- How do I manage a classroom? (Part 1)**  
Objective: After a presentation and class discussion about classroom management, the student will be able to demonstrate two of the most effective behavior management techniques for the elementary classroom.  
- Create a positive, productive classroom with an environment of respect. |
|     |      | Educator Standards- Standard IV  
PPR- Standard II | Assignment- 2nd CT Email  
Once you receive an email from Soo Aldridge, you may start your observations. When you receive your email from Soo, go to Canvas and look at the directions for “2nd CT Email”.  
You MUST CC me on EVERY email you send to your CT or receive from your CT. The second email to your CT MUST be sent within 48 hours of receiving your email from Soo Aldridge.  
Assignment- “Web Activity 2: Your School Profile”  
Directions on Canvas.  
Due midnight Feb. 10, 2017 |
| 4   | 2/8  | **Focus- How do I manage a classroom? (Part 2)**  
Objective: After a review of the basic concepts of classroom management learned in Part 1, students will demonstrate techniques in front of their peers and receive feedback on at least one classroom management technique. |
|     |      | All first Campus visits must be done by Monday, Feb. 13  
Assignment- Second CT email (If you still have not done this from last week.)  
Directions on Canvas  
Due midnight Feb. 10, 2017 |
<table>
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<th>S- #</th>
<th>Date</th>
<th>Class Objective</th>
<th>Assignment</th>
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| 4    | 2/8   | **Seminar 4 Continued**  
- Create a positive, productive classroom with an environment of respect.  
Educator Standards- Standard IV  
PPR- Standard II  | **Seminar 4 Continued**  
Assignment- “Directed Observation 1”  
Directions on Canvas assignment page.  
Assignment due 48 hours after your scheduled classroom observation.  
Assignment- “Directed Observation 2” Available on Canvas  
Directions on Canvas assignment page.  
Assignment due 48 hours after your scheduled classroom observation. |
| 5    | 2/15  | **Focus- How do I write a lesson plan? (Part 1-TEKS and Objectives)**  
Objective- After participating in an interactive discussion on the TEKS and learning the ACC model for writing a three-part performance objective, students practice writing at least two performance objectives as well as stated objectives that reflect TEKS from their content area.  
- The written three-part performance objective and stated objective  
Educator Standards- Standard I  
PPR- Standard III  | **Assignment- “Directed Observation 1”**  
Directions on Canvas assignment page.  
Assignment due 48 hours after your scheduled classroom observation.  
**Assignment- “Directed Observation 2” Available on Canvas**  
Directions on Canvas assignment page.  
Assignment due 48 hours after your scheduled classroom observation.  
**Assignment- Gagne’s Nine Steps of Instruction**  
Directions are on Canvas.  
Due uploaded to Canvas by midnight, Feb. 19, 2017. |
| 6    | 2/22  | **Focus- How do I write a lesson plan? (Part 2-“Gain Attention” Gagne’s Nine Events of Instruction)**  
Objective- After an interactive presentation and demonstration on the importance of engaging students at the start of a lesson, students will develop two specific engagement activities for assigned lessons.  
Educator Standards- Standard I  
PPR- Standard III  | **Assignment- “Directed Observation 1”**  
Directions on Canvas assignment page.  
Assignment due 48 hours after your scheduled classroom observation.  
**Assignment- “Directed Observation 2” Available on Canvas**  
Directions on Canvas assignment page.  
Assignment due 48 hours after your scheduled classroom observation.  
**Assignment- “Directed Observation 3**  
Directions on Canvas assignment page.  
Due 48 hours after your classroom visit |
| 7    | 3/1   | **Focus- How to write a lesson plan? (Part 3-Gagne’s Nine Events of Instruction)**  
Objective- Through definitions and examples students will identify each of the 9 events in Gagne’s Model of Instruction.  
- One way- Gagne’s Model of Instructional Design (9 Events)  
Educator Standards- Standard I  
PPR- Standard III  | **Assignment- CT Email- First Lesson**  
Contact your CT via email and ask for help With the selection of a topic for Lesson 1*.  
Directions for CT Email- First Lesson are available on Canvas  
YOUR GOAL IS TO TEACH YOUR FIRST LESSON THE WEEK OF March 20-24 |
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<th>S-#</th>
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<th>Assignments</th>
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<tr>
<td>7</td>
<td>3/1</td>
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<td><strong>Assignments for Seminar 7 Continued</strong></td>
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<td><strong>Proposed teaching schedule</strong> - This proposed schedule is the best way to complete your teaching requirements, however, it is not the required schedule.</td>
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<td>Teach Lesson 1 - March 20-24</td>
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<td>Reflect on Lesson 1 / Prepare Lesson 2-March 27-31</td>
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<td>Teach Lesson 2-April 3-7</td>
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<td>Reflect on Lesson 2/Prepare Lesson 3 April 10-14</td>
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<td>Teach Lesson 3 April 17-21</td>
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<td>Reflect on Lesson 3/ Start Final Portfolio upon completion of Lesson 3</td>
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<td>Final Portfolio Due May 5 at midnight.</td>
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<td><strong>Assignment- Directed Observation 4</strong></td>
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<td>Directions on Canvas</td>
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<td>Due uploaded to Canvas by midnight April 17, 2017.</td>
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<td><strong>Announcement- You should be finishing with Observations 1-3.</strong></td>
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<td>8</td>
<td>3/8</td>
<td><strong>Focus- How do I write a lesson plan? (Part 4- Gagne’s Nine Events of Instruction)</strong></td>
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<td><strong>Objective- Using a rubric, students will discuss, assess and grade a lesson plan based on Gagne’s Nine Events of Instruction.</strong></td>
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<td>Educator Standards- Standard I</td>
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<td>PPR- Standard III</td>
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<td>Remember that a completed lesson contains the following:</td>
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<td>1. Forty-eight hours prior to instruction:</td>
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<td>▪ Upload to Canvas a completed lesson plan with all supporting details and documents.</td>
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<td>▪ Email to your CT a copy of your lesson plan with all supporting documents.</td>
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<td>▪ Failure to complete the above steps may result not being allowed to teach that lesson as planned.</td>
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<td>2. Within forty-eight hours after instruction:</td>
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<td>▪ Upload to Canvas a reflection of your performance of the lesson delivery.</td>
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<td>▪ Directions for lesson reflection are found on Canvas.</td>
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<td>3. The campus class following the instruction of your lesson:</td>
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<td>▪ Hand-deliver the lesson evaluation form completed by your CT to your instructor.</td>
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<td><strong>Assignment- Directed Observation 4</strong></td>
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<td>Due April 17, 2017.</td>
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<td>3/13-17</td>
<td><strong>Spring Break</strong></td>
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<td>9</td>
<td>3/22</td>
<td><strong>Focus- How do I know that they have learned? (Assessments)</strong></td>
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<td><strong>Objective- Students will learn different types of formative assessments and how they help check for student understanding. Students will then select two types of formative assessment and explain how they would be used to evaluate student understanding of a lesson.</strong></td>
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<td>▪ Formative and Summative Assessments</td>
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<td>▪ Performance Based Assessments</td>
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<td>Educator Standards- Standard V</td>
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<td>PPR- Standard I</td>
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<td><strong>Assignment- Lesson Plans 2 and 3</strong></td>
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<td>Topics will vary by student.</td>
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<td><em>Due dates will vary by student and CT schedule.</em></td>
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<td><strong>Assignment- Directed Observation 4</strong></td>
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<td>Due April 17, 2017</td>
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| 10  | 3/29  | Focus- How can I use technology in the classroom?  
**Objective**: After discussing as a class two types of technology integration in the classroom, students will, in subject cohorts, identify two technology sources that could be either incorporated into a lesson or used as reference when planning a lesson for the classroom.  
- The Blended and Flipped Classroom  
- Educator Standards- Standards I, VI  
- PPR- Standard III  
- Technology Standards-  
| Assignment- Lesson Plans 2 and 3  
Topics will vary by student.  
Due dates will vary per student and CT schedule |
| 11  | 4/5   | Focus- How do I manage a classroom?  
( looking forward) Classroom Management Part 2  
**Objective**: The student will be able to actively participate in a roundtable discussion to produce at least 3 examples of positive classroom management that they have used during the teaching of their lessons.  
- Build Relationships  
- Yes! It all still works in Middle School! |
| Assignment- Directed Observation 4  
Due April 17, 2017 |
| 12  | 4/12  | Focus- What groups of students will I teach?  
(Special Populations)  
**Objective**: After a presentation identifying special student populations, the student will be able to discuss the importance of differentiation in the classroom with a partner and identify at least two ways that inclusion benefits both students and the school community.  
- Definitions, SpEd, 504, GT, ESL, Accommodations, Inclusion, Differentiation  
| Assignment- Directed Observation 4  
Due April 17, 2017 |
| Assignment- Final Portfolio  
Due by midnight, Friday, May 5, 2017.  
Assignment- Complete any final lessons or observations. |
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<th>Date</th>
<th>Class Objective</th>
<th>Assignments</th>
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</table>
| 4/19 | Portfolio Work Day- *I will be in class on this day to answer questions.* | Assignment- Prepare your portfolio.  
Due Friday, May 5, 2017  
Assignment- Bring to class #13 the lesson you created that was the most difficult to implement. Bring a hard copy of your lesson or have digital access to your lesson. |
| 13 | 4/26 | Focus- Why is my team important? (Professional reflection, communication and collaboration)  
Objective- After an interactive presentation describing some of the professional responsibilities of educators, students will participate in a simulation PLC to discuss, reflect on and improve one lesson they have developed this semester.  
- PLC and Teams  
- Reflection and Growth  
- Professional communication  
Educator Standards- Standard VI  
PPR- Standard IV | Assignment- Prepare your portfolio.  
*Due by midnight, Friday, May 5, 2017.*  
Assignment- Complete any final lessons or observations. |
| 14 | 5/3 | Focus- Looking back and moving forward. Do I want to be a teacher?  
Objective- After a brief discussion about the merits and challenges of the teaching profession the student will be given the opportunity to evaluate the instructor, UTL-101 course and their cooperating teacher.  
- Final Discussion Evaluation | Assignment- Prepare portfolio and self-assessment.  
*Due by midnight, Friday, May 5, 2017.*  
Assignment- Make-up lesson/observation, if needed. |
| Friday | 5/5 | Final Portfolio Submission  
*Digital Portfolio and self-assessment uploaded to Canvas by midnight.* | Early submissions happily accepted.  
Be sure to self-assess your work.  
Upload the portfolio AND the self-assessment as a pdf. |

**Remember:** You are allowed one absence (excused or unexcused) in class. After the first absence, **five points will be deducted for each additional absence.** No absences are allowed in field experience. In case of an emergency, notify your cooperating teacher, e-mail me, and reschedule as soon as possible.
References/Bibliography


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