



College of Education- Department of Teacher Education

Title of Course: Language & Literacy Development in the Early Years (ECED 4335)	Class hours: 3
Semester: Spring 2020	Instructor Information: Name: Silvia Zacarias, M. Ed Email: sazacarias@utep.edu Phone: 915-630-8623 Office hours: Text-or e-mail.
Day/Time: Saturdays, 1:00 p.m. – 3:50 p.m. Education Building 201	
Credits: 3	

Course Description (Catalog)

This course is designed for undergraduate students interested in (1) language & literacy development, and (2) teaching reading/writing to young English Language Learners. This course will provide a critical examination of how to help children read and write, particularly in ELL contexts. During this course, students will have opportunities to examine a variety of issues related to teaching literacy to young children, including oral/written language development, emergent literacy/biliteracy, reading fluency, reading comprehension, phonics and vocabulary development, early writing acquisition, differentiation of instruction, children’s literature, assessment in early literacy, effective reading/writing strategies, parental involvement, and reading-writing connections. Also, different theories and philosophies regarding children’s language/literacy development will be addressed. Developmentally appropriate practices will be also integrated throughout the course.

Student Learning Outcomes:

COURSE SPECIFIC STANDARDS ECED 4335 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
1. Explain major theories and empirical research regarding child development in language/literacy, particularly early oral language development.	Jigsaw work
2. Identify effective strategies for involving families in supporting early reading/writing in young children.	All ECED 4335 Assignments
3. Outline the development of the components of reading (including: phonological and phonemic awareness; vocabulary, comprehension; fluency and writing) and related instruction strategies to meet the needs of individual students, including English-language learners.	All ECED 4335 Assignments
4. Apply various strategies to differentiate literacy instruction based on individual needs;	Jigsaw work; Portfolio; Lesson Plan Assignments

5. Apply theories and research that support the importance of social interactions/relationships in young children's literacy development and learning.	All ECED 4335 Assignments
6. Design developmentally appropriate curriculum for culturally and linguistically diverse learners that is aimed at positively impacting children's knowledge, belief, and engagement as literacy learners.	Portfolio; Group Chapter Facilitation; Lesson Plan Assignments

Texas Teacher Standards

Texas English Language Arts and Reading Generalist EC-6 Teacher Standards will be addressed in this course. These standards are for beginning educators; they focus on the Texas Essential Knowledge and Skills (TEKS), which is the required statewide public school curriculum in the state of Texas. The following Texas Teacher Standards will be covered in this course through various in-class work and assignments:

English Language Arts and Reading Generalist EC-6

[http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

Standard I.	Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
Standard II.	Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.
Standard III.	Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.
Standard IV.	Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.
Standard V.	Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.
Standard VI.	Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.
Standard VIII.	Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.
Standard IX.	Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.
Standard X.	Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
Standard XI.	Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.
Standard XII.	Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Required Texts

You will need to bring your textbooks with you to every class.

- Morrow, L. M. (2015). *Literacy development in the early years: Helping children read and write* (eight edition). Boston, MA: Pearson.
- Herrera, S. G. Perez, D. R. & Escamilla, K. (2015). *Teaching reading to English language learners: Differentiating literacies* (2nd edition). Boston, MA: Allyn and Bacon.
- Selected readings provided electronically on Blackboard or distributed in class

Useful Websites

This course reflects the TEKS (Texas Essential Knowledge and Skills) for English Language Arts and Reading and for Languages other than English. The following websites provide useful resources in preparing the Texas Teacher Certification:

- Texas Essential Knowledge and Skills (TEKS): <http://www.tea.state.tx.us/index2.aspx?id=6148>
- Texas Educator Certification (TEC): <http://cms.texas-ets.org>
- Texas Prekindergarten Guidelines (TPG): <http://www.tea.state.tx.us/index2.aspx?id=2147495508>
- Texas Education Agency (TEA): <http://www.tea.state.tx.us/index.aspx>
- Texas Assessment of Knowledge and Skills (TAKS): http://www.tea.state.tx.us/index3.aspx?id=3839&menu_id=793
- State Board for Educator Certification (SBEC): <http://www.tea.state.tx.us/index2.aspx?id=2147489433>
- Texas Examinations of Educator Standards (TExES): <http://www.texas.ets.org/texas/>
- English Language Proficiency (ELP) Standards: http://www.tea.state.tx.us/index2.aspx?id=5938&menu_id=2147483671&menu_id2=794
- TExES Preparation manual: http://www.texas.ets.org/assets/pdf/testprep_manuals/191_generalist_ec_6.pdf

Grading, Assignments, and Due Date

<u>Coursework Requirements</u>		<u>How Grades are Determined</u>	
Jigsaw Work	220		
Chapter Quizzes	90	Grade	Earned Points
Group Chapter Applications	100	A	900-1000
Midterm	160	B	800-890
Teaching Portfolio (Lesson Plans)	180	C	700-790
Literacy Workstation Presentation	100	D	600-690
Final Exam	150	F	Below 600
Total	1000		

Note: More than three class absences will result in automatic failure of this course.

Assignment Descriptions and Rubrics

This course uses a variety of instructional methods including lecture, classroom discussion, videos, small group work, presentations, and individual/group projects. Thus, students will participate in diverse class activities. All students are expected to do their best at all times and reach out to the instructor if they need help or additional resources. Course assignments are

designed to help you develop understanding of the field of early literacy and work effectively with young children. Evaluation will be based on students demonstrating an understanding of course content through a variety of ways including class participation, oral presentations, written assignments and etc.

Readings **DUE: Before class weekly**

You are responsible for reading the required material before class each day. Completion of the readings is required for successful completion of assignments.

Jigsaw Work (220 Points) **A B C D**

We often learn best from Positive Interdependence (i.e. cooperatively working together towards a goal; sharing ideas and viewpoints; capitalizing on each other's resources and skills). To put this into practice, you will randomly divide into classroom work teams of four (Note that team members will switch up throughout the duration of the course so that you will have opportunities to work with and learn alongside other classmates). Each team member will be responsible for bringing one piece of work so that like a jigsaw puzzle, the pieces can be put together to form a coherent whole. On the first day of class, you will assign yourselves as a group a jigsaw piece: A, B, C, or D; your jigsaw job throughout the semester is to answer the chapter reading questions based on the jigsaw letter you are assigned and bring them to class. Then, using the pieces to the puzzle you each bring, your jigsaw puzzle team will work together to complete an in-class activity/quiz. The specific jigsaw questions for each chapter from our textbook are found in Appendix A. You should bring your jigsaw work to class on the day it is due (See the course schedule); your work can be typed or hand-written (but must be legible). This activity only applies to the Literacy book.

Chapter Quizzes (90 Points)

Quizzes will include multiple choice, true/false, and/or short essay questions. All quizzes will relate to the topics of the day. Because quizzes will be given ONLY to those students who are present when the quizzes are distributed, I strongly encourage you to come to class before the class starts. There will be NO make-up quizzes.

Group Chapter Applications (100 Points)

On the first day of class, students will be assigned to present a chapter from the textbooks. After you read, summarize, and critique the chapter, you will make a PowerPoint presentation about it. You are expected to include 1) a summary and 3 ABCD questions (20-25 min) and (2) a short activity (15 min). You will have a total of 45 minutes to facilitate your lesson. Your group will prepare a **handout** for your audiences. You will also submit a one-page summary paper of (1) main ideas of the chapter, (2) the description and goal of the activity, and (3) how your group prepared your presentation (e.g. what was your role?). **Chapter presentations should provide a practical application of the content covered in the chapter. Students should prepare a lesson teaching the content, not presenting the chapter. Plan and create hands-on, interactive, and practical learning experiences that allow you and your peers to EXPERIENCE the concepts presented in the text.**

Midterm (160 Points)

You will take a mid-term exam on the content from the first half of the course. The midterm will be 40 questions, mostly multiple choice and a few short answers. Each exam question is worth 4 points (4 x40 = 160 points total). Exam questions will come from the chapter readings, jigsaws and information in the midterm study guide (see Blackboard).

Teaching Portfolio: (180 points). The teaching portfolio consists of the following:

• **Introduction** (20 pts)

- a cover page
- table of contents
- introduction page (e.g. description of your students and teaching context). This should be at least **200 words**.

• **3 Lesson plans** (40 pts x 3 lesson plans= 120 pts). See appendix for lesson plan template.

Your portfolio should include a practical application that could be used in an early childhood literacy setting.

- Lesson 1 should include one strategy about phonological awareness and one for vocabulary.
- Lesson 2 should include one strategy about reading comprehension and one about fluency.
- Lesson 3 should include two strategies about writing.

• **Reflection Paper** (40 pts)

At the end of the Portfolio, you will include a reflective paper about your overall experiences. Attention should be paid to what specifically worked, did not go as planned, and what you would do differently. The reflection paper should be between 300-400 words (typed, double spaced, Times New Romans, 12 font).

Note: The ECED department approved lesson plan will be used, and instruction should focus on the entire template (template is appendix A). Additionally, the ECED department approved lesson plan commentary will be used, and instruction should focus on the entire template.

Literacy Work Stations Activities and Presentation (100 Points)

Your Presentation is comprised of 2 main components: 1) Strategies/Skill/Activities; and 2) Reflection. Your Strategies/Activities, and Reflection will be submitted in one PowerPoint document on BB.

Final Exam (150 Points)

A final exam will be given on Blackboard at the end of the semester. The exam will be multiple choice. The final will have a time limit; students will only be allowed one attempt. **The exam may not be extended past the due date. Therefore, students should plan on taking the final exam before the due date in the event there are issues with BB.**

General Criteria for Grading Assignments:

Does not meet expectations (Loss of many points)	Meets expectations (Loss of few points)	Exceeds expectations (Loss of no points)
The information provided is not organized and detailed or conclusions drawn from the information is not supported or accurate. The assignment is incomplete/does not include all required sections according to the directions. All written portions include repeated grammatical and spelling errors; no or improper citations.	The information provided is somewhat organized and detailed and conclusions drawn from the information is somewhat supported and accurate. The assignment is mostly complete/ includes most required sections according to the directions. All written portions include few or no grammatical and spelling errors; proper citations with few errors.	The information provided is organized and detailed and conclusions drawn from The information are supported and accurate. The assignment is complete/includes all required sections according to the directions. All written portions include no grammatical and spelling errors; proper citations with no errors.

Note: specific rubrics for each assignment are found at the end of each assignment direction sheet.

University Policy

Standards of academic integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities statement: If you have or believe you have a disability; you may wish to self-identify. You can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Instructor’s Policies

As a member of this learning community, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester)

Electronic communication is essential to the course.

You should check your UTEP (miners) email, and Blackboard several times a week for announcements and updates. Additionally, **all** email correspondence with the instructor should include your first and last name and the title of the course you are referring to.

On time attendance is Mandatory.

Class will begin promptly on time, **two (2) late arrivals will count as one unexcused absence.** You will be responsible for signing in at the beginning of each class session. Additionally, if you must be absent (illness, family emergency, etc.), you must notify the instructor by email. Please note that in the case of missing class, it is *your* responsibility for obtaining the information covered during that period from *one or more of your classmates* (in-class assignments will not be allowed to be made-up). **More than 3 absences will result in automatic failure of the course** (late arrivals are calculated within these, therefore on time attendance is STRONGLY encouraged).

You are expected to turn your phone on silent, and only use it for purposes of this class. (TEKS app is an example).

This course follows a set calendar.

You should refer to the syllabus for all due dates and class schedules. **Late assignments will not be accepted.**

You are expected to come to class prepared to join our learning community.

This includes completing all assigned readings and class-prep activities prior to class. You should plan to wear comfortable clothes to class and dress casually. You may also spend some time sitting on the floor, so you are encouraged to dress appropriately.

Your work is expected to be your own

Cheating will not be tolerated. This includes plagiarism! It is required that you write your own thoughts and ideas

You are expected to exhibit appropriate behavior for a higher learning environment.

Mutual respect is expected at all times in the classroom. Our ideas and beliefs shape who we are and will differ from our peers; sharing these within a classroom allows us to learn different perspectives and points of view but can only happen successfully if everyone in the classroom is respectful of individual ideas. All the information discussed between peers or within the class should be kept confidential, thus providing a safe atmosphere for creative express, free of judgement.

You are expected to contact me for help if needed throughout the semester.

Calendar – Assignments and due dates are subject to change			
Date	Topic	Related Readings	Assignments
January 25	Class Introductions, Syllabus		
February 1	Foundations of Early Literacy Development	Read Literacy book Ch 1 Read EL book Ch 2	<ul style="list-style-type: none"> • Jigsaw – Chapter 1 (bring to class) • Chapter 1 Presentation (Literacy) • Chapter 2 Presentation (EL)
February 8	Assessment	Read Literacy book Ch 2 Read EL book Ch. 9	<ul style="list-style-type: none"> • Jigsaw – Chapter 2 (bring to class) • Chapter 2 Presentation (Literacy) • Chapter 9 Presentation (EL)
February 15	Literacy and Diversity	Read Literacy book Ch 3 Read EL book Ch 1	<ul style="list-style-type: none"> • Jigsaw – Chapter 3 (bring to class) • Chapter 3 Presentation (Literacy) • Chapter 1 Presentation (EL)
February 22	Organizing and Managing the Literacy Program	Read Literacy book Ch 9 Read EL book Ch 10	<ul style="list-style-type: none"> • Jigsaw – Chapter 9 (bring to class) • Chapter 9 Presentation (Literacy) • Chapter 10 Presentation (EL)
February 29 Online	The Worksheet Dilemma	<i>The Worksheet Dilemma</i>	<ul style="list-style-type: none"> • Respond in BB and comment on two of your peers' posts. • Lesson Plan 1 due (BB)
March 7	Language and Vocabulary	Read Literacy book Chapter 4 Read EL book Ch 5	<ul style="list-style-type: none"> • Jigsaw – Chapter 4 (bring to class) • Chapter 4 Presentation (Literacy) • Chapter 5 Presentation (EL)
March 14	Strategies to Figure Out Words	Read Literacy book Ch 5 Read EL book Ch 3 Read EL book Ch 4	<ul style="list-style-type: none"> • Jigsaw – Chapter 5 (bring to class) • Chapter 5 Presentation (Literacy) • Chapter 3 Presentation (EL book) • Chapter 4 Presentation (EL book) • Lesson Plan 2 due (BB) • Midterm
March 21	SPRING BREAK		
March 28	Comprehension & Fluency	Read Literacy book Ch 6 Read EL book Ch 6 Read EL book Ch 7	<ul style="list-style-type: none"> • Jigsaw – Chapter 6 (bring to class) • Chapter 6 Presentation (Literacy) • Chapter 6 Presentation (EL) • Chapter 7 Presentation (EL)
April 4	Family Literacy Partnerships	Read Literacy book Ch 10	<ul style="list-style-type: none"> • Jigsaw – Chapter 10 (bring to class) • Chapter 10 Presentation (Literacy)
April 11 Online	Reading without Understanding	<i>Reading without Understanding</i>	<ul style="list-style-type: none"> • Respond in BB and comment on two of your peers' posts. • Lesson Plan 3 due (BB)
April 18	Motivating Reading and Writing	Read Literacy book Chapter 8 Read <i>Why Kids Can't Write</i> (on BB)	<ul style="list-style-type: none"> • Jigsaw – Chapter 8 (bring to class) • Chapter 8 Presentation (Literacy) • Literacy Workstations Activities and Presentation due (BB)
April 25	Writing	Read Literacy book Chapter 7 Read EL book Ch 8	<ul style="list-style-type: none"> • Jigsaw – Chapter 7 (bring to class) • Chapter 7 Presentation (Literacy) • Chapter 8 Presentation (EL)
May 2	Spelling	Read <i>The Development of Spelling Skill</i> (on BB)	<ul style="list-style-type: none"> • Respond in BB and comment on two of your peers' posts. • Portfolio due (BB) • Poster presentation & review
May 9 (online)	Final Exam	Open in BB at 1pm	Due in BB by 3pm

Appendix A: Jigsaw Work

You are responsible for answering the questions for each chapter based on the jigsaw letter you were assigned in class. Only write up answers that correspond to your assigned jigsaw letter (but be prepared to discuss ALL the chapter questions). You can type or hand-write your answers (but they must be legible) and bring them to class on the day they are due (See the class Schedule). **Each submission is worth 2 points; however, you are given the possibility of missing 1 submission and still receiving the full 20 points. Submission of the additional jigsaw work will be added as extra credit.**

Chapter 1

- A. Discuss how constructivists believe that children learn
- B. Discuss how behaviorists believe that children learn
- C. Discuss the characteristics of explicit/direct skill instruction, and emergent literacy and whole-language philosophies and how these approaches relate to both constructivist and behaviorist learning theories
- D. Discuss what is meant by a comprehensive balanced approach to literacy instruction and how this approach related to both constructivist and behaviorist learning theories

Chapter 2

- A. Identify the pros and cons of authentic assessment
- B. Identify the pros and cons of standardized tests
- C. Define authentic assessment and give one example of how it can be used effectively for literacy development
- D. What is the nature of standardized tests and give one example of how it can be used effectively for literacy development?

Chapter 3

- A. Define English immersion; identify the pros and cons of this type of instruction for English Language Learners; and give one example of a strategy used in this type of instruction
- B. Define English as a second language (ESL); identify the pros and cons of this type of instruction for English Language Learners; and give one example of a strategy used in this type of instruction
- C. Define bilingual education; identify the pros and cons of this type of instruction for English Language Learners; and give one example of a strategy used in this type of instruction
- D. Define primary language programs; identify the pros and cons of this type of instruction for English Language Learners; and give one example of a strategy used in this type of instruction

Chapter 9

- A. What does the text mean when they say “differentiated instruction”? Give an example
- B. Describe a language arts block that incorporates all aspects of a balanced literacy program.
- C. Discuss the theory and research concerning literacy-rich physical environments.
- D. Summarize how to organize and manage daily literacy instruction.

Chapter 4

- A. Describe the specific strategies for building vocabulary and word meaning for second- and third-graders
- B. What strategies can teachers and parents carry out to encourage language development from preschool through first grade?
- C. Outline the stages of and the external influences on language development from birth to age 8.
- D. According to the theorists described in this chapter, how is language acquired?

Chapter 5

- A. Identify the characteristics of the language experience approach.
- B. Describe effective strategies for teaching phonics skills.
- C. Describe the concept of reading readiness
- D. Describe the characteristics of commercially prepared materials designed for literacy instruction.

Chapter 6

- A. Explain how concepts about books relate to comprehension.
- B. Discuss the role of fluency in comprehension
- C. Describe the characteristics of a strategic reader.
- D. Identify formal strategies for teaching comprehension skills.

Fluency in Practice

- A. What is the role of intonation in reading fluency?
- B. Explain the role of decoding in reading fluency.
- C. What role does automaticity play in fluency development?
- D. What role does vocabulary knowledge have on students' development of fluency?

Chapter 10

- A. Explain cultural issues that influence family involvement and literacy.
List methods to cultivate family involvement in literacy instruction.
- B. Explain cultural issues that influence family involvement and literacy.
List methods to cultivate family involvement in literacy instruction.
- C. Explain cultural issues that influence family involvement and literacy.
List methods to cultivate family involvement in literacy instruction.
- D. Explain cultural issues that influence family involvement and literacy.
List methods to cultivate family involvement in literacy instruction.

Chapter 8

- A. Define the genres: 1) picture storybooks; 2) realistic literature; and 3) “age-appropriate nontraditional texts”; and give examples of how to motivate reading the writing for each genre of texts
- B. Define the genres: 1) informational books; 2) wordless books; and 3) digital texts; and give examples of how to motivate reading the writing for each genre of texts
- C. Define the genres: 1) picture concept books; 2) poetry; 3) big books; and give examples of how to motivate reading the writing for each genre of texts
- D. Define the genres: 1) traditional literature; 2) novels; 3) biography; and give examples of how to motivate reading the writing for each genre of texts

Chapter 7

- A. Describe the important mechanical aspects of writing that children must learn.
- B. Discuss the types of writing most appropriate for early childhood and give one example of how to develop one of these types.
- C. Describe strategies used to help children from birth to pre-K develop writing.
- D. Describe strategies to be used for developing writing in kindergarten through third grade.

How you will be evaluated (20 Points Total):

Jigsaw Work (Each = 20 Points Possible)	
Points	Assigned Textbook Question(s)
20	You answer the question(s) you were assigned correctly, providing a detailed and thoughtful answer that includes supporting evidence/information from the textbook.
10	You answer the question(s) you were assigned correctly, however, your answer is only somewhat detailed and thoughtful or does not include evidence/information from the textbook.
0	You do not answer the question(s) you were assigned correctly.

How you will be evaluated (13 Points Total):

Group Chapter Facilitation (13 points possible)			
Lesson Plan (5 points possible)			
Points	Collaboration	Directions	Detail

40	Every member is knowledgeable about the specific subject they are teaching.	Lesson plan is complete, with names of which students contributed to which section, and with all sections of the specific template filled in	Everything is complete and submitted on time
20	Some members of the group are knowledgeable about the subject they are teaching (graded individually)	Lesson plan is missing information, or parts are not filled in	
0	It is clear only one group member did the work (graded individually)	Template was not used, or lesson plan is missing the majority of the important information	Not everything is complete or submitted late
Facilitation (5 points possible)			
Points	Professionalism	Time Management	Practice
40	Students are prepared	Presentation is complete in 45 minutes	Lesson is hands-on, interactive, and provide practical learning experiences
20	Students are partially prepared	Presentation is partially complete in 45 minutes	Lesson is only partially hands-on, interactive, or partially providing practical learning experiences
0	Students are not prepared	Presentation is not close to being complete in 45 minutes	Lesson uses worksheets, or a lecture,
Reflection (3 points possible)			
Points			
40	You critically identify parts that worked well	You critically identify parts that need improvement	
0	You did not identify parts that worked well	You did not identify part that need improvement	