

**ECED 803 Teaching Analysis Assignment**

**Class observation and summary**

On Thursday February 25<sup>th</sup> 2016, I interviewed Dr. Vesely, whose is an assistant professor at the College of Education and Human Development. Dr. Vesely teaches ECED 504 which focuses on engaging families of diverse young learners. To be precise, this course focuses on the strategies for developing culturally appropriate family professional partnerships to benefit children, including children from diverse cultural and linguistic backgrounds and children with special needs. The course also explores theories and research supporting a family centered approach, including family and professional rights and responsibilities, especially in the special education process (ECED 504 Spring 2016 Syllabus).

who is

in

at George Mason University

Good description

**Description of the class participants and context**

The students in her class are mostly undergraduate students and students pursuing a master’s degree. Most of the students are in the Early Childhood Education Program at George Mason University. Some of the students are in the Human Development and Family Science program. The students in her class are pre-service teachers and some are assistant teachers. In terms of race and ethnicity, majority of the students are international students from Malaysia, Saudi Arabia, China, and Singapore.

Are the HDFS students in this class? Based on your interview summary, it sounds like they are not in this class, but that she also teaches HDFS students.

That's interesting. Most teacher prep courses have a high number of White females. Did Dr. Vesely indicate whether there were any students who are White, Black, or Latino in her class?

The classroom environment was well organized. Student desks were arranged in a semi-circular form or a U-shaped form. This to me was very effective because the instructor could see all the students. During my observation, I noticed that the instructor could maintain eye contact with all the students and this was a good way of monitoring students during the class and

Good observation. This is something to consider when you set up your own classroom.

ensuring that students were actively engaged in the learning process since this arrangement made it easy for the instructor to interact with the students in class. I also noticed that student had name tags and these name tags were displayed on their desk. This allowed the instructor to identify students easily and refer to them by their names. The instructor stood in front of the students the entire time during the whole group class discussion but during the small group class discussion the instructor would go around and interact with the students, asking questions and monitoring students as they did their small group discussion.

because (See APA manual for use of because and since.)

This is clearly described.

### **Descriptions of class lectures and activities**

What do you mean by "sort of"?

The instructor provided an agenda for the students and sort of had a brief discussion on the expectations for students submitting memo assignment. The instructor also went over the requirements for students making home visits to the families of the children they teach. The lesson began with a review of what was previously discussed in class. The discussion was on implicit biases. This review on implicit biases was done because they had missed a class the previous week due to the snow and so the instructor was trying to make up for that snow day. The instructor started by asking students to recall the notion of implicit biases. Students responded by saying that implicit biases influences our decisions and that it refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in our unconscious minds. According to Darling-Hammond & Bransford, (2007), prior knowledge includes formal learning. This to me is a good way to assess what students already know about implicit biases and to review content learned.

Good reason. Sometimes reviews are also done to link previous learning with current learning activities.

Add comma - See APA.

The instructor did a PowerPoint presentation and showed video clips about the National Equity Project. The Power Point presentation focused on the meaning of equity. The instructor asked students to define or explain the term equity. One student responded and stated that

“equity means equal balance of resources or information and that there is the need to promote justice and everyone needs to be treated equally.” Another student mentioned that “it is important to encourage each child to express his or her voice.” The instructor went to on with the lesson and wanted to know the difference between equity and equality. The students interacted with the instructor distinguishing between the two terms. The instructor went on and stated ~~that~~ “Equity aims to give people what they need to enjoy full healthy lives. On the other hand, equality aims to ensure everyone gets the same things to enjoy full healthy lives.” The instructor proceeded by stating that “both equity and equality aim to promote fairness and justice but can only work if everyone starts from the same place and when everyone needs the same things.”

You captured some good quotes. These provide a sense of what students discussed.

The difference between punctuation in these two sentences is that you capitalized Equity, so you would not use "that."

Students had to form small groups. There were three students in each group. The focus of the small group discussion was to identify the kinds of equitable practices or barriers that need to be addressed in schools. During the small group discussions, I joined one of the groups and listened to them during their small group discussions. The students in that group shared ideas relating to low-income families. The students stated that “children from poor families have to meet a certain criteria before they qualified for free meals in school.” They also stated that “students who come from culturally and linguistically diverse families and those students who are English language learners do face certain challenges in school and that there is the need to scaffold instruction and to differentiate instruction to meet the needs of these students.”

Great.

Use a comma after an introductory statement.

After the small group discussion students were given the opportunity to share their ideas with the whole class. Some students stated that “not all schools have the resources to enable them to function well.” Another group of students mentioned that “students are sometimes inappropriately labeled and put into special education when they do not need to be in special

education. For example, students learning English as their second language are normally placed into special education because it is assumed that they have language impairments. A student did mention that “parents do not know how to advocate for their children even though the parents are the experts for their own children.” Another student mentioned that for some immigrant families, they are unable to understand information sent home since the flyers sent home may be in just English and not transcribed into the home languages of the children.

The instructor played a video clip that focused on the National Equity Project. Students had the opportunity to watch a short video clip that focused on a scenario and to discuss in small groups the strategies that they would use in interrupting inequitable practices. For example, the first scenario focused on the fact that a parent made a comment regarding her child in an inclusive classroom and why her son needs to do group work with a retarded child. I observed the students during their small group discussion. One of the students stated that “the parent needs to be educated on the advantages and importance of inclusion.” Another student stated that “it is important for parents to use appropriate language and terms when labeling a child. For example, instead of referring to a student as mentally retarded, it is important for parents to be informed that such students are referred to as intellectually disabled.” A second scenario was about a teacher talking to a student and saying to that student that the earrings the student was wearing is ghetto. One of the students suggested that he will interrupt that teacher and question the teacher especially if the student may feel uncomfortable with that statement.

The students got an opportunity to watch a third video clip. The scenario in this third video clip was about an individual who did not know what to say based on why a particular incident (slapping) was happening with a Mexican student. Students stated that “they will interrupt students and educate them on why it is not appropriate.” One of the students gave an

Is this a direct quote from one student? Only quote if it is a direct quote.

example of a four year old boy having a conversation with a teacher about car bombs. The student stated that “parents are not aware of the fact that their child might know such information at a young age especially since children are exposed to television and other forms of media and that it is important that teachers talk to parents in such a situation.

After this discussion, students took a break for about five minutes. After the break, students got the opportunity to present to the class. To be specific, a group of students came to the front of the class and did a spotlight. The spotlight involved students preparing on a particular topic which they had read about from a brochure and presenting the information to the

This sounds awkward. How could you say this more smoothly?

rest of the students in class. The presentation was very interactive and involved the rest of the students in the classroom answering questions that were true or false in nature. However discussions focused on the questions that were asked. There were five questions in all. For example, the discussions focused on questions on whether it is important to be aware of your cultural background and professional education and experience when shaping personal values and role, whether cultural differences can include geographic location, religion, and socioeconomic status, why it is important to build networks between childhood programs and community groups for diverse families who have children with disabilities. The students were put into small groups. There were four groups in all. The first group discussion focused on the meaning of stereotyping and whether people tended to stereotype without realizing that they are doing so. The second group discussion had to do with why is it important for educators to learn about families. The third group had to discuss what educators can do to build a relationship with families and respect their privacy. One of the students suggested the importance of home visits to families, making sure to develop trust so that families can be open to talk. Finally, but not the least, the fourth group had to come up with recommendations to help students transition and how

Remember to follow APA.

to incorporate many languages in class as well as the materials teachers provide to students. One of the students responded by stating that “objects can be labelled in the classroom and that teachers can use a variety of books in different languages.

*continued*

Following this small group discussion, the instructor went on with her Power Point presentation and asked students questions. The instructor had the questions on the Power Point slide and also provide multiple choice answers for these questions. Students had to choose the correct response. For example, the instructor wanted to know the percentage of individuals in the United States who live below the official poverty threshold. Students responded and provided the correct response to this question (15% since 1993). Another question had to do with how do rates of poverty compare among white, black, Latino and Asian children. The students again provided the correct response (black and Latino children have over twice the rate of poverty compared to white and Asian children).

*This is helpful to readers to provide examples. Black or not.*

*Check APA about whether to capitalize White and Black or not.*

After the Power Point presentation, another group of students did a second spotlight.

They divided the class into five groups. Each group had a specific scenario and had questions to respond to. For example, “group 1 read about a four year old student at preschool. His name is Cesar, but he barely talks in the classroom due to the fact that the primary language used in the house is not English. Cesar comes from an immigrant family, both parents are working normally from morning tonight. His eighteen year older sister is the one who takes care of him. Cesar’s lack of literacy skills affects his academic performance, and even worse his parents cannot help him since their English is not good as well.’ Students in group one had to discuss the following questions: What are some books that they would suggest to support the literacy of this student, how can parents get involved if they cannot read or write in English, and what kinds of information they would want about the student’s family and culture to develop literacy. The

*Where did you quote this from? Check APA, quotes of a certain length use*

*block style rather than quotation marks.*

*Is this the end of the quote?*

students in each group had a different scenario but they all had to answer the same questions pertaining to the scenario that they had. These questions allowed students in each group to reflect upon the scenario and provide information based on the questions asked to help support the student they were reading about in each scenario. This was a good way for students to apply strategies that they were currently using in their own classrooms indirectly assessing students' prior knowledge or experience. Students in each group had a small group [discussion](#) and then shared what they had discussed in their small groups with the rest of the students in the classroom. After this whole group discussion the class ended. [You summary provided an excellent overview of what happened during class.](#)

## **Pre- and post-observation interviews – Summary of the interview responses**

### **Pre-Interview**

On Thursday February 25<sup>th</sup> 2016, I conducted a pre-interview with Dr. Vesely, prior to observing her class. The pre-interview focused on the reason why she decided to teach ECED 504, providing a description of the students she teaches, assessing students' prior knowledge, assessing students learning, how instruction is delivered, selection of topics to discuss in class, lesson planning, how articles are selected for students to read, differentiation of instruction and whether she received any support when she began to teaching at the university level. Please refer to the appendix for the specific questions asked during the pre and post interviews. [Good summary of the focus.](#)

One of the questions focused on the instructor providing some background information about herself. Dr. Vesely is an assistant professor at the College of Education and Human Development. It was evident from the response the instructor provided that her background is in Human Development and Family Science as well as Early Childhood Education. She received her doctorate degree from the University of Maryland and her work really focuses on how individuals develop within their families and also on working with diverse low-income

immigrant mothers with young children and how they navigate through the child care system.

She is "interesting... Most likely, she said "I am..." Only put quotations around what the person actually said.

She also stated that "she is interested in family engagement which is one applied aspect of families." I asked her what made her decide to teach this particular course and she stated that at

that time more emphasis was placed on families and so there was a need to teach this course.

She also noted that all her academic training was in human development and family science and

as an undergraduate she wanted to be an early childhood educator because she really liked

spending time with the parents of these children, and attending student conferences and so she

spent time at the child development center. I also wanted to find out some information regarding

the students she teaches. She stated that "most of the students in her class were masters' students who were pre-service teachers." Even though most of the students she teaches are masters'

students, she also teaches undergraduate students and these students are in the Human

Development and Family Science program. She noted that some of the students are assistant

teachers and work in schools. In terms of ethnicity, most of the students are international

See APA.

students and come from Malaysia, China, Saudi Arabia, and Singapore.

One of the pre-interview questions focused on how the instructor assesses students' prior knowledge. The instructor responded and stated that "she assesses students' prior experiences to

get a sense of the whether the students have taken a course on families, whether the students are working with families, how the students grew up and what are their life experiences." She also

takes a look at their assignments to see if the students are critically reflecting on their

experiences. In terms of how the instructor goes about delivering instruction, the instructor

stated that "her instruction normally begins with a lecture, followed by a discussion and that

most of the discussions take place in a large group and in small groups as well."

Break this into several sentences.

Remember to only quote what the person actually says.



During the pre-interview, the instructor mentioned that because she is a qualitative researcher most of the articles that she selects for students to read prior to class tend to be empirical but qualitative in nature. I wanted to know how she went about differentiating instruction for adult learners and she mentioned that she normally works with them independently and she also encourages students to go to the writing center. She also stated that “when students work with other students during small group instruction, differentiation of instruction takes place since students are able to explain concepts amongst themselves.” I also wanted to find out how she goes about preparing for class and she mentioned that she normally prepares an agenda for the students and follows that agenda during class. Finally, I was interested in find out whether she received any support as an instructor when she begun to teach at the university level. One of the comments the instructor made that I found to be interesting was that before she could teach a class she had to sit in that class for a semester in order to know the pedagogy for teaching that class and that some of the faculty members did presentations and so she went to those presentations and learned a lot from the faculty members.

When combining two sentences with "and," use a comma per APA.

This is a nice summary of what you learned in the pre-observation interview.

### **Post-Interview**

On Thursday March 3<sup>rd</sup> 2016, a post interview was conducted. During the post interview, the questions focused on what the instructor would normally do after a lesson in class, what she would do if she realizes that some of her students did not understand the lesson and finally what advice as a teacher educator would she give to a novice instructor. One of the questions focused on whether the instructor reflected on the lesson taught after the class was over. During the post-interview the instructor stated that “she could tell from the memos students wrote on their assumptions about families that the students did not really understand the concept taught well. She stated that “her reflection is ongoing and so she has to spend more time on those concepts

Good

that the student did not understand.” The instructor stated that “some of the things that they learn are theory based. However, the nature of course requires students to be interactive in the class and that there are students who do not like talking in whole group but do feel comfortable talking in small group since these students’ perspectives are important.” Finally, I wanted to find out what advice she would give to a novice teacher as a teacher educator. The instructor stated that “it is important for a novice teacher like me to get experience in teaching adult learners at the university level while I am in school now. For example, I can do internships and work with a faculty member in co-teaching a course but it is also important that I get to teach a course all by myself before I graduate.” She also suggested that it is important to do a mid-course evaluation at the middle of the semester and allow students to provide an evaluation of the teacher so the instructor can use that evaluation to improve upon her teaching. She noted that at the beginning of the semester, she creates a questionnaire for students to complete. This questionnaire provides information about the students. This helps the instructor know who her audience is.

Good point

Start a new paragraph.

Was she talking about herself or you? Paraphrase rather than quote if using me and I.

It sounds like this was a productive interview.

### Reflection and critical analysis

It was evident that the classroom environment was well organized. As mentioned earlier on, the tables in the classroom were arranged in a semi-circular form or u-shaped form. This enabled clear visibility since the instructor was able to see all the students and maintain eye contact. Darling-Hammond & Bransford (2007) noted that “teachers need to consider that different classroom arrangements help facilitate different kinds of teaching. In other words, the physical environment of the classroom determines the role of the teacher and the students and whether the work is collaborative or not.” To this effect, students were actively engaged in the lesson and

Your paper changes font here. Be sure the entire paper is in the same font.

Check word count and APA to see if this should be blocked.

You need a page number for this quote.

Good use of the text to support the point you are making here. I agree. The arrangement of the class can influence instruction.

were active participants. At some point students had to move around and form small groups. Thus, they were able to collaborate with their peers.

The instructor [began](#) by reviewing a lesson on implicit biases. This lesson was a continuation of the previous lesson. It was obvious from the responses students provided that the students understood the concept learned. The instructor [began](#) by asking students what they already knew about implicit biases. This required students to respond to the question using their prior knowledge. [This is important.](#) As indicated by Darling-Hammond & Bransford (2007), effective instructional strategies draw on students' prior knowledge as a resource in that teachers can encourage students to think about their personal experiences that they have had that are relevant to the topic being explored. [Yes.](#) Based on my observation and from the interviews that I had with the instructor, the lesson on implicit biases [began](#) the previous week and so the students were able to respond to the questions that the instructor asked during my classroom observation because they had been exposed to the content previously. [Good connection](#)

During my observation, I paid close attention to the way and manner in which the lesson was presented. The instructor began with a whole group lesson and the students had to form small groups and discuss ideas related to a specific topic. Students were then encouraged to share ideas that were discussed. Darling-Hammond & Bransford (2007) noted that “students questioning and explaining their reasoning can scaffold student learning without requiring one-on-one teacher time, and that when students are able to learn and work independently in groups, teachers can [You need a page number with this](#) use that time to assist other individuals who may need help.” I must say that this was [quote.](#) evident during the observation. During the small group discussion, students talked

among themselves, shared ideas, and supported their peers by explaining some concepts. This enabled the professor to just walk around the classroom and support those group of students who needed help. I also heard students asking their peers questions and other students providing clarification. This to me is very important in that teachers are not the only ones scaffolding instruction to meet the needs of their diverse learners and that students can also support each other. This is where

Vygotsky's zone of proximal development comes into play. Vygotsky argued that [Did Vygotsky say this or is it According to Darling-Hammond and Bransford \(2007\), Vygotsky](#) "choosing tasks that meet students where they are stimulates cognitive development as well as learning" (Darling-Hammond & Bransford, 2007). Darling-Hammond & Bransford (2007) suggested that adult intervention can be seen as a teacher circulates around the room and that teachers can foster development by carefully watching students to see what they can do without assistance and then supplying strategic help to help them reach the next level of a skill. [You make some excellent points about support from teachers and classmates.](#) [believed that..." \(p. X\).](#)

It was obvious during my observation that the instructor was an expert in the classroom based on the fact that her education was mainly in human development and family science. Her knowledge about family systems and intersectionality suggest that the instructor was well prepared and had the skills to teach that class. The lesson was well organized and very structured and the concepts taught were content based on how to effectively engage diverse families. As previously mentioned the lesson focused on a discussion about implicit biases, differentiating between equity and equality and how to effectively engage families from cultural and linguistically diverse backgrounds. Darling-Hammond & Bransford (2007) indicated that adaptive experts are able to adapt and expand in the breadth and depth of their expertise. This suggest

Good point

that an instructor who is an expert will be more than likely continue to learn throughout <sup>what?</sup>

<sup>This</sup>  
~~and~~ this was evident based on what I observed in the classroom because some of the students did contribute a lot during whole group discussions and the comments made by these students were very meaningful and provided insights into how to effectively

<sup>work</sup>

deal with diverse families. I could tell by the instructors' reaction that she also learned

<sup>How could you tell? What was her reaction?</sup>

a lot from the students even though she was an expert in her field. This to me is what

Darling-Hammond & Bransford (2007) meant by **knowledge-centeredness**. Knowing

<sup>This is a relevant connection to the text.</sup>

the content and the subject matter that is being taught was quite evident during my

observation. The instructor even used visual images to explain the concept of

intersectionality and I think that as students, we all learn differently and therefore for

<sup>This seems like a different point that could be in a separate paragraph and supported by the text. It seems to be related to how people learn.</sup>

the instructor to explain a concept using visual images or pictorial representations was

a good way of differentiating instruction for those students who are visual learners.

The instructor was able to connect the content to the learners' existing

knowledge based on what the students already knew about the content being

discussed. I mentioned earlier on that the students had already had a discussion on

what implicit biases were the previous week before my observation and so the

instructor begun the lesson by calling on students to explain and define implicit biases.

This to me is what Darling-Hammond & Bransford (2007) refer as **learning-**

<sup>Excellent connection</sup>

**centeredness**. This means that the instructor wanted to find out what the students

already knew, their strengths, and needs. It was obvious that the instructor wanted to

find out whether the students comprehended the concept that had been taught

previously. The instructor wanted students to explain the concepts in their own words

and this notion of explaining concepts without necessarily memorizing information is

what Darling-Hammond & Bransford (2007) refer to as transfer of learning. This was evident because the students demonstrated that they understood the lesson. Good point

During my observation, I realized that students felt comfortable asking questions in the classroom. It was quite obvious that the instructor also asked students questions. This is what Darling-Hammond & Bransford (2007) refer to as **community-centeredness**. According to Darling-Hammond & Bransford (2007), a teacher's use of questions to provide a student with an opportunity for formative assessment and revision suggest that this may have become established norm in the classroom. To assess students, students had to write memos about their assumptions about families. The instructor also asked questions throughout the lesson to assess student's knowledge. The connection to community-centeredness is not clear. This sounds more like you are making the case for assessment-centeredness.

To be precise, the teaching analysis assignment gave me the opportunity to observe an instructor teach adult students. Reflecting upon the interviews that I conducted and also on my observation of the classroom learning environment, I must say that I did learn a lot about teaching adult learners. In my opinion, although I have experience teaching young children, I do not have the experience of teaching students at the university level and so this was a great way for me to know what to expect when teaching adult students. During the pre-interview I learned a lot about the instructor and what motivated her to teach at the university. I learned that in teaching a university teacher education course, I need to know that the students I will be teaching may come from culturally and linguistically diverse backgrounds and so I need to take this into consideration when planning to teach students at the university level. I also learned that students learn differently and so it is important for me as a teacher

educator to provide multiple opportunities for students to learn. Moreover, it is important to use different methods in teaching adult learners. For example, instruction does not necessarily have to be in a lecture format. It is important to use allow students the opportunity to discuss and share ideas not just during whole group but also in small groups. I also learned that it is important to connect what students already know to new knowledge by focusing on students' prior knowledge and experiences and relating it to new experiences. I also learned that the classroom learning environment has an impact to how learning takes place. I really liked the way the tables were arranged in the classroom. Even though I thought that it will be difficult for students to form small groups during small group discussions, the students did form small groups and moved around in the classroom and so this to me is a good strategy.

Make connections to the text as you summarize.

There are so many implications for future practice as a teacher educator. First of all, it is important that I assess students on a continuous basis. Using formative assessments throughout the learning process is a good way to monitor students' progress, to provide constructive feedback, and to improve my teaching to meet the needs of my students. Secondly, it implies that as a teacher educator, I need to be knowledgeable on the content or subject matter that I teach. It also implies that I need to scaffold instruction to meet the needs of the students that I teach. As noted by Vygotsky's zone of proximal development, as an instructor, who has the knowledge and skills, it is important to scaffold instruction for my adult students especially differentiating instruction to meet the needs of individual students.

This is an important understanding.

## APPENDIX

### Pre-Interview Questions

- Briefly provide some background information (education, working experience etc.) about yourself?
- What made you decide to teach this particular course?
- How would you describe the student you are teaching? "Can you..." could result is someone saying "yes, I can" without any elaboration.
- Can you describe the students that you are teaching?
- How do you assess students' prior knowledge?
- How will you go about delivering instruction?



- How will you assess students learning?
- How do you determine the number of articles students have to read before class and how do you go about selecting articles and text for students to read?
- How do you go about selecting topics to discuss in class?
- How can you tell that your students are engaged in the learning process? What do you do if students are not engaged?
- How do you go about preparing for a class?  
What kind of support did you receive... This opens up the question.
- Did you receive any support as an instructor when you first begun to teach at the university level?
- How do you differentiate instruction for adult learners?

### Post Interview questions

- How
- Do you reflect upon your instruction at the end of class? "Do you..." can result in a yes or no answer, so try to open up the question to allow for a variety of responses.
- What do you do when you realize that students did not understand the lesson?
- What advice will you give to a novice instructor?

### References

Darling-Hammond, L., & Bransford, J. (Eds.) (2007). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.

References usually come before appendices.

**Teaching Analysis (20 points)**  
**Rema Sawyerr**

**4.9/5 Class observation and summary**

- Observed one three-hour class session.
- Wrote a summary of the class observation using APA style that included the following:
  - A description of the class participants and context (e.g., who the students are, the program, the course, classroom environment, etc.)
  - Descriptions of class lectures and activities

Your description of the class observation was detailed and provided a clear picture of what occurred during the class time. Readers are able to get an excellent sense of what you saw and heard throughout the observation. See the paper for edits that are required to conform to APA style. Also, see the comment about the students in the class. It sounds like there was some confusion as to who was in this particular class compared to whom Dr. Vesely teaches in general. There are no HDFS students in this class. This is clarified when you summarize the interview. However, when reporting information collected, you need to be careful to report it accurately.

**4.9/5 Pre- and post-observation interviews (5 points)**

- Interviewed the instructor before and after the class session
- Wrote a summary using APA style of the interview responses
- Included the interview questions as an appendix to this assignment

It sounds like you had a very productive interview. The information you shared provided insights into what you learned from talking with Dr. Vesely. You seemed to get some useful advice in the post-interview. Please see the paper for edits that are required to conform to APA style. Pay particular attention to the comments about quoting only what the person actually said.

**9.4/10 Reflection and critical analysis (10 points)**

- Wrote a four- to six-page, double-spaced critical analysis using APA style
- Reflected on what they observed
- Reflected on what the instructor shared in the interviews
- Reflected on what they learned
- Reflected on the implications for their future practice as a teacher educator
- Linked their observations and reflections to course readings and class discussions

It is apparent that you reflected on the experience and thought about what you learned. You made some relevant connections to the Darling-Hammond and Bransford (2005) text. Links to other course readings are needed for additional support.

**19.2/20 TOTAL**