

	<b><i>LTCY 524: Content Area &amp; Disciplinary Literacy Fall 2021 Syllabus</i></b>	
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<b>Class Location:</b> Online		
<p>*Note: This document and other class related materials are available on our course site at <a href="https://wku.blackboard.edu">https://wku.blackboard.edu</a>.</p>		

**Course Description:**

Reading and study skills strategies and techniques to increase student achievement in content-area classes. Discussion of disciplinary literacy in various fields will also be addressed. The study and development of reading and writing strategies necessary for instruction in the content areas; The course is designed for elementary, middle and secondary teachers whose responsibility is teaching content. Specifically, teachers will have an opportunity to develop an understanding of the relationship of literacy to success in the content areas.

**Prerequisites:** None**Major Course Topics (as they pertain to literacy):**

- Content area literacy strategies
- Cultural and linguistic diversity
- Disciplinary literacy
- Discourse
- Literacy assessments
- Reading comprehension
- Vocabulary development
- Writing and reading connections
- Technology and literacy

**Learning Outcomes:**

- Develop an awareness of best practices
- Identify ways that research informs teacher beliefs
- Analyze the role of diversity in inclusive literacy practices
- Design instruction that integrates content standards and disciplinary literacy
- Embed purposeful scaffolding techniques to ensure student mastery
- Align content area assessment with reading and writing standards
- Model mastery learning
- Implement site-based professional development

**Textbooks and Required Materials:****Required:**

Vacca, R., Vacca, J., & Mraz, M. (2016). *Content area reading: Literacy and learning across the curriculum* (12th Edition). Pearson.

**Optional:**

Lent, R. C. (2016). *This is disciplinary literacy: Reading, writing, thinking, and doing . . . content area by content area* (1st Edition). Corwin Literacy.

**Description of Course Assignments:**

1. **Literacy Autobiography:** As the semester begins, students will write a 1-2 page content literacy autobiography to establish baseline data regarding awareness of strategies and experiences used in his/her own content and disciplinary reading and writing in standard English using APA format. More information available on Blackboard.
2. **Online Discussions:** Discussions allow us to explore, apply, and analyze strategies, technologies, and classroom environments. You will find the discussions posted in specified modules on Blackboard. The purpose of these weekly tasks is to make reading the chapters meaningful by providing you with ways to engage in literacy practices and reflect on your experiences. Cite the readings in your reflections. Prompts/instructions are available on Blackboard.
3. **Research Journal Response Paper:** Teachers must be active consumers of research on teaching, learning, and literacy. Being familiar with academic journals focusing on literacy is essential to this responsibility. Read one of the three articles related to disciplinary literacy. Find them on Blackboard and follow these steps:
  1. Select one of the research articles. Read carefully.
  2. Write a brief original summary and analysis. Use the 5 headings listed below to organize your response. Two to three pages, 12 point font.
  3. Submit to Blackboard.

RESEARCH ARTICLE RESPONSE PAPER
Heading One: Purpose of the study
Heading Two: Summary of findings
Heading Three: Describe 3 ways it addresses diversity, equity, and/or justice
Heading Four: Explain the ramifications for school policy as well as your classroom practices.
APA Citation, Formatting, Grammar, & Spelling

4. **Targeted Lesson Plan & Reflection:** Students will work with a student (5<sup>th</sup> grade and up) to build content and disciplinary literacy within an area that the child struggles. Using concepts gleaned from coursework, lessons (delivered over 3 meetings with the child) will be developed to build vocabulary and comprehension skills in the area surrounding texts specific to that content area.
5. **Professional Development Project & Reflection:** Students will share their learning with colleagues in an informal professional development session. Students will submit a PowerPoint

(with narration) or video, and a reflection evaluating the effectiveness of the professional development.

**\*\*Professional Dispositions Portfolio:** If you are a Literacy Education MAE student, you are required to keep an online Professional Dispositions Portfolio in a Google Drive folder that will allow you to link documents to then demonstrate your knowledge that meets each of the Standards of Literacy Professionals. More information will be shared about this in class.

### **Course Grading and Evaluation:**

Assignment Name	Point Value	DUE DATES
<b>Content Literacy Autobiography</b> (KTPS: 1,9; ILA: 5)	50 points	<b>Sunday, Sept. 7<sup>th</sup>, 11:59pm</b>
<b>Research Journal Response Paper</b> (KTPS: 4,5; ILA: 1,2)	25 points	<b>Sunday, Sept. 28<sup>th</sup>, 11:59pm.</b>
<b>Discussion Boards</b> (15 Discussions at 5 points each) (KTPS: 4,8; ILA: 1,2,5)	75 points	<b>Post: Tuesdays by 11:59pm. Respond: Sundays by 11:59pm.</b>
<b>Targeted Lesson Plan &amp; Reflection</b> Clinical experience with a Striving Content Reader (3 meetings with the student; graduate student writes and teaches lessons specific to the students' disciplinary literacy needs & reflections) (KTPS: 1,5,7,8,10; ILA: 2,3,7)	60 points	<b>Sunday, Nov. 28<sup>th</sup>, 11:59pm.</b>
<b>Professional Development Presentation &amp; Reflection</b> (KTPS: 9, 10; ILA: 6)	50 points	<b>Sunday, Dec. 10<sup>th</sup>, 11:59pm.</b>
<b>TOTAL POSSIBLE</b>	260 points	

The following represents the grade equivalent for accumulated points:

- A = (93-100%)**
- B = (85-92%)**
- C = (77-84%)**
- D = (70-76%)**
- F = (<69%)**

The Activity and Assignment Alignment Tables on the next page shows the connection between course objectives and course activities and/or assignments. DUE DATES for all assignments are provided in above table.

### **Attendance and Participation Policy:**

While physical attendance in an online course is not expected, attending to the assignments and readings in an online course is. Students are expected to maintain a regular presence in the Blackboard course site. Participation in online discussion boards is required.

### **Student Disability Services:**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

### **Statement of Diversity:**

We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

### **Plagiarism:**

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

LTCY 524 Fall 2021 Course Calendar		
Date	Topic	Readings & Assignments Due
<b>Week/Module 1</b> <i>August 23-29</i>	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Welcome &amp; Course Overview</li> </ul>	<b>Read:</b> Syllabus  Discussion 1: <b>Post</b> by Tuesday, August 24 <sup>th</sup> , 11:59pm. <b>Respond</b> by Sunday August 29 <sup>th</sup> , 11:59. See Blackboard for prompt.
<b>Week/Module 2</b> <i>August 30-Sept. 5</i>	<ul style="list-style-type: none"> <li>• Effective Teaching in the Content Areas</li> <li>• Historical Overview</li> </ul>	<b>Read:</b> <i>Content Area Reading</i> Chapter 1: Literacy Matters  Discussion 2: <b>Post</b> by Tuesday, Sept. 1, 11:59pm. <b>Respond</b> by Sunday, Sept. 5 <sup>th</sup> , 11:59. See Blackboard for prompt.
<b>Week/Module 3</b> <i>Sept. 6-12</i>  <b>Labor Day</b> <b>Sept. 6<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• New Literacies</li> <li>• Multiliteracies</li> </ul>	<b>Read:</b> <i>Content Area Reading</i> Chapter 2: Learning with New Literacies

		<p>Discussion 3: <b>Post</b> by Tuesday, Sept. 7<sup>th</sup>, 11:59pm. <b>Respond</b> by Sunday, Sept. 12<sup>th</sup>, 11:59. See Blackboard for prompt.</p> <p>Literacy Autobiography Due to Blackboard <b>Tuesday, Sept. 7<sup>th</sup></b></p>
<b>Week/Module 4</b> <i>Sept. 13-19</i>	<ul style="list-style-type: none"> <li>• Culturally Relevant Pedagogy</li> <li>• Funds of Knowledge</li> </ul>	<p><b>Read:</b> <i>Content Area Reading</i> Chapter 3: Culturally Responsive Teaching in Diverse Classrooms</p> <p>Discussion 4: <b>Post</b> by Tuesday, Sept. 14<sup>th</sup>, 11:59pm. <b>Respond</b> by Sunday, Sept. 19<sup>th</sup>, 11:59. See Blackboard for prompt.</p>
<b>Week/Module 5</b> <i>Sept. 20-26</i>	<ul style="list-style-type: none"> <li>• Approaches to Assessment</li> <li>• Text Complexity</li> <li>• Portfolios</li> </ul>	<p><b>Read:</b> <i>Content Area Reading</i> Chapter 4: Assessing Students &amp; Texts</p> <p>Discussion 5: <b>Post</b> by Tuesday, Sept. 21<sup>st</sup>, 11:59pm. <b>Respond</b> by Sunday, Sept. 26<sup>th</sup>, 11:59. See Blackboard for prompt.</p>
<b>Week/Module 6</b> <i>Sept. 27-Oct. 3</i>		<p><b>Read:</b> Choose one research journal article to read from the Blackboard folder <i>Research Journal Articles</i>.</p> <p>This week you will respond to a prompt on the discussion board about your article. This will be the same article that you will use for your Research Journal Response Paper (due next week).</p> <p>Discussion 6: <b>Post</b> by Tuesday, Sept. 28<sup>th</sup>, 11:59pm. <b>Respond</b> by Sunday, Oct. 3<sup>rd</sup>, 11:59pm. See Blackboard for prompt.</p>
<b>Week/Module 7</b> <i>Oct. 4-10</i>	<ul style="list-style-type: none"> <li>• Explicit Strategy Instruction</li> <li>• Planning Units of Study</li> <li>• Interactive &amp; Collaborative Lessons</li> </ul>	<p><b>Read:</b> <i>Content Area Reading</i> Chapter 5: Planning Instruction for Content Area Literacy</p> <p>Discussion 7: <b>Post</b> by Tuesday, Oct. 5<sup>th</sup>, 11:59pm. <b>Respond</b> by Sunday, Oct. 10<sup>th</sup>, 11:59. See Blackboard for prompt.</p> <p>Research Journal Response Paper Due to Blackboard <b>Tuesday, Oct. 5th, 11:59pm.</b></p>
<b>Week/Module 8</b> <i>Oct. 11-17</i>  <b>Fall Break</b> <i>Oct. 14-15</i>	<ul style="list-style-type: none"> <li>• Self-efficacy</li> <li>• Motivation</li> <li>• Interest</li> </ul>	<p><b>Read:</b> <i>Content Area Reading</i> Chapter 6: Activating Prior Knowledge &amp; Interest</p>

		Discussion 8: <b>Post</b> by Tuesday, Oct. 12 <sup>th</sup> , 11:59pm. <b>Respond</b> by Sunday, Oct. 17 <sup>th</sup> , 11:59. See Blackboard for prompt.
<b>Week/Module 9</b> <i>Oct. 18-24</i>	<ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Modeling Strategies</li> <li>• Think-Alouds</li> </ul>	<b>Read:</b> <i>Content Area Reading</i> Chapter 7: Guiding Reading Comprehension  Discussion 9: <b>Post</b> by Tuesday, 11:59pm. <b>Respond</b> by Sunday, 11:59. See Blackboard for prompt.
<b>Week/Module 10</b> <i>Oct. 25-31</i>	<ul style="list-style-type: none"> <li>• Vocabulary Building Strategies</li> <li>• Word Knowledge</li> </ul>	<b>Read:</b> <i>Content Area Reading</i> Chapter 8: Developing Vocabulary & Concepts  Discussion 10: <b>Post</b> by Tuesday, 11:59pm. <b>Respond</b> by Sunday, 11:59. See Blackboard for prompt.
<b>Week/Module 11</b> <i>Nov. 1-7</i>	<ul style="list-style-type: none"> <li>• Writing to Learn</li> <li>• Writing Process</li> </ul>	<b>Read:</b> <i>Content Area Reading</i> Chapter 9: Writing Across the Curriculum  Discussion 11: <b>Post</b> by Tuesday, 11:59pm. <b>Respond</b> by Sunday, 11:59. See Blackboard for prompt.
<b>Week/Module 12</b> <i>Nov. 8-14</i>	<ul style="list-style-type: none"> <li>• Text Structure</li> <li>• Taking Notes/Writing Summaries</li> <li>• Graphic Organizers</li> </ul>	<b>Read:</b> <i>Content Area Reading</i> Chapter 10: Studying Texts  Discussion 12: <b>Post</b> by Tuesday, 11:59pm. <b>Respond</b> by Sunday, 11:59. See Blackboard for prompt.
<b>Week/Module 13</b> <i>Nov. 15-21</i>	<ul style="list-style-type: none"> <li>• Instructional Strategies using Trade Books</li> <li>• Readers Response Strategies</li> </ul>	<b>Read:</b> <i>Content Area Reading</i> Chapter 11: Learning with Multiple Texts  Discussion 13: <b>Post</b> by Tuesday, 11:59pm. <b>Respond</b> by Sunday, 11:59. See Blackboard for prompt.
<b>Week 14/Module</b> <i>Nov. 22-28</i>  <b>Thanksgiving Break</b> <i>Nov. 24-26</i>		<b>Read:</b> No Reading Assignment  Discussion 14: <b>Post</b> by Tuesday, 11:59pm. <b>Respond</b> by Sunday, 11:59. See Blackboard for prompt.  Targeted Lesson Plan & Reflection <b>Due Sunday, Nov. 28<sup>th</sup>, 11:59pm.</b>
<b>Week/Module 15</b> <i>Nov. 29-Dec. 5</i>	<ul style="list-style-type: none"> <li>• Professional Learning Communities</li> <li>• Literacy Coaches</li> </ul>	<b>Read:</b> <i>Content Area Reading</i> Chapter 12: Supporting Effective Teaching with Professional Development

		Discussion 15: <b>Post</b> by Tuesday, 11:59pm. <b>Respond</b> by Sunday, 11:59. See Blackboard for prompt.
<b>Week/Module 16</b> <i>Dec. 6-10</i> <b>Finals Week</b>		No New Reading  No Discussion  Professional Development Presentation & Reflection <b>Due Sunday, Dec. 10<sup>th</sup>, 11:59pm</b>

### ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION

#### Course Assignments and Experiences Addressing:

#### Kentucky Teacher Standards/Interstate Teacher Assessment and Support Consortium (InTASC) Standards:

<b>KTS/InTASC Standard # and Description</b>	<b>Course Experiences and Assessments</b>
<b>Standard #1 (b,e) - Learner development:</b> The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.	Graduate students write a content area reading autobiography, in which they reflect upon their own learning and development related to content and disciplinary reading. Graduate students work with striving readers to improve aspects of content area reading. They write lesson plans based on learner needs and based upon the learner's cognitive, linguistic, and other needs.
<b>Standard #4 (a, c, j, l, r) - Content Knowledge:</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	After reading the current research and theory concerning content-area literacy and discipline-specific literacy, the graduate student will create lesson plans that will offer students the opportunity to develop the abilities described in this standard.
<b>Standard #5 (d,h,m)- Application of content:</b> The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Graduate students write Evidence and Argument papers in which they apply the information from readings and coursework to the learning needs of students related to content and disciplinary reading. In addition, students incorporate strategies learned within the course content into the lesson plans they use with striving content area readers.
<b>Standard #7 (b,h)- Planning for Instruction:</b> The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Graduate students will plan for instruction for a striving content area reader and will write lessons based upon the needs of that reader. Students will write lesson plans and will reflect upon striving content reader's response to the lesson plans, further planning next steps and future lessons based upon student needs.
<b>Standard #8 (8a, 8h, 8l, 8o) - Instructional Strategies:</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	In addition to creating and teaching the lessons with the striving content reader, the graduate student will also share her learning with colleagues in an informal professional development setting and then reflect on both the lesson and the professional sharing.
<b>Standard #9 (h,i)- Professional learning and ethical practice.</b> The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	Graduate students share findings from their work with a striving content area reader through a professional development. Fellow graduate students share feedback and reflect on accomplishments and needs for further instruction.
<b>Standard #10 (a, d, f) Leadership and Collaboration.</b> The teacher shall seek appropriate leadership roles and opportunities to a) take responsibility for students learning, b) collaborate with learners,	Graduate students take responsibility for students learning as they work with a striving reader in 5th grade or higher to build content and disciplinary literacy skills. They advance the profession through

colleagues, other school professionals, and community members to ensure learner growth, and c) advance the profession.	sharing their learning with other graduate students based on their experiences with their striving readers.
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International Literacy Association (ILA) Classroom Teacher Standards (2017):

International Literacy Association Standards for Classroom Teachers (2017) Standard # and Description	Course Experiences and Assignments
<p><b>Standard #1: FOUNDATIONAL KNOWLEDGE</b></p> <p>Elementary/Intermediate Classroom Teachers (1.2, 1.4):</p> <p>Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of elementary/intermediate literacy and language and the ways in which they interrelate.</p> <p>Middle/High School Classroom Teachers (1.1, 1.2, 1.3, 1.4):</p> <p>Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of adolescent literacy and language development and the ways in which they interrelate.</p>	<p>Argument and evidence papers and discussion boards will allow graduate students to read the research, argue their understanding based on the evidence, and formulate the semester of learning into a variety of venues. Understanding is also measured by the final reflection.</p>
<p><b>Standard #2: CURRICULUM AND INSTRUCTION</b></p> <p>Elementary/Intermediate Classroom Teachers(2.1):</p> <p>Candidates apply foundational knowledge to critically examine elementary/intermediate literacy curricula; design, adapt, implement, and evaluate instructional approaches and materials to provide a coherent and motivating literacy program that addresses both general and discipline-specific literacy processes.</p> <p>Middle/High School Classroom Teachers (2.1, 2.2, 2.3, 2.4):</p> <p>Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum and design; implement, adapt, and evaluate instruction to meet the discipline-specific literacy needs of middle and high school learners.</p>	<p>The creation and teaching of the lesson plans will allow graduate students to support student learning in reading and writing as lesson plans are created and taught by the graduate student.</p>
<p><b>Standard 3: ASSESSMENT AND EVALUATION</b></p> <p>Elementary/Intermediate Classroom Teachers (3.2):</p> <p>Candidates understand, select, and use appropriate assessments to gather evidence on elementary/intermediate students' language acquisition and literacy development for instructional and accountability purposes.</p> <p>Middle/High School Classroom Teachers (3.2):</p> <p>Candidates understand, select, and use appropriate assessments to gather evidence on middle and high school students' content knowledge and literacy processes within a discipline for instructional and accountability purposes.</p>	<p>Graduate students are introduced to a variety of assessment tools and practices in course instruction and assigned readings; tools are included in the lesson plans and will be discussed in the forums and evidence and argument papers.</p>
<p><b>Standard 4: DIVERSITY</b></p> <p>Elementary/Intermediate Classroom Teachers (4.2):</p> <p>Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.</p> <p>Middle/High School Classroom Teachers (4.2):</p> <p>Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.</p>	<p>The lesson plans require that the graduate student is aware, understands, respects, and values the differences of the student(s) taught. In the introductory cultural and literacy autobiography, the graduate student is asked to explain her cultural experiences and her views concerning those that are different from her. Assigned readings in the course address diversity; articles that provide the graduate student with knowledge concerning the needs of diverse learners address differences including English Language Learners, students with disabilities, and students of various races.</p>
<p><b>Standard 6: PROFESSIONAL LEARNING AND LEADERSHIP</b></p> <p>Candidates demonstrate the ability to be reflective literacy professionals, who apply their knowledge of adult learning to work collaboratively with colleagues; demonstrate their leadership and facilitation skills; advocate on behalf of teachers, students, families, and communities.</p>	<p>Graduate students share findings from their work with a striving content area reader through a professional development. Fellow graduate students share feedback and reflect on accomplishments and needs for further instruction.</p>

<p><b>Standard 1.1: Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based components of reading (e.g., concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension) development throughout the grades and its relationship with other aspects of literacy</b></p>	<p>Graduate students demonstrate this through their responses in discussion boards and in their Evidence and Argument papers. In addition, use of instructional strategies related to their striving content area reader's needs address an understanding of these relationships.</p>
<p><b>1.2: Candidates demonstrate knowledge of the major theoretical, conceptual, historical, and evidence-based aspects of writing development, writing processes (e.g., revising, audience), and foundational skills (e.g., spelling, sentence construction, word processing) and their relationships with other aspects of literacy.</b></p>	<p>Graduate students demonstrate this through their responses in discussion boards and in their Evidence and Argument papers. In addition, use of instructional strategies related to their striving content area reader's needs address an understanding of these relationships.</p>
<p><b>1.3: Candidates demonstrate knowledge of theoretical, conceptual, historical, and evidence-based components of language (e.g., language acquisition, structure of language, conventions of standard English, vocabulary acquisition and use, speaking, listening, viewing, visually representing) and its relationships with other aspects of literacy</b></p>	<p>Graduate students demonstrate this through their responses in discussion boards and in their Evidence and Argument papers. In addition, use of instructional strategies related to their striving content area reader's needs address an understanding of these relationships.</p>
<p><b>2.2: Candidates design, select, adapt, teach, and evaluate evidence-based instructional approaches, using both informational and narrative texts, to meet the literacy needs of whole class and groups of students in the academic disciplines and other subject areas, and when learning to read, write, listen, speak, view, or visually represent.</b></p>	<p>Graduate students demonstrate this through their planning and implementation of lesson plans with a striving content area reader.</p>
<p><b>5.3: Candidates integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts.</b></p>	<p>Graduate students demonstrate this through the planning and implementation of lesson plans with a striving content area reader.</p>