

**California State University San Marcos
COLLEGE OF EDUCATION**

EDSS 521 – Literacy in the Secondary School (3 credits)

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Students with Disabilities Requiring Reasonable Accommodations. Students are approved for services through the Disabled Student Services Office, located in Craven Hall 5205. Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner.

College of Education Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

(adopted by COE Governance Community October, 1997)

Infused Competencies

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

Special Learning Needs

Consistent with the belief that education is inclusive for all students, this course will demonstrate the collaborative infusion of teaching strategies for learners.

Technology

This course infuses technology competencies to prepare candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology for their own professional development and practice, as well as be able to strategically place it in the hands of students for their learning and understanding of concepts you teach.

Course Description

This course explores the issues of literacy development—reading, writing, listening, and speaking—across core content areas of the school curriculum. This course addresses the needs of proficient readers and writers as well as those who struggle, and will help all teachers take responsibility for fostering attitudes and skills that encourage every student to utilize successful literacy for lifelong learning.

Teacher Performance Expectation Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

Primary Emphasis

TPE 4 - Making Content Accessible

TPE 6c - Developmentally Appropriate Practices in Grades 9 -12

TPE 6d - Developmentally Appropriate Practices for Special Education

Secondary Emphasis:

TPE 1b - Subject Specific Pedagogical Skills

TPE 2 - Monitoring Student Learning During Instruction

TPE 3 - Interpretation and Use of Assessments

TPE 5 - Student Engagement

TPE 7 - Teaching English Language Learners

TPE 8 - Learning about Students

TPE 9 - Instructional Planning

TPE 11 - Social Environment

TPE 12 - Professional, Legal, and Ethical Obligation

TPE 14 – Educational Technology

TPE 15 – Social Justice and Equity

Essential Questions we will pursue throughout the course:

1. What do you know and believe about the nature of adolescents?
 - What motivates your students?
 - What are the contexts and cultures in which your students live?
 - What are the physiological and emotional characteristics of your students?
2. What are your broad goals for your students to accomplish?
 - What content and literacy concepts do your students need to understand at the end of this school year?
 - What attributes do your students need to be significant contributors in a democratic society 10 years from now?
3. What are your literacy goals for your students?
 - What academic skills do your students need to be successful in school and in the work place?
 - How do your own literacy habits and beliefs affect your teaching?
4. How do you promote and teaching reading and writing throughout your content curriculum?
 - What are a variety of teaching and literacy strategies to use across the curriculum to help all students learn?
 - What assessment practices can you use to determine levels of student literacy?
 - What assessment practices should you use to determine student understanding of content concepts?

Required Texts

Multiple Voices, Multiple Texts: Reading in the Secondary Content Areas (MVMT) by Reade Doranan, Lois Matz Rosen, and Marilyn Wilson

Real Reading, Real Writing, Content Area Strategies (RRRW) by Donna Topping and Roberta McManus

What Really Matters for Struggling Readers: Designing Research-Based Programs (WRMSR) by Richard Allington

Class Reader available in the book store

Any textbook that is used to teach your content area to middle or high school students. Check your school sites, teacher friends, student friends, etc. for borrowing rights. Let the instructor know if you are having trouble finding a textbook.

Other Texts You Might Find Useful (Ask for ordering information)

California Dept. of Education (2000). *Strategic Teaching and Learning: Standards-Based Instruction to Promote Content Literacy in Grades 4-12*.

Herrell, Adrienne L. (2000). *Fifty Strategies for Teaching English Language Learners*. New Jersey: Prentice-Hall, Inc.

Frank, Marjorie (1995). *If You're Trying to Teach Kids How to Write... You've gotta have this book!* Nashville, Tennessee: Incentive Publications, Inc.

O'Malley, Michael J. and Valdez Pierce, Lorraine (1996). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Addison-Wesley Publishing Co., Inc.

Assignments

Class Participation and Preparation: Critical, engaged discussion will make this a richer class for all of us. In preparation for that kind of discussion, you will be responsible for reading and responding to a variety of texts to explore and “process” your understanding. The first half of the course we will use a **Buddy Journal Reading Response**. A reading response is not a summary of what you read. Rather, it is what you think about what you read, how it applies to you, what it reminds you of, etc. The buddy journal is an effective strategy for students who are limited English proficient (LEP) as well as for other students. It is a written dialogue you and a partner will have about what you are reading. You may actually exchange journals or conduct your written dialogue by e-mail. **You will hand in responses and an analysis of the journal process at the end of the first four weeks.** For the last half of the course, you may choose to continue the Buddy Journal, or use some other method to explore and process your understanding, e.g. double entry journal, graphic organizer, visual with a narrative statement, etc. These responses will be handed in weekly. Remember the goals for any response method you choose: to help you better contemplate, organize, and understand your reading, and to be prepared for thoughtful discussion. **These will be due with each article/excerpt assigned—see calendar.** You will also be responsible for a variety of informal in-class presentations. Come to class prepared to participate.

Written Analysis of Guided Reading Lesson. See attachment at the end of the syllabus for a detailed description of the assignment.

Literacy Case Study (Critical Assessment Task): You will receive a separate handout on this assignment. The case study involves your working closely with an adolescent to identify his/her reading and writing processes and to reflect on the implications for your teaching. This will be a written report.

Reflective Papers: You will write two informal papers, one at the beginning of class that is a literacy autobiography, and one at the end of class which is a “connections” paper. The literacy autobiography will be a chance for you to reflect upon and consider the implications of your own literacy history. The connections paper will be a chance for

you to reflect on your learning over the semester and to put the pieces together in terms of how you'll structure your future classes with a literacy component. This is also the place where you will discuss your progress toward understanding essential questions for the course. These will both be discussed further in class. **Autobiography, Connections paper**

Sample Lesson Plans: (Critical Assessment Task) You will be responsible for completing two lesson plans demonstrating your ability to integrate literacy strategies and SDAIE into your content area. The goal is for you to develop lessons that you might use as part of your unit plan in your EDSS 511 course as well as for your future student teaching. One lesson plan will be the guided reading lesson. The other lesson plan should be a concept lesson involving SDAIE and writing to learn strategies.

Strategies Presentation: With a partner, you will be responsible for developing and presenting/modeling a literacy developing strategy (reading, writing, vocabulary development, oral language) to your colleagues, demonstrating their use in your particular content area. The strategy can come from your primary text or a supplemental text or be a strategy you have observed from another teacher at your school site. The presentation will not consist of the "full blown" lesson you would present to students. Rather, introduce the strategy as you would with students, present any visual aids or supplemental material you might use and discuss how it would "fit" with your content teaching. Think about a presentation that lasts 10-15 min.

Teacher education is a professional preparation program. Students will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents, and administrators, writing that is original, clear and error-free is a priority in the College of Education.

Attendance

This course is participatory; therefore, your attendance and participation are important. Absences and late arrivals/early departures will affect the final grade. **If you miss two class sessions or are late (or leave early) for more than three sessions, the highest grade you can receive is an A-. If you miss three class sessions, the highest grade you can receive is a B-. If you miss 4 classes the highest grade you can receive is a C.** COE attendance policy states, "At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements." Should you have extenuating circumstances, please contact the instructor as soon as possible

CROSS-CULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND- LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	Part 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Contact
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

Tentative Calendar (Subject to Change)

Date	Topic	Homework Assignment	Assignment Due
9/4	Introductions, syllabus, literacy and content teaching, buddy journal ENL Standard I		
9/9	The Reading Process	<ul style="list-style-type: none"> • Reader: pp. 1-7 • RRRW Ch. 1, 2 • MVMT Ch. 1, • WRMSR Ch. 1 • cde.ca.gov/standards/reading identify the standards you can incorporate in your teaching 	<ul style="list-style-type: none"> • Buddy Journal response to partner
9/11	Good Readers, Good Writers	<ul style="list-style-type: none"> • Draft of literacy autobiography to share with writing group • MVMT, Ch. 3, 4 • WRMSR Ch. 2 • Reader: ENL Standard II 	<ul style="list-style-type: none"> • Buddy Journal response to partner
9/16	The Brain and Memory Lanes	<ul style="list-style-type: none"> • RRRW 3, 4, 5, 6, 7 • Reader ENL Standard VI 	<ul style="list-style-type: none"> • Buddy Journal response to partner • Final draft of literacy autobiography
9/18	Assessment/Teaching for Understanding	<ul style="list-style-type: none"> • Bring draft of Guided Reading Lesson Plan to share with content groups • MVMT Ch. 5, 6 • Bring a content area textbook to class • Reader: ENL Standard V, IX • WRMSR Ch. 4, 6 	<ul style="list-style-type: none"> • Buddy Journal response to partner
9/23	Writing Process	<ul style="list-style-type: none"> • MVMT Ch. 9 • RRRW Ch. 10 • TILE Module #3. Choose one article from the resources section to read and respond 	<ul style="list-style-type: none"> • Buddy Journal response Analysis
9/25	All Kinds of Journals Mid Point Status Report	<ul style="list-style-type: none"> • Reader: ENL Standard VII 	<ul style="list-style-type: none"> • Guided or Shared Reading Lesson Plan and Teaching Analysis
9/30	Literacy Case Studies Writing Strategies for English Language Learners	<ul style="list-style-type: none"> • Bring draft of week-long concept lesson with writing to learn and SDAIE strategies to share with content groups • Reader: "Al's Story: Overcoming Beliefs that Inhibit Learning" 	<ul style="list-style-type: none"> • Reading Response style of your choice handed in

10/2	Struggling Readers and writers	<ul style="list-style-type: none"> • Reader: Reading Like a Writer • Begin to work on Literacy Case Study • WRMSR Ch. 6, 9 	<ul style="list-style-type: none"> • Reading Response handed in • Final concept lesson plan with literacy and SDAIE strategies
10/7	Diverse Learners	<ul style="list-style-type: none"> • Work on Case Study and bring draft/notes to class to share with writing group. • Reader: ENL Standard III 	<ul style="list-style-type: none"> • Reading Response handed in
10/9	Writing in Content Areas Meet with Partner to develop Strategy Presentation	<ul style="list-style-type: none"> • MVMT Ch. 9 	<ul style="list-style-type: none"> • Case Study
10/14	Oral Language Development Discussion Strategies for Understanding and Comprehension	<ul style="list-style-type: none"> • Reader: “Discussing Controversial Public Issues in Secondary Social Studies Classrooms: Learning from Skilled Teachers” • Reader “Silent Voices: What Happens to Quiet Students During Classroom Discussions?” 	<ul style="list-style-type: none"> • Reading Response handed in.
10/16	Reflection on Essential Questions Partners meet to work on strategy presentation	<ul style="list-style-type: none"> • Meet with Partner to practice Strategy Presentation 	
10/21	Strategy Presentations		
10/23	Strategy Presentations	<ul style="list-style-type: none"> • Bring draft of Connections Paper to share with writing group 	<ul style="list-style-type: none"> • Final draft of Connections Paper due Nov. 24
10/23	The Energy to Teach Reflections/Connections	<ul style="list-style-type: none"> • RRRW Ch. 11,12 • Reader: Engaging Students: What I learned along the way 	<ul style="list-style-type: none"> • Self Assessment on Affective Attributes

Summative Assessment Rubric

A=Exceeds Expectations: The student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation, when possible. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

B=Adequately Meets Expectations: The student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation, when possible. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

C=Minimal Performance: The student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

“D” or “F” students fail to meet the minimum requirements of a “C.” The specific grade will be determined based on rate of assignment completion, attendance, etc.

NOTES

- Students must meet the attendance requirements to be eligible for the grade described. It is a “prerequisite” for earning a particular grade.
- Students falling in between grade levels will earn a + or – depending on where they meet the criteria most fully.
- In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student's readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.

Written Guided or Shared Reading Lesson Analysis

“Guided reading is any reading instruction in which the teacher guides one or more students through any aspect of the reading process: choosing books, making sense of text, decoding and defining words, reading fluently, and so on.” (from Routman, 2000. *Conversations. Strategies for Teaching Learning and Evaluating*. Heinaman: Portsmouth, NH. p.140.)

Every time you are with students there is an opportunity to teach. Routman suggests that we always ask ourselves:

What am I teaching?

Have I chosen an appropriate text?

Is this time being well spent?

Am I teaching for understanding?

Am I fostering independence? (p. 141)

Use these questions as you develop a guided reading lesson to teach to a whole class or small group. Write a lesson plan that includes Before Reading, During Reading, and After Reading Strategies. Using a Description, Analysis, Reflection format write about the lesson and your teaching. Include the lesson plan and any handouts you use or create.

It is advisable to do at least a quick written reflection (10-15 min. free write) immediately following the lesson to help you in writing the analysis. In this initial quick reflection, think about your and your students' nonverbal behavior, such as facial expressions and body language. Take notes regarding 1) any particular instructional challenges offered by the students in the class, 2) the learning objectives for the lesson, 3) your opinion about the overall success of the lesson (i.e., were the objectives achieved) and the evidence you have for your opinion, and 4) a description of any instructional materials used in the lesson. In narrative form, analyze your notes. Use the following questions as a guide.

1. What is the objective of the lesson? What important content concepts do you want the students to understand?
2. What before, during, and after reading strategies did you use?
3. What was the extent of classroom involvement (e.g., are the same students doing all the talking?)
4. Were the students engaged in the lesson? How could you tell? What did students' facial expressions and body language tell you about your instruction?
5. What kinds of questions did you ask? Could all questions be answered with a single word? How long did you wait for responses?
6. Was there opportunity for students to ask questions? How would you categorize the students' questions (e.g., did they indicate confusion and a need for clarification or understanding and extension)?
7. What roles (e.g., expert, facilitator, co-learner) did you play in the lesson? Was each role appropriate for the situation?
8. What kinds of tasks did you ask students to do? Did you capitalize on their previous knowledge and experiences?
9. What instructional opportunities did you take advantage of?
10. What instructional opportunities did you not take advantage of? Why?
11. Were the learning objectives for the lesson achieved? Did you adjust the lesson so your goals could be achieved by every student? What is the evidence for your answers?
12. Share your findings with the group in a 5 minute presentation that highlights one important thing you learned about your teaching. Briefly explain the strategy you used, the classroom context, and your reflection of what you learned.

Criteria for Guided or Shared Reading Lesson Analysis

Writer's Name _____ Rater's name _____

Be sure to self assess and hand in this rubric with your paper.

Criteria	Very Competent	Competence	Limited Competence	Resubmit with revisions
Guided Reading Lesson includes before, during, and after reading strategies				
Content is comprehensive, answering all guide questions				
Includes examples, facts, details, anecdotes, etc. as evidence to support statements				
Shows evidence of editing and proofreading final draft so that errors in spelling, punctuation, capitalization and usage do not impede comprehension.				
Uses research and references where appropriate using APA style				

Comments:

Connections Paper EDSS 521

The purpose of this paper is to reflect upon, analyze and synthesize your understandings of literacy teaching in your classroom and to describe how that understanding is practically applied in your current and future teaching.

ASSIGNMENT

Look back at the essential questions for the course. While your paper should reflect your learning over the semester, it should not be simply a summary. Real understanding is revealed when you can talk about it in the context of your future teaching. When writing about teaching, is it meaningful to think about it in terms of concept, description, analysis, reflection. The concept indicates what aspect of teaching/learning/student development to which you are referring. Description retells what happened in the classroom to illustrate the concept. The bulk of the writing is analysis and reflection. Often, analysis and reflection overlap, though they are not identical. Analysis deals with reasons, motives, and interpretation; grounded in concrete evidence. It shows the reader the thought processes used to arrive at conclusions you have about your teaching and the students' learning. Reflection is the thought process which occurs after a teaching situation. It indicates the thinking that allows you to make decisions about how you would approach similar situations in the future. Reflection explains how you have decided to do something the same way, differently, or not at all. Reflection is where you show the reader how you use what you have learned from theory and teaching application to inform and improve your practice in the future.

REQUIREMENTS

- Your paper should be typed, double-spaced.
- You determine the length you need to discuss the above, but I would guess it to be a minimum of 2-3 pages.
- Please be sure it is proofread/edited for correctness.

Your paper is due November 24.

We will share pieces of the papers with writing groups in class, and then you'll leave it with me. If you want your paper returned, please turn it in with a self-addressed, stamped envelope or wait until we meet again in the spring.

Rubric for Connections Paper

Descriptors for the exemplary paper

Concept:

- The teaching/learning concepts discussed in the paper indicate that the writer understands literacy development.
- The teaching/learning concepts discussed in the paper indicate that the writer understands the nature and motivation of adolescents.

Description:

- The paper has an accurate and precise enumeration and/or explanation of the classroom application so that the reader has a clear "picture" of the event.

Analysis:

- The paper deals with reasons, motives, and interpretation, which are grounded in concrete evidence.
- The paper shows the reader the thought processes used to arrive at conclusions made about a teaching situation.

Reflection:

- The writer indicates a great deal of self-analysis and retrospect involving the teaching strategies used and the teaching episodes described.
- Future application, modification, and change is thoughtful and based on both theory and practice.

Conventions:

- Grammar, syntax, and spelling are mostly accurate so that little additional editing is warranted.
- The paper flows smoothly and aids the reader in understanding.
- The writer's voice is clear indicating individual personality and appropriate professionalism.

GENERAL LESSON PLAN FORMAT

CONSIDERATIONS BEFORE THE LESSON

A. Facts about the Learners

1. Who are my students and how do they learn?
2. What forms of communication do my students use?

B. Content/Context

1. What is my content area(s) or discipline(s)/grade level?
2. At what point in the sequence of the unit is this lesson (beginning, middle, end)?
3. How will the content of the lesson connect to the content of the preceding and subsequent lessons?
4. Which state academic standards for students will I address?
5. What are my learning goals/objectives (cognitive, affective, psychomotor, and language)?
6. How will I access prior knowledge and skills before entry into the lesson?

C. Product/Assessments

1. In what varied authentic ways will students demonstrate accomplishment of the objectives?
2. What criteria will I use to judge students' success for each objective?

D. Management/Discipline Considerations

1. What materials and resources are needed?
2. How will technology enhance learning in meaningful ways?
3. How will I handle the room arrangement?
4. How will I handle student grouping?
5. How will I handle transitions and misbehavior?

OPENING THE LESSON (INTO)

A. Anticipatory Set

1. How will I motivate and focus students?
2. What activities will I use to tap into prior learning and knowledge and engage ALL students?

PROCESS/STEPS OF INSTRUCTION AND ASSESSMENT (THROUGH)

A. Teacher Input

1. How will I describe and model skills?
2. How will I provide examples and non-examples, demonstrations, or experiential activities?
3. How will I teach to the objectives?
4. How will I actively involve all students?

B. Guided Practice/Progress Monitoring

1. **How will students practice alone, with a partner, or in cooperative groups?**
2. **How will I check for students' understanding and use formative assessment tools?**

C. Independent Practice/Summative Assessment

1. **How will this occur?**

D. Closure

1. **How will I have students summarize and make meaning of their learning?**

AFTER THE LESSON (BEYOND)

A. Transfer

1. **How will I structure opportunities for students to continue practice and transfer learning?**

B. Reflection

1. **What went well with the lesson and was it relevant and worthwhile for the students?**
2. What evidence do I have that the lesson was effective for student learning?
3. Based on what happened today, what will I do tomorrow?
4. What changes will I make to enhance learning the next time I teach this lesson? Why?

Assignment Sheet

Name _____ e-mail _____

Subject area _____ School _____

_____ (5%) Literacy Autobiography (Due: Sept. 16)

_____ (5%) Buddy Journal Response Analysis (Due: Sept. 23)

_____ (20%) Guided or Shared Reading Lesson Plan and Teaching Analysis (Due Sept. 25)

_____ (20%) Lesson Plan (Due: Oct. 2)

_____ (20%) Literacy Case Study (Due: Oct. 9)

_____ (20%) Connections Paper (Due: Nov. 24)

_____ (5%) Reading Responses

_____ (5%) Self Assessment on Affective Attributes (Due Oct. 23)