California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

Course & Section Nos.	**EDSS 521 Section 01**
Course Title	**Literacy in the Secondary School**
Class Roster No.	**40967**
Course Day(s)	**Mondays**
Time	**2:45 – 5:15 p.m.**
Course Location	**UH 273**
Semester / Year	**Fall 2016**
Instructor	**Julie Rich and Jeff Heil**
Phone	**760-750-8550**
E-Mail	**jrich@csusm.edu; jheil@csusm.edu**
Office	**UH 453**
Office Hours	**By Appointment**

WELCOME

Welcome to this foundational course for the Single Subject Credential Program where you will learn how to use powerful and effective strategies for reading, writing, speaking and listening in your content area. You will also have the opportunity to delve into the latest digital literacy strategies, platforms and ways of communicating by developing your own Personal Learning Network. We look forward to an exciting semester of learning, dialoging and sharing ideas and experiences to enhance student learning in middle and high school classrooms.

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

TABLE OF CONTENTS

Course Description

Catalog: Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and secondary language learning in integrated and inclusive secondary classrooms.

Instructors: 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 students who are English Language Learners. It will help all teachers take responsibility for fostering attitudes and skills that encourage every student to utilize successful literacy for understanding and lifelong learning.

Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, EDUC 422

Course Objectives

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Single Subject, Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs 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. You will be required to formally address the following TPEs in this course:

Primary Emphasis
TPE 1 – Subject-specific Pedagogical Skills for Single Subject Teaching Assignments (focus on literacy development across content areas)
TPE 3 - Interpretation and Use of Assessments
TPE 4 - Making Content Accessible
TPE 5 – Student Engagement

Also Emphasized:
TPE 6c - Developmentally Appropriate Practices in Grades 9 -12
TPE 2 - Monitoring Student Learning During Instruction
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

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Text for all content areas:

Daniels, H. & Zemelman, D. (2014). *Subjects Matter: Exceeding Standards Through Powerful Content-Area Reading, Second Edition.* Portsmouth, NH: Heinemann.

Additional Requirement for Science Teachers:

Grant, M., Fisher, D., & Lapp, D. (2015). _Reading and Writing in Science: Tools to Develop Disciplinary Literacy, Second Edition._ Thousand Oaks, CA: Corwin.

Additional Requirement for Mathematics Teachers:

Kenney, J., Hancewicz, E., Heuer, L., Metsisto, D., & Tuttle C. (2005). _Literacy Strategies for Improving Mathematics Instruction._ Alexandria, VA: ASCD.

Optional Resources on Reserve in Kellogg Library:

Fisher, D., Frey, N., & Lapp. D. (2012). _Teaching Students to Read Like Detectives_: Comprehending, Analyzing, and Discussing Text. Bloomington IN: Solution Tree Press.

Monte-Sano, C., De La Paz, S. & Felton, M. (2014). _Reading, Thinking, and Writing About History: Teaching Argument Writing to Diverse Learners in the Common Core Classroom_. New York: Teachers College Press.

Wineburg, S., Martin, D. & Monte-Sane, C. (2013). _Reading Like a Historian: Teaching Literacy in Middle and High School._ New York: Teachers College Press.

Reading and Writing across the High School Science and Math Curriculum. Teaching Resources in the ERIC Database (TRIED).
http://eric.ed.gov/?id=ED347518

Digital Literacy Required Reading:
Richardson, W. (2013). Why school?: How education must change when information and learning are everywhere. New York: Ted

Cougar Courses

TaskStream Account

Google+ Account and internet apps

COURSE LEARNING OUTCOMES

Upon successful completion of this course, candidates will be able to discuss core principles, apply them in the secondary classroom and answer the following essential questions.

Core Principles and Essential Questions we will pursue throughout the course:

1. Reading Processes: the literacy processes and factors that affect reading development and proficiency are complex.
   - How do elements of the reading process influence skilled or proficient reading?
   - What is the role of metacognition during the reading process?
   - What role does background knowledge play in reading?
   - How do teachers incorporate their knowledge of reading theories and processes into content lessons?
2. Comprehension and Content Learning: comprehension and content learning are increased through vocabulary development, and writing, listening, discussion, and reading texts.
   - How do teachers support adolescents' reading fluency, comprehension, and content learning?
   - How do teachers support comprehension of content text through vocabulary development?
   - How do teachers use writing in various genres to help adolescents understand nonfiction texts, including informational and expository texts?

Syllabus is subject to change.

- How do teachers use discussion and instructional conversations to support reading comprehension?
3. Adolescent Literacy: Proficient adolescent readers engage in reading texts critically and deeply.
   - Given what we know about who adolescents are, how they learn, and what they read, how do teachers motivate them to engage meaningfully with text?
   - How do teachers draw on adolescents' multiple literacies to create a foundation for academic literacy?
   - How do teachers use critical literacy to deepen adolescents' comprehension of multiple texts?
   - How can teachers create classroom environments that facilitate the social interaction necessary for adolescents' literacy development?
4. Assessment: Informal and formal literacy assessments guide effective secondary content instruction.
   - How do content teachers use literacy assessments to determine their students' reading and writing abilities, backgrounds, and interests?
   - How do teachers use informal and formal assessment findings to guide the design and implementation of content lessons?
   - How do teachers select and evaluate the appropriateness of texts for their particular students?
   - When and how should teachers refer students to a reading specialist or for special education services?
5. Differentiation: Adolescents learn most effectively when instruction addresses their academic, linguistic, and cultural needs and interests.
   - What is differentiated instruction?
   - How do teachers effectively differentiate instruction?
   - In what ways do teachers select and adapt texts and other content materials for students with diverse literacy needs?
   - What instructional approaches and strategies should be selected to make content accessible for all students?
6. Planning and Integration: Effective content lessons include the integration of literacy strategies for the purpose of content learning.
   - How do teachers use literacy strategies to promote literacy development and content learning?
   - How do teachers select and coordinate literacy strategies to support students' access to text?
   - How do teachers select and coordinate literacy strategies to help students develop into proficient writers?
   - How do teachers use literacy strategies to foster metacognition and critical thinking in their students?

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California 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. Candidates successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Single Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs 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. You will be required to formally address the following TPEs in this course:

Syllabus is subject to change.

Primary Emphasis
TPE 1 – Subject-specific Pedagogical Skills for Single Subject Teaching Assignments (focus on literacy development across content areas)
TPE 3 - Interpretation and Use of Assessments
TPE 4 - Making Content Accessible
TPE 5 – Student Engagement

Also Emphasized:
TPE 6c - Developmentally Appropriate Practices in Grades 9 -12
TPE 2 - Monitoring Student Learning During Instruction
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

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

Syllabus is subject to change.

TENTATIVE CALENDAR (SUBJECT TO CHANGE. BRING YOUR TEXT TO CLASS EACH WEEK.)

Week	Topics	Learning for the week	Assignment Due
August 29 Jeff F2F	**Digital Literacy**	**Professional Purposes and Teaching Purposes Creating your PLN**	See Google+ communities CSUSMedu17
September 5 Labor Day Julie and Jeff On-line	Digital Literacy What is Literacy?	1. Cultivate your Personal Learning Network 2. **Assignment #1:** Read All Chapters of Subjects Matter, Daniels and Zemelmen (see directions for reading, advance organizer and activity on Cougar Courses)	See Google+ communities CSUSMedu17 See Cougar Courses *Observe and interview teachers at your site to get an idea of how they teach content vocabulary-take notes and bring to class Sept. 12
September 12 Julie F2F	Cultural proficiency and adolescent literacy Vocabulary and language development	'Subjects Matter' Ch 1 – 4 discussion Vocabulary in the content areas Model Pocket Strategies What is Cultural Proficiency?	(Julie) **Assignment #1**- due Sept. 11 - see specific directions on Cougar Courses- bring to class and submit on CC
September 19 Collaborative Session a.m. Lesson Planning	EDSS 521,555 and 511 Meet in the morning 8:30 – 2:00 (lunch 11-12)	EDSS 521 Digital Literacy And Clinical Practice workshop in the Afternoon 2:15 – 3:40 Cohort 1 DL Cohort 2 CP 3:45 – 5:10 Cohort 1 CP Cohort 2 DL	CP – Teacher Performance Expectations
September 26 Julie F2F	Using textbooks- choice and added readings Tools for Thinking Comprehension and close reading through the lens of cultural proficiency Unit Vocabulary Literacy Lesson Plan	Review Chapters 5 and 6 (D and Z) What are Planning Commentaries? (bring edTPA handbook to class) With your content group develop a unit using content vocabulary as the first lesson Do a joint Planning Commentary (edTPA)	*Assignment #2 - Pocket Strategies (6 presentations)* Draft of Vocabulary Lesson Plan – ticket out the door

Syllabus is subject to change.

Week	Topics	Learning for the week	Assignment Due
October 3 <mark>Collaborative Session a.m.</mark> Assessment	EDSS 521,555 and 511 Meet in the morning Joint session 8:30 – 2:00 (lunch 11-12)	EDSS 521 Digital Literacy And Clinical Practice workshop in the Afternoon 2:15 – 3:40 Cohort 1 DL Cohort 2 CP 3:45 – 5:10 Cohort 1 CP Cohort 2 DL	CP – Professional Dispositions
October 10 Julie F2F	Reading Workshops/book clubs And pg 170 Content area writing and formative assessment – using Argumentation	Review chapters 7, 8 and 9 (D and Z) Guest Presenter: Vista Unified School District – Victoria Curtis, ILC **Instructional Leadership Corps- training teachers in the CCSS and NGSS** Session One October 10 Cohort #1 1:15 – 2:30 Cohort #2 2:45 – 4:00	***Assignment #2 - Pocket Strategies (6 presentations)*** **Assignment #3** - Unit Overview and Vocabulary lesson– plus planning commentary Due on CC and hard copy to class, October 10 (see rubric for points)
October 17 Jeff F2F	**Digital Literacy**		See Google+ communities CSUSMedu17
October 24 Julie F2F	Inquiry Units/Access Language Domain: Content Reading Content Writing	Review Chapter 10 Victoria Curtis, ILC Follow up session October 24 Cohort #1 1:45 – 2:30 Cohort #2 2:45 – 3:30	***Assignment #2 - Pocket Strategies (6 presentations)*** **Assignment #4 -** Argumentation Lesson due-student work samples, reflection; due October 24, hard copy to class
October 31 <mark>Collaborative Session a.m.</mark> Data analysis (AR)	Bring student work samples from Oct. 24 lesson	EDSS 521 Digital Literacy And Clinical Practice workshop in the Afternoon 2:15 – 3:40 Cohort 1 DL Cohort 2 CP 3:45 – 5:10 Cohort 1 CP Cohort 2 DL	CP – TPEs and edTPA
November 7 Julie	Language Domains: (Listening and Speaking) Struggling Readers and Research	Review Chapters 11 and 12 How to help your struggling readers… What does the research say? Work on Action research	***Assignment #2 - Pocket Strategies (6 presentations)***

Week	Topics	Learning for the week	Assignment Due
November 14 Julie	Reading for curiosity Speaking and listening to understand Writing to be heard	Guest speaker: EUSD Literacy Coach Work on Action research	**Assignment #5** – Literacy Lesson Plan Using 2-3 'tools' from Chapter 5 (D and Z) and Commentary (mini action research – can use an Argumentation Lesson -- on CC due Nov. 14 or Nov. 21
November 21 On-line with Jeff	**Digital Literacy**		**Assignment #5** – Literacy Lesson Plan Using 2-3 'tools' from Chapter 5 (D and Z) and commentary on CC due Nov. 14 or Nov. 21
November 28 Jeff	**Digital Literacy**		
December 5 Collaborative Session	Reflection and professional development goal setting		

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Personal Learning Networks, Digital Literacy, and Connected Educators

Required Reading:
Richardson, W. (2013). Why school?: How education must change when information and learning are everywhere. New York: Ted.

Assignments:

1. **Class participation** - *Learn/Teach*: Students are responsible for sincerely engaging with the assigned content for each week. Most class content will be assigned well in advance of when they are expected to be completed. Additionally, students are expected to actively engage in critical dialogue online. In this course, participation is also expected in relation to online interaction, presence, and giving thoughtful feedback to peers.

2. *Personal Learning Network - Learn/Teach (PLN)* (25% - 250 pts - [70%] of grade): Each student will create a personal learning network, or PLN, to investigate an area of education that aligns with his/her passion. Participation in the network will be continuous throughout the course. The following digital tools, and some other tools discussed/discovered by the class, will be the medium of the PLN: Individual class website/blog, Twitter, Social bookmarking/content curation tools (Diigo, Pinterest, Google+ Collections, etc.), and online learning communities (online communities of educators on Google+, Facebook, or other networks). Part of this process is to find your professional **voice** in a digital environment. This will entail not only blogging and participating in online educational chats, but commenting on other blogs/posts from educators around the globe. Consider the following thematic questions:

How do I learn? How do students learn? What is technology's role in this process?
What if school were not organized this way? What would I do if I could create a new school from the ground up?
What is a future ready school? What is the role of technology in a future ready school?

Some activities that will be part of your PLN: assigned reading or video reflections, participation in moderated Twitter chats with the use of Storify to document/reflect on the chat, Instagram activities, sharing and interacting with a global audience.

3. ***Screencasting*** - *Teach, Lead*, *Share* (10% - 100 pts - [30%] of grade): To teach both screencasting and the use of tablet, or web-based applications for learning, you will create a 3-5 minute "Instructional Screencast" that introduces your students to a new learning tool or instructions on how to use an existing tool. The goal is to learn how to create concise, clear, and helpful video tutorials for students. The final projects will be uploaded to YouTube and embedded on your class website.

Course Assignments in brief - Literacy

September 12 (100) Assignment #1: Read All Chapters of Subjects Matter, Daniels and Zemelmen <mark>(see directions for reading, advance organizer and activity on Cougar Courses)</mark>

On-going (25) Assignment #2: Pocket Strategies – 10 mn. Presentation.

October 10 (150) Assignment #3: Vocabulary Lesson Design: Write and implement an appropriate content lesson that includes vocabulary instruction (100) and planning commentary (50).

October 24 (75) Assignment #4: Argumentation Lesson Plan and Reflection

November 14 or November 21 (300) Assignment #5: Action Research Mini: 2 to 3-day Literacy Lesson Plan due on CC in conjunction with EDSS 555 lesson plan. **Content Literacy Lesson Design (Critical Assessment Task)**: Create and execute a 2 day content lesson using an appropriate CA content and 2 ELD standards and 2-3 tools from "Subjects Matter" that address 2 of the language development domains – listening, speaking, reading, and writing. A second Argumentation essay for formative assessment may be used for this assignment.

DIGITAL LITERACY:
(250) Personal Learning Network
Personal Learning Network - Learn/Teach: Each student will create a personal learning network, or PLN, to investigate an area of education that aligns with his/her passion. Participation in the network will be continuous throughout the course. The following digital tools, and some other tools discussed/discovered by the class, will be the medium of the PLN: Individual class website/blog, Twitter, Social bookmarking/content curation tools (Diigo, Learnist, Scoop.it, Pinterest, etc.), and digital discussion forums or communities (online communities of educators

(100) Screencasting

Grading Standards

Candidates may earn up to 1000 points through the above assignments. A grading percentage scale for the final grade is as follows:
90-100% = A
80 – 89% = B
75 – 79% = C+

Final Exam Statement

There is no final exam for this course.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

This course: Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. ***Teacher candidates may have one absence or portion of a class absence (late arrival or early departure) with no penalty. Second absence will result in a decrease of a half-letter grade (5%).*** Third absence, tardy, or early departure will result in a Statement of Concern and possible failure of class. Statement of Concern will require the candidate to write an action plan to resolve the issue. A total of three statements of concern on this and/or other issues combined warrant exit from the program.

No credit will be given if you miss an in class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Policy on Late/Missed Work

As a general rule, late work will not be accepted. However, teacher candidates are encouraged to discuss individual circumstances in regard to assignments should it become necessary. Instructors reserve the right to develop individual contracts based on the needs the candidate.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- In this course with face-to-face instruction students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class).

All University Writing Requirement

Teacher Candidates will fulfill the writing requirement of 2500 words through written reflections, lesson plans, blogs, and Action Research and Planning and Instructional Commentaries as required by edTPA.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.