EDU 215: Educational Psychology

 Thomas Commons, Atkinson

Block 6: February 11 – March 6

Shonna Negus

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Office: College Hall 106

Office Hours: Mondays 11:00 to Noon and by appointment

**Schedule:** Please refer to the tentative daily schedule below. Class will meet daily in Thomas Commons, Atkinson except two days (February 20 and 26). On these dates students will visit an elementary and a secondary classroom in Mount Vernon to observe. School observation assignments will be given the first week of the block.

Office hours Mondays from 11 to noon in College Hall 106 and by appointment.

You may contact me directly after class, during breaks in class or by e mail. (I will check e mail at least Monday through Friday no later than 10 PM to respond to questions and concerns about the curriculum, assignments and school visits. I will do my best to check over the weekend but there may be times when I cannot respond until Sunday evening.)

**Required Texts and Materials:**

Sousa, D. A. (2017). *How the Brain Learns.* 5th Edition. Thousand Oaks, CA:Corwin.

Selected Articles posted on Moodle.

Students must also have a designated sketch book or notebook for the Interactive Notebook Assignment for this course. We will discuss this in detail the first day.

**Course Description:**

Learning, thinking and understanding are alive, dynamic and organic processes that can be nurtured and cultivated, but not controlled, measured, forced or caused. EDU 215 Educational Psychology is an introduction to understanding learning, thinking and the development of knowledge. In this course, emphasis will be placed on understanding the social, emotional, physical and intellectual development of children and adolescents. Attention will be directed toward the nature and conditions of learning, including critical aspects of learning and the problems encountered in fostering and engaging student learning. A number of key theories (including those developed by Piaget, Maslow, Vygotsky, Bandura, and more) will be addressed. Brain research and current practices in the classroom setting will also be discussed as well as appropriate strategies for classroom organization and management and teaching methods in response to what is known about how the brain learns and organizes information. Having an understanding of learning theories and basic knowledge about how the brain works will provide a foundation for you to engage students in the active process of learning. This is essential for quality teaching as well as good parenting, coaching and other mentoring/teaching relationships.

**Course Goals:**

This course supports the INTASC teaching standards and the Educational Priorities and Outcomes of Cornell College as noted following each goal. Upon successful completion of EDU 215, you will demonstrate through class discussion, written assignments and experiences the ability to:

1. Students will become familiar with the key concepts of the behaviorist, cognitive and constructivist theories of learning and thus teaching (InTASC 4) (Knowledge).
2. Students will become familiar with Bandura’s social cognitive theory of learning and analyze how it plays out in classrooms (InTASC 5) (Knowledge, Reasoning).
3. Students will become familiar with personal, social, and moral development theories of Bronfenbrenner (bioecological model of development), Bandura (social cognitive model of development), Piaget (moral development), Vygotsky (socio-cultural theory of development) and others and analyze how these theories play out in classrooms (InTASC 5) (Knowledge, Reasoning).

1. Students will become familiar with Maslow’s hierarchy of needs – a humanistic theory of motivation and analyze how teachers can use this information to support students (InTASC 5) (Knowledge, Reasoning).

1. Students will become familiar with Piaget’s theory of cognitive development and analyze its use and application in classrooms (InTASC 1) (Knowledge, Reasoning).
2. Students will become familiar with Vygotsky’s sociocultural theory of cognitive development and analyze its use in the classroom (InTASC 1) (Knowledge, Reasoning).
3. Students will develop the ability to examine theories critically in light of prior knowledge and experiences as they specifically relate to how the brain learns (InTASC 3). (Reasoning)
4. Students will analyze potential implications of their own and others’ theories for learning and teaching through discussions, school observations, and assignments as they relate to the creation of effective learning environments (InTASC 3) (Inquiry).
5. Students will apply effective discussion skills that enhance the participation and learning of all class members (InTASC 3)(communication).
6. Professional Commitment and Responsibility: Students will participate in a professional manner in the college and public school classroom (see the Dispositions document on Moodle) (InTASC 9) (ethical behavior).
7. Students will successfully complete the pre-student teaching field-based experiences in a K-12 public school classroom with fidelity (InTASC 9) (ethical behavior)

*This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, communication, reasoning, inquiry and ethical behavior.*

**Students with Disabilities:**

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>

**Academic Honesty:**

Part of your professionalism is your academic honesty. If you use a classmate’s or an author’s ideas or words in your own written work (including online sources), **you must provide a citation through an appropriate APA reference**.

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty.”

<https://www.cornellcollege.edu/registrar/pdf/Academic%20Honesty.pdf>

Note: Plagiarism can result in an F for the assignment and denial of admission to the Teacher Preparation Program. For students already admitted, academic dishonesty is in violation of the teaching dispositions expected by our department and can result in removal from the program.

**Professional Demeanor and Diversity:**

Professional demeanor is expected in the college classroom as well as in the public school classroom. My intention is that students from all backgrounds and perspectives will be well served by this course. I believe that student diversity is a resource and benefit to our collective learning. It is expected that students (and the instructor) treat others with respect. There are times we will disagree, but in all of our interactions we will not intentionally humiliate, intimidate or embarrass each other. On the contrary, students (and the instructor) are expected to listen and consider perspectives that differ from our own. It is my goal that this class be a safe place for all to learn. Please do not hesitate to set up a time to meet with me if you have concerns.

In addition to treating others with respect and using professional language/communication, it is also imperative that students conduct themselves in a manner consistent with the values and professionalism of teaching. For example, when visiting the public school classrooms to observe, you are expected to dress and behave professionally and appropriately. (Remove hats, show enthusiasm and attention, stay the entire school day, use phones/devices/technology appropriately, communicate respectfully with all students and staff, maintain a positive attitude and demeanor, etc). We will discuss this more in class. Feel free to come to me with any questions. You must meet the Education Department’s Dispositions Policy in all education classes.

**Helpful Resources and Useful Information:**

Cornell College Student Handbook “The Compass” on Cornell website

Cornell College, Education Department website

APA format—see APA handout on Moodle

Writing Studio: The writing studio is housed on the first floor of Cole Library. Please familiarize yourself with this wonderful service provided by the Center for Teaching and Learning. Professional writing teachers and peer tutors will support you in aspects the writing process by providing consultation and feedback at various stages of your draft. Appointments can be scheduled by phone (x4462) or walk ins are accepted during regular hours.

**Professionalism and Brief Overview of Expectations:**

I have high expectations for your engagement and learning in the class. I expect you to come prepared, to contribute to the intellectual energy and discussion in our classroom and to conduct yourself in a professional manner. Professional dispositions are central to our expectations in the Education Department and are considered in the admissions process.

* Complete all assigned readings before entering class the day they are due. It is expected that you bring questions and insights you have from the assignments each day so we can engage in professional and intellectual dialogue. Please bring your text book to class. I recommend printing the Moodle readings and bringing those to class as well.
* Maintain your Interactive Notebook daily for each chapter and the online readings. See handout and refer to class discussion for more detailed explanations
* Attend all classes. Arrive on time and plan to stay the entire duration of class. Participate by not only sharing your ideas and thoughts but by listening and asking questions; actively engaging in processing and organizing new information and insights. This will allow us, as a community of learners, to get the most out of our learning.
* The use of technology (cell phones, computers and other devices) should be used strictly for professional and learning purposes in class and should not be used in the public school setting when you go for your observation days. If you do decide to use a laptop, tablet, etc in addition to your Interactive Notebook and written work, please be mindful of where your attention is directed during our class discussions. Technology and devices may be useful for finding a quick reference, but generally take attention away from the speaker.
* As mentioned above, professional attitude, demeanor and dress are expected when you are in the public school setting. Tardiness, leaving early, rudeness, lack of attention to task, lack of engagement and expressions of boredom are all considered unprofessional behavior and can result in a reduction of your final grade. You are expected to show interest, enthusiasm and positive behavior throughout your visit. Remember, you are a guest and a representative of Cornell at the public school and you are expected to act accordingly.

**Grading:**

If you have any questions regarding the assignments, class readings, or how your work will be assessed, please ask them in class. I prefer to answer questions in class so that all may benefit. Note that all assignments in this course have written detailed summary/instructions as well as a rubric, which can guide your thinking as you organize and work through each assignment. Also, I will provide at least one chunk of time during class to workshop the Classroom Observation Paper. While I will not preview assignments before the due date, I will gladly answer questions about the Classroom Observation Paper or any assignments for this course during class in addition to the workshop session(s).

If you have questions about the grade you receive on any of your assignments, you are to follow the guidelines listed below:

1. Submit in clearly articulated professional writing the strengths of your assignment, point by point and a justification for a change in grade.
2. Make an appointment to discuss this document with me after you have turned it in.
3. Complete step 1 within two days of an assignment being returned.

All assignments must be turned in on the day and time they are due. No late work will be accepted without prior permission.

Total Points Possible=225

Grades will be determined by percent of points out of 225 earned.

A 93-100%

A- 90-92.9%

B+ 87-89.9%

B 83-86.9%

B- 80-82.9%

C+ 77-79.9%

C 73-76.9%

C- 70-72.9%

D+ 67-69.9%

D 63-66.9%

D- 60-62.9%

F 59.9% and below

**Attendance and Participation:**

Attendance in class each day is essential to your growth as a student. Your participation and sharing your thinking also benefits the learning of the entire class. Final grades can be lowered by one step (i.e. B to B-) if a student has beyond one excused absence. Please contact me by e mail before class (as early as possible) if you are unable to attend. Absence during the public school visits will result in an **Incomplete** in the course and must be made up during the block break in order to get credit for the course. Student health and safety is important. Please do not ask me if it is ok for you to miss class due to illness. You will have to make that determination yourself. It is a good idea to sign up for RAM alerts from Cornell and/or keep yourself up to date in the event of inclement weather. If I am unable to safely travel to class due to winter weather I will communicate cancellations or changes in our schedule by e mail as soon as possible.

**Transportation to School Visits** It is the responsibility of each student in this course to make arrangements for their own transportation to and from the school visits on February 20 and February 26. Please plan accordingly. Please also plan ahead for providing your lunch on those days. The Mt. Vernon schools request that you bring your own sack lunch on those days. There will be space available for you at the schools to store your lunch. Lunches may be purchased at the Middle School and High School only for exact change of $3.70. Lunches are also available from Cornell but please plan ahead.

**\*\*\*Students considering application to the Education Department:**

All requirements for the Teacher Preparation Program are listed on the Education Department’s website. Refer to it frequently! A brief outline from the Education Department follows. **See the chair of the Education Department or your academic advisor for more information.**

**IMPORTANT INFORMATION FOR POTENTIAL EDUCATION MAJORS**

**Note:** To be admitted to the Education Department, you must have a minimum all college GPA of 2.5 and a minimum B- average in the four 200 level Education courses (EDU 205, 215, 230, 240). You must have a 2.7 all college GPA to student teach.

Additionally, you may not have an average GPA lower than a **B-** in the 300 level elementary methods courses to continue in the Education Department.

Please refer to the catalogue, the Education Department’s webpage ([www.cornellcollege.edu/education](http://www.cornellcollege.edu/education)) or Cindy Postler, Director of Teacher Education regarding application and acceptance to the department. Students must take and pass the **Praxis Core** exam in three areas: Math, Writing and Reading. Please review the information on our website:

<http://www.cornellcollege.edu/education/teacher-education-specifics/praxis-i.shtml>

Students considering a profession in teaching should preserve the notes, materials, and books for this course for use during the Senior Seminar and job preparation efforts. Nearly all states require a proficiency exam before a license is granted, and a review of the content of this course will help immeasurably. **Elementary Education majors and students seeking secondary certification MUST take and pass the two Praxis exams before being recommended for licensure by the Education Department.** Most take the exam after the methods courses or just after student teaching. Please review the information on our website:

<http://www.cornellcollege.edu/education/teacher-education-specifics/praxis-ii.shtml>

All education students must show that they have met the **10 InTASC** (Interstate New Teacher Assessment Support Consortium) standards after student teaching - in EDU 483, Senior Seminar. Read and become familiar with the InTASC standards, as you will need this information as you travel through the Education course work. The 10 InTASC standards can be found by clicking this link:

<http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html>

**FYI: Remember, 14 weeks of student teaching is required of all elementary and secondary students.**

All elementary education majors should consider adding additional subject matter endorsements to their regular K-6 classroom license and when humanly possible, or a second major. We offer endorsements in history, social studies, science, English/language arts, etc. Each endorsement requires the completion of a 6-courses. Consult with your advisor or the Department Chair for specific information.

**Overview of Assignments**

**EDU 215 Educational Psychology**

**\*\*\*See Assignment Handouts and Rubrics for full information!\*\*\***

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| *Assignment* | *Brief Description* | *Due Date* |
| Interactive Notebook  50 points possible  (25 points possible each of the two times I collect it) | This will be the record of your thinking and learning throughout this course. It will include not only notes and written ideas that we are learning about, but will also contain drawings, images, metaphors, diagrams, etc. You will **add to this daily**-both in class and on your own outside of class. Some elements of the notebook will be directly assigned and some will be up to your own discretion to include.  In addition to recording your notes and learning during and after the assigned readings in the notebook, it will also be a place for you to record your metacognition and reading processes, strategies and goals to become a more efficient, proficient and independent thinker and learner throughout the course.    I will review and grade your Interactive Notebook two times during the block. It will be turned in twice along with a self reflection/evaluation (see brief description below). | **February 15**  AND  AGAIN  **March 1** |
| Interactive Notebook  Self Evaluation/ Reflection  50 points possible  (25 points possible each of the two times I collect it) | During class you will complete a Metacognitive Awareness Inventory and Survey of Reading. Based on these results and on your own reflections about yourself as a learner and reader, **you will set two goals** (a metacognitive goal and a reading goal). You will keep track of your thinking and how you are accomplishing your goals daily (in your notebook). At the end of week 1 and 3 you will write a reflection of your metacognitive and reading goals and what you have learned about yourself as a learner and critical reader. This is a big picture analysis with examples to support your evaluation of yourself. Your typed reflection will be turned in with your Interactive Notebook. | **February 15**  AND  AGAIN  **March 1** |
| Critical Thinking Question & Rationale  25 points possible | Each student will sign up to provide one Critical Thinking Question to guide part of our classroom discussion during the block. The question will be from one of the three upper levels of Bloom’s Taxonomy and should address an important concept or idea from the assigned reading. Students will turn in the question, a rationale for the question and their thoughtful response to the question. | **Various Dates—we will sign up in class** |
| Classroom Observation Paper  100 points possible | After observing two full days of teaching and learning in a public elementary and secondary school setting you will describe, analyze, evaluate and reflect on how what you observed relates to the theories and brain research on learning we study in this class. This will be an in-depth analysis backed up with examples and evidence. It should pull together how the constructs and theories we studied and read about play out in a real classroom and also discuss the ramifications of that on the classroom environment and student learning. | **March 6 by noon** |

**Tentative Schedule**

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| **Week 1 Overview:**  This week we will get to know each other and go over class expectations and assignments. Content introduced will include metacognition, Bloom’s Taxonomy, brief discussion of how individuals’ and cultures’ beliefs have shaped our views of the world and impacted learning theory, Behaviorism theory, Mindset and structures and functions of the brain. **Notebook Check 1 and Self Evaluation 1 are due Friday of week 1** |

**Day 1 Monday February 11 9:00 to 11:00AM; 12:30-3:00PM**

* Introductions
* Learning preference activity (NSEW)
* What is Learning
* Course syllabus and calendar
* Course Assignments
* Minds of Our Own-Activity and Video
* Begin Notebook

**Day 2 Tuesday February 12 9:00 to 11:00AM; 12:30 -3:00PM**

* Intro to Metacognition
* Complete Metacognitive Awareness Inventory & Reading Survey
* Identify YOUR OWN 2 GOALS (1 for reading; 1 for metacognition strategies) in your notebook
* Critical Thinking Question Practice As a Group; sign up for dates
* Bloom’s Taxonomy Discussion & Activity

**Readings due for Day 2*:***

***Chapter 7 in How the Brain Learns: Thinking Skills and Learning***

**Day 3 Wednesday February 13 12:30-3:00PM**

* Share reflections of metacognition and reading processes
* Sherrie Reynolds’ writing and ideas
* Behaviorism
* Alfie Kohn & pop behviorism

\*\*First Student directed Critical Thinking Questions\*\*

**Readings due for Day 3:**

***From Harmony to Certainty* by Sherrie Reynolds**

***Post Modernism: Order Out of Chaos* by Sherrie Reynolds**

***Skinner-Boxed: The Legacy of Behaviorism* by Alfie Kohn**

**Day 4 Thursday February 14 12:30-3:00PM**

* Discuss *Fantastic Elastic Brain* children’s book
* Parts of the brain and their functions
* Technology and the brain
* Critical Thinking Question(s)
* Plan for first Self Reflection/Evaluation—Notebook check and essay due tomorrow!

\*\*Student Critical Thinking Questions\*\*

**Reading due for Day 4:**

**Children’s book: *Your Fantastic Elastic Brain by JoAnn Deak, Ph.D.***

**Chapter 1 from *How the Brain Learns: Basic Brain Facts***

**Day 5 Friday February 15 9:00-11:30PM**

* Discuss *What Do You Do With A Problem?* by Kobi Yamada
* Dweck/Mindset Discussion
* Critical Thinking Question(s)
* Trade Self Reflection/Evaluation papers with someone and workshop papers from 10:00 to 10:30. Papers and notebooks due to me in person by 11:30.

**\*\*Interactive Notebook Check 1 & Self Reflection/Evaluation 1 due at 11:30\*\***

**Reading due for Day 5:**

***Children’s book What Do You Do With A Problem? By Kobi Yamada***

***Boosting Achievement with Messages that Motivate* by Carol Dweck**

***How Praise Became a Consolation* by Carol Dweck**

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| **Week 2 Overview:** This week we will dig deeper into theories of learning. Piaget’s theory of Cognitive Development, Constructivism, Vygotsky’s Sociocultural theory of Cognitive Development will be discussed. In addition, we will look at a model to explain how the brain processes information**. School observation 1 is Wednesday!** |

**Day 6 Monday February 18 12:30-3:00PM**

* Piaget
* Constructivism
* Critical Thinking Question(s)

**Reading Due for Day 6 (all on Moodle):**

***Jean Piaget: Investigating Cognitive Development* by Stangroom**

***Piaget’s Theory of Cognitive Development* by Eggan & Kauchak**

**Stephanie Busbea dissertation for Ph.D. Chapter 2: The Effect of Constructivist Learning Environments on Student Learning in an Undergraduate Art Appreciation Course**

**Day 7 Tuesday February 19 12:30-3:00PM**

* Vygotsky
* Boredom and Kids NYT Article in class
* Mindfulness
* Critical Thinking Question(s)
* Prep for School Visit

**Reading Due for Day 7 (all on Moodle):**

***Lee Vygotsky: Exploring the Social Aspects of Development* by Stangroom**

***Vygotsky’s Sociocultural Theory of Cognitive Development* by Eggan & Kauchak**

**Day 8 Wednesday February 20 NO CLASS**

**SCHOOL OBSERVATION DAY 1 in Mt. Vernon Schools**

**Day 9 Thursday February 21 12:30-3:00PM**

* How the Brain Learns Chapter 2: How the Brain Processes Information
* Sensory Preference Activity
* Intro to Trauma Informed Schools/Practices and ACES
* Critical Thinking Question(s)

**Readings Due for Day 9:**

***How the Brain Learns Ch 2: How the Brain Processes Information***

***Intro to Trauma Informed Schools and ACES***

**Day 10 Friday February 22 9:00AM-11:00AM**

* Discuss articles you found on Piaget, Vygotsky and Constructivism
* Poster project
* Plan for COP Paper--Example paper

**Reading Due for Day 10:**

**~~Find your own articles on Piaget’s theory of learning Vygotsky’s theory of learning~~**

**~~Read and print and bring to class~~**

**\*\*Chapter 3 of How the Brain Learns is not due until Monday…but it is a very long chapter. You may want to start now.**

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| **Week 3 Overview:**  This week we will go deeper into how the brain works. In particular, types of memory systems and how they work will be explored. Concepts related to transferring and applying knowledge to new situations will be presented. We will also discuss different areas of the brain and how they are specialized to handle different types of situations, problems and procedures. What teachers can do to promote learning and retention in light of this research will also be discussed. |

**Day 11 Monday February 25 12:30-3:00PM**

* How the Brain Learns Chapter 3: Memory Retention and Learning \*\*This is a LONG chapter!
* Wait time and chunking (p 147-148)
* Importance of Sleep
* Organizing lessons for greatest retention
* Critical Thinking Question(s)
* Brainstorm and prep for second school visits

**Readings Due for Day 11:**

***How the Brain Learns Chapter 3: Memory Retention and Learning***

**Day 12 Tuesday February 26 NO CLASS**

**SCHOOL OBSERVATION DAY 2 at Mt. Vernon Schools**

**Day 13 Wednesday February 27 12:30-3:00PM**

* How the Brain Learns Chapter 4: The Power of Transfer
* Guidelines on Teaching for Transfer
* Journal writing strategy
* Critical Thinking Question(s)

\*\*Be working on draft of second self reflection/evaluation—DUE FRIDAY

**Reading Due for Day 13:**

***How the Brain Learns Chapter 4: The Power of Transfer***

**Day 14 Thursday February 28 12:30-3:00PM**

* Discuss Chapter 5 How the Brain Learns Brain Organization and Learning—LONG Chapter!
* Gender gap and technology
* Reading Problems
* Critical Thinking Question(s)

**\*\*Guest Presenter about Trauma Informed Practices in Schools—please review our previous material and discussion about this**

**\*\*\*SECOND SELF REFLECTION ESSAY AND NOTEBOOK CHECK DUE TOMORROW—do your notebook checklist and bring your finished essay to class tomorrow. We will have a very short time to peer review and make last minute changes before you turn in at 11.**

**Readings Due for Day 14:**

***How the Brain Learns Chapter 5: Brain Organization and Learning***

**Please review what we discussed and read for Trauma Informed schools and ACES on day 9**

**Day 15 Friday March 1 9:00-11:00AM**

* Bandura
* Learning to read
* Critical Thinking Question(s)
* Peer feedback on Self Reflection Essay

**Second Self Reflection/Evaluation Due to me by 11:00**

**Readings Due for Day 15:**

***Albert Bandura: Developing Social Leaning Theory* by Stangroom**

***Social Cognitive Theory* (Bandura) by Eggan and Kauchak**

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| **Week 4 Overview:**  Wrap things up. Cover one more theory of cognitive development—Bronfenbrenner’s bioecological model of development. Brief discussion of the brain and the arts. Work on finishing up the Classroom Observation Paper and making connections between what we have learned and what you observed in the real world classroom. |

**Day 16 Monday March 4 9:00-11:30**

**\*\*\*My office hours this day will be from 11:30 to 12:30 instead of what is listed above\*\*\***

* Bronfenbrenner
* Time to workshop

**GUEST COMING FROM WRITING CENTER TO HELP WORKSHOP DRAFTS FOR CLASSROOM OBSERVATION PAPER**

**Reading Due for Day 16:**

***Bronfenbrenner’s Bioecological Model of Development* by Eggan & Kauchak**

**Day 17 Tuesday March 5 9:00-11:30**

* How the Brain Learns Ch 6-The Brain and the Arts
* Critical Thinking Questions
* Questions and workshop time

**Reading Due for Day 17**:

***How the Brain Learns Ch 6-The Brain and the Arts***

**Day 18 Wednesday March 6 No class unless needed for snow day or change of schedule**

**CLASSROOM OBSERVATION PAPER NEEDS TO BE LEFT AT MY OFFICE BY 3:00 MARCH 6.**