

Developing Academic Literacy and Language in the Content Areas

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Academic Literacy and Language in the Content Areas

- ▶ This presentation is based on the newest resources from CAL's *Hot Topics in ELL Education* Series:
Academic Literacy in the Content Areas - Coming Soon
- ▶ Focus on understanding academic literacy so that ELs will receive more effective instruction that targets the demands of CCSS and NGSS in our Grade 4-12 classrooms.
 - workbook with theoretical background, practical strategies and model lesson plans
 - video of authentic classroom interaction
 - Used in professional development workshops and institutes offered by CAL.

Learn more online.

<http://www.cal.org/solutions/profdev/ht/index.html>

Academic Literacy Workbook Preview

- ▶ Academic Literacy: how can we expand our understanding to include multiple and multimodal literacies?
- ▶ Academic Language: how can we extend our understanding of academic language?
- ▶ How do we connect the College and Career Readiness Standards and English language development to strategically develop academic language practices?
- ▶ Strategies: How do we structure meaningful interaction and access to challenging texts for ELs?
- ▶ Unit plans:
 - Social studies lessons focused on supporting students with reading challenging academic texts
 - Science lessons focused on engaging and assisting students with challenging classroom talk

Session Description

- ▶ New national standards provide an opportunity to re-conceptualize what literacy and language development mean for ELs in academic contexts.
- ▶ This session will explain and provide examples of a 21st century approach to literacy development.

Session Description

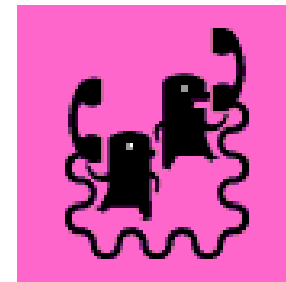
In this session, participants will:

- ▶ Recognize and explain multimodal forms of literacy in the context of different content areas.
- ▶ Identify academic practices promoted by the national standards that are interconnected with academic language.
- ▶ Describe best practices of instruction for developing academic literacy and language in the content areas

Turn and Talk

What words come to mind that define “academic language” to you?

Discuss with a partner.



- ▶ Academic achievement gaps between general education students and ELs have been attributed to ELs' struggle with the language of school (Anstrom et al., 2010; Capraro et al., 2010; Hemphill & Vanneman, 2011).
- ▶ Broadly speaking, *Academic English* is defined as the language that is needed for school success. Beyond that, however, scholars differ in the ways they define it (e.g., Bunch, 2006; Cummins & Mann, 2007).
 - BICS/CALP (Cummins, 1981)
 - Competence (Scarcella, 2003)
 - SFL (Schleppegrell, 2004)
 - New literacy studies (Gee, 1996; 2008)

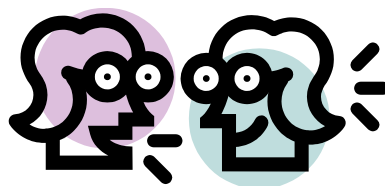
- ▶ The Common Core of State Standards states the following with regard to ELs,

the development of native like proficiency in English takes many years and will not be achieved by all ELLs especially if they start schooling in the US in the later grades. Teachers should recognize that it is possible to achieve the standards for reading and literature, writing & research, language development and speaking & listening without manifesting native-like control of conventions and vocabulary.

From *Application of Common Core State Standards for English Language Learners*, retrieved June 27, 2012, from <http://www.corestandards.org/assets/application-for-english-learners.pdf>.

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Turn and Talk



How do you define “literacy”?

Talk with a partner.

Foundations of Academic Literacy









- ▶ *Literacy* is greater than alphabetic knowledge; it involves ways of knowing, being, and doing (Gee, 1996; Street, 1984)
- ▶ Literacy involves multiple sign systems of which, language and languages are important (New London Group, 1996; Kress, Jewitt, Ogborn, & Tsatsarelis, 2001; Kress & van Leeuwen, 2001)
- ▶ Literacy develops within social contexts; it is a process of cultural transmission (Heath, 1983; Scollon & Scollon, 1981; Scribner & Cole, 1981; Scribner, 1988; Wiley 2005)
- ▶ The social contexts of literacy practices are always associated with power relations (Gee, 1996; Street, 1984; Wiley 2005)
- ▶ Students' home literacy and language practices can be valued and leveraged to support their development of academic literacy practices (Celic & Seltzer, 2011; Gutierrez, 2012; Moll, Amanti, Neff, & Gonzalez, 2001)

Foundations of Academic Literacy

- ▶ There are multiple perspectives on academic language that influence approaches to language teaching (Bunch, 2006; Cummins & Mann, 2007; Gee, 2008; Scarcella, 2003; Schleppegrell, 2004)
- ▶ Academic literacy and language practices vary by discipline and content area (Mohan, 1986; Schleppegrell, 2004; Wright, 2012)
- ▶ Developing academic language is process of language socialization (Ochs & Schiefflin, 1986; Wright, 2008)

- ▶ **Sign systems that have patterned ways of making meaning:**
 - Language (written or spoken text)
 - Visuals (graphic organizers, maps, illustrations)
 - Sound (police siren, whistle)
 - Gesture (OK sign, thumbs up)
 - Action (closing a door)
 - Space (space between people in conversation)

Multimodal Literacy

Language	Visuals	Sound	Gesture	Action	Space
 <p>Written text: sentences and paragraphs</p>	 <p>Graphic organizers (e.g., charts)</p>	 <p>Sirens</p>	 <p>Okay sign</p> 	 <p>Running</p>	 <p>Public/ private space in buildings</p>
<p>Spoken language: <i>nice weather we're having</i> to make small talk with a stranger</p>	<p>Maps</p>	<p>Chants</p>	<p>Thumbs up</p> 	<p>Closing a door</p>	<p>The space between people in a conversation</p>

Academic Literacy Orientations: Multimodal Literacy

	Language	Visuals	Sound	Gesture	Action	Space
Math	Word problems	Equations	Number chants	Thumbs up/ down	Using manipulatives	Math stations
Science	Laboratory reports	Models (solar system, molecules)	Ringing a bell for clean up from labs	Wafting	Wearing goggles	Lab space vs. classroom space
Social Studies	Historical narratives; debates	Timelines	“We the people” song (School House Rock)	Raising hands to agree/ disagree	Actions with a role play of an historical event	Group work vs. individual work
English language arts	Literary genres (poem, short story, novel)	Pictures from stories (background/foreground)	Shakespearean reading	Gestures to depict characters (e.g., money sign for wealthy person)	Acting out a play; charades	Library area

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Multimodal literacy recap

- ▶ Meaning making goes beyond language to other sign systems
- ▶ Multimodal literacy is a 21st century skill
- ▶ Understanding different signs systems and leveraging them can help support students, including ELs
- ▶ Different content areas make meaning with these sign systems in different ways

The Value of Social Interaction

- ▶ Talk is commonplace in classrooms (Adger & Wright, 2013; Shuy & Griffin, 1981)
- ▶ Talk is a central way to construct knowledge (Gibbons, 2002)
- ▶ Opportunities to engage in oral discourse is especially important for second language learners (Swain, 1995)
- ▶ Talk is a complex professional skill for teachers (O'Connor, n.d.)
- ▶ Conversation is like a tree that climbs you back (Erickson, 1981)

- ▶ Eighth Grade Science Classroom
 - What rules are there for the interactions?
 - Who can speak and when?
 - What do you notice about the sentences and words?
 - Do the teacher and students speak in complete sentences?

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Veronica: A color change?

Teacher: Color change. Okay, so a reaction would be a color change. What else did you see? Ben?

Ben: Part was red and part was black.

Teacher: Okay so our ending substance part was black part red. Okay what else? Philip?

Philip: It rusted.

Teacher: So our, obser—observation of the reaction would be that it rusted. Okay. Mmhmm.

Student: The string X or whatever it was. The metal stuff kind of looked thinner.

Teacher: You think metal looked thinner. Okay. What do you see in the paper towel underneath of the steel wool?

Student: A lot of fuzzy—

Teacher: Pick it up!

Student: Ew. It's shedding.

Teacher: It's shedding? Okay so does the rust hold together as well as the steel wool did? Did the rust hold together-as well as the steel wool did?

Student: no

Teacher: So where should we put that?

Student: Ending substance

Student: Common name.

Teacher: Common name, that it didn't hold together as well? Is that an ending appearance or observation of reaction?

Initiation Response Evaluation (IRE) pattern:

- ▶ Teacher: *Are insects and arachnids the same?*
- ▶ Student: *No*
- ▶ Teacher: *You're right.*

Initiation Response Evaluation-Feedback (IRE-F) patterns

- ▶ Repetition
- ▶ Recast
- ▶ Reformulation
- ▶ Prompt
- ▶ Revoicing

Teacher-led Strategies for Student Production

▶ Repetition:

The teacher repeats the student's words exactly.

Teacher: *Are these insects or arachnids?*

Student: *Arachnids.*

Teacher: *Arachnids.*

▶ Recast:

The teacher provides needed technical or academic vocabulary.

Student: *This part feeler.*

Teacher: *Yes, that's the insect's antennae.*

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Teacher-led Strategies for Student Production

▶ Reformulation:

The teacher repeats the student's utterance but expands and restates it, modeling language.

Teacher: *What else do you know about arachnids?*

Student: *Two body part.*

Teacher: *Arachnids have two main body parts.*

Teacher-led Strategies for Student Production

▶ Prompt:

The teacher signals a need for more information.

Teacher: *Tell me about the body parts of the arachnid.*

Student: *This part head, thorax. This part abdomen.*

Teacher: *Yes, the head and thorax are one part of an arachnid. The abdomen is the other part. What about an insect's body parts?*

Strategies: Classroom talk

- ▶ Talk is a central means of knowledge construction (Gibbons, 2002)
- ▶ Complex professional skill for classroom teachers (O'Connor)
- ▶ Initiation-Response-Evaluation (IRE) discourse often dominates classroom interaction (NRC)
- ▶ Need to move from IRE (evaluation) to IRF (Initiation-Response-Feedback) to offer students alternative interactional moves (e.g., repetition, recasting, reformulation, prompting)
- ▶ Need to also provide greater independence at times to students, opportunities for more output

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- ▶ Eighth Grade Science Classroom
 - What rules are there for the interaction?
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Frank: Ready?

Christine: No, read the directions stupid!

Frank: It said put in the two tips. The leads should not touch each other.

Ana: Esa cosa como el agua X bien...

This thing is like the water X good

Christine: Okay. Go.

Frank: Ah look at the salt.

Christine: Bubbles

Ben: No, it's separating the salt from the water.

Teacher: Ana you've got to get closer. You're going to miss it. Guys bring it over here so Ana can see it better.

Christine: It's making bubbles.

Ben: You disconnected the battery.

Frank: I did?

Ben: Look at it.

Frank: That was not my fault.

Ben: Yeah it was.

Christine: And now it's wet!

Frank: Shut up!

Ana: Poquito draga

It dragged a little

Ben: Don't get shocked!

Christine: Bzzz.

Frank: Stop playing like that.

Ana: X ponerlo X...

Put it

Christine: Bzzz

Ben: Why don't you just break it?

Christine: Get that away from my face.

Frank: Nothing's happened.

Ana: Un poquito X...

a little X...

Ben: Yeah, look at mine! Look at that

Christine: Put it back in. You'll break the circuit. Touch the two together.

Ben: Listen. Wham, you can hear it. It's sizzling.

Christine: I heard it. It's bubbling. Bubbling death!

Ben: Touch the pencil.

Christine: No, don't. Oh my god, if you do the battery will explode.

Ana: Se esta saliendo del agua.

It's coming out of the water.

Ben: It will?

Christine: It will just shard itself.

Frank: Get it away from me first of all.

Ben: Aahhh!

Christine: There might be a spark or two.

Turn and talk

What are essentials for productive group work?



Principles for group work (Gibbons, 2002)

- ▶ Provide clear and explicit instructions
- ▶ Make talk necessary for the task
- ▶ Assign a clear outcome for the group work
- ▶ Determine a task appropriate to the students' cognitive and linguistic ability
- ▶ Integrate the task with the broader curriculum topic
- ▶ Involve all students in the group
- ▶ Allow students ample time to complete the tasks
- ▶ Teach students how to work in groups together (provide explicit rules and expectations)

Recap

- ▶ ELs can engage in content meaningfully prior to achieving native-like fluency (CCSSO, 2012)
- ▶ *Literacy* is greater than alphabetic knowledge; it involves ways of knowing, being, and doing (Gee, 1996; Street, 1984)
- ▶ Literacy involves multiple sign systems of which, language and languages are important (New London Group, 1996; Kress, Jewitt, Ogborn, & Tsatsarelis, 2001; Kress & van Leeuwen, 2001)
- ▶ Literacy develops within social contexts; it is a process of cultural transmission (Heath, 1983; Scollon & Scollon, 1981; Scribner & Cole, 1981; Scribner, 1988; Wiley 2005)
- ▶ Classroom talk is ubiquitous; talk is a professional skill for teachers (Adger & Wright, 2013; O'Connor, 2012; Shuy & Griffin, 1981)
- ▶ Providing opportunities for student talk and structuring them is important for ELs' language development

Developing Academic Literacy in Social Studies

Middle School Unit Title: *Equality in the Colonies and Early America*

▶ Social Studies Content

- Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson.
- Analyze the achievements and perspectives of diverse individuals who lived in the colonies.

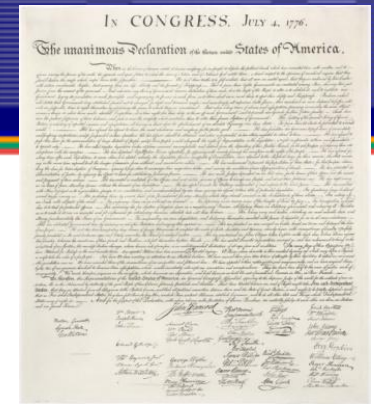
Seminal Primary Document Excerpts to Read:

- the Declaration of Independence
- correspondence between Benjamin Banneker and Thomas Jefferson

▶ Common Core State Standards

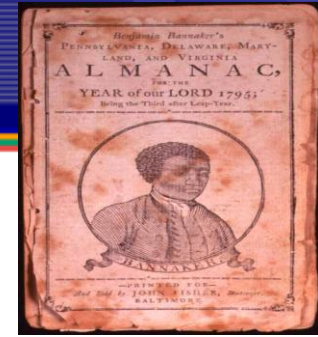
- Literacy in History and Social Studies
 - CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- Writing
 - CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on *discipline-specific content*.

Equality in the Colonies Unit



- ▶ Big idea:
 - Were all people equal in Jefferson's time? Are all people equal in the U.S. today?
- ▶ Teacher guides students in a close reading of the *Declaration of Independence* and letters between Thomas Jefferson and Benjamin Banneker
- ▶ Background information is provided on Thomas Jefferson and Benjamin Banneker through a read-aloud and short video

Equality in the Colonies Unit



- ▶ With support, students analyze the arguments and claims in the reading, and emulate the concepts and language by writing letters to Thomas Jefferson from the point of view of diverse individuals who the students have researched
- ▶ Unit concludes with an analysis of oral language and opinions expressed on a radio show about undocumented youth in the U.S. today

Making Connections and Building Background

▶ Activity Sample

- You will each get a puzzle piece from a different document. They may be primary or secondary sources from this time period.
- Walk around the room until you find your group.
- Complete the puzzle as a group.
- Use the sentence stems to discuss what you already know about this time period and any predictions you can make:



I think this document relates to the unit on American Independence because...

Someone or something that seems missing from the document is...

I think this is a primary/secondary source because...

A question I have about this document is...

I notice..

Making Connections and Building Background

- ▶ How did this activity build on your prior knowledge?
- ▶ How could you modify this activity for your students or content area?
- ▶ How could we move from this activity to an activity involving reading and writing?



Vocabulary Card

declaration



declare

declares

declaring

- Picture Context: Paul made a **declaration** of his love for Diana by writing it in the sand.
- Definition: A **declaration** is a formal or strong announcement about something. It can be an act, a document or a speech.
- Sentence: The **declaration** of independence was followed by a **declaration** of war against England.
- Partner Talk: Would you be embarrassed if someone made a declaration of their love to you in a public place?

Group Analysis of the Declaration of Independence

1. Excerpt from the Declaration of Independence:




Directions: Work with your group to explain the excerpt from the Declaration of Independence in your own words. Discuss the meaning of each phrase. Then rewrite it in your own words. The words in bold are in your glossaries.

(a) We hold these truths to be self-evident, (b) that all men are created equal, (c) that they are endowed by their Creator with certain unalienable Rights, (d) that among these are Life, Liberty and the pursuit of Happiness—(e) That to secure these rights, (f) Governments are instituted among Men, (g) deriving their just powers from the consent of the governed—

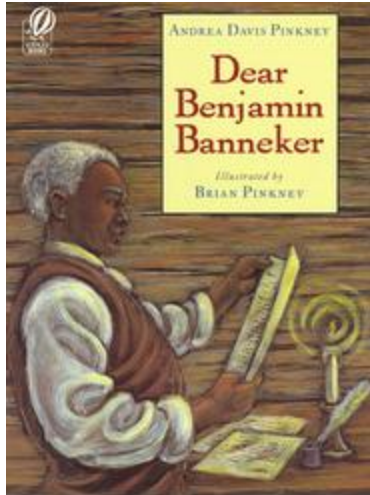
Unit Glossary



Equality in the Colonies Unit Glossary

Vocabulary Word	Cognate?	Word family members	Definition	Question	Picture	My Understanding: drawing, examples, or notes
abolish <i>abolir</i>	✓	<i>abolished</i> <i>abolishing</i> <i>abolishes</i>	To abolish is to get rid of, stop, or end.	How do you think we could abolish bullying? _____ _____		
alter			To alter is to change or make different.	How did the Declaration of Independence alter history? _____ _____		
consent			Consent is to approve or agree to an act, value, or opinion.	How do the players show that the consent to do their best? _____ _____		

Building Background



Student Pages
Hot Topics #4
Social Studies

IV.a: Video Guide: events

Student's Name: _____

Partner's Name: _____



Directions: Listen to the video. Use the word bank to fill in the answers to the even sentences. Then share the answers with your partner.

Monticello

prosperity	Secretary of State	tyrant	taint	slaves
remote	plantation	engineer	1794	underground

1. Jefferson was overjoyed when he returned to Monticello in _____.
2. After leaving Paris, Jefferson was _____ for four years.
3. Jefferson wanted to restore _____ to Monticello.
4. Jefferson wanted to take care of the people who worked for him, his _____, who he called his "outdoor family".
5. Jefferson did not want to be a _____.
6. Another word for Jefferson's farm was _____.
7. Jefferson did not want the spectacle of slavery to _____ Monticello.
8. Jefferson's house had an _____ passageway for his slaves.
9. Jefferson worked to _____ his slaves out of view and when they were whipped he did not want to see.
10. When Jefferson sold away slaves, it was from his _____ farms, so he would not have to see their distress.

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Close Reading of the Text

Letter (excerpt) Teacher Think-Aloud

This, Sir, was a time when you clearly saw into the injustice of a state of slavery, and in which you had just apprehensions of the horrors of its condition. It was now that your abhorrence thereof was so excited, that you publicly held forth this true and invaluable doctrine, which is worthy to be recorded and remembered in all succeeding ages: ``We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights, and that among these are, life, liberty, and the pursuit of happiness.”

Graphic organizer to complete

- ▶ What type of historical source is this letter: primary or secondary?
- ▶ Is the letter polite? If so, what are some examples of politeness?
- ▶ Does Banneker use strong language? If so, what are some examples?
- ▶ Who does Banneker blame for the condition of slaves?
- ▶ What is the claim or argument that Banneker is making?
- ▶ What evidence does Banneker use to make his claim or argument?

Analyzing the letter from Jefferson to Banneker

Letter from Thomas Jefferson to Benjamin Banneker²

To Mr. BENJAMIN BANNEKER.
Philadelphia, August 30, 1791.

SIR,

I THANK you, sincerely, for your letter of the 19th instant, and for the Almanac it contained. No body wishes more than I do, to see such proofs as you exhibit, that nature has given to our black brethren talents equal to those of the other colors of men ; and that the appearance of the want of them, is owing merely to the degraded condition of their existence, both in Africa and America. I can add with truth, that no body wishes more ardently to see a good system commenced, for raising the condition, both of their body and mind, to what it ought to be, as far as the imbecility of their present existence, and other circumstances, which cannot be neglected, will admit.

I have taken the liberty of sending your Almanac to Monsieur de Condozett, Secretary of the Academy of Sciences at Paris, and Member of the Philanthropic Society, because I considered it as a document, to which your whole color had a right for their justification, against the doubts which have been entertained of them.

I am with great esteem, Sir, Your most obedient Humble Servant,

THOMAS JEFFERSON.

University of Virginia

Jefferson seems to believe that...

Jefferson makes the claim that...

According to his letter, Jefferson thinks that...

Jefferson claims that...

² Benjamin Banneker. Resource Bank. Africans in America Series. PBS Television.
<http://www.pbs.org/wgbh/aia/part2/2p84.html>

Research on Contemporary Individual

- ▶ What primary resources did you find about the individual you studied?
- ▶ What secondary resources did you find about the individual you studied?
- ▶ What group(s) of people does your individual belong to? Or did he/she fight for equality for another group?
- ▶ What do you know about the equality or status of that group?
- ▶ Based on the resources, what claims can you make about their equality?
- ▶ What is some of the evidence that the group(s) is or is not considered equal during Jefferson's time period?

Letter Writing Planning Sheet

Student Pages Hot Topics #4 Social Studies	VII.a: Student Pages
Individual Studied	
Description of the Individual	
Reasons why he/she might write to Thomas Jefferson	
Claims for Equality 1. 2. 3.	
Evidence of inequality 4. 5. 6.	
Polite language to use in the letter (add more): <i>Sir</i> <i>brethren</i>	
Strong language to use in the letter (add more) <i>inalienable rights</i> <i>pursuit</i> <i>tyranny</i>	

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Rubric for Letter Writing

Student Pages
Hot Topics #4
Social Studies

VILb: Student Pages

Rubric for the Letter to Thomas Jefferson

Category	Scoring Criteria	Points	Student Evaluation	Teacher Evaluation
Content 35 points	The student clearly identifies both Jefferson and the colonial/Revolutionary individual.	5		
	The introduction grabs the audience's attention by making an argument.	5		
	Student uses vocabulary and strong language from the colonial/Revolutionary era appropriately.	10		
	Student uses accurate historical facts to make claims.	10		
	Conclusion summarizes the arguments.	5		
Writing: Making Claims and Citing Evidence 50 points	The presentation is neat.	10		
	The writer uses the conventions of a letter (date, location, greeting, concluding signature).	10		
	The writer makes two or more claims from the perspective of the colonial/Revolutionary person.	10		
	The writer acknowledges Jefferson's opposing claims.	5		
	The writer uses two or more pieces of evidence to support his claims and to argue against Jefferson's claims.	10		
	Presentation shows that the writer has researched the individual.	10		
	The letter is organized to show the relationship between the claims and the evidence.	5		
	The writer uses a formal and polite style.	5		



Graphic Organizer for Radio Program

Student Pages
Hot Topics #4
Social Studies
Name: _____

VIII.a Student Pages

Fighting for Equality for Undocumented Immigrants

Listen to the radio show. Check off the vocabulary words as you hear them.

noncitizen	<input checked="" type="checkbox"/>	citizen	<input type="checkbox"/>	immigration	<input type="checkbox"/>
residency	<input type="checkbox"/>	penalties	<input type="checkbox"/>	bar	<input type="checkbox"/>
U.S.-born	<input type="checkbox"/>	undocumented	<input type="checkbox"/>	mixed-status	<input type="checkbox"/>
illegally	<input type="checkbox"/>	guardian	<input type="checkbox"/>	Social Security	<input type="checkbox"/>
applying	<input type="checkbox"/>	passed	<input type="checkbox"/>	act	<input type="checkbox"/>
permit	<input type="checkbox"/>	opportunity	<input type="checkbox"/>	qualify	<input type="checkbox"/>
DREAMers	<input type="checkbox"/>	DREAM Act	<input type="checkbox"/>	reform	<input type="checkbox"/>
bill	<input type="checkbox"/>	detriment	<input type="checkbox"/>	overwhelming	<input type="checkbox"/>
Hispanics	<input type="checkbox"/>	counselor	<input type="checkbox"/>	represent	<input type="checkbox"/>

Now, talk to your partner about the meanings of each word. Group the words into the categories below. A word might fit into more than one category. You can also add words that you find in the transcript.

Words for people	Words for different types of documents	Words for the legal process	Negative words related to the legal process	Positive words related to the legal process

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Multimodal Literacy Activities in the Unit

- ▶ Group picture puzzle with discussion
- ▶ Read-aloud
- ▶ Rich vocabulary discussions in pairs
- ▶ Interpretation of complex text in groups
- ▶ Language analysis with graphic organizers
- ▶ Independent research
- ▶ Letter writing
- ▶ Video with differentiated graphic organizer
- ▶ Audio recording with a graphic organizer
- ▶ Radio show extension activity

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Interaction Activities in the Unit

- ▶ Students are grouped randomly by the puzzle pieces that form a whole
- ▶ Students are sometimes grouped by L1 so that students developing proficiency in English can use the L1 to facilitate understanding
- ▶ Students work together to unpack difficult text after think aloud by teacher; students are grouped strategically and have assigned roles so that everyone is accountable for production
- ▶ Students generate ideas together for using argumentation in writing, then work as individuals to draft the letters. Some students write in the L1. Some students work in pairs; some dictate.

Turn and Talk

- ▶ How does this information apply to your role and setting?
- ▶ Is there an activity, strategy, or grouping approach that would work with your students/setting?



Conclusions

- ▶ Importance of understanding literacy as more than reading and writing, and providing opportunities for students to learn through, and develop, multimodal literacies
- ▶ Importance of valuing and providing opportunities for students to use language, whether in the L1 or L2, in content study through interaction

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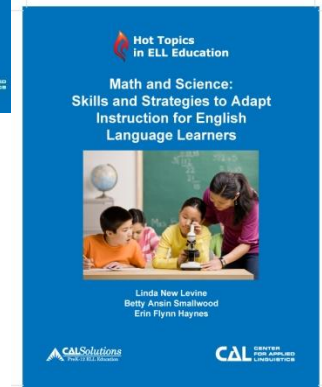
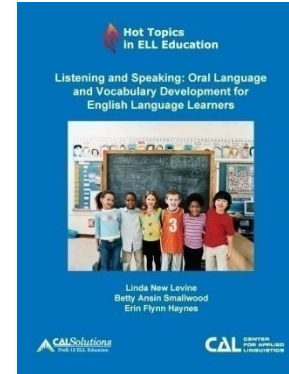
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- ▶ Helps teachers target common standards for ELL students in Grades K-8 from the start:

Now Available

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- ▶ Math and Science: Skills and Strategies to Adapt Instruction for English Language Learners
- ▶ *Coming Early 2014: Academic Literacy*



Tickets Out

- ▶ One way that I might implement this information in my own role is...
- ▶ One question I have is...



Questions?

Please contact:

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Thank you!