

University of Puerto Rico - Arecibo Campus  
English Department  
2009-2010 (Second Semester) Assessment Plan (Draft)

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College Mission	Mission, Goals, and Objectives of the English Department	Objectives (Expected Results)	Criteria and Assessment Strategies	Findings	Use of Results and Corrective Actions																		
<p>The University of Puerto Rico in Arecibo is an autonomous unit of the Public Higher Education System of Puerto Rico. It is located in the northern coast and serves primarily the north-central region of the island, a geographic area where the agricultural and livestock activities and a concentration of high-technology industries coexist, which allows the development of a range of economic and services' activities.</p> <p>This university is an institution dedicated to the production and diffusion of knowledge through the arts, sciences, and technologies. It intends to offer a</p>	<p style="text-align: center;"><u>Mission</u></p> <p>To support the institution in its mission by promoting the highest standards of excellence in the teaching-learning process and in the general use of the English language. This, in turn, will be achieved by creating an enabling environment in the department, the classrooms, and the institution in general.</p> <p style="text-align: center;"><u>Goals</u></p> <ol style="list-style-type: none"> <li>1. Encourage interest for the proper use of the English language.</li> <li>2. Enable students to effectively master basic language skills: speech, writing, and reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. After successfully completing INGL 3102, students will be able to perform at a satisfactory level in more advanced English composition courses.</li> </ol>	<p style="text-align: center;"><b><u>INGL 3102</u></b></p> <ol style="list-style-type: none"> <li>1. Criteria The students will demonstrate their knowledge of basic communication skills in a pretest/posttest writing exam with 70% accuracy.</li> <li>2. Content Composing an argumentative essay that contains a minimum of three (3) paragraphs</li> <li>3. Assessment Strategy Pretest/Posttest Writing Instrument</li> <li>4. Sample Eight (8) course sections</li> <li>5. Number of Participants * Pretest = 211 * Posttest = 164</li> </ol>	<p>* PRETEST</p> <p>1a. The pretest results revealed the following: Mean: 1.33 Approximate Percentage Based on Rubric: 68%</p> <p>2a. In the pretest, the 70% objective was not reached.</p> <p>3a. The means per academic programs are:</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: left;"><b>Academic Program</b></th> <th style="text-align: left;"><b>PREPOST</b></th> </tr> </thead> <tbody> <tr> <td>4506-Biol. Especialidad Tecn. Microb.</td> <td>Mean 1.95 1.53</td> </tr> <tr> <td>4501-Tec. Procesos Quim. Industr.</td> <td>N 22 17</td> </tr> <tr> <td></td> <td>Mean 1.00 2.00</td> </tr> <tr> <td>0419-Educ. Elemental</td> <td>N 3 1</td> </tr> <tr> <td></td> <td>Mean 1.80 1.50</td> </tr> <tr> <td>1224-Ciencias de Computos</td> <td>N 5 2</td> </tr> <tr> <td></td> <td>Mean .57 2.29</td> </tr> <tr> <td></td> <td>N 7 7</td> </tr> </tbody> </table>	<b>Academic Program</b>	<b>PREPOST</b>	4506-Biol. Especialidad Tecn. Microb.	Mean 1.95 1.53	4501-Tec. Procesos Quim. Industr.	N 22 17		Mean 1.00 2.00	0419-Educ. Elemental	N 3 1		Mean 1.80 1.50	1224-Ciencias de Computos	N 5 2		Mean .57 2.29		N 7 7	<ol style="list-style-type: none"> <li>1. Changed the writing and reading textbooks.</li> <li>2. Informed professors teaching the course to offer additional explanations, examples, and practice in those areas that the pre/post test showed students need further aid.</li> <li>3. Instructed the Educational Services (ES) English Coordinator and the tutors to offer additional explanations, examples, and practice in those areas that the pre/post test showed students need further aid.</li> <li>4. A group of professors started putting together an ESL textbook that will</li> </ol>
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<p>university education of quality that motivates the comprehensive formation of its students as citizens and professionals. To achieve that, the institution offers a variety of programs in the arts and sciences that leads to associate degrees, bachelor degrees, and transfer programs. These programs are supported by a network of students' services and by a faculty committed to stay in the vanguard of knowledge and in the techniques that improve the teaching-learning process.</p> <p>The institution is equally committed to promote the interaction with its community offering opportunities of professional development and continuous education with the purpose of motivating socio-cultural enrichment and improving the quality of life in the region it serves and all throughout Puerto Rico. It intends to encourage the critical</p>	<p>3. Encourage students to learn English and promote interest in reading literature written in English.</p> <p><u>General Objectives</u></p> <p>1. Promote the use of computerized technology in courses offered by the English Department. (This includes activities such as data processing, Internet use, e-mail, "chats" and multimedia presentations.)</p> <p>1.2 Include the use of computers to encourage writing skills in Basic English I and II courses.</p> <p>2. Incorporate critical thinking in the courses offered by the English Department.</p> <p>3. Offer English courses in technical areas that adequately prepare students from the academic programs served by</p>			<p>1624-Cienc. Soc. Concent. Psic. Industr. Mean 1.38 1.75 N 8 8</p> <p>0302-Admin. Empresas Concent. Contabilidad Mean 1.50 1.79 N 16 14</p> <p>0304-Admin. Empresas Concent. Finanzas Mean 3.00 3.00 N 1 1</p> <p>0311-Admin. Empresas Concent. Mercadeo Mean .82 1.40 N 11 5</p> <p>0305-Admin. Empresas Concent. Gerencia Mean 1.50 2.57 N 8 7</p> <p>2015-Tecn. Ingenieria Quim. Mean 1.00 2.00 N 7 4</p> <p>1623-Cien. Soc. Concent. Estud. Iberoamericanos Mean 1.40 2.33 N 5 3</p> <p>0703-Cienc. en Enfermeria Mean 1.00 1.90 N 6 10</p> <p>0448-Educ. Fisica Nivel Element. Mean .67 2.67 N 3 3</p> <p>4201-Tecn. Mean 1.39 1.89</p>	<p>offer students instruction based on the course objectives and on their communication needs.</p> <p>5. Started to revise the course syllabus to analyze its objectives in light of our teaching methodologies.</p> <p>6. Basic English Coordinator offered supplemental handouts to new or part-time faculty.</p> <p>7. Basic English Coordinator provided faculty with access to online instructor's textbooks and other digital media.</p> <p>8. Professors worked with Title V tutor in regards to homework assignments and tutoring services.</p>
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<p>respect for the plurality of ethical, moral, and spiritual values characteristic of our contemporary society, as well as respect towards and enrichment from the cultural heritage as a legacy to future generations.</p>	<p>the English Department such as Business Administration, Office Systems, Education, Communication, Computer Science, so that they may compete in the business world or pursue a graduate degree.</p> <p>4. Foster the participation of students in extracurricular activities sponsored by the Department of English such as competitions, cinema festivals and student exchange or study abroad programs.</p>			<table border="0"> <tr> <td>Comunic. Tele-radial</td> <td>N</td> <td>23</td> <td>19</td> </tr> <tr> <td>2404-Enfermeria</td> <td>Mean</td> <td>1.24</td> <td>2.11</td> </tr> <tr> <td>2706-Cienc. Aplic. a Salud Animal</td> <td>N</td> <td>34</td> <td>27</td> </tr> <tr> <td></td> <td>Mean</td> <td>1.00</td> <td>3.00</td> </tr> <tr> <td>0318-Sistemas Oficina</td> <td>N</td> <td>5</td> <td>2</td> </tr> <tr> <td></td> <td>Mean</td> <td>1.00</td> <td>1.86</td> </tr> <tr> <td>Otro</td> <td>N</td> <td>21</td> <td>14</td> </tr> <tr> <td></td> <td>Mean</td> <td>1.58</td> <td>1.55</td> </tr> <tr> <td><b>Total</b></td> <td>N</td> <td>26</td> <td>20</td> </tr> <tr> <td></td> <td>Mean</td> <td>1.33</td> <td>1.90</td> </tr> <tr> <td></td> <td>N</td> <td>211</td> <td>164</td> </tr> </table> <p>4a. Professors who rated the pretests commented:  *Title:  Not creative; used the topics as titles; did not provide a title; wrote full sentences as titles  *Introductory Paragraph:  Did not include introductory paragraphs; did not create hooks/attention catching techniques at the beginning of the introduction  *Thesis Statement:  Not clearly stated ; did not provide a thesis statement  *Topic Sentences:  Did not provide topic sentences; provided facts as topic sentences  *Body Paragraphs:</p>	Comunic. Tele-radial	N	23	19	2404-Enfermeria	Mean	1.24	2.11	2706-Cienc. Aplic. a Salud Animal	N	34	27		Mean	1.00	3.00	0318-Sistemas Oficina	N	5	2		Mean	1.00	1.86	Otro	N	21	14		Mean	1.58	1.55	<b>Total</b>	N	26	20		Mean	1.33	1.90		N	211	164	
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				<p>Not sufficient support; did not provide sufficient details, examples, evidence</p> <p>*Concluding Sentences: Did not include a concluding sentences</p> <p>*Organization and Balance: Disorganized; seemed that they did not know the essay format</p> <p>*Concluding Paragraph: Did not include a concluding paragraph</p> <p>*Fluency, Clarity, Coherence, and Organization: Awkward or incoherent sentences; literal translation from Spanish; did not use transitions</p> <p>*Mechanics and Style: Too many grammar errors; limited vocabulary; spelling; word choice; s-v agreement; punctuation; past tense; one sentence paragraphs or very short paragraphs; composed only two paragraphs</p> <p>*Counterargument/Refutation: Did not use the counterargument/refutation technique; not clear or well-organized</p> <p>* POSTTEST 1a. The posttest results revealed the following: Mean: 1.90 Approximate Percentage Based</p>	
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				<p>on Rubric: 74%</p> <p>2a. In the posttest, the 70% objective was reached.</p> <p>3a. Professors who rated the posttests commented:</p> <ul style="list-style-type: none"><li>* Title: Used topics as titles</li><li>* Introductory Paragraph: Wrote topic sentences as hooks; composed hooks that were ineffective, not creative, or uninteresting; provided supporting details instead of hooks or connecting information</li><li>* Thesis Statement: Did not compose thesis statements; misplaced thesis statements, sometimes placing them in the hook position or in the body paragraphs</li><li>* Topic Sentences: Topic sentences were either missing, unclearly stated, or facts</li><li>* Body Paragraphs: Supporting sentences contained very general information, lacked variety, or were poorly developed.</li><li>* Concluding Sentences: Concluding sentences are missing.</li><li>* Concluding Paragraph:</li></ul>	
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		<p>2. After successfully completing INGL 3114, students will be able to perform at a satisfactory level in more advanced English conversation courses.</p>	<p style="text-align: center;"><b><u>INGL 3114</u></b></p> <p>1. Criteria The students will demonstrate that they master listening comprehension skills by increasing at least one (1) skill level in the ELLIS software program modules.</p> <p>2. Content ELLIS is a program designed to attend individual needs. It is divided into 12 levels.</p>	<p>Short or poorly developed; seemed like body paragraphs since they did not provide a sense of "closure"</p> <p>* Fluency, Clarity, Coherence, and Organization: Little use of transitions; very unclear organization</p> <p>* Mechanics and Style: Limited vocabulary skills; grammar errors, especially verb tense, S-V agreement, fragments, run-ons, and spelling</p> <p>* Counterargument/Refutation: Counterargument/refutation was either missing or unclearly presented.</p> <p>* Other: Lack of paraphrasing or citing in order to avoid plagiarism</p> <p>1. Results Per Section</p> <p>* VDO - 16 students Pretest: 321 Posttest: 346</p> <p>* L35 - 20 students Pretest: 253 Posttest: 306</p> <p>* VBO - 17 students Pretest: 303 Posttest: 314</p> <p>* W35 - 19 students</p>	<p>Next semester, the TellMeMore software program will be pilot tested. This software program works through modules that need to be connected to the internet. The student will buy an access card and registers in the professor's section according to his/her class program. The student will complete the modules in class during the 15</p>
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			<p>Students took a placement exam (pretest). Based on the results, ELLIS placed students in a particular level and provided modules to help them acquire the necessary skills to increase levels. The highest score students can achieve on each level is 600, and the lowest is 0.</p> <p>3. Assessment Strategy Pretest/Posttest Objective Instrument</p> <p>4. Sample Five (5) course sections (VD0, VB0, WD0, L35, W35)</p> <p>5. Number of Participants 104 students</p>	<p>Pretest: 260 Posttest: 332</p> <p>* WDO - 14 students Pretest: 303 Posttest: 329</p> <p>2. Averaged Results a. Pretest * General Average: 288 * Listening Level: 7 b. Posttest * General Average: 325.4 * Listening Level: 8</p> <p>3. Conclusion Since the students in the sample increased one (1) level, the objective was reached.</p> <p>4. Comments * Although results show that in general students increased a level, from 7 to 8, individually, only two groups, W35 and L35, increased a level. The others stayed in the same level.</p> <p>* The majority of our students are placed in an intermediate level that ranges from 3 to 6. These students are required to complete a minimum of 10 lessons and 2 exams per semester. However, some times, professors have to provide these</p>	<p>contact hour period. The pilot testing will start with 8 course sections: INGL 3113-LD0, WD0, L00, V00, M05, JE5, and INGL 3114-LC0 and WC0. The software program also provides a placement exam that will be offered during the second week of classes and then, at the end of the academic semester, two types of assessment activities will be offered. The first activity, administered to the INGL 3114 groups, will be offered using a qualitative instrument where students will compare and contrast the Ellis versus the TellMeMore software. In the other assessment activity, INGL 31143 students will be administered a qualitative instrument to evaluate their progress.</p>
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				<p>students additional time to complete the minimum requirements. Also, when students who are more advanced complete the minimum requirements, they are oriented to continue working on additional modules until they complete the 15 required contact hours.</p> <p>* Nonetheless, one year does not provide sufficient time to complete all the intermediate levels modules that ELLIS provides but which are important to determine a significant increase in levels.</p> <p>* The majority (85%) of the students complete the minimum required modules in the 15 hour time limit.</p> <p>* Because of the strike and class suspension, it was impossible to collect posttest data from more than five course sections. Many students were behind in their laboratory class work at the end of the academic semester, so professors had to provide extra hours for those students to finish the course requirements.</p>	
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		<p>3. After successfully completing INCO 3007, students will be able to perform at a satisfactory level in more advanced Business Communication courses in English, such as INCO 4006.</p>	<p style="text-align: center;"><b><u>INCO 3007</u></b></p> <p>1a. Criteria The students will demonstrate that they understand the concepts of technical writing by composing a pretest/posttest business document with 70% accuracy.</p> <p>2a. Content Composing an indirect, persuasive letter</p> <p>3a. Assessment Strategy Pretest/Posttest Writing Instrument</p> <p>1b. Criteria The students will indicate their particular needs, perceptions, and recommendations regarding their English language skills and their business communication skills.</p> <p>2b. Assessment Strategy Pre/Post Qualitative Questionnaires</p> <p>4. Sample The two course sections offered (LA0/L50)</p>	<p>* PRETEST</p> <p>1a. The pretest results revealed the following: Mean: 1.10 Approximate Percentage Based on Rubric: 36%</p> <p>1b. In the pretest, the 70% objective was not reached.</p> <p>1c. The pretest results revealed that students need practice on the following areas:</p> <p>A. Format</p> <ul style="list-style-type: none"> <li>* letterhead</li> <li>* inside address</li> <li>* subject line</li> <li>* signature block</li> <li>* reference initials</li> </ul> <p>B. Content</p> <ul style="list-style-type: none"> <li>* using the indirect pattern</li> <li>* starting with a neutral/positive opening paragraph</li> <li>* specifying clear reasons for requesting in the body</li> <li>* making persuasive requests in the body</li> <li>* offering detailed benefits</li> <li>* specifying an action, channel, and end date in the closing paragraph</li> </ul> <p>C. Grammar</p> <ul style="list-style-type: none"> <li>* sentence construction</li> <li>* paragraph construction</li> <li>* vocabulary skills</li> <li>* verb tenses</li> </ul>	<p>1. Asked professors teaching the course to place more emphasis on explaining the areas in which the posttest showed that the students still need more instruction.</p> <p>2. Requested professors to keep creating and sharing sample business documents and exercises as well as web sites in order to supplement the textbook information.</p> <p>3. Continued searching for textbooks that possess more varied and up-to-date sample business documents in order to substitute the current textbook.</p> <p>4. Instructed professors to provide activities that allow students to develop their oral communication skills, such as a job interview or oral presentations of the textbook chapters, since students indicated in the questionnaires that they</p>
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			<p>5. Number of Participants  Pretest – 31 students  Posttest – 25 students</p>	<p>* detailed sentences</p> <p>2a. The results of the qualitative questionnaire administered during the first week of classes revealed that the students believe that their major needs regarding their English language skills are, first, improving their oral communication skills, and second, improving their writing skills.</p> <p>2b. The students indicated that their major needs regarding their Business Communications skills are, first: improving their oral communications skills by developing a more professional business-related vocabulary; and second: developing their writing skills of business documents such as letters, memos, résumés, and reports using the appropriate format and correct vocabulary.</p> <p>** POSTTEST</p> <p>3a. The posttest results revealed the following: Mean: 1.32  Approximate Percentage Based on Rubric: 43 %</p> <p>3b. In the posttest, the 70% objective was not reached.</p>	<p>still needed oral communication practice. It must be mentioned that for the past two semesters, professors have not been able to offer more oral production activities due to the irregular class schedules caused by the strikes.</p>
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				<p>3c. The posttest results revealed that students still need practice on the following areas:</p> <p>A. Format</p> <ul style="list-style-type: none"><li>* subject line</li><li>* signature block</li></ul> <p>B. Content</p> <ul style="list-style-type: none"><li>* specifying clear reasons for requesting in the body</li><li>* offering detailed benefits</li><li>* specifying an action, channel, and end date in the closing paragraph</li></ul> <p>C. Grammar</p> <ul style="list-style-type: none"><li>* paragraph construction</li><li>* vocabulary skills</li><li>* verb tenses</li><li>* detailed sentences</li></ul> <p>4a. The results of the qualitative questionnaire administered during the last week of classes revealed that the students believe that their major needs regarding their English language skills still are, first, improving their oral production skills, and second, improving their writing skills.</p> <p>4b. The students mentioned that the course helped them to learn the formats of different memos and letters taught in class, and to improve their writing skills, specifically to compose memos,</p>	
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		<p>4. After successfully completing INCO 3006, students will be able to perform at a satisfactory level in INCO 4006.</p>	<p style="text-align: center;"><b><u>INCO 3006</u></b></p> <p>1a. Criteria The students will demonstrate that they understand the concepts of business communication by composing a pretest/posttest business document with 70% accuracy.</p> <p>2a. Content Composing an indirect,</p>	<p>letters, resumes, and reports.</p> <p>4c. The students indicated that their major needs regarding their Business Communications skills still are, first, composing indirect letters, such as persuasive and negative news letters, and second, improving their general writing skills, especially, regarding the areas of grammar, vocabulary, sentence construction, and verbs correctness.</p> <p>4d. The students, first indicated that they would not recommend making any changes to the course; second, to add more writing practice to the course; and finally, to provide for more student oral participation.</p> <p>* PRETESTS</p> <p>1a. The pretest results revealed the following: Mean: 1.29 Approximate Percentage Based on Rubric: 43%</p> <p>1b. In the pretest, the 70% objective was not reached.</p> <p>1c. The pretest results revealed that students need practice on the following areas:</p>	<p>1. Asked professors teaching the course to place more emphasis on explaining the areas in which the posttest showed that the students still need more instruction.</p> <p>2. Requested professors to keep creating and</p>
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			<p>persuasive letter</p> <p>3a. Assessment Strategy Pretest/Posttest Writing Instrument</p> <p>1b. Criteria The students will indicate their particular needs, perceptions, and recommendations regarding their English language skills and their business communication skills.</p> <p>2b. Assessment Strategy Pre/Post Qualitative Questionnaires</p> <p>4. Sample Two course sections (LDO / L10)</p> <p>5. Number of Participants Pretest – 42 students Posttest – 23 students</p>	<p>A. Format</p> <ul style="list-style-type: none"> <li>* letterhead</li> <li>* subject line</li> <li>* reference initials</li> <li>* second-page heading</li> </ul> <p>B. Content</p> <ul style="list-style-type: none"> <li>* using the indirect pattern</li> <li>* starting with a neutral/positive opening paragraph to capture reader's attention</li> <li>* specifying clear reasons for requesting in the body</li> <li>* making persuasive requests in the body</li> <li>* offering detailed benefits</li> <li>* specifying an action, channel, and end date in the closing paragraph</li> </ul> <p>C. Grammar</p> <ul style="list-style-type: none"> <li>* vocabulary skills</li> <li>* sentence construction</li> <li>* paragraph construction</li> <li>* verb tenses</li> <li>* detailed sentences</li> </ul> <p>2a. The results of the qualitative questionnaire administered during the first week of classes showed that the students feel that their major needs regarding their English language skills are, first, improving their writing skills, and second, improving their oral communication skills.</p>	<p>sharing sample business documents and exercises as well as web sites in order to supplement the textbook information.</p> <p>3. Continued searching for textbooks that possess more varied and up-to-date sample business documents in order to substitute the current textbook.</p> <p>4. Instructed professors to provide activities that allow students to develop their oral communication skills, such as a job interview or oral presentations of the textbook chapters, since students indicated in the questionnaires that they still needed oral communication practice. It must be mentioned that for the past two semesters, professors have not been able to offer more oral production activities due to the irregular class schedules caused by the strikes.</p>
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				<p>2b. The students indicated that their major needs regarding their Business Communications skills are, first, improving their writing skills of business documents such as letters, résumés, and reports, using the indirect pattern, a professional vocabulary, and the correct formats; second, they stated that need to improve their oral communications skills by developing a more professional business-related vocabulary.</p> <p><b>** POSTTESTS</b></p> <p>3a. The posttest results revealed the following: Mean: 2.26 Approximate Percentage Based on Rubric: 77%</p> <p>3b. In the posttest, the 70% objective was reached.</p> <p>3c. The posttest results revealed that students need practice on the following areas:</p> <p>A. Format</p> <ul style="list-style-type: none"><li>* letterhead</li><li>* subject line</li><li>* second-page heading</li></ul> <p>B. Content</p> <ul style="list-style-type: none"><li>* specifying clear reasons for requesting in the body</li><li>* offering detailed benefits</li><li>* specifying an action, channel,</li></ul>	
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				<p>and end date in the closing paragraph</p> <p>C. Grammar</p> <ul style="list-style-type: none"><li>* vocabulary skills</li><li>* sentence construction</li><li>* verb tenses</li><li>* detailed sentences</li></ul> <p>4a. The results of the qualitative questionnaire administered during the last week of classes showed that the students now feel that their major needs regarding their English language skills are, first, improving their oral production skills, and second, improving their writing skills.</p> <p>4b. The students mentioned that the course helped them to compose business letters, specifically, persuasive letters and job application letters, along with résumés, using a more professional vocabulary.</p> <p>4c. The students indicated that their major needs regarding their Business Communications skills still are, first, composing indirect business documents, such as persuasive and negative news letters, and second, improving their oral communication skills,</p>	
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				<p>especially, regarding adding detail and using a varied and professional vocabulary.</p> <p>4d. The students recommended adding more writing practice, emphasizing on indirect letters, and to continue using technology to teach, specifically, by providing letter writing information using the internet and e-mail services.</p>	
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