

Eastern Illinois University
Department of Early Childhood, Elementary and Middle Level Education
ELE 5620: Remedial Reading Practicum

Semester: Fall, 2016

Credit Hours: 3 semester hrs.

Prerequisites: ELE 5600 and ELE 5610, or permission of department chair. May be taken twice for credit.

Instructors: Dr. Debbie Harrison

Office: Buzzard 2219

E-mail: dharrison@eiu.edu

Office Hours: Tuesday, 10:00-noon, Wednesday, 3:30-4:00, Thursday, 11:00-noon

Phone: (765) 509-0083 (cell)

Class Meeting: Thursday, 4:30-7:00

Unit Theme: EDUCATOR AS CREATOR OF EFFECTIVE EDUCATIONAL ENVIRONMENTS:
 INTEGRATING STUDENTS, SUBJECTS, STRATEGIES, SOCIETIES AND TECHNOLOGIES

Graduate Mission Statement:

The Graduate Program in Elementary Education advances scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen. The graduate curriculum encompasses comprehensive content knowledge and promotes the use of critical thinking and problem solving to cultivate teacher-researchers who are empowered to serve as leaders in the profession. Faculty members challenge students to bridge the gap between theory and practice as they develop the skills required for ethical and effective collaboration and communication within the local school community and a culturally diverse, technologically advanced global environment.

Outcomes for all Graduate Students at Eastern Illinois University

Graduate students will:

1. *possess a depth of content knowledge including effective technology skills and ethical behaviors;*
2. *engage in critical thinking and problem solving;*
3. *exhibit effective oral and written communication skills;*
4. *engage in advanced scholarship through research and/or creative activity;*
5. *demonstrate an ability to work with diverse clientele, recognizing individual differences; and*
6. *collaborate and create positive relations within the school, community, and profession in which they work.*

Textbooks:

Gunning, T.G. (2014). *Assessing and Correcting Reading and Writing Difficulties* (5th ed.). Boston: Pearson

Allyn and Bacon.

Roe, B.D. & Burns, P.C. (2011). *Informal reading inventory: Preprimer to twelfth grade* (8th ed.). Belmont, CA:

Wadsworth, Cengage Learning.

Supplemental Materials: Reading Resources Website

http://www.eiu.edu/elegrad/reading_resources/reading_resources.php

Course Description: Supervised practice in diagnosing, treating, and reporting on cases of reading disability (1-2-3).

Course Goals: This course builds on ELE 5600 and ELE 5610 as students gain experience in diagnosing and remediating an individual child's reading difficulties and prepare a detailed case study with the purpose of reporting results to parents and school personnel.

Purpose of the Course: This is the only graduate level practicum in reading offered at Eastern Illinois University. The course partially fulfills an Illinois State Board of Education requirement for the reading teacher endorsement.

Learning Model:

Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. (pp. 10-13)

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of Teaching (9th ed.)*. Boston: Pearson.

Illinois Common Core Standards http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf

Illinois Professional Teaching Standards http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf

Performance Outcomes: By the end of this practicum, the student will have...

- determined the levels of a child's reading competence.
- identified the child's specific strengths and weaknesses in reading.
- planned and conducted remedial lessons using a variety of instructional materials and strategies.
- evaluated and reported progress in the form of a case study.

Course Requirements:

A. **Careful preparation for and implementation of the diagnostic-prescriptive tutoring sessions (50%)** - This involves professional conduct, including the development of a rapport with the parents and their child, and observance of confidentiality. A minimum of twelve sessions (i.e., each lasting 1 1/2 hrs.) is required in the course. The seminar will be conducted before and after the tutoring sessions (i.e., between 4:30 - 5:00 p.m. and 6:30 - 7:00 p.m.). **Parents will drop off their children at 5:00 p.m. and pick them up at 6:30 p.m.**

Outline for Weekly Literacy Lessons (Lesson Plans):

Identifying Information:

- Name of clinician
- Date of session
- Name of client
- Grade level of client

Assessments Planned:

- Name of assessment(s)
- Estimate of time required - a total of approximately 30 minutes
- Rationale

Literacy Lesson Framework:

- Familiar reading (fluency) - approximately 5 minutes
- Guided Oral/Silent Reading - approximately 30 minutes
(Before -- During -- Post-reading Activities)
- Writing (Shared Writing and Cut-up Sentences, Process Writing) - approximately 15 minutes
- Word Sorting/Working with Words - approximately 5 minutes
- Book Sharing - approximately 5 minutes

Provide the following information for each component of the literacy lesson which is planned: **purpose; materials; procedure; and evaluation**. Each component should target specific reading skills/strategies such as word recognition (e.g., sight vocabulary, contextual clues, structural analysis, or phonics elements); fluency; comprehension; writing, etc. These lesson plans will be shared and discussed during the weekly seminars. (Each literacy lesson plan is worth 30 points.)

Where to Obtain Reading Materials/Suggested Activities - Materials are available in the Reading Center, Booth Library, public libraries, the Instructional Technology Center, the Internet, the newspaper, course instructor, and other sources. Remember that the Language Experience Approach (LEA) or student writing both provide additional sources of meaningful reading material.

Practicum Guidelines:

- Strive for clear communication with parents
- No transportation of children in personal cars
- No breaks beyond 10 minutes
- Always let the course instructor know where you are going if you leave your assigned clinic room for more than 10 minutes

NOTE: If it is necessary for you to miss one of the practicum dates on short notice, please notify the course instructor and

the parents immediately. You will need to make arrangements to reschedule the tutoring session.

B. Successful completion of the case study* (50%) -

- assessment documentation
- lesson plans for remedial sessions
- narrative evaluation of the child's strengths and weaknesses in reading
- suggestions for continued instruction
- neatness and correctness

*Refer to the Instructions for the Case Study for additional information and specific guidelines.

NOTE: Students will be responsible for duplicating three extra copies of the final case study. (The final case study is worth ____ pts.)

Course (Core) Requirements	Demonstrated Competencies	Graduate Standards
Diagnostic-prescriptive Tutoring Sessions/ Literacy Lessons	<p><u>Knowledge Indicators</u> <i>The competent reading teacher...</i> 1B. knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.</p> <p>1F. understands respects, and values cultural, linguistic and ethnic diversity and knows how these differences can influence learning to read.</p> <p>2A. understands models of reading diagnosis that include students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring and motivation.</p> <p>2C. knows a variety of informal and formal assessments of reading, writing, spelling and oral language.</p> <p>2D. understands the uses and limitations of informal and formal assessments.</p> <p>2E. is aware of a variety of individualized...instructional interventions or programs for students with reading problems.</p> <p><u>Performance Indicators</u> <i>The competent reading teacher...</i> 1L. adjusts reading instruction to meet the needs of diverse learners (e.g., gifted students, students with limited English proficiency), as well as those who speak non-standard dialects.</p> <p>1J. locates, evaluates and uses literature for readers of all abilities and ages.</p> <p>1K. uses various tools to estimate the readability of texts.</p> <p>1L. uses technology to support reading and writing instruction.</p> <p>2H. determines strengths and needs of individual students in the areas of reading, writing and spelling.</p> <p>2I. determines students' reading levels (independent, instructional, frustration).</p> <p>2J. gathers and interprets information for diagnosis of the reading problems of individual students.</p> <p>2N. designs, implements and evaluates appropriate reading programs for...individuals.</p> <p>3F. evaluate(s) and select(s)...instructional materials, including</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>1.e. a respect for the professional environment through their honesty, integrity and professionalism</p> <p>2.a. critical thinking and problem solving</p> <p>2.b. the ability to effectively evaluate situations and identify an appropriate course of action</p> <p>3.a. effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>3.c. effective, fair and honest communication considering not only the message but also the audience</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>5.a. an understanding of</p>

	<p>textbooks, trade books, materials for students with special needs and technology.</p> <p>5B. reflects on teaching practices and conducts self-evaluation.</p>	<p>individual differences in clientele</p> <p>5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.e. an ability to provide evidence of inquiry based instruction</p> <p>5.f. an ability to engage in reflective practice</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p>
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<p>Case Study/ Exit Conference with Parents/Guardians</p>	<p><u>Knowledge Indicators</u> <i>The competent reading teacher...</i></p> <p>1F. understands, respects, and values cultural, linguistic and ethnic diversity and knows how these differences can influence learning to read.</p> <p>2A. understands models of reading diagnosis that include students' proficiency with print conventions, word recognition and analysis, vocabulary, fluency, comprehension, self monitoring and motivation.</p> <p>2C. knows a variety of informal and formal assessments of reading, writing, spelling and oral language.</p> <p>2D. understands the uses and limitations of informal and formal assessments.</p> <p>2E. is aware of a variety of individualized...instructional interventions or programs for students with reading problems.</p> <p><u>Performance Indicators</u> <i>The Competent reading teacher...</i></p> <p>1L. uses technology to support reading and writing instruction.</p> <p>2H. determines strengths and needs of individual students in the areas of reading, writing and spelling.</p> <p>2I. determines students' reading levels (independent, instructional, frustration).</p> <p>2J. gathers and interprets information for diagnosis of the reading</p>	<p>1.a. depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>1.e. a respect for the professional environment through their honesty, integrity and professionalism</p> <p>2.a. critical thinking and problem solving</p> <p>2.b. the ability to effectively evaluate situations and identify an appropriate course of action</p> <p>3.a. effective oral communication skills</p> <p>3.b. effective written communication skills</p>
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	<p>problems of individual students.</p> <p>2L. interprets and explains diagnostic information for classroom teachers, parents and other specialists to assist them in planning instructional programs.</p> <p>2M. develops case study reports of students with reading problems.</p>	<p>3.c. effective, fair and honest communication considering not only the message but also the audience</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.e. an ability to provide evidence of inquiry based instruction</p> <p>5.f. an ability to engage in reflective practice</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p>
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Although graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program in elementary education is to provide a “spiral curriculum”. The class assignments submitted by a graduate student must provide evidence of growth and advancement by building upon prior coursework, but not duplicating previous projects, experiences, or materials.

Course (Core) Requirements	Brief Description	Approximate Weight	Due Dates
Diagnostic-prescriptive Tutoring Sessions/ Literacy Lesson Plans	<p>Careful preparation for and implementation of the <u>diagnostic-prescriptive tutoring sessions</u> - This involves professional conduct, including the development of a rapport with the parents and their child, and observance of confidentiality. A minimum of thirteen sessions (i.e., each lasting 1 1/2 hrs.) is required in the course.</p> <p><u>Weekly Literacy Lessons (Lesson Plans):</u> Assessments Planned/Rationale Literacy Lesson Framework:</p> <ul style="list-style-type: none"> ➤ Familiar reading (fluency) - approximately 5 minutes ➤ Guided Oral/Silent Reading - approximately 30 minutes 	<p>50%</p> <p>30 pts. X 12 lessons</p> <p>360 pts.</p>	<p>9/8</p> <p>9/15</p> <p>9/22</p> <p>10/6</p> <p>10/13</p> <p>10/20</p> <p>10/27</p>

	<ul style="list-style-type: none"> ➤ Writing (Shared Writing and Cut-up Sentences, Process Writing) - approximately 15 minutes ➤ Word Sorting/Working with Words - approximately 5 minutes ➤ Book Sharing - approximately 5 minutes <p>Provide the following information for each component of the literacy lesson which is planned: purpose; materials; procedure; and evaluation. Each component should target specific reading skills/strategies such as word recognition (e.g., sight vocabulary, contextual clues, structural analysis, phonics or phonemic awareness); fluency; comprehension; writing, etc. These lesson plans will be shared and discussed during the weekly seminars.</p>		<p>11/3 11/10 11/17 12/1 12/8, 12/15 parent conferences</p>
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<p>Case Study/ Exit Conference with Parents/Guardians</p>	<p>Successful completion of the <u>case study</u>* and exit conference with the child's parents/guardians -</p> <ul style="list-style-type: none"> • assessment documentation • narrative evaluation of the child's strengths and weaknesses in reading • a summary of instructional activities • recommendations for continued instruction • neatness and correctness <p>Clinicians will administer and interpret a minimum of <u>six assessments</u> appropriate to the level of the client. At least <u>two</u> should be norm-referenced.</p> <ul style="list-style-type: none"> • Refer to the Instructions for the Case Study for additional information and specific guidelines. 	<p>50%</p> <p>360 pts.</p>	<p>12/15</p>
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Guide to Assessments in the Graduate Reading Practicum:

Clinicians will choose a minimum of six assessments appropriate to the level of the client. At least two should be norm-referenced.

A well-balanced assessment portfolio should contain the following:

- a. an interest inventory/attitude survey (Use only one instrument. Additional information can be ascertained by talking with or observing the student.)
- b. analysis of word identification skills (i.e., sight words, contextual analysis, structural analysis, and phonics)
- c. an Informal Reading Inventory (including a graded word list and appropriate oral, silent, and/or listening comprehension passages)
- d. norm-referenced tests (useful possibilities appear below):

- Gates-MacGinitie (a general achievement test in reading)
- Gray Oral Reading Test [GORT] (comprehension)
- Test of Reading Comprehension (comprehension)
- Peabody Picture Vocabulary Test III (receptive vocabulary)

Selection of tests will be predicated upon the type of information that is required. Additional instruments will be made available as needed. The course instructor will assist clinicians in checking out all materials.

Summary Cover Sheet for Informal and Formal Assessments**:

Examiner's Name:	Student's Name:
Date:	Age: Grade:
Name of Assessment:	
➤	Level and form
➤	Author(s)
➤	Copyright date, if standardized test
Description of Assessment:	
➤	Purpose
Description of Student's Behaviors (general observations):	
Results of Assessment (report in tabular form, if possible):	
Interpretation of Results:	

** Clinicians are to submit information regarding the individual assessment tools that have been completed as they are administered/interpreted during the semester. Use the "Summary Cover Sheet" outlined above to concisely summarize the information obtained from the student. Submit any/all data sheets/testing materials along with the Summary Cover Sheets to the course instructor for each of the six assessments that are required. The course instructor will review the results/interpretation to insure accuracy and provide additional input or observations regarding the child's performance.

Instructor's Policies for the Course (i.e., attendance and late assignments):

Evaluation: Evaluation of student progress will be on the basis of careful preparation for and implementation of the diagnostic-prescriptive tutoring sessions (360 pts.) and successful completion of the case study (360 pts.). A total of 720 pts. is possible in the course and grades will be assigned based on the percentage of total points a student earns. The following grading scale will be employed.

GRADES		
_____	A	(93-100%)
_____	B	(85-92%)
_____	C	(77-84%)
_____	D	(69-76%)
_____ & below	F	(68% and below)

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard.

Special Accommodations: If you have a documented disability and wish to receive academic accommodations or services, please contact the Office of Disability Services at 581-6583.

Resources

 * Denotes Unit Conceptual Framework Authors

- Baumann, J. F., Ware, D. & Edwards, E. C. (2007). "Bumping into spicy, tasty words that catch your tongue": A formative experiment on vocabulary instruction. *Reading Teacher*, 61(2), 108-122.
- Bear, D. R., Invernizzi, M., Templeton, S. & Johnston, F. (1996). *Words their way*. Upper Saddle River, NJ: Merrill.
- Bloom, B. S. (1988). Helping all children learn well in elementary school and beyond. *Principal*, 67(4), 12-17.
- *Bloom, B. S. (1956). *Taxonomy of educational objectives - The classification of educational goals, Handbook I: Cognitive domain*. New York: David McKay Company, Inc.
- Bond, G. L., Tinker, M. A., Wasson, B. B., & Wasson, J. B. (1994). *Reading difficulties: Their diagnosis and correction (7th ed.)*. Englewood Cliffs, NJ: Prentice Hall, Inc.
- Borgia, L., Owles, C., Ziegler, R., & Sizemore, G. (2012). Terrific teaching tips: Metacognition and "active" comprehension strategies. *Illinois Reading Council Journal*, 40(3), 48-54.
- Bromley, K. (2007). Nine things every teacher should know about words and vocabulary instruction. *Journal of Adolescent and Adult Literacy*, 50(7), 528-537.
- Buehl, D. (2012). Toolbox: Teaching students to read it and get it. *Journal of Adolescent & Adult Literacy*, 55(5), 438-443.
- Burkins, J. M. & Yaris, K. (2013). Terrific teaching tips: Tips for close, careful reading. *Illinois Reading Council Journal*, 41(2), 48-57.
- Carnine, D. W., Silbert, J. & Kameenui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.
- Clay, M. M. (1993). *Reading Recovery: A guidebook for teachers in training*. Portsmouth, NH: Heinemann.
- Crawley, S. J. & Merrit, K. (2000). *Remediating reading difficulties (3rd ed.)*. Dubuque, IA: William C. Brown Publishers.
- Dreher, M. J. & Singer, H. (1985). Parents' attitudes toward reports of standardized reading test results. *The Reading Teacher*, 38, 624-632.
- Ekwall, E. E. & Shanker, J. L. (1988). *Diagnosis and remediation of the disabled reader*. Boston: Allyn & Bacon, Inc.
- Gill, S. R. (2006). Teaching rimes with shared reading. *Reading Teacher*, 60(2), 191-193.
- Gillet, J. W. & Temple, C. (2000). *Understanding reading problems (5th ed.)*. New York: Longman.
- Gipe, J. (1996). *Corrective reading techniques (3rd ed.)*. Scottsdale, AZ: Gorsuch Scarisbrick Publishers.
- Glazer, S. M. (1998). *Assessment is instruction*. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Goodman, K. (1996). *Ken Goodman on reading: A common-sense look at the nature of language and the science of reading*. Portsmouth, NH: Heinemann.

- Gunning, T. G. (1998). *Assessing and correcting reading and writing difficulties*. Boston, MA: Allyn & Bacon.
- Harris, A. J. & Sipay, E. R. (1990). *How to increase reading ability (9th ed.)*. New York: Longman, Inc.
- Hoch, M., Bernhardt, R., Murphy-Schiller, M., & Fisher, P. J. (2013). Three important words: Students choose vocabulary to build comprehension of informational text. *Illinois Reading Council Journal*, 41(3), 3-12.
- Jennings, J. H., Caldwell, J. S., & Lerner, J. W. (2006). *Reading problems: Assessment and teaching strategies (5th ed.)*. Boston: Pearson Allyn & Bacon.
- Johns, J. L. & Berglund, R. L. (1982). Repeated Readings: Help for poorer readers. *The Tar Heel Reading Journal*, 2(1), 26-28, 30.
- Keene, E. O. & Zimmermann, S. (2013). Years later, comprehension strategies still at work. *The Reading Teacher*, 66(8), 601-606.
- Kelley, M. J. & Clausen-Grace, N. (2007). *Comprehension shouldn't be silent: From strategy instruction to student independence*. Newark, DE: International Reading Association.
- Lipson, M. Y. & Wixson, K. K. (1997). *Assessment and instruction of reading disability (2nd ed.)*. New York: Harper Collins Publishers, Inc.
- Manning, M., Chumley, S. & Underbakke, C. (2006). *Scientific reading assessment: Targeted intervention and follow-up lessons*. Portsmouth, NH: Heinemann.
- Manyak, P. C. (2008). Phonemes in use: Multiple activities for a critical process. *Reading Teacher*, 61(8), 659-662.
- Manzo, A. V. & Manzo, U. C. (1993). *Literacy disorders: Holistic diagnosis and remediation*. Ft. Worth, TX: Harcourt, Brace, Jovanovich Publishers.
- McCormick, S. (1995). *Instructing students who have literacy problems (2nd ed.)*. Englewood Cliffs, NJ: Merrill.
- McLaughlin, M. & Allen, M. B. (2002). *Guided comprehension: A teaching model for grades 3-8*. Newark, DE: International Reading Association.
- Moore, R. A. & Gilles, C. (2005). *Reading conversations: Retrospective miscue analysis with struggling readers, Grades 4-12*. Portsmouth, NH: Heinemann.
- National Reading Panel (2000). *Report of the National Reading Panel: Teaching children to read---An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. [Summary]. Washington, D.C.: National Institute of Child Health and Human Development.
- *Piaget, J. (1952). *The origins of intelligence in children*. New York: International Universities Press.
- Pinnell, G. S. & Fountas, I. C. (1998). *Word matters*. Portsmouth, NH: Heinemann.
- Putnam, L. R. (Ed.) (1996). *How to become a better reading teacher*. Englewood Cliffs, NJ: Merrill.

- Reutzel, D. R. & Cooter, R. B. (1999). *Balanced reading strategies*. Upper Saddle River, NJ: Merrill.
- Rubin, D. (1997). *Diagnosis and correction in reading (3rd ed.)*. Needham Heights, MA: Allyn & Bacon.
- Simmons, J. (2000). *You never asked me to read*. Needham Heights, MA: Allyn & Bacon.
- Spafford, C. S. & Grosser, G. S. (1996). *Dyslexia: Research and resource guide*. Needham Heights, MA: Allyn & Bacon.
- Strickland, K. (2005). *What's after assessment? Follow-up instruction for phonics, fluency and comprehension*. Portsmouth, NH: Heinemann.
- Tancock, S. M. (1994). A literacy lesson framework for children with reading problems. *The Reading Teacher*, 48 (2), 130-140.
- Taylor, B., Harris, L. A., Pearson, P. D. & Garcia, G. (1995). *Reading difficulties: Instruction and assessment (2nd ed.)* New York: McGraw-Hill, Inc.
- Tierney, R. J., Readence, J. E., & Dishner, E. K. (1995). *Reading strategies and practices (4th ed.)*. Boston, MA: Allyn & Bacon.
- Walker, B. J. (1996). *Diagnostic teacher of reading: Techniques for instruction and assessment (3rd ed.)*. Columbus, OH: Merrill.
- Weaver, C. (2002). *Reading process & practice (3rd ed.)*. Portsmouth, NH: Heinemann.
- Wood, K. D., Lapp, D., Flood, J. & Taylor, D. B. (2008). *Guiding readers through text: Strategy guides for new times (2nd ed.)*. Newark, DE: International Reading Association.
- Yopp, R. H. & Yopp, H. K. (2007). Ten important words plus: A strategy for building word knowledge. *Reading Teacher*, 61(2), 157-160.