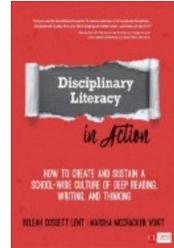


RDG 540.01W READING IN CONTENT AREAS
COURSE SYLLABUS: Spring 2024

Instructor: Dr. Carol Revelle, Assistant Professor
Office Location: Sowers Education South Office #231
Office Hours: By appointment
Office Phone: (903) 217-3879
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Course Hours & Classroom: Web-Based Class
Faculty Website: <https://www.tamuc.edu/people/carol-revelle/>



COURSE INFORMATION

Textbook Required:

- Lent, R. C. (2018). *Disciplinary literacy in action: How to create and sustain a school-wide culture of deep reading, writing, and thinking*. CA: Corwin Literacy.

ISBN- 13: 978-1544317472

NOTE: The textbook is available for **FREE** online through the TAMUC Libraries. To access the free copy, open the TAMUC Libraries and type the title into the search box. When the text appears, click on the green link “online access.” There’s a box in the center of the page that says EBSCOHOST eBooks (Owned) – Click it to open the book. When you scroll down, you will see links to all of the chapters. **SAVE THIS PAGE TO YOUR FAVORITES.**

Book Clubs (Choose One):

- Germán, L. E. (2021). *Textured teaching: A Framework for culturally sustaining practices*. Portsmouth: Heinemann.

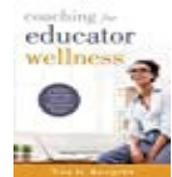
ISBN: 978-0-325-12041-6



NOTE: This book is also available as an audiobook.

- Boogren, T.H. (2021). *Coaching for wellness: A guide to supporting new and experienced teachers*. IN: Solution Tree.

ISBN – 13: 978-1951075798



NOTE: The textbook is available for **FREE** online through the TAMUC Libraries. To access the free copy, open the TAMUC Libraries and type the title into the search box. When the text appears, click on the green link “online access.” There’s a box in the center of the page that says “EBook Central” – Click it to open the book. When you scroll down, you will see links to all of the chapters. **SAVE THIS PAGE TO YOUR FAVORITES.**

**** Textbook Readings.** Given the vast amount of information that is available in the area of content area literacy for teachers, we will not have enough time to “cover” all of the readings in the assigned books and articles—chapter by chapter or article by article. Consequently, we will depend on you to **COMPLETE ALL ASSIGNED READINGS** and be prepared to discuss them in class in a timely manner. Please note that all assigned readings are critically important for successfully completing exams and class projects.

Course Description: RDG 540. Prescriptive Reading in Content Area Classrooms. Three semester hours.

This course is intended to help teachers understand the relationship between literacy instruction and content area study. Particular emphasis is given to the reading and study of expository materials at all levels of the curriculum. The major areas of study include levels of thinking and questioning, textbooks, assessments, factors in learning, reader strategies, and teacher strategies. The instructional strategies discussed are appropriate for all grade levels and all content areas.

RDG 540	Reading in Content Areas - SUMMER I - Dr. Revelle	Standards	TAC	TEKS	TTESS	Aligned Assessment
540.1	Reflects upon, understands, and applies to meet the characteristics of specific texts in content areas.	1.24k, 2.15s		Comprehension	Instruction Dimension 2.2 Content Knowledge and Expertise	Chapter 2 Discussion: Math & Social Studies Characteristics & Strategies
540.2	Consistently reinforces disciplinary vocabulary acquisition in selected texts with content specific strategies.	1.17s, 1.26k, 1.27k, 1.28k		Foundational Skills		Multi-Genre/Media Text Set, Chapter 4 Discussion - Writing to Learn, Chapter 3 Discussion - Reading Vocabulary & Dialogue, Case Study Jigsaw
540.3	Identifies, interprets, and understands how to utilize standardized tests, informal assessments, text analysis instruments, and evaluation processes when selecting texts, planning, and teaching content area subject	2.6k, 2.10k, 2.2s		Multiple Genres	Planning Dimension 1.1 Standards and Alignment	Terms Kahoot, Chapter 3 Discussion: Assessment Representations of Thinking, Multi-Genre/Media Text Set
540.4	Reflects upon, understands, and applies strategies to meet the characteristics of specific texts in content areas.	1.29s, 2.2s		Comprehension	Instruction Dimension 2.5 Monitor and Adjust	Multi-Genre/Media Text Set
540.5	Uses writing to express their ideas clearly and coherently in response to a variety of audiences, purposes, and settings.	1.37k		Author's Purpose and Craft	Planning Dimension 1.4 Activities	Chapter 4 Discussion - Writing to Learn the Discipline
540.6	Plans, implements, and monitors instruction using appropriate and culturally diverse materials and strategies to systematically advance student vocabulary development.	1.31s, 1.32s, 1.33s		Foundational Skills	Learning Environment Dimension 3.1 Classroom Environment, Routines and Procedures	Multi-Genre/Media Text Set
540.7	Demonstrates reflective decision-making, critical self-evaluation, and an increasing degree of control over one's own learning and teaching.	2.11k	19 TAC		Instruction Dimension 2.5 Monitor and Adjust	Chapter 4 Discussion - Writing to Learn the Discipline

Course Goals:

Reading Specialist Standards (Texas Education Agency):

https://tea.texas.gov/sites/default/files/Reading%20Specialist%20Standards%20%20EC%20Grade%2012_0.pdf

Standard I. Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Standard II. Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Standard III. Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

Standard IV. Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

COURSE REQUIREMENTS

1. RDG 540 Mini Lessons (60 Points Total): Six mini-lessons will be presented during Zoom meetings that will be recorded. These mini-lessons make connections between the texts and the classroom, support the state Reading Specialist Standards, and provide instruction to facilitate class projects. Each mini-lesson ends with a short reflection.

- Comprehension & TEKS (10 Points)
- Comprehension across Disciplines (10 Points)
- Assessment Variety: Assessment Terms for standardized assessments & How standardized assessments work – Model “before, during, after strategies” Kahoot with terms (2.6k) (10 Points)
- Other ways to assess across content areas (10 Points)
- Planning for Success: Identifying Problems and Choosing Interventions (10 Points) and
- Outsized Role of Vocabulary Approaches in Disciplinary Comprehension – Case Study Jigsaw (1.28) (10 Points)

2. Multi-Genre/Media Text Set (200 Points Total) To demonstrate the ability to support teachers and students across disciplines, we will create a Multi-Genre/Media Text Set for either a Math, Social Studies, or Science unit of study. The text set will include multiple genres and forms of media that will be curated by the Reading Specialist Candidate toward developing specific skill(s) based on the state standards (TEKS). The candidate will also highlight one of the texts to use for a fully supported whole class lesson complete with instructional strategies and vocabulary support. Opportunities to monitor progress throughout the lesson and a final written assignment will inform both the teacher and the students of the success of the learning and indicate what interventions (if any) are necessary and the readiness of the students to move on to more complex learning on this topic.

- Text/Media Selection (50 Points)

Curate a collection of texts and media for a disciplinary unit for either a Math, Social Studies, or Science unit of study. Please include:

- 15-20 Texts including media that support the learning of a specific TEKS based skill and demonstrated in an annotated bibliography.
- Academically differentiated texts (1.31s)
- Culturally differentiated texts (1.31s)
- Authentically uses disciplinary specific vocabulary (1.31s, 1.33s)

Text/Media Selection Rubric (50 Points)			
15-20 texts from multiple genres and media that clearly connect and support	10-15 texts from multiple genres and media that clearly connect and support	A collection of texts from either multiple genres or media that clearly connect and	A collection of texts that are not connected to a TEKS(s) 5 pts

the learning of a TEKS(s) 20 pts	the learning of a TEKS(s) 15 pts	support the learning of a TEKS(s) 10 pts	
The texts represent genres and media that will challenge students at a variety of academic levels 10 pts	The texts represent genres and media that will support struggling learners but does not challenge advanced learners 8pts	The texts represent a singular academic level without variety of academic challenges 5 pts	The texts are not systematic in the approach to meeting an academic challenge level 3pts
The texts are curated to include a wide variety of cultures in both representation and authorship 10 pts	The texts are curated to include dual cultures common in most Texas classrooms in both representation and authorship 8 pts	The texts include superficial cultural representation with characters and/or traditions. 5pts	No effort was made to include a variety of cultures in the text set. 0 pts
The texts include authentic use of disciplinary specific vocabulary. 10 pts	The texts are limited to instruction of discipline specific vocabulary. 8pts	The texts have some discipline specific vocabulary. 5 pts	The texts lack disciplinary vocabulary. 3 pts.

- **Mini Lesson – Teaching with a Whole-Class Text Selection (100 Points)**

Before Selection: Identify a TEKS and skill for improvement. Write a reflection answering the following questions:

- What is the skill and it’s corresponding TEKS?
- How do you know that this is an area for improvement? Specifically include both observational and standardized data in your response. (2.2s)
- What type of text will support growth of this skill?

Choose one text that will be used with the whole class. Select a passage & plan before, during, and after strategies for teaching that text selection. The before and during strategies must include support for vocabulary the students will encounter in the selection.

After Selection: Reflect on the characteristics of the text. Write a reflection answering the following questions:

- How do these strategies meet the specific needs of this text (expository, narrative, etc...). (1.17s, 1.29s, 2.15s, 2.17s).
- How will you monitor the progress of students during reading? (2.2s)
- How will you assess comprehension after reading? (2.2s)
- How will you use this assessment for your next mini-lesson? (2.2s)
- How will you reinforce new vocabulary in future lessons? (1.32s, 1.33s)

Text Set Mini Lesson Rubric (100 Points)			
The Mini Lesson (plan) is focused on a specific skill or set of skills relevant to the discipline (TEKS) and supported by the chosen text. 10 pts	The Mini Lesson (plan) is focused on general disciplinary content that is supported by the chosen text 8 pts	The Mini Lesson (plan) and the chosen text is loosely connected to the disciplinary content. 5 pts	The mini lesson (plan) is disconnected from the overall theme or topic of the text set and its skills. 3 pts
Before Selection Reflection thoughtfully demonstrates both observational and standardized data to determine the need for this specific intervention. 20 pts	Before Selection Reflection demonstrates either observational OR standardized data to determine the need for this intervention 16 pts	Before Selection Reflection provides a superficial understanding of previous learning and/or is disconnected from this intervention 10 pts	Before Selection Reflection does not include previous learning in the selection of the skills for this mini lesson 6 pts
Mini Lesson (plan) demonstrates the candidate’s ability to	Mini Lesson (plan) demonstrates the candidate’s ability to	Mini Lesson (plan) is disorganized but uses disciplinary texts in an	Mini Lesson (plan) is brief and does not demonstrate the ability to

plan comprehension and vocabulary instruction in a disciplinary text. 20 pts	instruct with a disciplinary text 16 pts	attempt to instruct students 10 pts	use disciplinary texts for instruction 6 pts
Mini Lesson (plan) includes appropriate Before/During/After Strategies to support student learning in this disciplinary text. 20 pts	Mini Lesson (plan) includes Before/During/After Strategies that are not effective with this disciplinary text. 16 pts	Mini Lesson (plan) includes strategies but are not targeted at the before, during, and after times of the lesson. 10 pts	Mini lesson is missing instructional strategies for meeting this text. 6 pts
Vocabulary Support is provided throughout the lesson to support students move toward independence. 10 pts	Vocabulary support is provided throughout the lesson but requires ongoing instructional support. 8 pts	Vocabulary support is weak OR only provided in isolation. 5 pts	Vocabulary support is missing 3pts
After Selection Reflection clearly demonstrates the use of strategies to support text, a plan to monitor progress with continual assessment, and how this information will be used for future planning 20 pts	After Selection Reflection sometimes demonstrates the use of strategies to support a text, a plan to monitor progress with continual assessment, and how this information will be used for future planning 8 pts	After Selection Reflection superficially demonstrates the use of strategies, a plan to monitor progress and how to use the data collected to plan 5 pts	After Selection Reflection is missing the elements related to strategically planning this mini lesson and future lessons. 3 pts

- **Writing to Demonstrate Thinking (Learning) and Present your Work to Your Peers (50 points)**

Create a writing assignment to assess the comprehension of this selection (see prompt stems – pg 105).

Write a reflection answering the following questions:

- How will you plan for students to incorporate new vocabulary into this writing? (1.32s, 1.33s)
- Describe a successful response. How will you assess the learning in this piece of writing? You may choose to create a rubric.
- How will you provide feedback for this writing assignment?

Present this Text Set to the Class & Include the following

- An annotated bibliography for teaching this skill
- Highlight the key text selection & why it was chosen
- Describe the before, during, & after strategies
- Share the approach to disciplinary vocabulary
- Reflect on the written assessment and the criteria for student success

Writing to Demonstrate Thinking & Presentation of Text Set (50 pts)			
Created a Writing Assessment that allows students to independently demonstrate their comprehension of the text selection. 10 pts	Created a Writing Assessment that leads students through the disciplinary learning in the text selection. 8 pts	Created a Writing Assessment about the topic of the text set. 5 pts	Writing Assignment is either disconnected from the topic or missing 0-3 pts
Writing Assessment Reflection includes plan to include	Writing Assessment Reflection includes vocabulary support	Writing Assessment Reflection includes a plan to assess the	Writing Assessment Reflection does not

vocabulary in writing, a clear example or description of a plan to assess the writing, and the way feedback will be provided. 20 pts	and a plan to assess the writing. 16 pts	writing that may have an element for vocabulary. 10 pts	address vocabulary or feedback. 6 pts
Presentation of Text Set to the Class includes a link to the annotated bibliography, the mini lesson text selection, before, during and after strategies, the approach to disciplinary vocabulary, and the written assessment and criteria for student success. 20 pts	Presentation of Text Set to the Class includes most of the elements required such as the annotated bibliography, text selection, strategies, vocabulary, written assessment, and criteria for success. 16 pts	Presentation of Text Set to the Class is brief and vaguely describes the elements required such as the annotated bibliography, text selection, strategies, vocabulary, written assessment, and criteria for success. 10 pts	Presentation of Text Set is missing. 6 pts

3. Online Discussions (100 Points Total) – The community will participate in online discussions in response to the text and guided prompts. Each candidate should write a response and respond to two peers for each module.

Module One – Chapter 2 – Math and Social Studies Characteristics & Strategies pgs. 35-50 (1.24k) & Disciplinary Mentor Texts pgs. 109 – 114 (25 Points)

Module Two – Chapter 3 – Reading, Vocabulary, & Dialogue (1.26k) (25 Points)

Module Three – Chapter 4 – Writing to Learn the Discipline and Self-Assess Learning pgs 93-114 (1.27k, 1.37k, 2.11k) (25 Points)

Module Four – Chapter 5 – Assessment: Representations of Thinking pgs 125-144 & 149-153 (2.10k) (25 Points)

4. Book Club Presentation (100 Points) and Reflection – Final Exam – This presentation represents the work of the Book Clubs during the semester. Plan to meet with your Book Club for an hour each week to discuss the shared chapter from Lent & Voigt and the selection from your chosen text. At the end of the semester be prepared to book talk your book & individually complete a reflective assignment.

Module One – Get Organized

Module Two – Chapter 1 – Lent & Voight “A Partnership that Works”

Module Three – Chapter 8 – Lent & Voight “From Teacher Learner to Teacher Leader”

Module Four – Chapter 9 – Lent & Voight “Leading the Disciplinary Literacy Charge”

Grading Scale:

A - 460 – 414

B - 413 – 367

C - 366 – 320

D - 319 – 273

TECHNOLOGY REQUIREMENTS

Since RDG 540 is a web-based course and utilizes Brite Space (D2L), intermediate level of experience using a computer is required. This includes the ability to receive and submit electronic course materials; ability to use a word processing program; ability to send and receive e-mail; ability to upload and download files; ability to participate in online exams and discussions.

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the MyLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

You have many different methods to communicate with me and with each other during this semester. Here are my expectations for electronic communication.

- o E-mail: Please use university email (kay.hongnam@tamuc.edu). I check my emails daily Monday through Friday.
- o D2L: Please keep your eyes on Announcements for the latest news for the course and leave your questions in my virtual office in D2L if you have any.
- o Phone: Students may call me at my office number if there is a need to contact me (903-8855581).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University Specific Procedures

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form:](#)

http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyForm_old.pdf

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Expectations:

Students enrolled in RDG 540 are expected to meet the following requirements:

1. Participate in online discussions, presentations, and group work.
2. Turn in assignments on the dates noted on the class schedule.
3. Exhibit professional behavior.
4. Treat instructor and fellow students with respect.

Attendance:

RDG 540 is web-based course and is an online class. We will have two weekly Zoom meetings that will be recorded. You may attend the meetings live or watch the recording. You may be required to work as a team via various tasks/projects. The quality of your contributions and regular participation activities will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check Announcements or your email messages in order to not get behind. All materials, assignment submissions and discussions will be shared online. For the successful online learning experiences, students are expected to log in D2L every day and respond to any new postings. Do not wait until the last day to post your answers and respond to other postings.

Preparation and Participation

Be prepared to discuss, question, analyze, critique, and debate readings, research, and other class assignments. Voluntarily participate regularly in online class and group discussions. Demonstrate professional behavior in all you do. Lack of preparation, participation, and/or professionalism (please see the Code of Student Conduct in the Texas A&M University Commerce Student's Guidebook) may result in removal from class or lowering of your final grade. Plagiarism may result in dismissal from your degree program.

Professionalism:

An important part of this course is your demonstrated ability to grow as a professional educator. As such, you are expected to submit work that represents your own best effort. You are responsible for turning in all required assignments in a timely manner. Assignments must conform to university policies governing academic dishonesty. In addition, as a professional educator, you are constantly seen as a model for your students; therefore, it is imperative that you strive to communicate well both orally and in writing.

Demonstrate professionalism by: (a) attending ALL online classes, (b) paying attention, (c) participating actively and constructively, (d) being responsible and prepared, (e) being an equal partner in group work, (f) showing enthusiasm and interest in being a teacher, and following the tenets of common decency and acceptable behavior. Code of student conduct can be found under discipline (pp. 38-39) in the student's guidebook. Your grade will be adjusted based upon these criteria (see grading section).

Assignment Guidelines:

All assignments should be typed, professionally written, and presented (i.e., free of errors in mechanics, grammar, and spelling). Each assignment should include a cover page with the student's name, the course and section number, the title, and the date. When citing or quoting an author, include appropriate citation information using APA style (7th edition). All work submitted should be your own work.

Complete assignment prior to the deadline. **ALL ASSIGNMENTS MUST BE TURNED IN ON THE DUE DATE.** Late work will have a 50% deduction from the points earned. Please communicate with Dr. Revelle if you have extenuating circumstances that should be considered.