

Focus	GAP 3/4 (Reflect and be metacognitive about the class period on Thursday, September 29, in the space below.)
9	I can see how you would believe that most people were off task and loud but I personally feel like I myself was focused during the period and did exactly as the assignment said. I am confident in saying that my entire table was on task and working hard to complete the assignment assigned. There were a lot of distractions surrounding me but I didn't let them distract me or let me believe that just because everyone else was talking it was ok for us to talk. I knew what I had to do and what was expected of me and I did exactly what was supposed to.
8	September 29th, we had one objective to follow and complete. The assignment was to read three articles take some notes to help you understand and be especially quiet. In fact there was not suppose to be any talking, and no visit to google+. Evidently, many people didn't meet the proper requirements of yesterday's class. Personally, on the prior question above, I rated myself an 8 out of 9. My reasoning, and being completely honest, I talked only once to ask my friend a question based on the assignment, other than that, there was no communication amongst my table at all.
8	The september 29th class period was reasonably productive at my table as far as I know. We didn't talk at all after we started the assignment and I saw Nathan at least taking written notes, while I typed them. I got about three quarters of the way through the second article of three in class and have a document of notes. I heard the other guys at the table start to type every now and then so it seemed like we were on task. I didn't pay much attention to the rest of the room so I can't really say whether the rest of the room was focused or not. I do know that someone posted on google+ complaining that not everyone was on task though, so I guess there were some problems.
5	During class on Thursday I started off not on task as much as I am required to, but I was reading one of the articles and was taking notes on it. I did tend to stray off topic, which seems to be really easy to do considering the large class, but I got to the point where it was slightly getting easier to focus. I rather be in a class where we do have the freedom to talk and to ask each other questions, than be in a class where we have to be silent and cannot speak at all. By asking my peers questions, it helps the rest of us get back on track and focus.
8	I feel like I, and not only that my table, did an excellent job in staying focused (or at least not disrupting others. Not one person at my table spoke after we all got settled and started the assignment. Because of that I was able to focus more than I usually would and work in depth with one a half articles. The in depth work was made possible by close reading followed by note taking (as well as researching the words/books that I wasn't sure about and thought would be important to understanding the ideas of the author). I think that I accomplished what I was told to do and stayed strictly to the task at hand.
8	I didn't take notes, but as soon as I saw the post I was engaged in reading and didn't discuss at all with my peers. They may have been involved in conversation, and in the first couple of minutes after the announcements I was as well but after I read silently. I had actually wondered "Wasn't this supposed to be a quiet assignment?" and figured perhaps you might say something to the class. I can reflect that I may not have taken the consent initiative to annotate and take notes attentively, but I was not unwilling to invest for I enjoyed the text about the teacher who taught 5th grade for two years, with enforcing a style of teaching that forced students to dislike reading. Eventually he changed a lower level students perception of books and learning as a whole. I had just started the second by time the period was over.

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7	<p>Thursday's class period was frustrating to me, and I feel to many of my peers as well, at least the students at my table. I say this because, as I read the articles assigned to us, I noticed that my whole table was following the directions we were given - we didn't talk about anything unrelated to our work, we took many notes (both online and on paper), etc. In fact, the student next to me wrote 4 pages of notes on our reading in about 20 to 25 minutes. However, I felt that the "bad" students, or the students who audibly communicated with one another about clearly unrelated topics, made the experience worse for the "good" students, such as the one at my table, who I know didn't do anything out of order or out of line. I heard one table talking about video games. I heard another table talking about school sports. These conversations were frustrating to hear - it was much more difficult to process what I was reading when my senses were constantly picking up another, unwanted sound. Unfortunately, behaviors like we experienced yesterday are too commonplace in advanced classes such as AP Lang - some students, intelligent and confident, will take every chance to goof off in class like this in which we aren't constantly being lectured and listened to. This disgusting behavior isn't always noticeable, especially not on resources such as Google+, but it reared its ugly head yesterday, and did it loud. We, as the period 2 class of AP Lang, MUST take advantage of every opportunity we get to improve our grade abatement skills, such as metacognition and internalization. What happened yesterday absolutely can NOT be allowed to happen again. Even if it was just a few students not listening to directions, the decisions have damaging repercussions on all of the other students. I know the majority of the students in the class executed the task we were assigned, and with laser-sharp focus. But we ALL must behave like those students. Otherwise, our experience in AP Lang will be significantly worse off because of it.</p>
5	<p>I have to admit that I personally was not on task yesterday. I felt easily distracted and I was worrying about things going on outside of this class. It felt hard for me to concentrate and I found myself zoning out. Before class today I made a goal of getting work done to be and being productive. One positive thing that happened regarding English would be talking to Ms. Mctigue's pre-AP English class yesterday. They are being introduced to grade abatement, just as I was my sophomore year. They all seemed pretty apprehensive and scared, but they asked us questions and I and a few others in my class last year felt more than happy to answer. It made me appreciate GAP more, it is a positive experience from traditional grading. If you utilize it incorrectly, just as I was doing yesterday, then nothing positive is going on and all the learning that could happen is thrown out of the window. To achieve the higher score on the GAP tie requires you to stay on task and I was not doing that yesterday. It is a good lesson for me moving forward, because I intend to not let that distract me for the future.</p>
7	<p>I believe that yesterday, for the most part I was working hard and thoroughly. To what extent I was able to stay silent is why I was forced to rate myself a 7 on this scale rather than an 8 or a 9. I read through two out of the three articles, and completed most of the third one at home. I enjoyed them for the most part as well. Although I did talk a bit to Megan and Cece, I found that it was not getting me distracted but rather discussing the meaning of the articles and the insight provided. But the assignment was not to discuss the articles, the assignment was solely to read them. Sans the discussion of the articles, I found that I was much more quiet than usual and was very hyper-focused on completing the assignment. I did not find myself distracted during the class period. I agreed with the articles and appreciated the ideas within them. I also asked Mr. Eure questions to clarify confusion about what our assignment was.</p>
7	<p>One thing you need to know about me is I absolutely hate reading. I only read when I have to for school assignments and things of that nature. It's not like I read the highway sign and hate that, for me I don't particularly like reading lengthy books and passages. And it's not because I am lazy or lack work ethic, it is just hard for me to read and picture the story as I continue to read. Like if the first sentence describes the scene, I try to picture every little detail, even the ones that aren't mentioned in the writing. As I do that I can't continue to read, I lack the one thing that makes reading pleasurable, and it is to read and simultaneously picture the story in my head like a movie. With that said, as I began to read the passages I really enjoyed the parts where it said the teachers make students hate reading and I wondered if there was a real correlation. I guess I always associated reading with school and school was always in my mind as a book stressful and unpleasant. That really got me thinking and I started pushing through. I took notes and read diligently and before I knew it, I was done and my work was looking good, I would say I definitely did a good job and improved on my work ethic and I stayed on task.</p>

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8	<p>During class on Thursday, I believe I was productive as possible. Once I read through the assignment, I clicked on the first link and realized it was four pages long. I knew that if I read the document online, I would "read" the whole essay while not understanding knew it was necessary for me to annotate the essay. With all due respect to you and the author, it is hard for me to read a piece of writing that I am not interested in. I have read many essays similar to this one, so I knew physical annotations would help me stay focused and better understand the purpose of the essay. A portion of my period was lost, however, because I had to print out the fi essay. The computer in the temporary library was connected to the wrong printer, and I could not get it to print to the correct one. Therefore, I had to go all the way downstairs to the math office where I found the essay. Once I returned to the classroom, I began reading and annotating the essay. Highlighting vocabulary that was unfamiliar to me and finding their definitions is one of the mo useful tactics for me. I will admit that I am one of the slowest readers amongst my peers so I may not have gotten as far into the es as my classmates. However, in a sense, I believe I was as productive as I could have been because I tried to dissect and understand text. I wish I didn't have to waste so much time printing and searching for the essay because I would have accomplished much mo than I did.</p>
5	<p>During class on Thursday I started off not on task as much as I am required to, but I was reading one of the articles and was taking notes on it. I did tend to stray off topic, which seems to be really easy to do considering the large class, but I got to the point where slightly getting easier to focus. I rather be in a class where we do have the freedom to talk and to ask each other questions, than be class where we have to be silent and cannot speak at all. By asking my peers questions, it helps the rest of us get back on track and focus. I know it is very important to be on task during class to get higher on the tiers for the grade abatement so I will be trying new ways that I can keep myself focused so I can be on the higher tier.</p>
8	<p>I think I was very productive yesterday but I could have definitely been more productive. I get distracted by off-topic discussions a then I would lose focus on the work I was doing. I do believe that out of my table I get the most work done however. I focused main writing a personal piece yesterday that helped me focus on empathy. It was about a negative personal experience I had last year th has caused me severe anxiety and depression. I discussed with Mr. Eure about how important it is to write about things like that because they help me to understand this course better than others. Once I finish the writing piece I am going to spend the four day weekend close reading the essays and taking thorough notes on them. Over the course of the year I want to be more productive an take initiative every second of class period in order to achieve a high GAP score.</p>
6	<p>On Thursday Mr. Eure asked us to silently read the new posts individually. I feel that my table took the task seriously especially compared to other tables. Tara, Bridgette and I did very well with the no talking rule. The only time we really got off topic was dir after the announcements which seems to always be a short period of chaos every day. One of the main reasons why we sit all the against the wall is to avoid getting off topic. I feel as if the new furniture with the fun wheeling chairs cause the want to interact a communicate with each other. The reason I give myself a six is because I wish I had taken more notes. I read through the passage very carefully and learned a lot from them, but I would like to take more notes than I did. Over the weekend I am definitely going back into the passages and take better notes to make up for it. The passages were very interesting. The first one really caught my interest because its exactly how I feel about summer reading. I did not read the summer reading book Enrique's Journey, and the passage "How teachers Make Children Hate Reading" explained the exact reasons as to why I didn't. Schools ruin the purpose of reading by making kids read books they really have no interest in.</p>

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6	<p>For the majority of the class period on Thursday, September 29 I spent my time staying focused on what I was supposed to do instead of talking to my other peers. There were sometimes where I caught myself getting distracted and realized I had to get right back to reading. Through this time of reading I also realized that I took no to very little notes. I read the attached essays but ended up taking notes. After this class I realized I was able to keep myself away from other distractions and use valuable time for analyzing these essays. However I was able to understand that in order to be able to succeed in this class I have to work to the best of my ability beyond of what is expected. Doing that would require taking notes and analyzing the key details of the text. That is the main reason I had given myself a 6 because I thought I had surpassed some obstacles of keeping myself away from distractions, but however I did not take any notes.</p>
	<p>I started out very focused and excited, because "How Teachers Make Children Hate Reading" is an essay I have read before and I was ready to revisit it, knowing what I know now about how education can be revolutionized with GAP and the idea of a makerspace and the interstitial classroom. However, as I was taking my online notes, which were not as in-depth as they usually are, because the piece wasn't unfamiliar to me. I tried to invest myself as much as I could in a piece that was already familiar, and now reflecting, my notes should've been more in-depth, noticing things I didn't notice before. However, this did not last long, because Mr. Eure came over, and our group began to have a discussion about this topic- how many people didn't follow the instructions, who isn't fully investing themselves in the course yet, and did changing the physical space help us move towards being a makerspace. While I did take some notes about the conversation, it moved very fast, and I tried to remember as much as I could. The biggest take away for me was: integrity, the idea of what we are doing when we aren't "taken by the hand" (which is how most classes work) and told what to do. Thinking about this kind of integrity, which is really simply doing what you know is right and good for you, or if you genuinely don't care, pretending like you want to, is mainly what the course will function on. If we want the ability to effectively learn what we want to learn, independently and together, this must be established first.</p>
4	<p>In class on Thursday, I was not engaged enough in the reading at all and I did not take diligent enough notes or pay close enough attention to what I was reading. Frankly, I did not make it past the first essay. I find it difficult to read something I don't particularly want to read at a time when I don't feel like reading. It is hard for me to force myself through things that I do not want to do, I often have a hard time motivating myself to finish a task I don't want to complete. This is a skill I wish to work on through the year so I can move more efficiently through subjects I might find less interesting than others. I also think that I need to read more independently so I can more easily move through a difficult piece of writing and it will be less stressful for me to read when I don't want to.</p>

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6	<p>Yesterday I had reviewed the assignment on classroom (reading the essay) and had started reading the essays. I had read about two and a half of the three essays online, however I hadn't taken any notes as I read some of the essays for the first time. In my mind, I planned to read them online first during class and then print the essays out, annotate, and take notes on them (reading them for the second time around).</p> <p>While I was reading the essays in class, Mr. Eure had come over to our table, voicing his worry for the rest of the students, as many of them were not following instruction (reading individually and treating the time as quiet individual work). He had voiced how even though we had been studying GAP profiles for three weeks, many of the students still do not have the simple knowledge to follow instruction.</p> <p>The writing that I had read was very interesting. The first essay had voiced how reading has become feared amongst most students and how reading has been torn apart to simply the vocabulary, complexity, and ethical "lessons", rather than focusing on what the reader is (the actual writing and what the author is writing, the emotions, meaning, and depth that the author brings in his writing). Children/students have been taught (whether if it's accidental or purposely done) to dislike reading. Rather than reading it for enjoyment or learning of what the author is writing, students are forced to only focus on the complexity of sentences, words, and "lessons" to over-empathise the ethical morales that tend to be over-empathised now.</p> <p>As I read the essays, I had told Mr. Eure how I had preferred the first article over the second. I found the second article to contain much more difficult vocabulary and complexity (which I thought had made the text seem more dry and somewhat boring). The first essay was much more easier to read; the author's writing style was more laid back and simpler. I realised that in the future, I should strive to read harder texts like the second essay, even though it might seem a bit of a "challenge".</p> <p>As this assignment goes on, I should strive to read more closely and take notes, as I know I will most likely forget everything I read. I have yet to read the third essay as well. Because I didn't go as in depth as I wanted to and I had veered off task a couple times, I think I only fit in the third tier profiles or less. I have much to improve upon, including in my close reading, annotating, internalisation, and reading skills.</p>
6	<p>Yesterday was a challenging day for me because for starters I am not used to working alone. Last year and the beginning of this year all we did was work in groups so I was not used to working on my own. Yesterday, I came to class, opened up what we were supposed to read, and tried to read. I find it harder to read on a screen, I prefer to read on paper. I noticed another table was having a group discussion, which was very distracting to me. I am the type of person who needs silence in order to read and understand the reading. I noticed other tables were reading, and then they were discussing the reading. With all the noise, I was only able to read about half of one article, because I had to keep re-read what I had already read. I am going to be honest, at one point, I gave up. This weekend I am going to go home, read and take notes on the readings. I think next time, if everyone is actually quiet, I will be able to get things done.</p>
7	<p>Thursday's class period was very productive for me. I accomplished this by plugging my headphones in and tuning out. This allowed me to focus on the work I needed to complete. Ever since I can remember, I have had problems focusing. This isn't to say I can't focus but it usually requires me to be in a certain mood, and then be in a quiet setting. I haven't gotten to the bottom of why I struggle with focusing, but I have suspicion that it is my hypersensitivity to the environment around me. The way in which I counteract that is through music. Music that I have heard over and over, so I'm not distracted by anything new, just the familiar notes and lyrics drowning out what's going on around me. This works well for me in situations such as yesterday's class period, but not as well in situations where the goal is to be collaborative. A goal of mine this year will be to change that, to find a way to focus without completely tuning out the world around me. However, I can say that I am consistently productive when doing quiet individual work.</p>

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7	<p>During the class period on Thursday, September 29, I as a student read half of one article during the whole class period. I took some notes on just important information about student dislike reading. I personally found it hard to read because other groups around were talking and doing things that they weren't supposed to do and getting off task or scream about other things going on in their I</p> <p>It's hard to focus in this class because they have construction going on in the room and people are talking about many different things in their own groups, drifting off task. I liked having discussions in class and doing most of the writing at home where I can focus and get my mind there. When he is up talking to groups it get a lot louder and so much harder to focus, people hear talking and they think it is okay to talk too. I would be able to get more articles done and notes done if everyone stayed quiet and more focused</p>
7	<p>Yesterday we were told to read the articles about reading. I read the first article, How Teachers Make Students Hate Reading. I remember reading this article last year with Ms. McTigue when we were starting to prepare for our argument essay about grades. I had read through the article but I found that at times I kept getting distracted. The classroom environment was loud and a lot of people were talking and not reading the assignments that were posted on classroom. I understand that a lot of this course has to do with focus but I find it really hard to concentrate when there is so much going on. I like talking and working in groups in class, when everyone is doing the same thing. I like to leave the writing and reading to do when I'm in a place where it is more quiet and I have more focus. I also prefer reading hard copies because I can actually take notes and write annotations. I don't like reading online because I don't like I really understand what I'm reading. I've always felt more engaged when reading hard copies. I can actually have conversations with the text, it also helps me keep track of my thoughts.</p> <p>I know I can do better work in this class. I understand that a lot of aspects of this course are new and we need to adjust, but I also feel like I need to use the learning style I'm comfortable with. I also need to be able to learn and benefit and I feel like doing what's best for me will help me succeed in this class.</p>
7	<p>Yesterday was a challenging day for me because it was my first day shutting up in this class and closely reading more than one article. I was able to complete "How Teachers Make Children Hate Reading" and read into another article, but I found myself drifting off sometimes or staring into the screen. I wasn't necessarily talking to anyone, but my concentration level was low. It was hard for me to adapt to the quiet environment. I didn't take notes in class, and I think this was partially because the assignment was online and not on paper form. Readings in paper form help me read more closely and effectively annotate every piece necessary. With a wide screen, the lights come at you and it's hard to concentrate, so every detail is not processed. Also, the class was quite loud and since everyone was not on the same page I felt that people followed each other.</p>
5	<p>During the class period on the 29th, I wasn't as focused on the task at hand, like I usually am. It was difficult to focus because of the other stuff that was going on in the room. The noise level was too high, so that made it challenging to read and take my notes. I believe that if we have a specific assignment, like that one, we should all limit our talking and have a quiet tone when speaking. This would ensure that everyone is getting their work completed and would be beneficial to everyone. We should all be considerate to each other and help focus at the task at hand.</p>
	<p>The key criteria to be a 3/4 GAP profile is basically not meeting the basic requirements for the course, and I didn't do that. I was planning on reading during the period, and I had seen the post on google classroom late the night before. I was surprised that no one became quiet during the period and focused on reading. I somewhat expected Mr. Eure to call our class to attention, remind them of the post of google classroom and take disciplinary action on what we needed to do. Even though I know that this is a self-initiated conversation, I kind of expected something to be done since no real class instruction had happened at all since the beginning of the year. I had all my tabs open, ready to read and take notes, but then most of our table struck up a conversation with Mr. Eure regarding the assignment and why no one was actually working. So inevitably, I didn't read, I didn't take notes, and I didn't stay quiet. But, I had taken initiative and was learning from our discussion and I was productive during the period in the sense that what we were talking about pertained to the course and our learning. Though the conversation was effective, I wish I had spent most of the period reading and writing. There's no doubt about me working on this assignment this weekend and researching other works from the authors.</p>

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6	<p>On September 29, I feel that I was somewhat successful during the period. First, I did make an effort to quietly, individually, and calmly read during class. At times, I did end up talking with my table. I feel like this was a weakness for me for a few different reasons. First, when other people around me are talking, I find it hard to stay quiet. I think this is a natural human instinct, to try to fit in with people around me, and so I want to join in. I also found it really really hard to focus because there were always at least a few people in the classroom talking, which lasted for the entire period. Personally, I function best with a peaceful environment, and I have yet to do a day in this class where I feel that I can really focus to my full extent. This is why oftentimes, I prefer to talk about topics in class and then do more writing/reading at home where I can manipulate my environment in order to help me focus. Of course, this is a collaborative class so most days people are talking, which makes sense, however I had hoped that yesterday would be more silent so everyone could focus. I know I have at least a few peers who I mentioned this to who feel the same way; they were unable to focus in the classroom because yes, there was less chaos, but the chaos wasn't totally gone, and it was still enough to inhibit concentration and learning. I also am very used to working in groups, since almost every single day of this year and last year in Pre-AP English, we have worked in groups and practiced lots of collaboration. So, I am not used to working alone in English, so I found it difficult to remain silent and not speak at all, especially considering that many other people were talking. Another reason I felt that I struggled yesterday was that I had to read off a computer. I really dislike reading off computer screens, it's harder on my eyes, and I can never focus and ingest the information as well as I can when I'm reading off paper. That being said, I am not trying to remove the blame from myself entirely. I recognize that I am human, I am not perfect, and I make mistakes and slip up of course. I know I should have been silent yesterday, and that I did not do. However I still did closely read two of the three essays during the period, so I was still successful to some extent. I know I can learn from this to apply to next time. Hopefully over time I can develop better strategies to help me succeed in the classroom. I am going to go home tonight and finish up reading, as well as take notes on the readings. I'm still learning and adjusting to this class, and I have plenty of room for improvement.</p>
	<p>Yesterday, Mr. Eure conversed with our table. Our table was composed of Julie, Arianna, Gaby, Mili, and I. We all conversed about the assignment and how our classroom was reflective of the grade abatement profiles. Mr. Eure mentioned how a vast percentage of the class was off-task and not efficiently engaged on the close reading of the articles that related empathy to literature. We had a very insightful conversation on what is expected of us in the physical classroom, and how our actions are measures of our success in the course. He told us that we were always being observed and that we should closely study the grade abatement profiles and be cognizant of what is required for said profiles. Mr. Eure also mentioned how he assumes that if we are off-task, we are not making good choices, so if we know what is required, we take the initiative to do so. Something very important that was mentioned in the conversation was that we need a universal language for self-assessment and we need to learn what good writing is in order to emulate it and share it through proxy feedback. Personally, I would like to work with my classmates, to implement a system for assessing our growth and knowledge. There are so many ways of doing so, and I feel like this is what makes this ordeal difficult. In a course that is driven by self-initiative, I feel like it's important to apply collaborative strategies and work in a collegial and empathetic manner to effectively pinpoint a paradigm that can allow us to self-assess ourselves. However, it is important to be cognizant that everyone has different ways of thinking and this process would help us finding what's best for us. Something crucial that did leave a lasting impression on me as a student and as a person is awareness and cognizance is imperative for us to expand our employment of empathy and insight. This is why we need to place a strong emphasis on scrutinizing these texts because they'll help us expand our understanding of empathy and its connection to literature. This is something that is omitted from the second tier profiles and something we need to work to ameliorate.</p>
4	<p>I believe overall the assignment was somewhat difficult, there were a lot of in-depth articles on topics that really made you think about how we as a society understand reading. I could have done more outside reading after school hours, but I didn't. I plan on spending my long weekend reading and catching up on many different reading assignments that we were given. Honestly, I did a fair amount of work in school, but my work wasn't at my highest potential. I plan on working harder and putting more effort into my assignments.</p>

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6	<p>Yesterday, in class, I believe that I was hardly working for the most part. As for being silent, this both helped and deterred me from work in several ways each. The silence helped me focus and understand the meaning of what I was reading better, as well as left more time to analyze and comprehend my work, which was usually (somewhat) used by discussing/debating, even if it IS in relation to what we are doing. Sometimes we often get so carried away in discussing what we are learning and its many branches, that the extent of the conversation exceeds the 39 minutes we have together. As I stated before, in ways, the silence deterred me from committing to focusing. They were few, but paramount, as every bit of focus and assiduousness counts. I found myself distracted by my phone quite a few times, which normally is not an issue for me in class. It also was challenging for me to simply remain silent and read, as I very much find it hard to concentrate in situations like that. Just yesterday in another class, we were given an article to read silently in class and I found myself not able to sit still, and wanting to communicate with my peers. Another way I found the silence distracting and hard to commit 100% to my work was in that I am used to the collegiality of this course, being able to communicate freely and share my ideas with my peers as well as help each other with the course work. Although I was challenged by yesterday's assignment of total silence, I believe that I tried my very best to abide by it, and complete the reading and its notes to the best of my ability. These are all reasons why I rated myself a 6 for yesterday. I tried to follow the instructions and read silently to the best of my ability, and I believe I did so to an extent, although I DID allow myself to be distracted at times.</p>
6	<p>I really tried to do my work yesterday. In the beginning few weeks of school it is hard to get back into the swing of things, and I don't remember what you are expected of in each class individually. Despite the constant disorganized state of my life, I often try to stay focused. Having other things going on in your life is not an excuse, and I'm not trying to make excuses. I can always be more focused, no matter what I'm doing. The variables of exhaustion and interest level is always a main struggle for me. I work hard to stay focused, but if I'm tired I can't stay focused, that's just me. I've never been incredibly motivated to change myself unless I feel unhealthy. It is not to be my idea, something that I feel I will benefit from, short term and long term. As time has progressed, I have felt that I will benefit from school less and less. That basic life skills, such as empathy, ethics, social skills, marketing, learning how to own a house, car, life investments, and paying your bills are not included in school. So what is education for? Do I really need to take two days of my life to dissect a chapter of "To Kill a Mockingbird"? Or "Lord of the Flies"? This directly relates to "How teachers make children hate reading" but on a broader level, not just reading, but education in general. Can't I just enjoy something simply for what it is? And now, at my most 'crucial' point in my high school career, I am burnt out, and I hate education. Both my step mom and father didn't go to college, both work in the horse industry. They have their own business, with only a high school degree. But my mother attended Cornell and Yale, but makes a fraction of what they do. So where did it get her? In the same place she grew up, working as an elementary school teacher aid at a local school. And the only reason she could sustain with that job is because she had a person with solely a high school degree helping her. So looking at the people around me, education barely matters. The only weight and Ivy League school name has to go to the right person. Not only this, but the people with only a high school degree are healthier and happier than those who have a college degree. And the reason I learned this is because I looked around me, I didn't learn it in a textbook at school. So to me, education doesn't help me find what I want, or what will help me, or what will keep me healthy. I would rather listen in on a conversation about how the local American Eagle is hiring, and the benefits you will get as a worker, and the money you will get, than hear the same things about George Washington that I've heard since fifth grade. So yes, I try to stay focused, and I like this much more than other things. However, trying to stay focused upon a task I find will not benefit me in life is so much harder.</p>
6	<p>I was able to read some of the first essay by John Holt but I definitely think I could have finished the first essay and then moved on to the next essay. My table was talking to Mr. Eure for a majority of the period though so I guess you could say my table and were still on task. We were talking to Mr. Eure about the assignment and noticed that many of the students had opened it but didn't weren't working on it. Some students had other homework out or were just talking about other topics that didn't have to do with English. Even though my table/group was talking we were talking about the assignment and we even told each other to get back on task if we were getting distracted. I'm not the best at multitasking so trying to listen and talk to Mr. Eure while trying to read the assignments was hard but I was still able to do some work. The more work that I don't do in school the more work I have at home. I prefer doing assignments and working in school because if I have any questions or concerns I can turn to my peers and Mr. Eure.</p>

Focus	GAP 3/4 (Reflect and be metacognitive about the class period on Thursday, September 29, in the space below.)
8	During class, I sat at a table with Leanne, Ying and Tola. I came about 10 minutes late, the girls let me know what to do, and after that none of us said a word. We all work diligently, and productively read our readings while taking intensive notes. I made sure I read reading closely, and I also continued to read outside of the class. I noticed that a lot of tables around me were very loud, but I found a way to block them out. I changed my behavior and habit because I am mainly very social with the girls at my table, but when instructed to change our ways, we did so.
8	There were many students in the class who didn't read individually and quietly, and I believe that is due to the class being late in the day and the lack of attention as the day goes on. There were a few students, including myself, who did read and take notes, but it was difficult to do so because of the level of noise throughout the classroom. I think that this class has taken some time to get used to, by constantly having work online instead of on-paper assignments. It's a very different environment and having this sort of freedom takes some getting used to, because we have not had this type of free-range class in a few years.
	I think I am able to stay on task and use my time in this class productively, I hate the idea of wasting 40 minutes of my time goofing off and doing nothing especially since I'm taking so many classes, so even a little time is valuable and should be used wisely. I read the articles prior to class, I had a study hall earlier in the day and I read all the articles then. So I came to class thinking I would reread for meaning, but instead we got into a conversation. I thought the conversation was very fruitful, and I spent the time in the class well although I didn't exactly follow the instructions for the period, I think the class itself sort of lends itself to not always following instructions exactly. Instead we're all striving to learn and grow in the way that we see fit I guess, we have a lot of conversations but some people do better just following the assignments exactly. I think that is the good thing about grade abatement: no matter who you are as a learner, there is always a way in.
4	While I did read most of the articles, I did not take a lot of notes. Also I did talk during the class and was unfocused at times. It was hard to focus because it was pretty loud in the classroom which is partially my own fault. I think that I was too comfortable with our usual discussion based classroom environment, so I struggled with staying quiet. I think that next time I should maybe put my headphones on and listen to music to focus better on the task at hand. In addition our group got a little off topic talking about the classroom set up. Next time I am going to try to increase my tables productivity by keeping us focused and try to stay away from joining in on discussions.
7	Over all, I have found that the fluid nature of the classroom's furniture has been helpful in regards to enhancing my ability to dwell on the fine details in large concepts, which greatly assists my understanding of large philosophical ideas as well as enabling me to make sense of any and all minutia in assignments. However, the noise level is a bit disruptive, and tends to prevent me from feeling like I am able to fully understand and follow the basics of certain tasks, and hampers my ability to focus on having meaningful discussions with my peers because it has gotten to the point where I can't hear the people more than one seat away from me. If there was any way to limit the noise level, by means of physical separation between people, establishing some form of noise control, then that would greatly enhance my ability to follow along in discussions, if not everyone else's abilities as well.
4	I read through one article yesterday written by John Holt concerning the topic of children disliking reading due to teachers. I found that article interesting because I could relate to this situation from past experience in school. It was very difficult to read through the other two articles because of the noise level. There were so many distractions such as people going through the room in the rolling chairs. I must admit that the first day we got these chairs, I was excited and did go around a little but after that, I stayed in my designated area. Many people were talking about homecoming and I got distracted from my work. Since there's so many people in this class, I need to learn to stay focused and really strive to eliminate the distractions.
7	In regards to staying on track, I have to admit that I was occasionally sidetracked. But I was still able to take concise notes that are easy for me to understand. I was able to ask the people at my table for assistance on the topic at the time in regards to what is due, and I would have to have it done by. That way I would be able to plan ahead. I think that I have the capability to surpass the basics of this course indefinitely. If I have gone astray in the first couple of weeks, then I have no one to blame but myself. In the coming days I hope to improve upon that so it is no longer an issue.

Focus	GAP 3/4 (Reflect and be metacognitive about the class period on Thursday, September 29, in the space below.)
8	<p>I am very happy with how I did in class yesterday. The class was really crowded and noisy, and while I usually have discussions at table, this time I was silent. The task was meant to be done in silence and we weren't supposed to get distracted by Google+. In class I talk a lot and read Google+ most days but yesterday I was able to adapt by moving to a different table, isolating myself from all the conversation. I know that I've always had trouble focusing when there is background noise. Reading is already challenging for me when I hear people talking it distracts me a lot. However, I tried really hard to focus and I got through all three readings. I didn't just skim them either. I didn't understand the second piece that well on my first read-through, so I read it again to comprehend it better. After my English class ended, all my friends went to Chem and invited me to come with them. Instead, I stayed back in the classroom and wrote about a page of some thoughts I had while reading the three articles, and how they related to me. This journal wasn't really a formal piece where I was trying to write well, it was mainly just a way for me to think about the pieces I read and connect them to my personal experiences with reading. I'm giving myself an 8 because I didn't take any notes on the articles. Sometimes I feel like annotating and taking notes helps me, but sometimes it just holds me back and slows me down. It feels a little mechanical. One thing I want to work on in the future is finding a way to take notes that isn't forced, and is tailored to my way of thinking. If I can find a note-taking method that helps me to focus on what I'm reading, that would be ideal.</p>
6	<p>I feel that I read through a lot of the articles. The first article I actually read through either last year or the year before because I remember reading exactly the same article. This article was talking about children disliking reading due to the pressures of teachers telling them how to read and things they should be doing during reading. So I was very knowledgeable about what this article was talking about. Even though I've read it before I think that reading again definitely helped, looking at it after a year of not being forced to read and take notes constantly that much last year was quite different. Seeing his words come to life last year in class definitely showed a different point of view that I didn't see the first time I read it. I have to admit it was difficult to concentrate on reading since this class is so big and there is so much noise going on. I feel the only way to reduce that noise is to have less students in the class but I can't do that. So next time I feel that maybe I'll listen to music or something to help me block out everything else. People were also rolling around in chairs and I feel that although these people were fooling around I don't think that these chairs should be taken away. I feel that we should be grateful for the new chairs and tables we have gotten and not take advantage of the situation.</p>
4	<p>I definitely could have done a lot more yesterday, September 29. I did visit and open the assignments given to us, but I also looked at and searched through the previous assignments on Google Classroom. I did not read the requirement close enough and I did visit Google+ in order to add to the comments to my classmates. After, I visited the articles, but didn't finish thoroughly because of the noise level of the classroom. I know there were different alternatives to solving this problem, but I was disturbed many times. Also, I was a little off topic after my group and Mr. Eure had a discussion about the room and the positive and negative effects of the arrangement of the furniture. Next time I will be sure to either remove myself from my friends so I am less distracted or put in headphones to concentrate.</p>
6	<p>I think I could have done better with reading yesterday in class, it was hard not to be distracted with people around me. The hardest part was that I would switch tabs to take notes on my google document and then switch back to the article and end up re-reading entire paragraphs because I wouldn't remember where to pick up from. I didn't talk a lot (I talked some because I sit with my friends) but I had trouble focusing on the reading while at the same time taking notes. I know I am supposed to take notes for the purpose of showing that I read the piece but it interferes with my ability to read the piece in a reasonable amount of time.</p>
6	<p>In the class period I did read as much as I could silently. However I will say I was very easily distracted by my peers. I barely wrote throughout the reading process. I did however absorb a lot of information from the readings. My favorite being the teachers are making kids hate reading. I thought it was very meta topic to read about. I enjoyed how we were reading forced material that specifically declines forced reading materials. I also enjoyed the second article although I did not enjoy it as much it still was a good time. Overall, Could I have gotten more done? Yes I could have. However I believe I did a good amount of work for the class period.</p>

Focus	GAP 3/4 (Reflect and be metacognitive about the class period on Thursday, September 29, in the space below.)
8	<p>In class on Thursday I think that it did take me time to settle down. But once I did I got work accomplished. I read and took notes on the whole first article. I took notes by writing down facts from the article and then I plan on doing a metacognition piece on all three of them. In the classroom it was too loud for me to concentrate. I'm the type of person that can not focus on what I'm reading when there is noise. I need it to be quiet in order to focus. I am fully aware of how I learn so last night I read the third article and took notes. The teacher printed the second article out to read today because the way it was on the computer was bothering me. I realize that as a group I need to try to help keep my group on track more. I did find the articles very interesting because I don't like reading since there is always a grade associated with it. For me I have lost all pleasure in reading.</p>
6	<p>I started class by reading the essays. With so many students around came a lot of noise and distractions therefore it was difficult to internalize and think deeply about everything that was in the essays. Sitting with such a large group definitely has its benefits, diverse group discussions and many different points of view, but with that many people, and so many kids in our class, it definitely can be difficult to focus at times. I planned on going home and taking notes to debrief the essays. For the next time we have a similar assignment I think I am going to either sit at a different table to isolate myself a bit more or even something more minor as putting my headphones in to block out the outside noise. All in all I have acknowledged the changes I need to make for next time.</p>
8	<p>I have only managed to finish How Teachers Make Children Hate Reading, by John Holt, and half of, I Know Why the Caged Bird Cannot Read, by Francine Pose, yesterday.</p> <p>The theme of the essay, How Teachers Make Children Hate Reading, is to show people that teachers make kids hate reading because they are forced to do work on it. Kids are forced to take tests and quizzes to check if they "understand" what they are reading. Although it is important for children to understand what they read, the author points out that kids will fall in love with reading when they do it on their own. With no longer being forced to read, they will choose their own books and become a substantial reader from doing that.</p>
4	<p>Yesterday, we were supposed to read quietly and independently. It was about how teachers make kids not like reading by. The teacher talked about how making the students take many notes would make them feel bored and like it. I was listening to music while reading at first, but later got distracted and went off topic when we started talking about many things that were not based on the same topic as the reading. I did not take notes but the whole gist of the reading, from what I know is all about reading and what caused kids/students not to like it.</p>
5	<p>Yesterday I had to read three readings that deal with how students learn to dislike reading. I read them but more of in a quick skim to understand the main gist of the readings rather than actually reading and taking notes. I also started out off topic trying to find a computer and then just rolling around the classroom on the wheel, but that was only for five minutes. Once I settled down I quickly read each of the texts to get a summary of the readings. I read each and remembered that I read one in pre ap english, the John Holt one, so I skimmed that one to refresh my memory. Afterwards, I discussed with my table.</p>
8	<p>I was productive yesterday in my assigned reading. Early on, Elizabeth went to another table so she could focus better and I decided it would be beneficial for me to do the same. I got through about 1 and 3/4 of the reading and I tried to read it closely, although I didn't take notes. I probably could've gotten through a little bit more if it was more quiet and everyone around me was reading as well. I think people had trouble with the quiet reading because we've gotten accustomed to the regular collaborative environment in the class. I think people tend to take the abstract nature of the class and run with that. Although I was successful in reading and focusing, it was hard to refrain from talking with my friends.</p>
6	<p>Yesterday, I believed I was on task--trying to read all three articles, but not to the fullest extent of perhaps a higher tier. I was able to finish all three articles, learning about how our traditional system of teaching English can erode our curiosity and willingness to learn more about the world around us, and the lack of empathy that comes with it. However, I lacked notes on the articles. And while I finished relatively early, I feel like I didn't use the time I had to its fullest potential. Overall, next time I will definitely use my time better, and try to annotate/take notes on whatever I'm reading to solidifying the information better.</p>

Focus	GAP 3/4 (Reflect and be metacognitive about the class period on Thursday, September 29, in the space below.)
8	After I read the post on google classroom, I realized this assignment was focused on independent work, particularly close reading and internalization. But, I know how I learn when it comes to reading online and taking notes. I'm not productive when I read text online and in turn, not effective. So, I asked Mr. Eure if I could print out the articles, which I then did. I did interact with my peers because some of them at my table had questions on the assignment, which I answered. But, after that, I tried to block out any distractions that would sway me away from the assignment. A huge interference was the noise level in the room, since there were people who either didn't read the assignment post or just didn't take anything away from it, the volume in the room didn't lower. As a way to combat this issue, I took out my headphones and listened to music, and that was able to drown out all the unnecessary noise. In terms of the assignment, close reading, I like annotating the text with pen and paper. This is a skill I've been developing since last year. My annotations reflect my thoughts on the content, so it is similar to me conversing with the author through my annotations. Overall, I think I took the assignment to heart and focused on close reading.
	On Thursday, September 29th I succeeded the basic requirements of the course. I did read the assigned pieces, and thought critically about them while practicing close reading skills and empathy. I however, began working on an alternative assignment. I first engaged in a general discussion with my group pertaining to authors and poets whose work we enjoyed. I read through many of theirs' (and Mr. Eure's) recommendations, and later chose the piece "Violence Is Currency: A Pacifist Ex-Con's Guide To Prison Weaponry" by Daniel Genis. The piece was extremely edifying and forced me to confront the limitations of my own empathy. My preconceived notion of an Ex-Convict was of a neolithic, barbaric drug addict. Not an eloquent writer and skilled thinker, who took sociological observations during his ten year incarceration. I learned a great deal and will continue working with this piece.
8	I can say that in the first ten minutes of class I was not as productive as I could have been. However, later on when I finally got a chance to print out the three articles, I can say that I was very focused. Although I did not complete the whole assignment by annotating all the articles, I did annotate to the best of my ability. So far, I know that all of my annotations were meaningful as I broke apart the text trying to decipher what the writer's message was. I would have to say that I did gain and agree with a couple of things that the first article was saying. I agree with the fact that some of the common things expected in an English classroom are prohibiting children from reaching their full ability.
8	When I first opened the assignment on Google Classroom and saw that it focused on close reading and internalization, I was eager to begin. We had yet to dedicate an entire class period to reading, and I've always preferred reading on my own and being able to jot down my thoughts as opposed to collaborative work. I immediately printed the article and two essays so I could have my own space and put on my headphones and continued to read. And read. And read. I ended up finishing only "Literature's Emotional Lessons", but I think I can attribute that to the fact that I read through it once for reading's sake, then read it a second time, including annotations. In my ninth period study hall, I was able to read most of "I Know Why The Caged Bird Cannot Sing". I went home that night and read and annotated the rest of that article as well as "How Teachers Make Children Hate Reading".

Focus	GAP 3/4 (Reflect and be metacognitive about the class period on Thursday, September 29, in the space below.)
4	<p>In class I did not have a laptop. Because of this, it was significantly harder for me to do the reading than it was for the rest of the class. Julia and I were going to read on the same laptop together, however I didn't think this was going to work because we read at different paces and it would be easier for me to read on my own. I decided that since this would not work, I thought it would be best for my learning style to read a printed copy of the article. It is harder for me to read on a laptop/computer screen than a printed copy. I find this is because I can get distracted easily, look onto other sites, and not do the work. When I'm reading a printed copy of a text, I can make clear annotations in the margin and I believe I retain more information. My friends and I talked to Mr. Eure about this and he explained our frustrations and why we wanted to read a printed copy. He understood this, so we decided to print the articles. I went to the library with Keren and got our printed copies of the text, and went back to class. In class, I did read. However, it was definitely not as much as I should have. I took some notes in the margins, but not many. Overall I wasn't as productive as I should have been. I didn't read a lot and I wish I stayed on task. I know that this must change, and I will make it one of my goals to be more productive in class and to stay focused. I will work harder than I did yesterday, and I will encourage my friends to do the same. If we don't do our work then we can not better ourselves and we are not using our class time and education wisely. I will continue to remember this everyday I come to class and will work much harder than I did yesterday.</p>
7	<p>On Thursday, September 29, I tried to be productive and I took notes on the John Holt essay but I wasn't able to finish what I started because the classroom got too loud especially my group of friends. As I was trying to understand what I was reading, I got distracted by the conversations I was hearing at my table and I found it quite hard to stay on task and not stray away from the reading. I knew that the people at my table were not aware they were being loud so I told them they should be quiet and they listened. I think giving peers a sort of feedback on how they should use their time was the smartest thing I did yesterday. If I knew it would get loud, I could have encouraged my friends (the ones who weren't talking) to sit at another table where we could work productively. Overall, I did read and take notes, but I was not impressed with my work and the work of others.</p>
4	<p>Yesterday, we were supposed to read quietly and independently. It was about how teachers make kids not like reading by. The teacher talked about how making the students take many notes would make them feel bored and like it. I was listening to music while reading at first, but later got distracted and went off topic when we started talking about many things that were not based on the same topic as the reading. I did not take notes but the whole gist of the reading, from what I know is all about reading and what caused kids/students not to like it.</p>
8	<p>Mr. Eure, I can see that as the days go by you get more and more agitated. I'll try to explain somewhat on a state of mind that your students are experiencing. It may not seem it, but at least half the students don't seem to have the deep ideals that you try and enforce and reinforce in us to better our understanding of the class. Everybody seems to have a very basic understanding, but I can really see some that are struggling deeply. But I don't think anything needs to change- all that has to happen is the passage of time. Give us another month and we will change radically, I promise you.</p>
4	<p>On Thursday the 29th I felt that we all listened to each other. I feel like we all took each others thoughts into consideration. Talking about the reading there was many different thoughts about it. When we all annotated we all wrote down different annotations. I feel like we all were teaching each other and we all were saying different things. I really did not talk as much because yesterday I was afraid of being quiet. There are some days that I will have a conversation with people and have group conversations. I just felt that yesterday was not that into talking that day.</p>

Focus	GAP 3/4 (Reflect and be metacognitive about the class period on Thursday, September 29, in the space below.)
5	<p>I cannot say that I met all of the assigned requirements for Thursday, September 29, which included "no discussion, no group work not even a visit to Google+." To be completely honest I did not know to the full extent what the assignment had fully encompassed. not know that we were asked to be completely silent and thought that group work and discussion about the articles would be appreciated. In the future it is up to me to clarify instructions to the fullest extent.</p> <p>I did in fact open up the first article by John Holt. I managed to successfully and thoughtfully read through that article at the begin of class. Towards the end the classroom was riddled with excitement and jitters for Homecoming the next day. Conversation was loud and I got distracted by the talking going on at my table and around the room. In the future I must be more focused and take a bigger initiative on really working on how to improve my work ethic.</p>
5	<p>On Thursday, I wasn't really paying attention but at the same time i was being galvanizing and helping others because they needed help. When I do take my annotations they will be in depth and I will be assiduousness and go home and teach myself to be able to teach others. I didn't the requirements today but I defienetly will meet them every other class. because I feel like I'm a very good student just wasnt my day and I hard time focusing that day. I have a better time reading from printouts and not on the computer.</p>
7	<p>I definitely wasn't as productive as I could have been on Thursday, but I did try to be. I put in headphones and tried to focus as best could because it was kind of loud, and what I read I took good notes on and tried to summarize. But I did still get distracted, and that that I was reading on a computer didn't help (which is my own fault, really. I could've printed it but it looked like so much paper that felt bad and didn't. So I walked myself right into that, I guess.) I did still talk to the people around me, which we weren't supposed to do, but when I did that for more than a minute I tried to refocus myself on the task so that I could actually get something done. I know that my friends weren't talking about the work, and if they were it would probably be a different story, but because I was trying to focus I tried to distance myself a little bit by listening to music. It didn't really work, so even though I tried and wanted to I didn't do good of a job as I could've.</p>
4	<p>In the beginning of class yesterday we were put to read a few articles given to us on classroom. At first, we were discussing a few things about our week. I had already know we were going to read in class but, I had thought that Mr.Eure printed out copies of the articles. This is because our group had talked to him about how we don't do to well with reading online. We knew we wouldn't be able to annotate the article. I think the most of us focus and read better with a physical copy of and article of homework. We all have different kinds of learning styles and some people like reading online while others don't. Because of this, we decided we would make copies and print them out, which we did. Danielle and I went to the library to pick up the copies and we handed them out to the group. By this time, there wasn't too much time left in the period. I had tried to read the article but, I think the noise in the classroom distracted all of us. I felt as though no one had attempted to read and keep quiet for the people that tried to read. The loud noise in class was too loud for me to focus on the article and read and think about the text.</p>
6	<p>Although I would like to say that I didn't speak at all during the class period of Thursday, September 29. That twould be a lie. To tell the truth, yes I did read all of the articles and I did find them very intriguing, but I did converse to my classmates multiple topics concerning the articles and what purpose they were written for. Anyways, the most intriguing article to me was "Why Children hate Reading". I found it to have a great deal ethos which supported his point. He first opened up with conceding that he used to support the opposing side, he then goes through what had caused that person to give up reading if they did.</p>
4	<p>Yesterday in class, we had to read the articles by John Holt. It was about how teachers make students not like reading. The teacher elaborated on how making a student take notes would cause them not to like reading. I was originally focused and closely reading article, but I found myself spacing out while I was reading and getting somewhat distracted. I tried getting back on task, but sadly conversation was going on all around me and I couldn't help but join in. Since the class is so big, the noise level is easily higher making it harder to focus.</p>

Focus	GAP 3/4 (Reflect and be metacognitive about the class period on Thursday, September 29, in the space below.)
7	<p>At the beginning of the period, I moved to the larger computer area since there were no more small computers left. I logged into the computers and started looking at the information presented to me, in the form of the essays, as well as looking at other information regarding teaching. I found the piece written by John Holt to be the most interesting of the three, since I like to review information regarding classroom environments and how they operate. During my analysis of the John Holt piece, I looked up other pieces of information regarding teachers and their communities, as well as some pieces on empathy. I believe I worked relatively well yesterday although I was separated from my friends, which could have enhanced my learning experience.</p>
	<p>The class period on September 29th was not a very productive period even though everyone was doing their own thing. I saw that people were not actually reading, they were talking about math and opening random tabs. The problem with this class is the setup is wrong and people aren't understanding what it takes to get a higher GAP score. The reading is the assignment and people were not reading. The problem with the way our class works is that people think they are doing the right thing by having conversations, which is great unless we have something like reading that requires individual focus on the assignment. Other than that, the setup in the classroom is all wrong. Our setup does not allow for much change in the daily routine. The way people interact is very much cliquey. People can say that they will interact, but it isn't possible when you have a screen in front of you and a table that is 30 feet away from you.</p>
9	<p>Yesterday, I found that I was very productive. I had read the post that we were going to have a quiet period Wednesday night, so I prepared to read when I walked into class. I immediately opened up my chromebook and tuned on my music. I have found that listening to music without words and has a soothing yet upbeat rhythm offers a suitable way to stay on topic while maintaining a good atmosphere (I listen to the Halo 3 soundtrack). After everything was set up, I got right to work. I pulled out a pen, opened my notebook and began to read "How teachers make children hate reading." I felt that I took detailed notes on what I learned from the reading and really spend time getting to know John Holt and his story of how he changed his teaching style. I think that I did a very good job with the notes and the one reading alone took up a whole page in my notebook. I was working hard to make sure that I fully understood the reading, changing from the quick skimming that I used to do in 9th and part of 10th grade. I did not hesitate to get started and was actually looking forward to the reading because I had read "how teachers make children hate reading" a couple years ago and I had forgotten much of it. Now I can really see Holt's point in working the way he does and I felt that overall I was very productive to the period, (Sorry for the late submission, I had to leave the period early because of marching band)</p>