

Conversational English Tutor Handbook



GUTS



GREATER UNIVERSITY TUTORING SERVICES

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Welcome

Dear Participant,

Welcome to the Greater University Tutoring Service. GUTS is the largest volunteer tutor service that aims to serve both UW students and the greater UW community. We want to thank you for volunteering your time with GUTS and sincerely appreciate the service that you are providing to the community.

GUTS operates eight different programs that can be divided into three branches of service:

Academic	Language	Study Support
Academic Match (AM) Drop-In (DI)	Conversational English (CE) World Language Learners (WLL) Conversational English – Eagle Heights (CEEH) GUTS Language Exchange	In-House Study Skills McBurney Study and Learning Skills (SLSS)

More information on each program can be found at guts.wisc.edu. At GUTS, we strive to serve the diverse needs of the UW community and hope that this can be reflected in our programs.

We look forward to having you in CE and hope you enjoy the many experiences to come. Please feel free to contact us at any point throughout the semester with questions or concerns.

Sincerely,

Conversational English Coordinators
Student Activity Center | 333 East Campus Mall | Office 3111
guts-ce@rso.wisc.edu | www.guts.wisc.edu
(608)-263-5666

About the Conversational English Program

The GUTS Conversational English Program matches native or near-native English speakers with people who wish to practice their English language skills in groups with the goal of improving oral communication skills and daily conversation skills.

This handbook is meant to introduce you to the basic requirements and expectations of the program, but will also introduce some basic tutoring practices, tricky situations that might occur and how to resolve them, and resources on cultural diversity, accessibility, and sexual harassment in the tutoring space. If you ever have questions regarding these topics or anything else that may come up during your sessions, feel free to refer to this handbook and also contact the CE coordinators.



WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

GUTS subscribes to all university policies regarding discrimination based on race, sex, gender, orientation and has a zero tolerance policy for sexual harassment, cultural insensitivity, and any form of discrimination.

Important Contacts Who To Contact

<p>CE Coordinators If you have questions about matching, scheduling, trainings, etc. the CE Coordinators should be your first point of contact.</p>	<p>GUTS Office Feel free to stop by the office if you have questions, want to learn about more GUTS programs, etc. The CE Coordinators may not always be in the office, so if you wish to meet in person, please be sure to check when the coordinators' office hours are.</p>	<p>Language Programs Senior Coordinator If you want more information about GUTS' Language Programs overall, contact the Senior Coordinator. If you are facing a problem in your tutoring sessions, please contact the CE Coordinators and the Senior Coordinator.</p>
<p>Wenqi Chen & Nikki Blunier</p> <p>Email: guts-ce@rso.wisc.edu</p> <p>Personal Emails:</p> <p>nikkib.guts@gmail.com</p> <p>wenqic.guts@gmail.com</p>	<p>333 East Campus Mall (Student Activity Center), Office 3111</p> <p>Hours: (subject to change) Mon – Thurs 9 AM – 5 PM Fri 9 AM – 12 PM</p> <p>Phone: (608)-263-5666</p> <p>Email: gutsstudentorg@gmail.com</p>	<p>Sruthi Atluri</p> <p>guts-languageprograms@mailplus.wisc.edu</p>

Program Structure and Expectations

Matching:

- All participants are matched into groups or pairs and will meet with their assigned group members for the entirety of the semester
- Groups are created based on available meeting times and any specifications that were made by applicants

Training:

- All tutors are expected to attend a beginning-of-the-semester training in order to learn about the expectations and requirements of the program
- Even if you tutored with us before, you must attend training each semester in order to review these requirements and expectations as well as any changes that may have been introduced to the program
- Tutors will not be assigned a group until after attending a training session

Tutoring Sessions:

- Pairs are expected to meet **for at least 1 hour a week**
 - o While this may seem like a large commitment, the nature of group tutoring requires a longer meeting time so that all members can receive equal practice
- Depending on individual schedules, meetings can occur more than once a week (e.g., meeting for an hour on Tuesday and another hour on Saturday)
- Groups should mostly focus on **conversational skills** in these sessions. **As a tutor, we do not expect you to be an expert on the English language. If you do not feel comfortable or qualified to teach things such as grammar or writing skills, you are not required to do so.**
- You are free to do various activities with your group (shopping, getting food, etc.) and count this as your meeting time. As long as you are still engaging language skills, you are not simply confined to sitting and talking for two hours! **Please note that, as a volunteer tutor, GUTS will not fund any outside activities you decide to do during your meetings. All costs are to be covered by the individual.**

Tutor/Tutee Contract:

- Every group is responsible for filling out a tutor/tutee contract and submitting it to the CE coordinators **no later than 2 weeks after you have received the email with your group assignment.**

Weekly Attendance Sheet

- As a tutor, it is your responsibility to fill out a weekly Attendance Log where we will be able to track how often your group meets as well as receive any updates if you have anything you would like to share with us
- If you wish to use your time at GUTS when applying for future jobs, volunteer opportunities, or higher education, this Attendance Log will be the easiest way for us to verify that you did indeed tutor with us and were reliable
- You should be noting if you and your tutees were able to meet and any reasons why you or a tutee were not able to attend
- **You are allowed 1 unexcused absence during the semester**
 - o Your role as a tutor is critical to the success of your tutees, so your presence at your sessions is essential
- **Tutees are allowed 2 unexcused absences during the semester**
- Please note, if you do not fill out this log and do not contact us with any problems you may be having, we as the coordinators do not have any way of solving issues that may come up, so use this log as a medium of communication with the program coordinators if nothing else

Weekly Log Link:

https://drive.google.com/file/d/13j_8M6gt1ZWCE5QyhOi4R8i3H9umQIAN/view?usp=sharing

Meeting with Your Group for the First Time

In meeting your group for the first time, it is good to voice any expectations you have for your sessions, what your group wishes to work on specifically, and what their learning styles are. While conversational skills should be the main focus of your sessions, there are many different ways that sessions can be conducted. Here is a list of things that you should discuss during your first meeting:

1. You and your group's goals for the semester

- How much progress are your tutees looking to make by the end of the semester?
- What kind of role do you see yourself fulfilling as a tutor?
 - What does tutoring look like? Will you have homework?
- Why did you choose to become a CE tutor and what are your intentions?

2. Correction styles

- How do your tutees want to be corrected?

Many people learn through corrections and feedback, but some people simply want to be comfortable with talking freely and not worrying too much about grammar and pronunciation. Ask your tutees what style they feel they can easily apply to their language learning process

3. Topics that you and your group want to discuss

- Topics in which they wish to learn more vocabulary and phrases
- Topics that appear in their everyday life (hobbies, schedules, work, etc.)
- Topics that are specific to their studies or profession
- Topics that you or your group **do not** want to discuss
 - Some topics can be uncomfortable to discuss for some, so it is best to respect your group's opinions (and vice versa) and avoid discussing things that can result in discomfort

4. Future meetings and activities

- Do you prefer to sit and talk for two hours a week, or do you hope to intersperse some activities throughout your meetings?
- Are there any activities that you are **NOT** comfortable with doing?

5. Preparing for sessions

- How should you (and your group) prepare for sessions?
 - Bring a list of topics
 - Bring outside materials to share (news articles, videos, etc)

- o Prepare a list of questions to ask one another
- o Etc.

6. Contact information

- Are you comfortable sharing contact information that is outside of your email address?
- Would it be more convenient to utilize different apps?
 - o WhatsApp, GroupMe, KakaoTalk, WeChat, iMessage, etc.

We highly encourage you to cover all of these topics, as setting clear boundaries and expectations will ensure that your semester starts off strong. We also want to remind you that, while you are fulfilling the role of tutor, your wants and needs are also important. It is vital that you communicate these things with your group members in a transparent way and come to a solution that can benefit all members.

Tutor/Tutee Contract

The Tutor/Tutee Contract was created to clearly state the expectations GUTS has in regard to its participants, as well as give participants a space to voice their wants and needs in an official manner. **This contract is due to the CE coordinators no later than two weeks after you receive your group assignment.** A copy of this contract can be found at the end of this handbook.

You can submit the contract in person to the GUTS office at 333 East Campus Mall, Office 3111 or you may scan or take a picture of the contract and submit it by email to guts-ce@rso.wisc.edu. **ONLY ONE CONTRACT NEEDS TO BE SUBMITTED FOR EACH GROUP.**

Good Tutoring Practices

- What are some qualities that you look for in a tutor? What do you think a tutor should do to make their tutees' experiences better?

Some GUTS Recommended Tutoring Tips:

1. Come prepared

This may seem a bit obvious, but we highly recommend coming with some preparations done before your tutoring sessions. Since language tutoring is not like standard academic tutoring, preparations will differ. We suggest simply **thinking about what topics you wish to cover**. This is an easy thing to prepare and can go a long way once you get to your session.

How you prepare depends on you and your group's wants and needs. You should discuss this at length and come to an agreement about how you should approach your weekly sessions.

2. Ask your tutee questions (don't feel like you have to do all the talking)

If your tutees are more on the quiet side or if you are having a hard time getting the conversation to flow, start asking questions. Not only is it a good way to keep up conversation, it is also good practice for your tutees in developing their thoughts and opinions and communicating them in a comprehensible manner. Avoid simple "yes" and "no" questions and

instead aim for something with substance. Usually attaching the question “Why?” at the end can change your tutee’s whole approach.

3. Introduce new vocabulary and expressions

As you listen to your group members’ speech, think about what words and phrases they can utilize to make their speech sound more natural. In learning a foreign language, we tend to repeatedly use words that we have become familiar with. Try to introduce new words and phrases that your tutees can incorporate into their conversations. If something sounds a bit unnatural, try to make a suggestion to your tutee about what words you would personally use in that situation. Introduce words that your tutee can use in their everyday life and that are specific to them.

4. Speak at your natural pace

Your sessions are meant to somewhat mimic a real-life conversational setting, so it will be most beneficial to your tutee if you speak at your natural pace. However, it is good to check in with your tutee every now and then and make sure that they also feel comfortable with your speech rate. For example, if your partner is just starting out in learning the language, then speaking at a slower pace may be more beneficial. Because you are tutoring in a group setting, you may need to adjust your speech style depending on the person. **You should communicate with your group about this point early on in your sessions.**

5. Be transparent with your tutees

Being transparent with your group and communicating your plans and intentions in an honest and open way is vital to establishing trust among your group. Even though you are the tutor, it is important to ask for the opinions of your tutees and get their input on certain things.

o I want ___ vs. What do you think about ___?

Let’s say you want to discuss a topic that may be uncomfortable for some of your group members to talk about. Instead of saying “I want to talk about politics,” try asking, “How would you feel if we talked about politics? Is this something that you would feel comfortable with?”. Leave your tutees room to accept or deny your suggestions and let them explain what they are thinking as well.

6. Use different techniques to overcome language barriers

Misunderstandings are bound to happen. This is common in language learning, especially if you do not have a common language outside of English. Knowing how to overcome such situations while remaining patient

and encouraging is of great importance. Consider using some of the following techniques:

- o Use visual aids (videos, pictures, your surroundings, etc.)
- o Use body language (hand gestures, facial expressions, etc.)
- o Explain using vocabulary that your partner knows
- o Create example sentences or situations that simultaneously use content your partner knows as well as the confusing concept or word that you are trying to explain

7. Be okay with not knowing everything!

Even though you are a tutor, it is okay if you don't have the answer to every question! It is normal to not know the specific workings of a language, as even people who rigorously study a language still come up empty-handed on some matters. If you don't know the answer to your tutee's question, **let them know**. It will hurt your tutee more than help if you simply make up an answer just to satisfy their question. Of course, you can provide your opinion, but you should make it clear to them that this is your opinion and that they should consider other opinions on the matter as well.

8. Remain patient, persistent, and encouraging

Learning a language can sometimes be frustrating. As you go through your sessions, try and remain encouraging to your tutees. Remind them that it is okay to make mistakes and that it is okay to not know everything right away. If your tutees are discouraged and frustrated, it will be difficult to have a productive session. Remain patient with them, try your best to answer their questions, and continue to encourage them. If you are stuck on a particularly hard topic, take a break and talk about something in which everyone feels confident. You should be challenging your tutees, but to an extent that is not too far outside of their comfort zone.

When it comes to language learning, there are a lot of skills that you can work on in your sessions! While we emphasize the conversational aspect of language learning as being the most important in these sessions, you are free to talk with your group about any other skills you all feel comfortable working on. These skills include reading, listening, and writing. Here are a few activities that you can do to target and work on these skills:

- Tell a story to your group and have them summarize it back to you (listening and speaking)
- Watch a video with your group and discuss its content after (listening and speaking)

- Pick out an article or story and have your tutees read it out loud to you (reading and pronunciation)
- Have your tutees keep a small journal where they can write about how they spent their time between your sessions (writing)
- Listen to music in your target language, read the lyrics, and discuss with your partner how you both interpret the song's meaning (listening, reading, and speaking)

These are just suggestions for activities that deviate from the standard session that only focuses on speaking and conversational skills. **You are not required to do such activities.** These are just here in case you and your tutees all feel that such activities would be beneficial. You are encouraged to come up with activities outside of these in order to better help your tutees if you feel that they are needed!

Topics for Sessions

- Major / job / career plans / subjects that are enjoyable and fun to study
- Family and friends
- Family and traditions / holidays
- Hobbies and personal lifestyle
- Current events / news
- Language / idioms and metaphors / comparisons between English and other languages
- Literature / poetry (bring some stories to share, recreate stories, etc.)
- Music / favorite songs and their meanings / analyzing lyrics of a song and the language used
- Movies and TV shows / dramas

Suggestion: Ask your tutees to really *describe* whatever it is they're talking about. Have them try and go into as much detail as possible, whether that be about their favorite movie, a news article they just recently read, or what they like to do on their weekends. Not only will it add to your conversation, it will help them in using more detailed wording and descriptive language.

Cultural Awareness and Sensitivity

***GUTS has a zero-tolerance policy for any instances of cultural insensitivity or discrimination.**

Not only is this program meant to encourage the teaching of the English language, it was also created to encourage the overall exchange of cultures. As our world is so connected, it is important that we put in the time and effort to learn about and understand the many diverse cultures that exist. Not only are you teaching your tutees, but you are also learning from them.

As you conduct your sessions with your group, we ask that you please be mindful of your speech and actions. While you may not mean offense by your words, you should be aware that certain things can be interpreted differently by others. **If you believe that what you are about to say or do has even the remote possibility of being interpreted as offensive, do not say or do it.** Following this guideline, we urge you to first discuss with your group the possibility of talking about any sensitive topics during your sessions, such as politics, holidays, religion, family life, etc. **It is vital that you make sure that your tutees are comfortable talking about such topics beforehand in order to avoid any offense or harm.**

We also want to alert you to the notion of **physical interaction** and our policies in regard to it. The levels of physical interaction within different cultures and what certain actions mean varies greatly. What may seem like common practice to you may not be so common to your group members. Therefore, **we ask that you refrain from physical interaction with your tutees unless you both have an understanding of the action and its implications and are both comfortable with the situation.** Communication is key in such situations, and we urge you to be as transparent with your group as possible regarding such situations.

Always discuss matters with your tutees first in order to avoid causing offense or harm.

If you believe that you have been a victim of any form of cultural insensitivity or discrimination, here are steps you can take to have your case resolved:

***These steps will be made available to your group members as well, but feel free to share this information with them during your sessions**

1. Reach out to the CE coordinators or come to the GUTS office
 - Explain your situation in as much detail as you can so that the coordinators can understand the situation fully and work quickly to come up with a solution that is best for you.
2. Reach out to the Language Programs Senior Coordinator
 - If you feel more comfortable talking to the Senior Coordinator or simply want another opinion, reach out to them as soon as possible.
Any information that you disclose to the CE coordinators or the Senior Coordinator will remain confidential, unless you give your consent for the coordinator and directors to use any details you provided when speaking with the other party.
3. Talk with your tutee(s) about the situation
 - If you feel comfortable enough, we encourage you to have a discussion with your tutee(s) about the situation, how their actions or words made you feel, and any actions that you wish to take, such as terminating your time in the program or being matched with another person. **If you do not feel comfortable discussing such matters with your tutee(s), you do not have to.** We understand that confrontation is difficult, and we do not wish to place you in an even more difficult situation with your tutee(s). If you believe that you and your group member(s) can have a productive conversation, then we encourage you to do so.

When individuals are reported to have committed acts of cultural insensitivity, bias, racism, etc., a series of actions will be taken depending on the situation, its severity, and the involved parties.

1. Meet with the CE coordinators to discuss the situation and what actions should be taken
2. If a second offense happens, the participant will meet with the Language Programs Senior Coordinator, and supplemental training on cultural awareness may be ordered
3. If a third offense happens, the participant will be asked to leave the program

Of course, if a participant's actions are harmful and/or posing a threat to those around them, they will be asked to leave the program immediately.

Sexual Harassment Policy

***GUTS has a zero-tolerance policy for any instances of sexual harassment**

Instances of sexual harassment can include unwelcome sexual advances, requests of sexual favors, and other verbal or physical harassment of a sexual nature in the workplace or learning environment (Equal Employment Opportunity Commission).

If you believe that you have suffered any form of sexual harassment, please do not hesitate to contact either the CE coordinators or the Language Programs Senior Coordinator. You can also come into the GUTS office and speak to any of the on-hand staff.

We ask that participants always be mindful of their words and actions. In order to avoid any misunderstandings, we ask that you think about the effects your words and actions may have on those around you. While this program should be an opportunity to have a free conversation with your tutees, it is vital that you think carefully about how your words and actions may be interpreted.

GUTS adheres strongly to the zero-tolerance policy, and anyone who is reported to have committed any perceived instances of sexual harassment will be immediately sent to the Senior Coordinator, who will then decide what actions will be taken. Depending on the situation, reports may be made to the university.

Accessibility and Accommodations

The mission of GUTS is to serve the members of the UW-Madison community to the best of our ability, and we will thus do our best to work with those who require any accommodations to make their time with GUTS as comfortable and enjoyable as possible. If you require any accommodations for your sessions or any GUTS events, please reach out to the CE coordinators or Language Programs Senior Coordinator.

We believe that our participants should work to make GUTS a welcoming and accommodating environment. When meeting with your group, we encourage you to ask if there are any accommodations that you can provide to your group in order to make your sessions more productive and comfortable. Such accommodations may include:

- Meeting in a space that is easily accessible to all of you
- Meeting in an environment with a noise level that is comfortable for all of you
- Providing any written materials in a font style and size that is easy for your tutees to read
- Allotting time during sessions to take a break, walk around, etc.
- Providing feedback and corrections in a manner that your tutees are comfortable with

These are just a few examples of accommodations for an individual. This is in no way an exhaustive list. We encourage you to have a conversation early on with your group and discuss these matters in order to best tailor your sessions to include such accommodations. **These accommodations can also be noted in the tutor/tutee contract that will be submitted to the CE coordinators.**

Tricky Tutor Situations

Get into small groups (3-4 people) and discuss the following situations and what you think is the best way to resolve them.

- 1). Your group is more on the quiet side and you find yourself doing most of the talking during your sessions. What are some things you could do to encourage your group to participate more?**
- 2). Your tutees want you to explain a few points about English grammar, but you do not feel qualified to answer such questions. How would you respond to such requests?**
- 3). You feel uncomfortable due to an insensitive comment that your tutee made regarding other cultures. How would you address this, and what steps would you take following such a situation?**
- 4). You and your group are discussing a topic that is relatively difficult for them. As your conversation progresses, you can sense that one of your tutees is getting frustrated by their inability to express themselves in the manner they want. How can you encourage them, and what steps can you take to ease their frustration?**
- 5). You want to try and discuss a potentially sensitive topic with your group (such as politics) but are unsure how they will react. How can you communicate this want to your group, and what language do you think you should use when talking with them?**

FAQs

Q: My tutee(s) is not responding to my attempts to contact them and is not showing up to sessions. What should I do?

A: If you cannot get a hold of a tutee, please notify us right away. We will try our best to contact them. However, if you are unable to contact them, the chances of us being able to contact them are also quite low. If it is early enough in the semester, we may be able to find you another partner, but we cannot guarantee this.

Q: Will I be paid as a tutor?

A: We do not pay our tutors. This is strictly a volunteer service, so you are working as a volunteer tutor. However, it is a great resume builder, and can lead to future paid employment at GUTS!

Q: My tutee(s) wants more resources on _____. Where can I go to find these?

A: The best places to look are the internet or any of the UW libraries. There are plenty of language books that may be helpful, and even more sites online that explain grammar, vocabulary, and expressions used in English. If you cannot find anything that you think will work for your tutees, send us an email and we will try to help you in your search.

Q: Can my group and I meet with other groups for our sessions?

A: As long as you are conducting your meetings with the intent of practicing English, then yes! You are more than welcome to meet up with other groups and practice together.

Q: If I want to participate in the CE Program again, do I have to re-register during the next semester?

A: Yes, you will have to fill out the registration form again for the following semester. If you wish to continue with your same group, you and your group members must both indicate this on the form and we will match you together.

Notes

Take this space to write down any notes or questions that you may have. Let us know at the end if you have any questions that were not answered!

Conversational English Tutor/Tutee Contract

Fall 2022

The purpose of this contract is to allow participants in the Language Exchange Program to voice their expectations for their sessions and work with their partner to create an environment in which they both feel comfortable meeting and participating in the exchange. This contract also requires participants to acknowledge and accept the policies and expectations that have been put forward by GUTS. By filling out and signing this contract, participants acknowledge their role within the GUTS Language Exchange Program and commit themselves to upholding this role to the best of their ability.

***When submitting this contract, please be sure to make a copy for your group to reference throughout the semester. This can be a scan, photo, hard copy, or any other form that is convenient to access.**

Please discuss the following matters with your partner and fill out the sections accordingly.

Meeting Time:

What day(s) and time(s) will your group be meeting?

If your group is unable to meet for various reasons, is there an alternate time that you are able to meet?

We will do our best to uphold the 2 hour a week meeting time requirement. If we are unable to meet this 2 hour requirement, we will acknowledge this in the weekly attendance log.

Meeting Style (please check all that apply)

In person Zoom Webex

Other (Our group has discussed this with the CE coordinators)

Late Arrivals and Cancellations

If I am unable to attend a session or foresee myself being late, I will use the following contact information to alert my partner in a timely manner.

Tutor Contact Information

Tutee Contact Information

If I need to cancel a session with my group, I will alert them _____ in advance.

Sexual Harassment Policy Acknowledgement

I understand that GUTS has a zero-tolerance policy regarding any forms or instances of sexual harassment. I acknowledge that committing any actions that could be classified as sexual harassment (unwelcome sexual advances, requests for sexual favors, verbal/physical harassment of a sexual nature, etc.) will result in an immediate meeting with the GUTS co-directors and termination from the program.

Additionally, I will do my best to report any instances of sexual harassment to the CE coordinators, the GUTS co-directors, or other GUTS staff. I acknowledge that my identity can remain anonymous in these reports should I so desire.

Cultural Awareness Policy Acknowledgement

I understand that GUTS has a zero-tolerance policy for any instances of cultural insensitivity, including racist or discriminatory remarks or actions, use of derogatory language, microaggressive behaviors or comments, etc. I acknowledge that committing any actions that may be considered acts of cultural insensitivity, racism, or discrimination will result in immediate removal from the program and the revocation of volunteer hours.

Additionally, I will do my best to report any instances of cultural insensitivity/racism/discrimination to the CE coordinators, the GUTS co-directors, or other GUTS staff. I acknowledge that my identity can remain anonymous in these reports should I so desire.

Accessibility and Accommodations

Please write any accommodations that you may require or any suggestions that you have to make your sessions more comfortable and enjoyable. If not applicable, please write so.

If applicable, I will do my best to accommodate my group members accordingly and will work to adjust our sessions in order to make them more comfortable and accessible. I will communicate with my group about necessary accommodations and check in frequently to ensure that the current accommodations are still helpful.

Additionally, I understand that I can report to the CE coordinators, GUTS staff, or GUTS co-directors if I find myself having any difficulties or concerns regarding accessibility and accommodations either through email, phone, or in person.

By signing, I agree to all of the above stated information

_____ Tutor Name (printed)	_____ Signature	_____ Date
_____ Tutee 1 Name (printed)	_____ Signature	_____ Date
_____ Tutee 2 Name (printed)	_____ Signature	_____ Date
_____ Tutee 3 Name (printed)	_____ Signature	_____ Date