

# ENGL 1143: ACADEMIC RESEARCH & WRITING

Fall 2022 | Midwestern State University | Dr. Coenen

Sec.	Days	Time	Place
107/154	TR	9:30-10:50 AM	DB 338

## Contact

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**Phone:** 940-397-4058 | **Office:** BW 203

**Office Hours:** Mon-Thurs. 11 AM-Noon, M 1:30-2:30 PM, W 9-10 AM, & BY APPT.

**Email** is the best way to contact me.

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## Course Materials

### Required Text:

- **WL** - Ingraham, Lauren, and Jeanne Law Bohannon. *The Writer's Loop: A Guide to College Writing*, with Achieve; Bedford/St. Martin's, 2020. (Provided as an e-book; Access in D2L).

### Other Resources:

- Access to D2L/Brightspace and Achieve Online to receive info and submit assignments
  - A Gmail account (like MSUTexas account) to collaborate & access digital materials
  - Regular computer and internet access
  - Microsoft Office or Google Suite
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## Course Goals

- Apply key rhetorical concepts through analyzing and composing a variety of texts
  - Engage in a writing process that includes invention, drafting, collaboration, and revision
  - Use reading and composing for inquiry, learning, thinking, and communicating in various rhetorical contexts
  - Use strategies – such as interpretation, synthesis, response, critique, and design to compose texts that integrate the writer's ideas with those from appropriate sources
  - Use sources ethically and in contextually appropriate ways and follow a designated style guide
  - Demonstrate proficient use of linguistic structures, including grammar and mechanics, through practice in composing and revising
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## Course Overview

This course will develop your skills in critical reading and thinking and in evidence-based, persuasive writing. These skills will be relevant in many aspects of your life. You'll choose what you research and write about, and you'll be asked to be open to new perspectives.

We'll discuss critical media literacy this semester, and you'll have opportunities to practice and reflect on your own literacy in timed writing tasks and revised writing tasks, including a synthesis paper and a digital portfolio. You'll plan, draft, exchange feedback, and revise writing assignments, and you'll have opportunities to improve drafts before and after submitting.

This writing course is also designed to build informal skills related to collaboration, participation, and critical reading. You'll earn course credit for informal tasks by recording them in a labor log.

*You cannot afford to think of being here to receive an education: you will do much better to think of being here to claim one. One of the dictionary definitions of the verb 'to claim' is: to take as the rightful owner; to assert in the face of possible contradiction. 'To receive' is to come into possession of: to act as receptacle or container for; to accept as authoritative or true. The difference is that between acting and being acted-upon."*

--Adrienne Rich

## Grades & Policies

Major (Required) Tasks	Points	Description
TW (Timed Writing) 1: Critical Literacy Narrative (CLN)	75	This timed essay asks you to describe a personal experience that relates to critical media literacy.
Analytical Response (AR)	100	You'll plan, draft, and revise this essay, which will analyze an argument for credibility and effectiveness.
TW 2: Position Essay (PE)	75	This timed essay asks you to take a position & support an argument with evidence.
Annotated Bibliography & Proposal (ABP)	100	You'll summarize and evaluate sources to be used in the Synthesis Essay and propose and justify your research question.
Synthesis Essay (SE)	200	You'll plan, draft, and revise this essay exploring various perspectives on a topic of your choosing. You'll cite and show source connections.
ePortfolio (eP)	150	You'll revise and reflect on your work from this course in a comprehensive website of your design.
Final Exam	100	Like the TW2, you'll compose a multi-paragraph essay that takes a stance on a specific prompt.
Labor Log (Described on p. 7)	200	Throughout the semester, you'll record your ungraded labor for the class and have the opportunity to earn extra credit.
Total	X/1000	

### Grade Policy

Through contract grading in this course, the default grade is a B. If you do all that is asked of you in the manner and spirit it is asked, you'll earn a B in the course. It will not matter what I or your colleagues think of your writing, only that you are responding to the assignment and feedback. If you miss class, do not participate fully, don't complete assignments, or don't follow the labor instructions, you will get a lower course grade. You can earn an A by showing in your Labor Log that you have gone above and beyond to contribute to the class community and to your learning.

### Grade Scheme

Letter	Numerical
A	895-100
B	795-894
C	695-794
D	595-694
F	0-594

### Midterm Grades

To help track your progress, I'll report Midterm Grades in WebWorld. Midterm grades do not appear on transcripts or affect GPAs. They reflect your standing mid- semester. Students earning a C or below should visit with me and TASP.

### Submission Format and Policy

All formal assignments are to be typed and formatted, with outside sources documented, according to MLA style. Some minor assignments may be submitted on the Labor Log or as a hard copy in class. All formal papers must be uploaded into the D2L Dropbox folder. *Note:* You may not submit a paper for a grade in this class that already has been (or will be) submitted for a grade in another course, unless you obtain the explicit written permission of me and the other instructor involved in advance.

### Attendance Policy

Punctual, engaged attendance is crucial to your success in this class and in college. More than two (2) weeks' worth (TR: 4 class sessions; MWF: 6 class sessions) of absences, excused or not, will affect your performance and overall grade. Absences will not be directly penalized, but students may miss opportunities to learn and earn points for in-class activities. Email in advance if you will not be able to make class. It is your responsibility to be present and prepared for class to maximize your learning. If you must miss multiple sessions for personal/health reasons, alert the Dean of Students office and provide information so they can verify the situation for your instructors.

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*On Zoom*

This course is designated as a face-to-face class, and it will be held in that format unless the University changes course modalities. Students are not able to attend class via Zoom as a regular alternative. If you will miss an extended amount of time because of illness, contact me to discuss options.

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*Late Assignments*

Late assignments, defined as work not submitted to the appropriate dropbox by the designated due date and time, will be accepted for full credit if the student consults with the instructor on a reasonable timeline, at the discretion of the instructor. If you need to submit something late, you may request an extension in advance. If you have difficulty submitting or are unsure if your submission was successful, email me with your work attached.

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*Academic Dishonesty*

The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. At the very least, plagiarism will result in an F on the assignment; at worst, the consequence will be an F in the course. Offenses will be reported to the Chair of the Department of English, Humanities, and Philosophy. Students have the right to appeal an alleged incident of Academic Dishonesty. More information about this policy and appeal procedure can be found on page 55 of the *Student Handbook* <https://msutexas.edu/student-life/assets/files/handbook.pdf>

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*Accessibility & Technology*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Support Services in Room 168 of the Clark Student Center, 940-397-4140.

I want to ensure that this course is accessible as possible to all students. If you have problems accessing campus sites or learning materials, talk with me about how we might improve that.

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*On Language Assessment*

You may expect to learn “proper grammar” in this class, but linguists argue that every language and dialect has a distinctive grammar and that no one grammar is inherently better or more correct. American universities rely on “Standard (American) Academic English” (SAE) to determine “college readiness,” but this [“standard” is a false one rooted in intentional gatekeeping and discrimination](#) based on race, class, and citizenship status. In this class, your professor will assume that SAE is a false and flawed standard. Your language practices are relevant. You will not be chastised for using grammars other than SAE. If you would like to learn to use SAE more persuasively, we can work on that through independent exercises for which you may earn extra credit, but you are also welcome to use your language experience in ways that you and your peers and community members would find persuasive and trustworthy; these goals are more practical and more inclusive than striving for an arbitrary and false notion of correctness. Grammar police be warned. (See also [CCCC’s 2020 Demand for Black Linguistic Justice](#).)

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## Resources & Access

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*eBook Access*

1143’s required eBook is part of MSU Texas’ Courseware Access and Affordability Program. Students are charged for the course materials on their Business Office account. If you wish to opt-out of the Program and purchase the required course materials on your own, you must do so prior to **09/02/22**. Opt-out instructions are sent to

students' official my.msutexas.edu email after the first day of class. Contact the MSU Bookstore if you have questions about opting out.

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#### *Access to Microsoft 365*

All students can install Microsoft Office 365 free of charge using their MSU Texas student email address. To acquire Office 365, go to <https://www.microsoft.com/en-us/education/products/office> & create a free account.

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#### *Writing Center & Tutoring*

Tutoring and Academic Support Programs (TASP) provides free drop-in tutoring for MSU students. Located on the first floor of Moffett Library, Writing tutors are available most weekdays. You don't need an appointment to use these services. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading. See <https://msutexas.edu/academics/tasp/on-campus.php> for more info.

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#### *University Computer Labs*

The University provides four open computer labs throughout the week. These four labs feature access to Microsoft Office Suite for writing and internet access for research.

Location	Hours
Clark Student Center	24 hours (Mon-Sun)
Dillard 146	Mon-Thurs 6 AM – 7 PM
Moffett Library	Mon-Thurs 8AM – 10PM; Fri. 8AM-5PM; Sat 10AM-6PM; Sun 2PM-10PM
Legacy Hall	24 hours (Mon-Sun)

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#### *Assessment and Revision*

I will provide written or oral feedback on drafts prior to submission as needed, and I will inquire about your writing progress regularly. If you request the opportunity to revise, you should meet with me to make a revision plan. You may revise and resubmit any coursework within 3 weeks of receiving a grade and prior to finals week for additional feedback. Grade revisions will be negotiated on a case-by-case basis.

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#### *Conferences*

You should participate in at least three writing conferences with me or a writing center tutor this semester prior to the last week of class. You may use these meetings for any course-related discussion, but your formal and research papers will be especially useful topics.

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#### *Contacting Me & GroupMe*

Email is the best way to contact me. In the body of your email, indicate the course and section number you're in. Please allow at least 24 hours for a response during the week and 48 hours over the weekend. We will also have a class GroupMe which you can use to ask questions and share resources among classmates. Access it here: [https://groupme.com/join\\_group/84200285/0dJLOW0N](https://groupme.com/join_group/84200285/0dJLOW0N)

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#### *D2L & Google Drive*

We'll use D2L to access most course materials including the syllabus, the textbook & Achieve resources, schedule updates, assignment sheets, PowerPoints, your feedback and grades, and other materials. You will also submit formal assignments and find announcements on D2L; Check it daily, especially before our class meets. Google Drive will also be used as a collaborative space and to store class resources.

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#### *Writing Proficiency Requirement*

All students seeking a Bachelor's degree from Midwestern State University must satisfy a writing proficiency requirement once they have 1) completed 6 hours of Communication Core and 2) earned 60 hours. Students may meet this requirement by passing the Writing Proficiency Exam, passing two Writing Intensive courses, or passing English 2113. If you have any questions about the exam, visit the [Writing Proficiency Office website](#) or call 397-4131.

## Safety & Our Class

### *COVID, Safety, & Care*

We are still dealing with a public health emergency. During the pandemic, we're deeply affected by the actions others take (or don't) to mitigate the spread of COVID-19. Many faculty, staff, and students here are caregivers for parents, children, and loved ones who are immunocompromised, and many may be at risk themselves. As such, I ask that you make efforts to protect yourselves, our campus, your families, and mine as well as our broader community for the spread of COVID-19.

As the pandemic continues, I want to share thoughts about our collective experience:

- Some of our lives may be relatively unaffected by the pandemic, but others have experienced profound and life-altering tragedies and hardships. We cannot make assumptions about others' experiences.
- Be compassionate with others and with ourselves. At this time, we all need more grace and care.
- Together, we can make this semester safe, thoughtful, rigorous, and insightful through our intellectual efforts and by carefully following safety protocols.

We should follow the University's guidance regarding COVID-19 precautions, masks, & vaccinations.

### *On Symptoms*

If you are sick, particularly with symptoms that resemble COVID-19, DO NOT ATTEND CLASS IN PERSON. I'll work with you to ensure that you have the opportunity to learn any material you miss because of illness.

### *On Masks*

As new variants spread and the reality of breakthrough cases becomes more apparent, I cannot help but think of each of our family members and co-workers who are unvaccinated or immunocompromised. Because vaccinated individuals can carry or be infected by some variants, I will wear a mask (or face shield when lecturing) in class, and I ask you to wear a mask while inside the classroom too.

## Course Community

### *Ensuring a Learning Environment*

College classes should be vibrant environments that foster creativity, discussion, and intellectual growth. You have the freedom to create the kind of intellectual community you desire. Included here are some characteristics of a thriving learning environment. Let's discuss what this looks like in practice:

Characteristics	Students will...	Professor will...
<i>Communicative</i>		
<i>Accountable</i>		
<i>Receptive</i>		
<i>Engaged</i>		
<i>Respectful</i>		

*Learning with Equity & Generosity*

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As a class community, we have diverse bodies, experiences, and needs. Our diversity is a strength, and it's something we should strive to learn from. In order to learn in a safe environment, we must ardently reject language and behaviors that denigrate others based on identity category. In this learning space, hate speech, harassment, discrimination, & violence are not tolerated.

Committing to equity, inclusion, and accessibility requires us to do more than reject discrimination. Equity begins with acknowledging how our institutions (academic and otherwise) have oppressed, excluded, and marginalized people based on race, religion, sexual orientation, sex and gender expression, immigration status, language background, ethnicity, ability, socioeconomic status, age, body type, and other aspects of identity. Equity work continues with seeking to understand and resist those failures by educating ourselves about oppression, fostering conversation and learning about those topics, developing practices that respond to the needs of historically marginalized communities, and holding our communities and leaders accountable for becoming more equitable, inclusive, and accessible.

This course encourages the discussion and consideration of uncomfortable topics. We can work through discomfort and create a brave space for learning and exploration by showing respect and consideration of perspectives that differ from our own. There is a lot we don't know about each other, and our word choice in discussing social & political issues matters a great deal. Ignorance is not an excuse for cruelty or dismissiveness, but we all make mistakes as we learn, so we should be willing to forgive & learn from these situations.

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*This Course as a Contract*

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This course uses a labor-based grading contract adapted from that of composition scholar Asao Inoue. [Here is his original contract example](#). If you do all that is asked of you in the manner and spirit it is asked (the terms of this are laid out throughout this document), then you'll earn a B in the course. This should foster a collaborative, supportive environment and relieve some writing anxiety. You'll get feedback from me and your colleagues which you can use to improve your work and to take risks, but you won't get traditional grades on major assignments. Instead they will be marked on a Satisfactory(S)/Unsatisfactory(U) basis. If you meet the basic expectations laid out in the assignment, you'll earn full credit for it, but if you receive a "U," you may revise with additional feedback or retain a portion of the points (50 or 75%) available for that task. You should use your colleagues' and instructor's feedback and revision advice and build strategies of self-assessment.

While the default grade for the course is a B, you can improve upon your grade by doing more than is required. The primary options for doing so are outlined in the Labor Log description (p. 7) and the grade distribution chart (p. 2). If you don't earn all of the points for a major assignment, you may revise and make up for it in the labor log. If you have missed or incomplete work or work that does not meet the expectations for revision, editing, or originality, and you choose not to make that up with timely revision or additional labor, you will forfeit the default B for a lower grade, depending on the amount and quality of missing or incomplete work.

By staying in this course and attending class, you accept this contract and agree to abide by it. I (Dr. Coenen) also agree to abide by the contract, and administer it fairly and equitably.

*Labor Log & Reflection*

This class works better, is more fun, and generates more learning when everyone participates. The Labor Log allows you to track and earn credit for your participation. Record all labor related to the class in your log with the type & number, date, time spent, and a brief description. Word & Google Docs versions of the template are on D2L. See the main types below:

Type (Abr.)	Goal	Pts/	Description
Meaningful Contribution (MC)	15	2	MCs represent the everyday ways that you engage in class work, and they can take many forms: comments or questions in class or via email, relevant chat on GroupMe, excellent group work, volunteering to read aloud or report group work, activities on Achieve, and others.
Homework & Tasks (HT)	12	5	HTs will be indicated when they are assigned and may include homework, brainstorming, work on major writing assignments (including planning, drafting, revision, and editing), grammar activities in Achieve, and other engagement activities as announced. There will be many opportunities to complete homework or tasks, and you should strive to do all of them. About one per week will keep you on track.
Peer Review Feedback (PRF)	5	10	PRFs are a summary of the feedback you've provided to a classmate on their written drafts during peer review. The note should summarize the 2 or 3 main suggestions for revision that you gave your partner. These notes should also be provided to your peers in Achieve.
Writing Conference (WC)	4	15	WCs with me or the writing center should be recorded in your log and documented well in your own notes. You can meet with me during designated conference times or office hours, or use the writing center and document your visit (w/ writing & photos).

## Class Schedule Fall 2022

This version of the schedule is a projection. Some items will change throughout the semester, and they will be updated on [this Google Doc version of the schedule](#). Changes will also be discussed in class and posted to D2L. D2L also houses PDFs of readings and details for tasks and assignments not listed here.

**WL** = *The Writer's Loop: A Guide to College Writing* (Ingraham, Bohannon) (**Ach**)

**Ach** = Achieve (Online learning platform; Access through D2L)

**EC** = Extra Credit Option for in Achieve; must be recorded in Labor Log

**TW** = Timed Writing (Less formal writing assignments that you write within ~2 hours)

Wk	Date	Do This Before Class	In Class & Due Dates
1	T 8/23	Complete Survey, Join GroupMe	Introductions, Syllabus & Policies, Achieve <b>Watch</b> <a href="#">"What is Media Literacy?"</a>
	R 8/25	Watch <a href="#">Trust Me (Kanopy, 2020)</a>	Review Achieve & ( <a href="#">Contract Grading</a> ) <b>Introduce:</b> <a href="#">TW 1: Critical Literacy Narrative</a> Discuss <i>Trust Me</i>
2	T 8/30	<b>Read:</b> WL MSU-Texas's ENGL 1143 (Strategies for Success, Introduction to ENGL 1143, Academic Dishonesty) <b>Ach</b> - "Introduction to Diagnostics for Students"	<b>Discuss:</b> <a href="#">Ch. 3 &amp; Media Literacy</a> ; CLN Planning; Achieve Extra Credit, Diagnostic Quizzes
	R 9/1	<b>Read:</b> WL Ch 3 "Understanding Writing as a Recursive Process" (Notice Nia's examples) <b>Write:</b> TW 1 Plans <b>EC/Ach:</b> Reading Skills Practice Test (PT)	<b>Discuss:</b> <a href="#">Ch. 3 &amp; Media Literacy</a> ; CLN Planning; <a href="#">Update Labor Log</a>
3	T 9/6		CLN Planning, Workshop, and Writing time <b>Submit:</b> <a href="#">TW 1: CLN (D2L Quiz due 11PM)</a>
	R 9/8	<b>Read:</b> WL Ch 2, Understanding Rhetoric <b>EC/Ach:</b> Reading Strategies PT	<b>Discuss:</b> <a href="#">Ch. 2 Slides</a> <b>Introduce:</b> <a href="#">Analytical Response</a> (AR)
4	T 9/13	<b>Read:</b> WL Ch 5, Reading Actively & Critically to Create Meaning <b>Select &amp; Watch</b> film for AR	<b>Discuss:</b> <a href="#">Ch. 5 Slides</a> ; <a href="#">AR Planning</a> <a href="#">Update Labor Log</a>
	R 9/15	<b>Read:</b> WL Ch 1, Being an Academic Writer, WL A.1 & A.2, Academic Citations <b>EC/Ach:</b> Sentence Grammar PT	<b>Discuss:</b> <a href="#">Ch. 1 Slides</a> ; <a href="#">Citing Sources</a>
5	T 9/20	<b>Rewatch</b> film for AR <b>Read:</b> WL Ch 6, Writing Academic Arguments	<b>Discuss:</b> <a href="#">Ch. 6 Slides</a> ; <a href="#">AR Planning Workshop</a> <a href="#">Update Labor Log</a>
	R 9/22	<b>Read:</b> WL Ch 4, Improving your Draft Using Feedback and Revision <b>EC/Ach:</b> Punctuation, Style, Mechanics PT	<b>Discuss:</b> <a href="#">Peer Review Logistics</a> ; Troubleshoot AR; Mini-conferences <a href="#">Update Labor Log</a>
6	T 9/27	Submit AR Peer Review Draft (Ach)	Peer Review Workshop: AR (Achieve)
	R 9/29	<b>Revise:</b> AR Draft	<b>Introduce:</b> AR Reflection, <a href="#">TW 2: Position Essay</a> , Analyze Examples in class <b>Submit:</b> <a href="#">AR (Dropbox by F 9/30 @11PM)</a>
7	T 10/4	<b>Read:</b> WL Ch 8, Planning your Research & Evaluating Sources <b>EC/Ach:</b> Work on chosen Study Plans	<b>Discuss:</b> <a href="#">Ch. 8 Slides</a> <a href="#">Update Labor Log</a>
	R 10/6	<b>Review:</b> WL Ch 1, 5, & 6	Planning, Workshop, and Writing time <b>Submit:</b> <a href="#">TW2: Position (D2L Quiz due 11PM)</a>



8	T 10/11	<b>Watch:</b> <a href="#">Library Videos on YouTube</a> <b>Read:</b> <i>WL</i> Ch 9, Managing, Annotating, & Summarizing Sources	<b>Introduce:</b> <a href="#">Annotated Bibliography/Planning &amp; Proposal</a> (ABP) & <a href="#">Synthesis Essay</a> (SE) <b>Discuss:</b> <a href="#">Ch. 9 Slides</a> & Identifying a Topic
	R 10/13	<b>Review:</b> <i>WL</i> Ch 8 & A.1, A.2, & A.3 <b>Research:</b> Find Sources	<b>Discuss:</b> Research Workshop for ABP <a href="#">Update Labor Log</a>
9	T 10/18	<b>Read:</b> ABP example <b>Draft:</b> Annotated Bibliography	<b>Discuss:</b> <a href="#">Ann Bib example</a> , Annotation Workshop & Troubleshooting
	R 10/20	<b>Read:</b> <i>WL</i> Ch 10, Crafting a Thesis for a Substantial Writing Project <b>Draft:</b> Proposal section	<b>Discuss:</b> <a href="#">Ch. 10 Slides</a> & Proposal writing,
10	T 10/25	Submit ABP Peer Review Draft (Ach)	Peer Review ABP ( <b>Ach</b> ); <a href="#">Update Labor Log</a>
	R 10/27	<b>Revise:</b> ABP Draft	Troubleshoot ABP; Mini-conferences <b>Submit:</b> <b>ABP (Dropbox by 11PM)</b>
11	T 11/1	<b>Read:</b> <i>WL</i> Ch 11, Integrating Ideas from Sources & SE Example	<b>Discuss:</b> <a href="#">Ch. 11 Slides</a> & Sample Essay; Peer Review Groups/Timeline <b>SE Reading Workshop</b>
	R 11/3	<b>Read:</b> <i>WL</i> Ch 12, Tightening Your Argument <b>Draft:</b> SE	<b>Discuss:</b> <a href="#">Ch. 12 Slides</a> Mini-Conference/Writing workshop
12	T 11/8	<b>Submit</b> SE Peer Review Draft (Ach) <b>EC/Ach:</b> Complete selected Study Plans	Peer Review SE ( <b>Ach</b> )
	R 11/10	<b>Revise:</b> SE Draft	<b>Introduce:</b> <a href="#">ePortfolio (w/ Revised CLN)</a> <b>Submit:</b> <b>SE (Dropbox by F 11/11 @11PM)</b>
13	T 11/15	<b>Read:</b> <i>WL</i> Ch 13, Pulling It All Together in a Final Portfolio & <i>WL</i> Ch 7, Writing for Public, Digital Spaces	<b>Discuss:</b> <a href="#">Ch. 13 &amp; 7</a> & <a href="#">Reflection Guide</a> <b>Discuss:</b> eP Examples, Web-building options In-class eP Workshop
	R 11/17	<b>Draft:</b> Revised CLN/Opening Statement	Mini-Conference/Writing workshop
14	T 11/22	<b>Draft</b> ePortfolio <b>Revise:</b> eP Draft	eP Workshop & Troubleshooting <b>Submit:</b> <b>eP (Dropbox by T 11/22 @11PM)</b>
	R 11/24	<b>Holiday Break</b>	
15	T 11/29	<b>EC/Ach:</b> Complete selected Final Tests	Prepare for Final Exam
	R 12/1		ePortfolio Showcase <b>Submit Labor Log by R 12/1 @ 5PM</b>
Finals Wk		<b>FINAL EXAM On D2L - Available Fri. 12/2 @ 8 AM - Tues. 12/6 @ 6 PM in D2L</b>	