



First-Year Seminar Instructor Planning Workshop

Monday April 20, 2026

Michael Rocque, Dean's Office

Bridget Fullerton, SWLC

Lindsey Hamilton, CITL



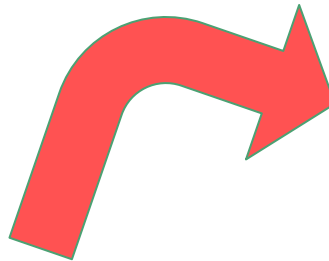
Goals for Today

1. **Goal:** Provide FYS faculty with an opportunity to connect, hear from each other, and feel supported as FYS instructors as well as offering concrete opportunities to build assignments and activities in their courses.
2. **Goal:** Discuss the three components of the FYS, outcomes of the W1 program, role of the W-CAT, FYE program (including fall workshops) and provide opportunity to ask questions about each.
3. **Goal:** Provide FYS instructors with information and skills that will save them time, energy, and effort in Fall '26 instruction and in Fall '26 - Winter '28 advising.

Introductions & Overview of the Morning

Some questions to start us off when you sit at your table:

- 1) What is your department or unit?
- 2) What is the title of your FYS?
- 3) What is your experience with FYS?
- 4) WRITE IN DOCUMENT (Prompt A)
 - a) *What questions do you want answered today?*





8:45 AM – 9:15 AM >> Welcome & Institutional Framing

Joanne Roberts, Dean of Faculty

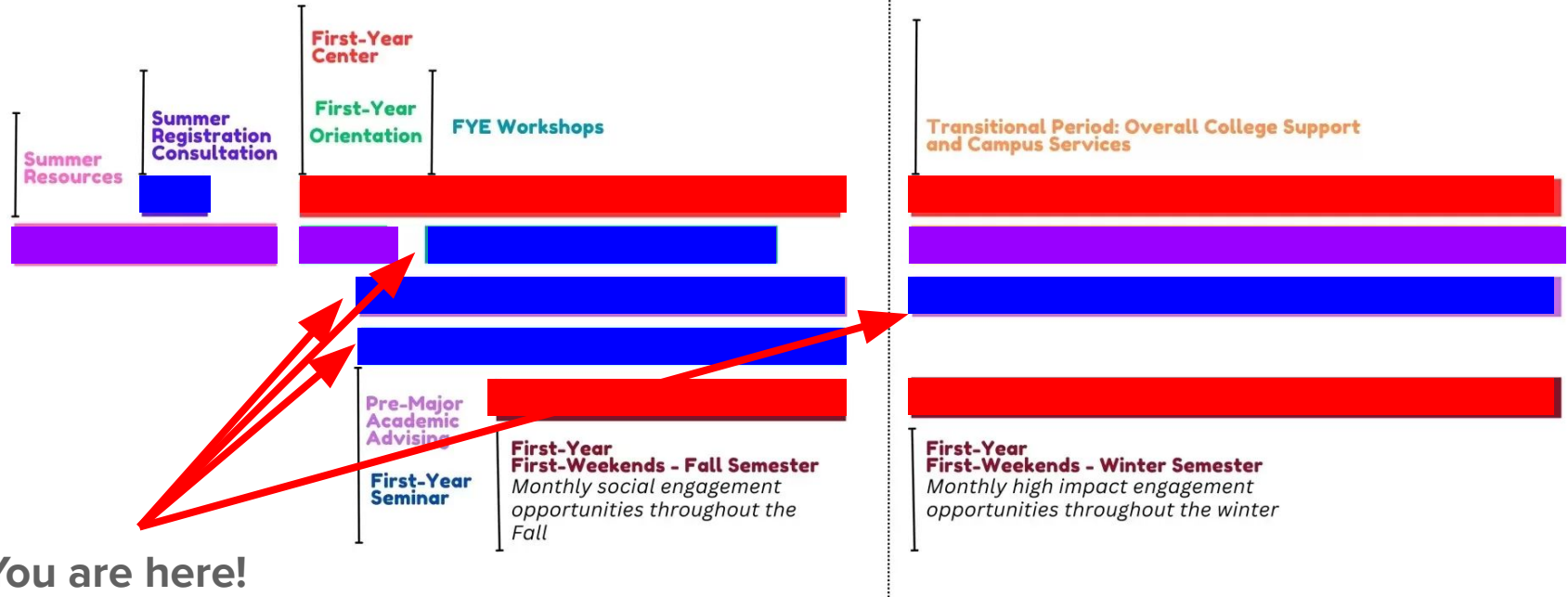


The First-Year Experience

- **DOF**
- **Student Affairs**
- **Both**

Fall Semester

Winter Semester





FYE Values

- Fostering Belonging for All Students through a Deep Commitment to Equity, Inclusion, and Access
- Building a Welcoming Community
- Encouraging Academic Inquiry and Exploration
- Cultivating Purpose and Identity
- Promoting Health and Well-Being
- Creating a Sense of Place



When Does It Start?

- Preliminary contact with Early Decision I & II in February
- Robust engagement with enrolled students starting in late May
- Biweekly email communication
- Regular social media engagement
- Summer Lyceum content
- Summer Registration Consultants

Why it works

- Partnership!
- Constant assessment and iterating!



9:15 AM – 9:45 AM >> Review of Asynchronous Materials with Q & A

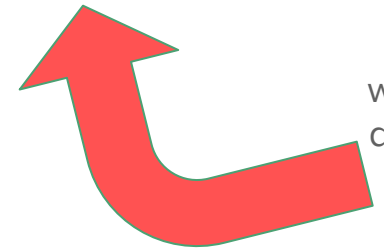


What are the Goals/Components of the FYS?

The FYS is one of the signature pieces of the FYE. It is the first class students will have at Bates and you are their first academic advisor.

There are **three** components of the FYS:

1. **Writing**
2. **Subject Matter** (e.g., gender identity, holidays, the KKK)
3. **“How to College”** (resources, health and well-being support, finding oneself at Bates)



Please write your questions [here!](#)

**PROMPT
B**



The **Writing** Attentive Curriculum & Your **W-CAT**



Bridget Fullerton
Director of Student Writing
Lecturer in Humanities

If you had asked me at the start of the semester what **writing** was, I probably would've given you some generic answer about communication of thought or self-expression. But this course forced me to actually look at my own writing habits and see where they came from. A lot of my ideas about writing were shaped by years of doing what I thought teachers wanted, or trying to sound smart instead of trying to think deeply. Reading Warner's *More Than Words* really shook that up. His point that writing is just "thinking made visible" made me realize how often I wrote without really thinking at all.



Aidan H.



Goldberg's *Writing Down the Bones* pushed me even further. Her insistence on writing freely and not judging your early drafts made me notice how rigid and tense I normally am when I write. During class discussions, I remember so many of us admitting that we'd never been taught to loosen up with writing or trust our own voices. Hearing my classmates talk honestly about their own anxieties made me feel less alone in mine.



Aidan H.

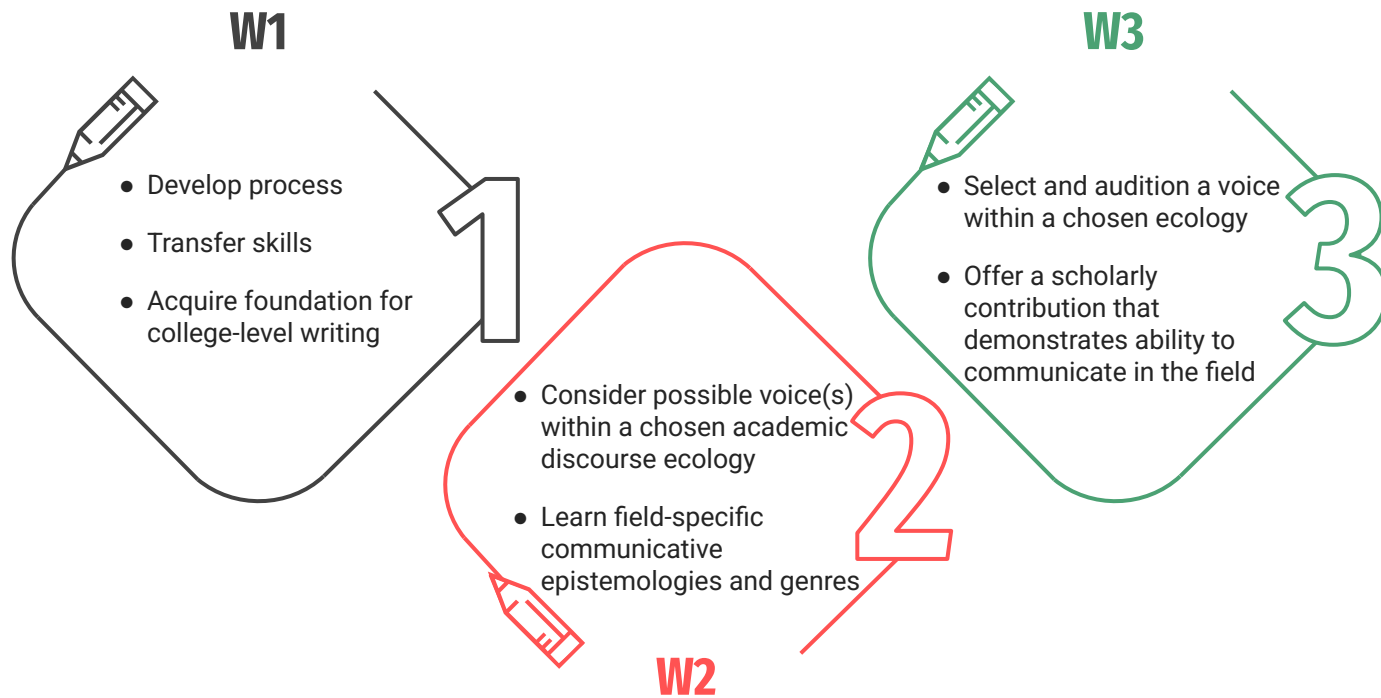
By the end of the course, I realized writing isn't something you master, but rather something you wrestle with. It's shaped by the people who taught us, the media and literary works [we] were exposed to, and even the very insecurities we carry on a daily basis. Writing is messy, personal, and always changing, and I'm finally starting to accept that.



Aidan H.

Writing, FYS as the W1

Bates' Writing Attentive Curriculum



More information here: <https://www.bates.edu/dof/the-writing-attentive-curriculum/>

FYS W1 Learning Outcomes



Outcome 1



Students identify, analyze, and compose in varied **genres** and across rhetorical **contexts**.



Outcome 2

Students practice writing and researching as a **multi-step** and **iterative process**.



Outcome 3

Students recognize and articulate the interplay of **language** and **identity** in their own writing and in the works of others.

Considering Voice [**Language, Identity**] Matters



1. When/how will students reflect on the process, pause, and be allowed and encouraged to vocalize and share writing challenges (i.e. be human)?
2. What is your AI Policy (for each assignment) **HANDOUT** and how will writers' voices and messy human thinking processes be ensured and invited if AI is integrated/allowed?
3. To what extent do the languages, voices, and identities centered (valued) in your reading assignments and writing requirements reflect those of your students?

Weeks 1 - 3
Aug 29* - Sept 26
Literacy Narrative

Class 1: Prompt + Brainstorm

→ *Visit with W-CAT to review assignment prompt & develop outline*

Class 2: Submit Outline for Instructor Feedback

→ *Receive feedback from professor, write first draft*

Class 3: Peer Review first draft (invite **W-CAT!**)

→ *Integrate peers' feedback, write second draft, visit with W-CAT*

Class 4: Submit second draft for Instructor Feedback

→ *Integrate instructor's feedback to write final draft, visit with W-CAT for final review before Final Portfolio deadline*

**That's 11 / 40
In-Class Hours
Dedicated to Writing
(About Course
Content)!**

Weeks 4 - 6
Sept 29 - Oct 17
Annotated Bibliography

Class 1: Prompt + Lib wkshp or class session on research.

→ *Visit with W-CAT, write first draft*

Class 2: Submit 2-3 sources w/ explanation for Inst Feedback

Class 3: Together write an annotation for one source; share and critique.

→ *Integrate feedback; draft first full draft; visit W-CAT*

Class 4: Peer review of first full draft

→ *Integrate peers' feedback, write second draft; visit with W-CAT*

Class 5: Submit second draft for Instructor Feedback.

→ *Integrate instructor's feedback to write final draft, visit with W-CAT for final review before Final Portfolio deadline.*

Weeks 7 - 9
Oct 20 - Nov 7
Proposal

Class 1: Prompt + read sample proposal; brainstorm probs

Class 2: Peer Review first draft

→ *Integrate peers' feedback, write second draft, visit with W-CAT*

Class 3: Submit second draft proposal for Inst Feedback

→ *Integrate feedback from professor, visit W-CAT, write and polish final draft to prepare for Final Portfolio*

Class 4: Watch videos of and discuss effective presentations

→ *Turn proposal into a speech outline; visit W-CAT; visit with a PSPS Tutor to practice speech*

Class 5: Give micro-presentations, receive feedback

→ *Record presentation for submission with Final Portfolio*

W-CAT Visits: 13+ opportunities outside (1+ inside) of class!

Weeks 10 - 13
Nov 10 - Dec 15
e/Portfolio & Final Celebration

Class 1: Prompt + see examples of portfolios and Final Course Reflections

Class 2: Class Portfolio Workshop (review all instructor feedback on writing projects together, consider/discuss patterns, changes, revision ideas, etc.)

→ *Visit W-CAT for portfolio support*

→ *Hold Instructor Conferences (drop-in in SWLC)*

Final Exam Slot : Portfolio Showcase, Elevator Pitches, and/or Gallery Walk (invite W-CAT!)

HANDOUT

HANDOUT

**Sample Scaffolded
Writing Project
Calendar**



The Survey Said...

77% of Bates Fall 2025 FYS instructors (out of 26 respondents) devoted **one-third** of their time in the class to writing.

Questions Worth Considering

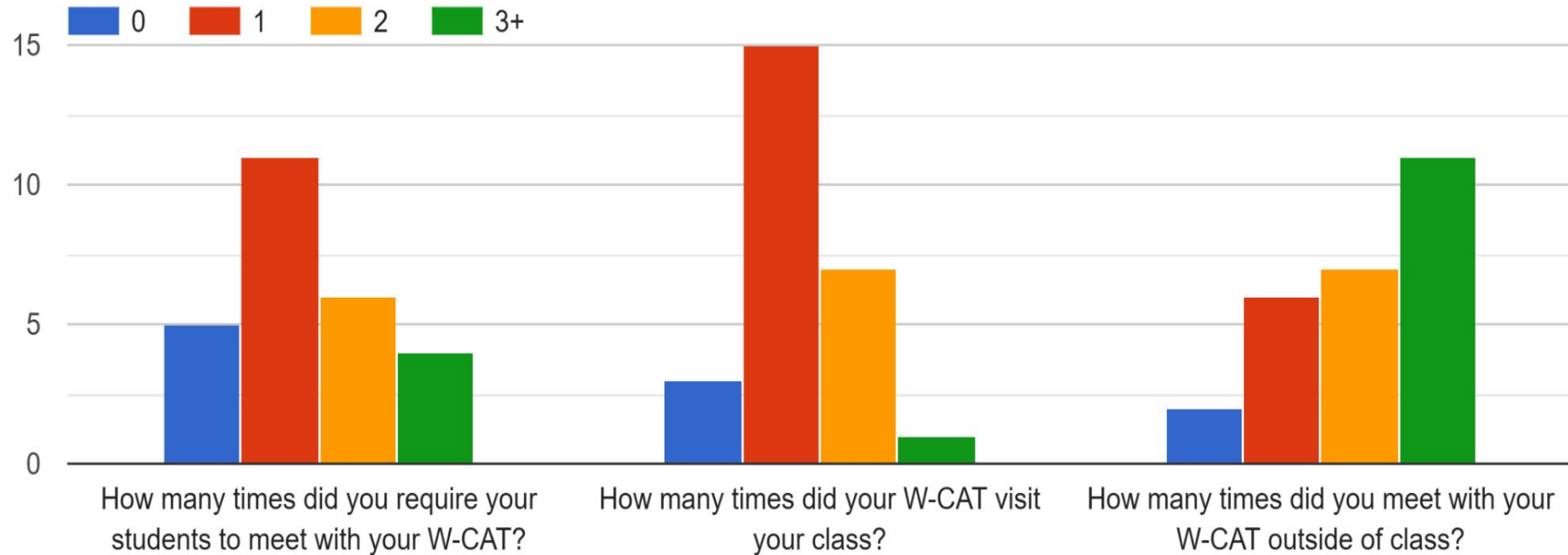
Is this enough?

Are we satisfied with our student's writerly growth?

Do they get what they need to be prepared for the W2?



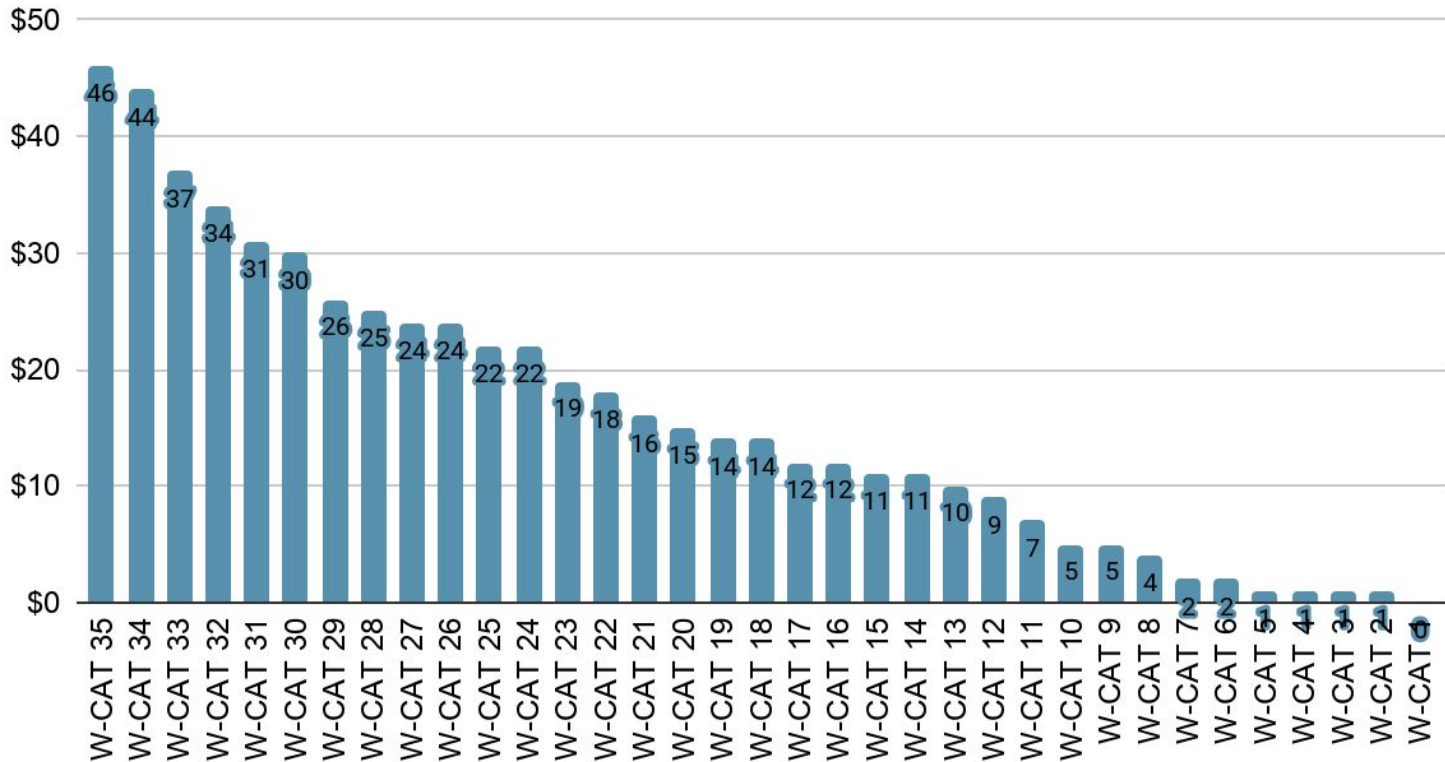
Your FYS had an assigned W-CAT.



FYS 2023



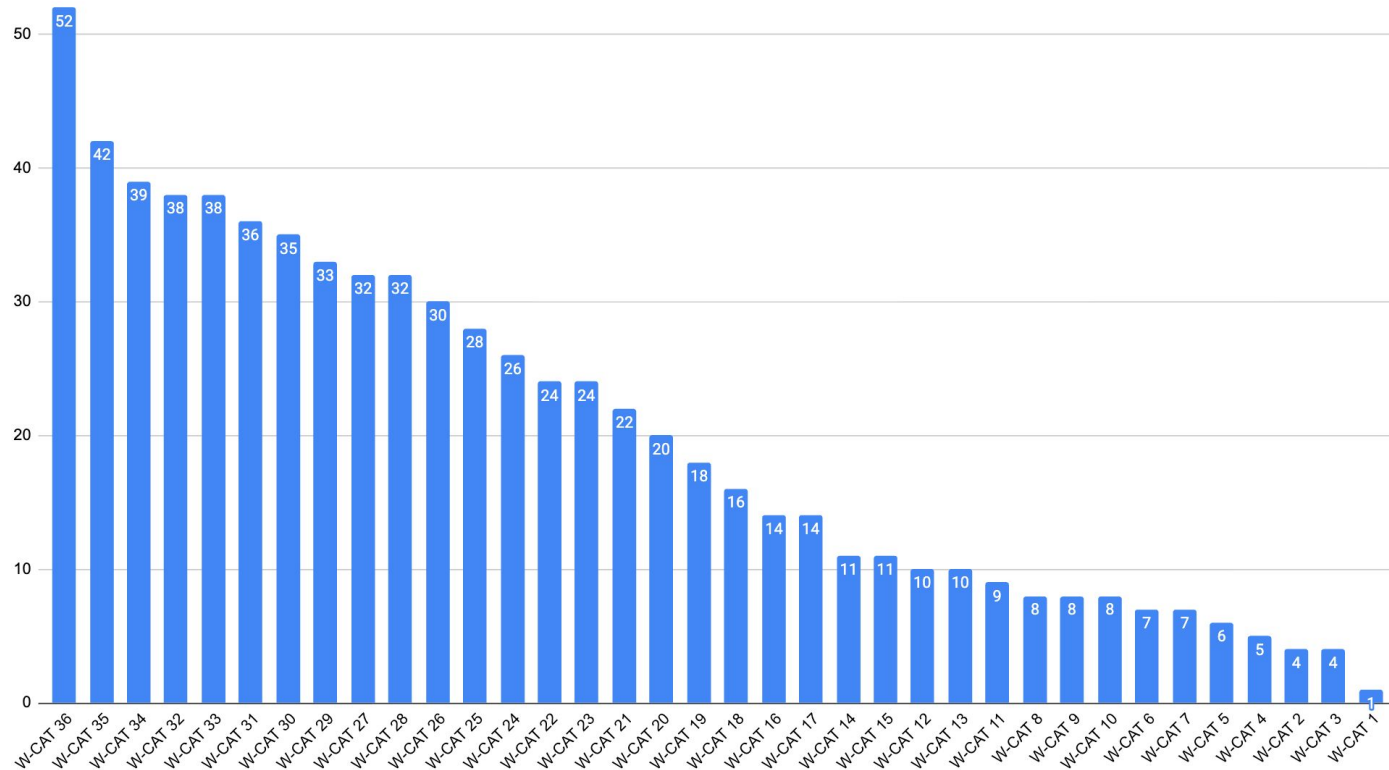
Number of Tutoring Sessions by FYS/W1 W-CAT (2023)



FYS 2024



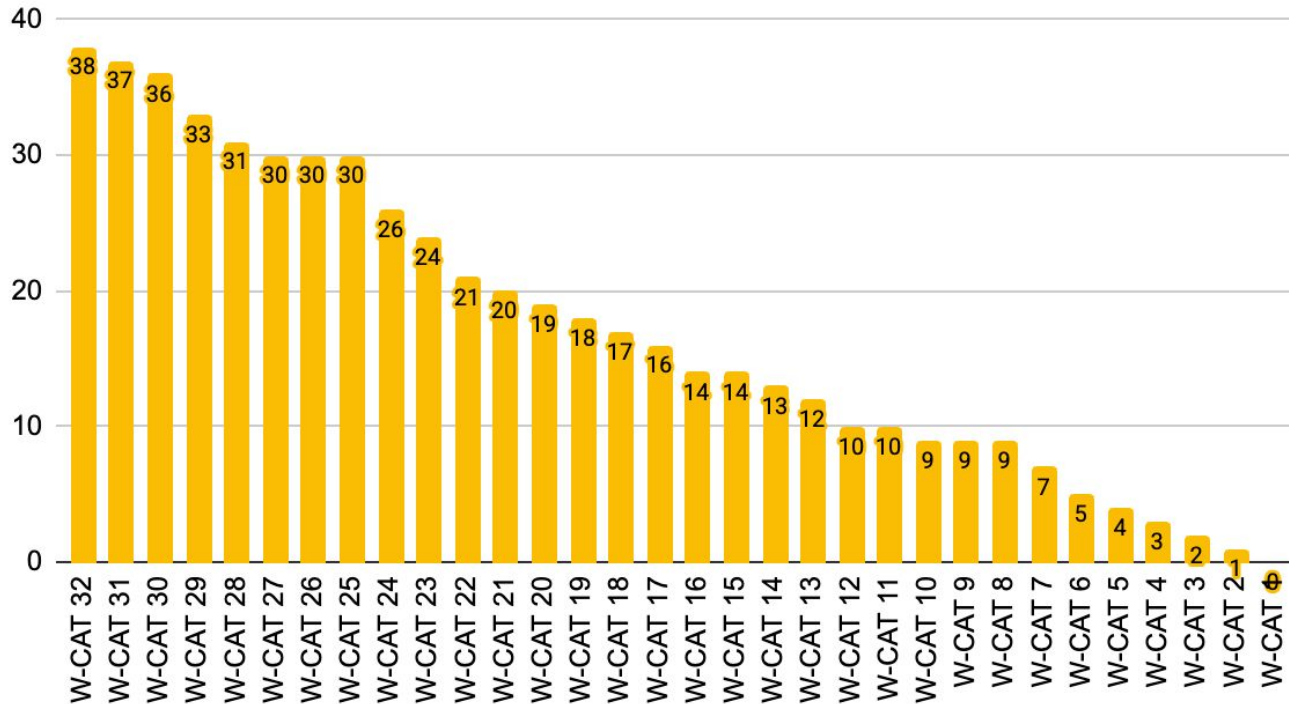
of Visits to Each FYS W-CAT (FA24)



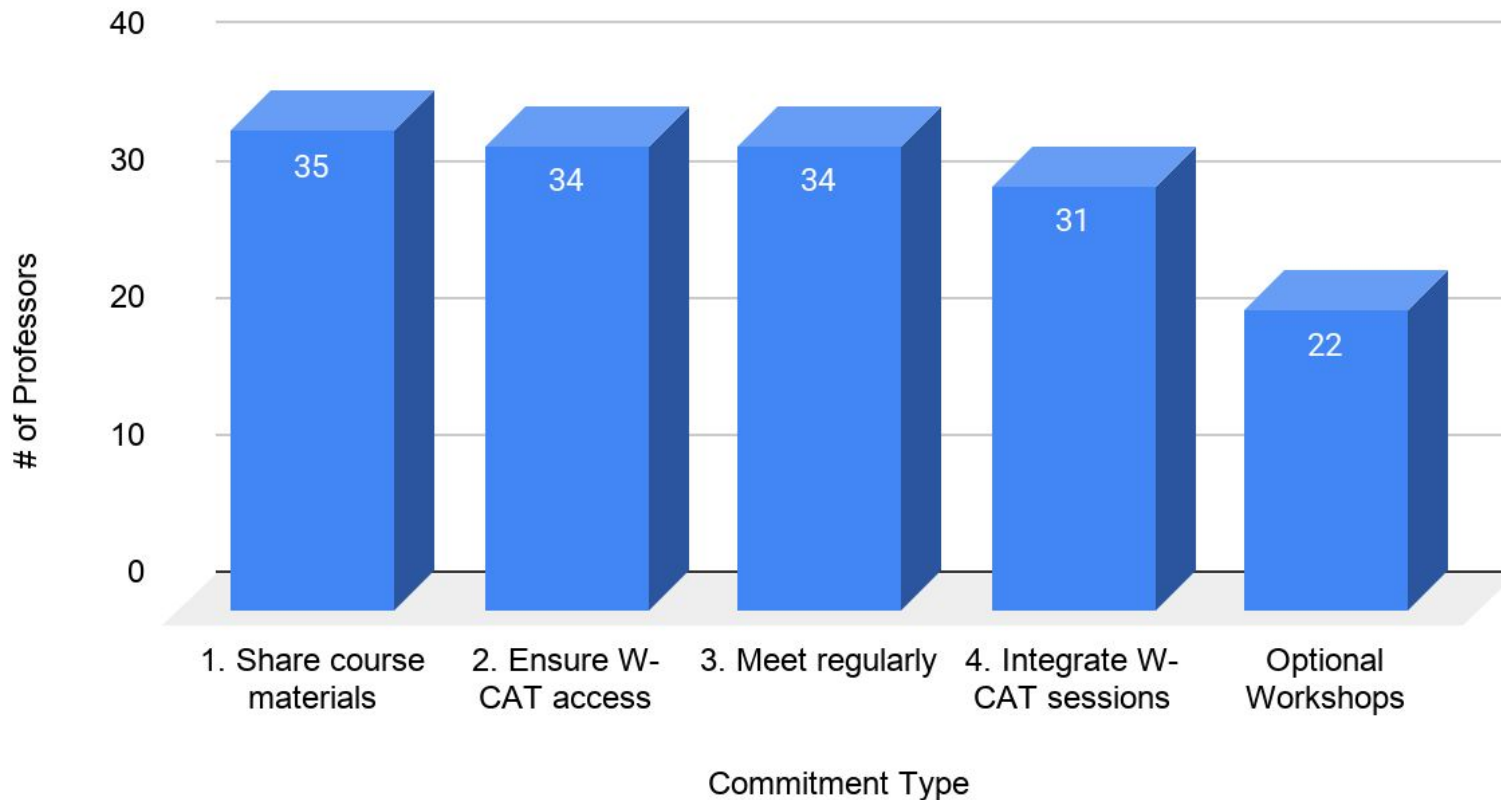
FYS 2025



FYS 2025 W-CAT Usage



Fall 2026 Professor Commitments (n = 36)





Engage your W-CATs!

Engage your **students** as **writers** and **writing** as **thinking**, which are/is “messy, personal, and always changing.”

Think deeply about your **writing pedagogy!**

HANDOUT



Subject Matter/Topic

You have all selected a topic for your FYS. How much of your class time should be devoted to it?

In 2025, 30% of FYS instructors spent about a third of their time on the subject

67% spent more than a third

Note, the W1 aspects can be integrated into the subject/matter

FYS Explorer

Take the feedback survey on your course details, blurb, and image.



Changes need to be submitted by May 1.

FIRST YEAR SEMINAR EXPLORER





Student Success “How To College” Aspects

Workshops

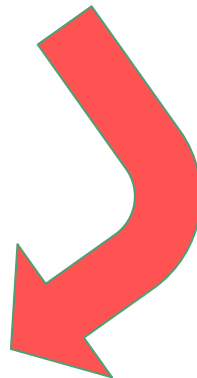
OVERVIEW

CHANGES

See 11:15 agenda item led by SASC and PW

Q&A: The **Three** Aspects of the FYS (DOC)

**A Moment to Pause and
Consider** (See PROMPT B)





9:45 AM-10:30 AM >> Panel on Teaching Writing & Writing Assignments

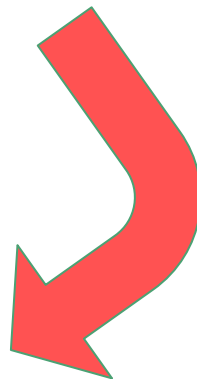
Joyce Bennett, Anthropology

Eddie Szeman, SASC

Sandra Goff, Economics

Q&A: Teaching Writing in the FYS Panel (DOC)

**A Moment to Pause and
Consider (See Prompt C & D)**



10:30 AM – 10:45 AM >> Break

Take a break!



10:45 AM – 11:10 AM >> W1 Program Assessment Plan for Fall 2026

Writing Committee



W₁ Writing Outcomes Assessment

Overview for FYS Instructors

[HANDOUT](#)

April 20, 2026

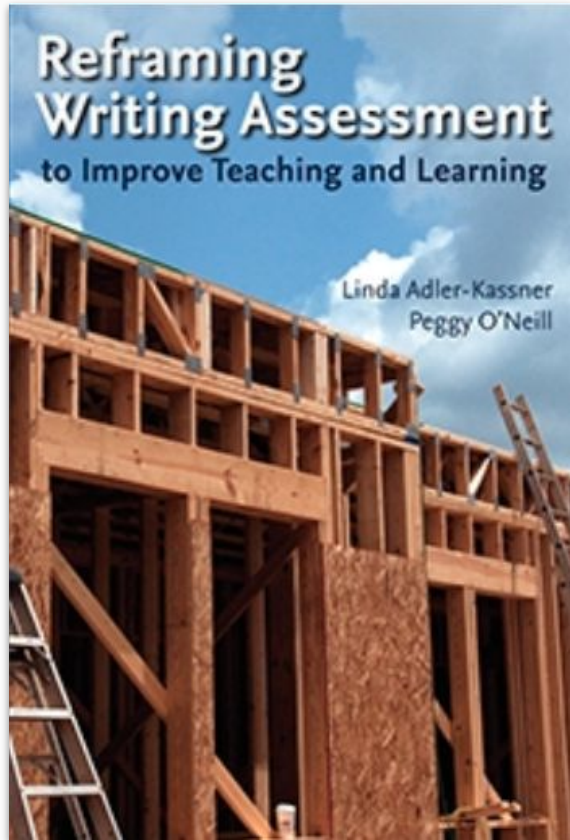
Presented by the Writing Committee



W1 Writing Outcomes Assessment

A new assessment project facilitated by the Writing Committee this fall to gauge student learning in relation to W1 Learning Outcomes.





To Build a Positive Culture of Assessment

“As the scholarship in our field [of writing and composition]—as well as work in aligned fields, like the scholarship of teaching and learning—attests, many understand assessment to be something quite different than the technocratic, efficient process often captured in the term ‘accountability.’ In fact, it is integrally tied to the identities and passions of teachers, administrators and even students” (178).

Linda Adler-Kassner and Peggy O’Neill
[Reframing Writing Assessment to Improve Teaching & Learning](#)

2010

W1 Learning Outcomes – *Approved by WC in 2023*

1. Students identify, analyze, and compose in varied genres and across rhetorical contexts.
2. Students practice writing and researching as a multi-step and iterative process.
3. Students recognize and articulate the interplay of language and identity in their own writing and in the works of others.

Holistic Questions:

How are our student writers doing in our W1 courses?

Are they learning what we hope they are learning, and discovering what we hope they are discovering about themselves as writers, about writing and writing processes, and about their voices and rhetorical choices?

Programmatic Questions:

What can a sample of short answer reflection questions and written work from W1 courses reveal about student progress toward meeting the current W1 Learning Outcomes (or not)?

Based on what we initially learn, do we need to adjust or revise any W1 outcomes?

Assessment Components

1. *Current* – Student **ROLES Questions**

Indirect assessment of students' perception of learning

2. *New* – Student Short Answer **Reflection Questions**

Direct assessment of responses collected in-class at the end of semester

3. *New* –FYS Student **Writing Samples**

Direct assessment of three student portfolios containing three writing samples

Current ROLES Survey Questions

This course was tagged as a W1. We want you to rate your agreement with the following statements about writing in this course. (1 = strongly disagree, 5 = strongly agree)

1. In this course, I learned how to write in different genres, for different audiences, and for different purposes.
2. In this course, I practiced writing and researching as a process that involved brainstorming, drafting, revising, and reflecting on my work.
3. In this course, I gained a better understanding of how language and identity shape writing—both my own and others’—and developed my own voice as a writer.
4. In this course, I developed effective academic habits and learning strategies for college-level work.
5. In this course, I learned how to navigate college support resources in order to support my learning.

New Short Answer Reflection Questions

1. Please name and describe the genres in which you wrote in for this class. In your description of the genres, indicate the purpose and audience for each.
2. Describe the various steps of the writing and research processes that you went through, or are currently going through, to complete the final writing products for this course.
3. Which one of your writing assignments allowed you to express yourself most authentically, or best represented your unique identity, original voice, or language? Why do you think so?
4. If applicable, please name a writer or text you read in your FYS that helped you see something new about how language and identity play a part in writing. What did you learn from this writer or text about language, identity, and writing?

New Student Writing Samples

Student 1

A 3-PIECE PORTFOLIO,

or

Writing Sample 1

Writing Sample 2

Writing Sample 3

Student 2

A 3-PIECE PORTFOLIO,

or

Writing Sample 1

Writing Sample 2

Writing Sample 3

Student 3

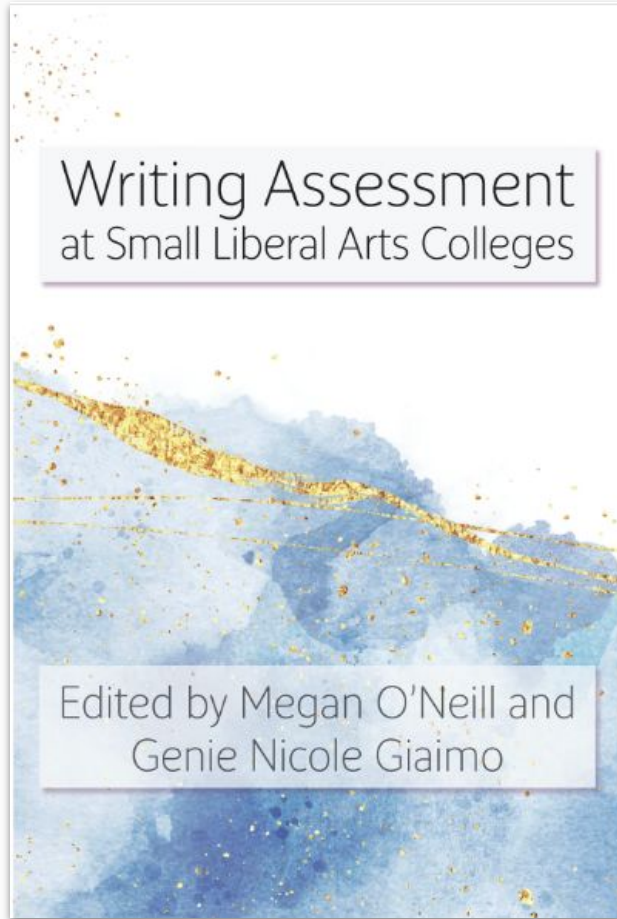
A 3-PIECE PORTFOLIO,

or

Writing Sample 1

Writing Sample 2

Writing Sample 3



To Build a Positive Culture of Assessment

“At a SLAC [Small Liberal Arts College], the faculty are not only vital in the work of assessment but are close colleagues whose delivery of instruction is likely to be qualitatively affected by the relational surround. Faculty drive the SLAC curriculum, and they are essential allies in any writing program or writing center assessment (9).

~ Megan O’Neill

[Writing Assessment at Small Liberal Arts Colleges](#)

2025

What We Are Asking From You

1. Facilitate the Short Answer **Reflection Questions** Activity
 - ~30 minutes during final week of class
 - “framing” scripts will be provided
2. Collect and Share **Writing Samples**
 - three final writing samples from three different students (9 total)
3. Consider Joining Our **Assessment Collaborative**
 - FYS instructors & Writing Committee members who will evaluate and reflect on student responses, assessment materials, and results

Assessment Collaborative Opportunity

- a collaboration of FYS faculty, staff educators, and Writing Committee members
- about 8 to 10 hours (total) of work over the course of four months
- a mix of in-person and asynchronous
- stipended and fed :-)
- more details and sign-ups at our August FYS Faculty workshop!

Project Timeline

Spring/Summer '26

- Share plan with FYS instructors
- Build and test assessment tools
- Invite faculty & staff educators to join Assessment Collaborative

Fall '26

- Develop framing (Assessment Collaborative)
- Distribute/Collect student materials:
 - ROLES survey responses
 - Short answer reflection qs
 - Writing samples

Winter '27

- Norm & score writing samples and reflection questions; reflect on project (Collaborative)
- Writing Committee reviews and evaluates all results (invites Collaborative's insights/feedback)
- Writing Committee drafts final report to the Dean of Faculty

A decorative header with a blue geometric pattern of overlapping triangles and lines.

Questions? Ask away!

If something comes up later, please contact us at writing-committee@bates.edu.



11:15 AM – 11:45 PM >> How to College: Update and Overview

Context:

- FYS workshops via Lyceum—less than ideal
- Solution to insert them into each FYS Lyceum page—not working
- New solution!
 - In-person workshops and access to the Lyceum pages will remain
 - New ROLES questions

MAKING THE LEAP: ACADEMIC APPROACHES FOR FIRST-YEAR STUDENTS

Workshops & Info Sessions
for First Year Seminars
Fall 2026



STUDENT ACADEMIC SUPPORT CENTER



SASC SESSION OPTIONS

- Option A

Active Reading Techniques as a Key Component of the Study Cycle

- Option B

Choosing and Applying Your Note-Taking Techniques

- Option C

Getting the Most out of Your Study Time



SESSION FORMATS

Choose between the following formats

- 30 minute Information Session — students introduced to relevant success strategies
- 55-60 minute Workshop — includes content from info session plus activity to engage students



SCHEDULING

Sessions will be conducted: **Sept 14 - Oct 31**

FYS instructors are asked to:

- provide 3 possible dates for class visit,
- select format: 30-min Info Session or 55-min Workshop,
- select desired option (A, B, or C)
- complete the [SASC Workshop Selection Form](#) ASAP, but no later than August 19, 2026.



OPTION A: ACTIVE READING & THE STUDY CYCLE

Learning Outcomes

After this workshop, participants will:

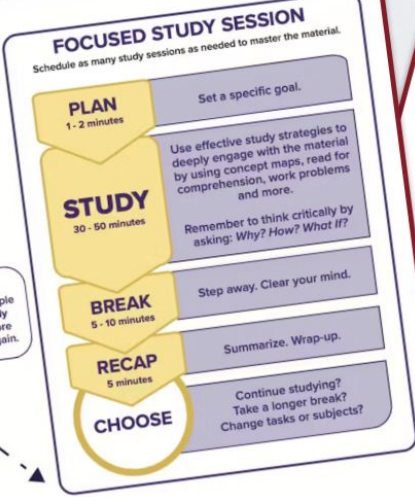
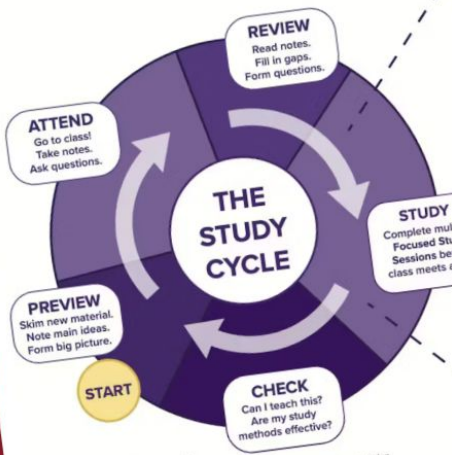
- understand the study cycle as a key approach to undergraduate learning,
- be familiar with active reading techniques & principles, and
- have engaged with one complete cycle of a proven active reading technique.



THE STUDY CYCLE & ACTIVE READING

THE STUDY CYCLE

Use the Study Cycle to get the most out of in-class time and structure your out-of-class time.



Some Guidelines for Good Mathematical Writing

Su, F.E. (2015). Some Guidelines for Good Mathematical Writing. *MAA Focus*, 35(4), 20-22.
By Francis Edward Su



Communicating mathematics well is an important part of doing mathematics. Many of us know from writing papers or giving talks that communicating effectively not only serves our audience but also clarifies and structures our own thinking. There is an art and elegance to good writing that every writer should strive for. And writing, as a work of art, can bring a person great personal satisfaction.

Within the MAA, we value exposition and mathematical communication. In this column, I'm sharing the advice I give my students to help them write well. There are more extensive treatments (e.g., see Paul Halmos's *How to Write Mathematics*), but I wanted a shorter introduction. So I developed the guidelines

Use complete sentences. All mathematics should be written in sentences. Open any mathematics text and you'll see that this is true. Equations, even displayed ones, have punctuation that helps you see where it fits in the context of a larger sentence. Consider this piece of writing:

$$(x-2)^2 + (x-1)^2 = 5^2 \implies 25$$

$$(x-2)^2 = x^2 - 4x + 4 + x^2 - 2x + 1 = 25$$

$$2x^2 - 6x - 20$$

$$2(x+2)(x-5) \cdot x = -2, 5x > 0 \implies x = 5$$

Can you figure out what the writer is being assumed? What's his thought end and ~ between ~

Basics
Know your audience. This is the most important consideration for writers. Put yourself in your reader's shoes. What background can we assume of the reader? What do we want to project: casual or professional, or inviting, terse or loquacious? Are there a student writing solutions for a homework

Step 1: Preview - give brain a big picture

Step 2: Preview on Steroids - generate Qs

Step 3: Paraphrase

Adapted from Frank Christ's PLUS system.
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ACTIVE READING ACTIVITY

Active Reading - Step 2 Preview on Steroids

Now it's time to "give yourself a reason to read." (McGuire, p.47)

How do we do this?

Generate questions that you will try to answer when reading.

- Perhaps there are key words whose meanings you can compare for differences.
- What connections can you make between key words or sections?
- What are the main takeaways from the graphs, figures, charts, etc.?

Let's try this out with the same reading from our text.

What is a good example?

What tone should the author set?

How do you make an equation into a sentence

how to write in complete sentences

Who is our audience?

What should you remind your reader of before explaining the problem?

What is acceptable shorthand

How do you balance elegance and simplicity?

How do you know what is a good example?

How do I find a balance between too many words and too few words?



OPTION B: NOTE-TAKING TECHNIQUES

Learning Outcomes

After this workshop, participants will:

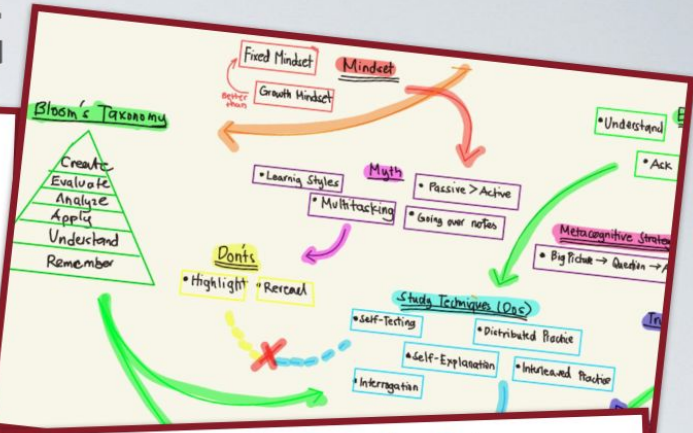
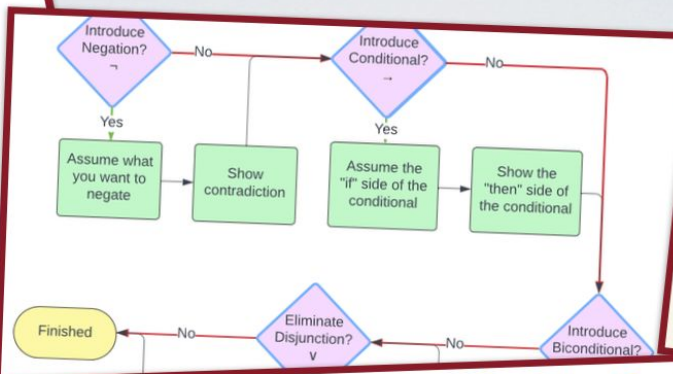
- understand why note-taking is important,
- be familiar with multiple note-taking techniques,
- understand why and how to assess what note-taking method would be beneficial in different circumstances, and
- understand the distinction between effective and ineffective note-taking practices.



Some Note-taking Techniques

- Sentence-based
- Outlining
- Diagrams, Tables, Charts
- Cornell Method
- Mind & Concept Maps

NOTE-TAKING



Ex $\int x e^x dx$

Use Integration by Parts (IBP)

lot:

$u = x \Rightarrow \frac{du}{dx} = 1 \Rightarrow du = dx$

$dv = e^x dx \Rightarrow v = \int e^x dx = e^x$

Recall IBP formula: $\int u dv = uv - \int v du$

$\int x e^x dx = x e^x - \int e^x dx = x e^x - e^x + c$

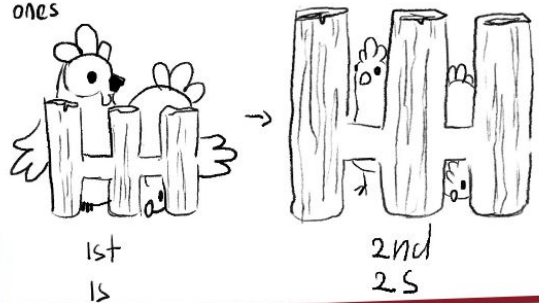
$\int x e^x dx = x e^x - e^x + c$

You might want to try: $u = \int x e^x dx$

Aufbau principle

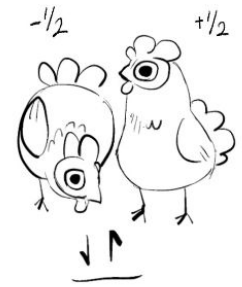
↳ Electrons occupy orbitals in order of increasing energy

↳ We put chickens in smaller pens first, then the bigger ones



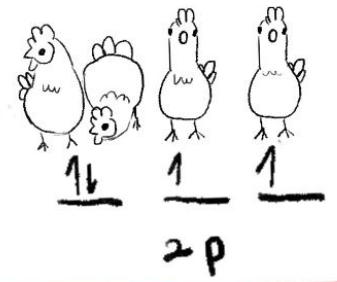
Pauli's Exclusion Principle

↳ If two electrons occupy the same orbital, their spins must be paired.



Hund's Rule

↳ Electrons must first occupy the empty orbitals before double occupying them.





OPTION C: GETTING THE MOST OUT OF YOUR STUDY TIME

Learning Outcomes

After this workshop, participants will:

- develop a plan for a study session,
- distinguish between effective and ineffective ways to use your study time, and
- identify potential procrastination habits and know how to productively disrupt their own procrastination.



EFFECTIVE STUDY TIME

Improving Students' Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology

John Dunlosky¹, Katherine A. Mitchell J. Nathan³, and Daniel J. Finn²

¹Department of Psychology, Kent State University

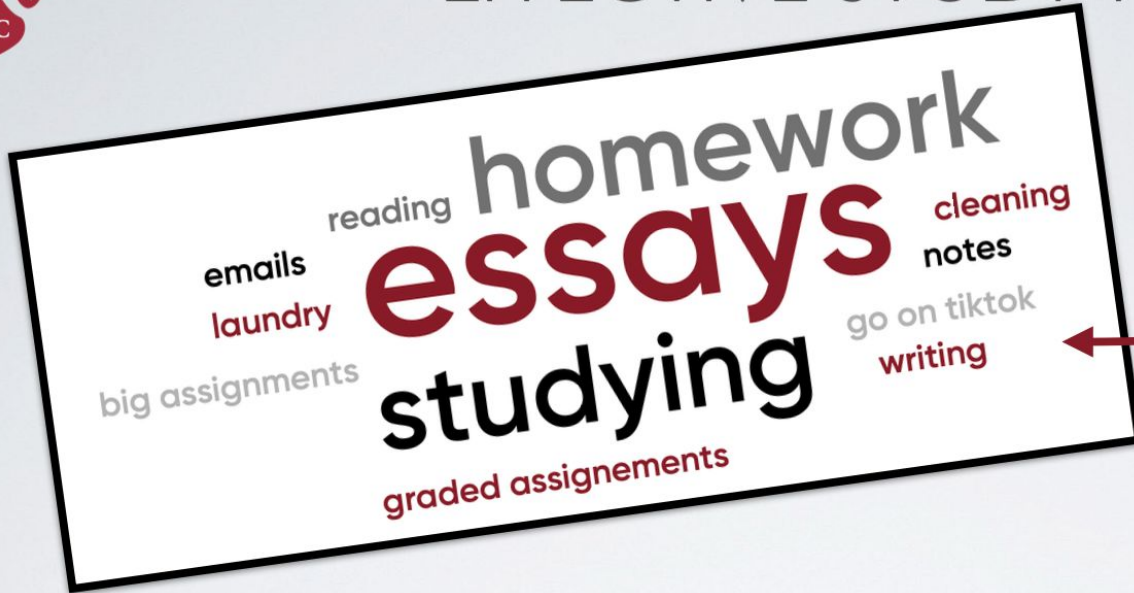
²Department of Educational Psychology, Department of Psychology, University of Wisconsin-Madison; and ³Department of Educational Psychology, University of Wisconsin-Madison

Table 4. Utility Assessment and Ratings of Generalizability for Each of the Learning Techniques

Technique	Utility
Elaborative interrogation	Moderate
Self-explanation	Moderate
Summarization	Low
Highlighting	Low
The keyword mnemonic	Low
Imagery use for text learning	Low
Rereading	Low
Practice testing	High
Distributed practice	High
Interleaved practice	Moderate



EFFECTIVE STUDY TIME



Things students tell us they avoid doing...





EFFECTIVE STUDY TIME

reading **homework** **essays** **studying** **cleaning** notes
emails **laundry** **big assignments** **graded assignments** go on tiktok **writing**

Things students tell us they avoid doing...



tiktok **scrolling** **sleeping** **cleaning** doom scrolling
talk to a friend **netflix** **instagram** **phone** **going on my phone** **watching youtube** **clash royal** **anything else** **reels** **facetime** **talking to roommate**

Things students do instead...





INEFFECTIVE STUDY TIME - BREAKING THE CYCLE

Avoid distraction triggers

- Have a **special place** or scene where you work
- **DND** or silence devices
- **HALT** check

Change **overwhelming** to **manageable**

- Weekly->Daily **task list**
- Turn distant deadlines into **daily tasks**

Use software to manage yourself

- Timers
- Distraction blocking
- Goal setting

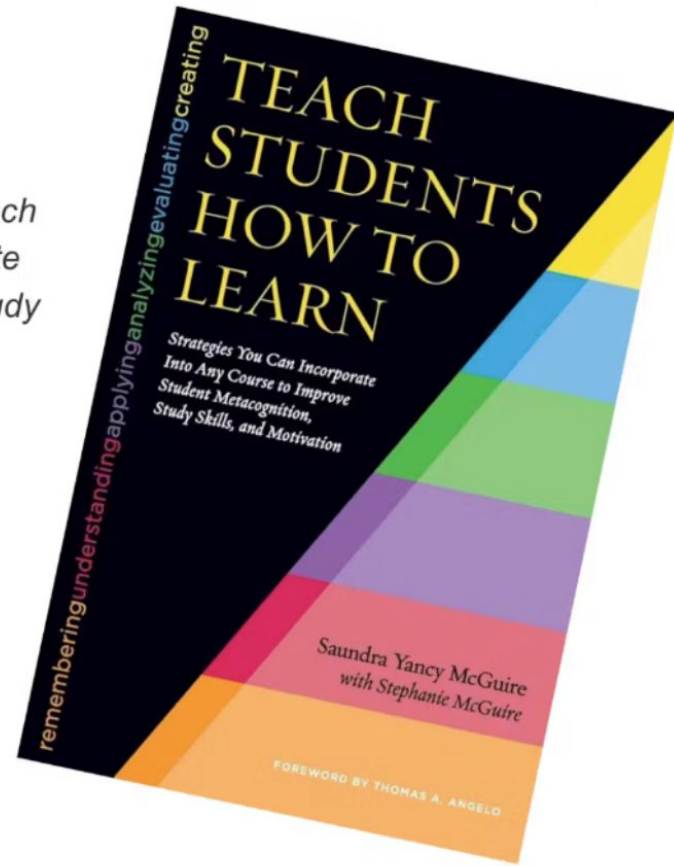
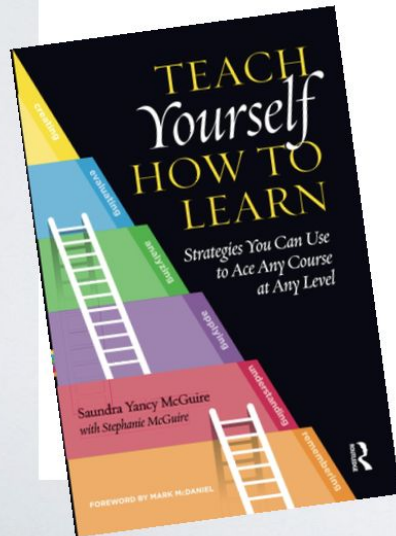
Minimize procrastination response

- **Meditation**
- Focus on the nice thing to **get going**
- **Normalize** the negative



Looking for a resource on metacognition and study strategies? Check out...

McGuire, Sandra Yancy, and Stephanie McGuire. *Teach Students How to Learn : Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation*. 1st ed., Stylus, 2015.



← With an equally enthusiastic nod to the companion book for learners!

How do we think conceptually about Purposeful Work?



- Exploration that is developmental in nature
- Purpose that is individually derived and defined
- Work that contributes meaning to an individual's life
- Work that has relevance to a greater community

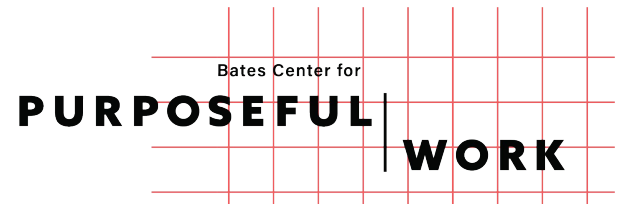
Intersection of strengths, interests and values

Learning Goals for FYS Students



All presentations will provide students with:

- An understanding of the philosophy behind Purposeful Work
- Overview of PW programs and services
- Introduction to the PW Job Shadow program (due 11/13)
- How to access PW resources (resume review, Handshake, and PW Drop-In Hours)



OPTION 1: Intro to Purposeful Work



- Introduction to Purposeful Work (30 min)
- Lecture format with slide deck and handouts
- Offered by a member of PW Exploration Team



OPTION 2: Resume Workshop



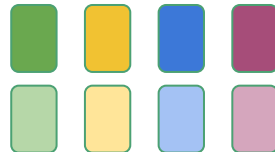
- Introduction to Purposeful Work plus Resume Workshop (55 min)
- Workshop will introduce the genre-specific conventions of college-level resumes
- Students will learn how to transform their experiences into professional bullet points
- Could fulfill genre-writing lesson



OPTION 3: VIPSY Game



- Introduction to Purposeful Work plus Card Sort activity (55 min)
- Cards focus on **Skills**, **Personality**, **Interests**, **Values**
- Goal: guide students through a process of reflection, articulation and prioritization
- Could inform conversations about course selection and major choices





Questions?

<https://www.bates.edu/student-academic-support-center/>

<https://www.bates.edu/purposeful-work/>



11:45-12:15 PM >> Skill & Knowledge Integration Activity

- Incorporate new information and skills from today's workshop into your course.
 - Options include:
 - Scheduling three (scaffolded) writing assignments across the semester
 - Crafting or workshopping one of your (scaffolded) writing assignments
 - Planning for W-CAT integration and partnership
 - Deciding how and when you will integrate *How to College* topics



12:15 PM– 1:00 PM >> Lunch, Community, & Final Reflection

Thoughts about FYS and FYE

Suggestions for the future

Feedback on this workshop:

<https://docs.google.com/forms/d/1ZtluWqk1pM13SZOPxmhSfXIs8fMs68Bflqmc1XDd6i8/edit>

Or

