Your competence will be assessed as you complete the LAC1 objective assessment for this course of study. This course of study may take up to 5 weeks to complete.

**Introduction**

**Overview**
Welcome to the Language and Communication: Foundations Course of Study! As you work through the activities contained within this course of study, you will answer the following questions:

- What is the writing process?
- How do you properly use APA citation?
- How do you identify an audience?
- How do you read critically?

**Outcomes and Evaluation**

There are 10 competencies covered by this course of study; they are listed in the "Competencies for Language and Communication: Foundations (LAC1)" page.

You will complete the following assessments as you work through the course of study.

**Pre-Assessment**
You will complete the following pre-assessment:

- PALN

**Objective Assessment**
You will complete the following objective assessment:

- LAC1

For specific information about this assessment, click the link under the "Assessment Type" column of your Degree Plan.

**Preparing for Success**

The information in this section is provided to help you become ready to complete this course of study. As you proceed, you will need to be organized in your studies in order to gain competency in the indicated areas and prepare yourself to pass the final assessments.

**Your Learning Resources**
Enroll in or order the learning resources for this course as early as possible so as to give them time to arrive and give you enough time to become familiar with them.

**Student Self-Assessment**

Before you begin your preparations for the objective assessment, you should complete the
student self-assessment (SSA). Access the Student Self-Assessment and follow the directions to rate your knowledge of the various topic areas.

Note: You cannot type directly in the SSA, so please print it out or take notes on a separate sheet of paper.

Discuss your results with your mentor so you can decide how long it will take you to complete the assessment preparation. You may also contact the course instructor if you have specific concerns about the content.

This student self-assessment may be accessed on your computer at home or at any other convenient location. Do not use your notes or texts when completing the student self-assessment. This will indicate areas you need to study before taking the pre-assessment and objective assessment.

Depending on how you score on the self-assessment, you may be able to take the pre-assessment sooner. This should only be done in consultation with your mentor.

Enroll in Learning Resources

You will need to enroll in or subscribe to additional learning resources as a part of this course of study.

You may already have enrolled in these resources for other courses. Please check the "Learning Resources" tab and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

Note: For instructions on how to enroll in or subscribe to learning resources through the "Learning Resources" tab, please see the "Acquiring Your Learning Resources" page.

LAC1 Language and Communication Foundations w/ebooks

Once you sign in to this course of study, you will complete the activities in the modules and topics listed on the left side of the screen. This course of study will direct you when to access each module and topic.

Note: On July 1st, 2010, WGU launched a new streamlined Learning Resource for this course. This resource is easier to use, with all of the activities for competency arranged in Module format directly in the MyEducationLab Learning Resource. If you were previously enrolled in Pearson Course Compass course called "Reading, Writing, and Composition w/e-texts", please re-enroll in the new course called "LAC1 Language and Communication Foundations w/ebooks" using the directions found in the Preparing for Success subject (or go directly to the Learning Resources Tab on your Degree Plan under the course of study link for LAC1). You may have both courses on your LR tab at the same time. If you have completed quizzes and activities in the older course, you do not have to complete them again in the new course.

Electronic versions of the following texts aligned to this course of study are included in the LAC1 Language and Communication Foundations w/ebooks learning resource. If you would like hard
copies of the texts, you are encouraged to purchase them at your convenience:


*Note:* The WGU Bookstore has these books available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the correct ISBN to get the correct edition.

**Other Learning Resources**

You will use the following learning resource for this course of study.

**APA Formatting with Purdue OWL**

Successful completion of this course of study requires an understanding and application of proper APA formatting. Please review the [Purdue OWL APA Formatting and Style Guide](https://owl.english.purdue.edu/owl/resource/560/01/) for formatting guidelines and solutions for a range of citation types. If you find yourself in need of additional information on APA formatting, you are welcome to purchase a copy of the most recent edition of the *Publication Manual of the American Psychological Association* at your own expense.

**Additional Preparation**

There are many different learning tools available to you within your course of study in addition to the learning resources already discussed. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

**Message Boards, FAQs, Note-Taking Tool**

Message boards, FAQs, and a note-taking tool are available in every course of study.

Use the "Additional Learning Tools" page to review these tools.

**The WGU Central Library**

The [WGU Central Library](https://www.wgu.edu/library) is available online to WGU students 24 hours a day. The library offers access to a number of resources, including over 60,000 full-text e-books; articles from journals, magazines, and newspapers; course e-reserves; and tutorials on how to use these resources and the library. The library also includes a reference service for help with research questions or navigating the library.

**Course Instructor Assistance**

Course instructors are available to help you. Their job is to aid understanding in areas where you need to improve and to guide you to learning resources. Request their help as needed when preparing for assessments.
Course instructors cannot provide reviews of entire assessments. If you fail assessment attempts, review the provided feedback first, then ask the course instructor specific questions about what you can do to meet the competency standard. Request course instructor assistance as necessary in preparing for second attempts at objective assessments or performance task revisions. Mentors cannot guarantee you pass as they do not evaluate assessments; however, they can provide the assistance and advice necessary to help you succeed.

Please review this presentation on the benefits of collaborating with course instructors.

Whiteboards

Whiteboards may be used to assist you as you complete the assessment for this course. Paper, or other note taking resources, may not be used during the assessment. For math assessments only, scratch paper can be used only when taking the assessment at an on-site testing center. Please view the following video for more information on how to use a whiteboard:

Note: To download this video, right-click the following link and choose "Save as...": download video.

Reading Complex Texts

Learning how to become a better reader will help you study smarter, instead of harder. The activities in this section will introduce you to new techniques for finding main ideas and details. Additionally, you will learn how to take notes in several different forms that will aid in your reading comprehension.

Competencies covered by this subject
105.1.1 - Reading with Comprehension

The graduate constructs meaning by using multiple strategies to comprehend a variety of texts.

Main Ideas

The first step in understanding complex texts is being able to pick out the main ideas in the passages. Most students learn how to find main ideas and the details that support them in grammar school, but seldom revisit this skill in high school. As a result, learning to find the main idea in college-level texts requires you to learn new techniques that apply to complex readings. Learning how to identify main ideas and the details that support them is the foundation for developing a sophisticated set of reading skills.

Main Idea Activities

Your study of main ideas includes readings from e-texts, interactive quizzes, and additional skill builders. Visit the following in your LAC1 Language and Communication Foundations w/ebooks resource to access these activities:

- module 1, topic 1
Focus your studies by taking notes on the following questions:

- How do readers determine the main idea(s) as they read?
- How do readers recognize important details that support the main idea(s)?
- Where may a main idea be located in a paragraph?
- How do readers find an unstated main idea?
- What key words often introduce the main idea, major details, and minor details?

**Clarifying and Confirming Meaning Activities**

Your study of clarifying and confirming meaning includes readings from e-texts, interactive quizzes, and additional skill builders. Visit the following in your LAC1 Language and Communication Foundations w/ebooks resource to access these activities:

- module 1, topic 2

Focus your studies by taking notes on the following questions:

- What strategies do adult readers use to understand written texts?
- How do readers determine the main idea(s) as they read?
- How do readers recognize important details that support the main idea?
- How do readers determine the intended meaning of unfamiliar words, specialized language, or multiple meaning words?
- How do visual elements in a text contribute to overall meaning?

**Collegiate Reading Skills**

College-level reading materials include writing techniques (i.e., rhetorical devices) that require a sophisticated sense of language that can be used to persuade, inform, and instruct. In this section you will learn how to identify inference, point of view, bias, and inconsistency in the written word. You will bring all of these elements together as you learn about the skill of critical reading, which will help you in your schoolwork and in the real world.

Competencies covered by this subject

105.1.2 - Reading Critically

The graduate identifies relationships among ideas, point of view, and language choices by reading critically.

**Making Inferences**

What is an inference? How is an inference different from an implication? These are the first two questions you will learn how to answer in this topic. You encounter inference and implication every day. For example, your tone of voice may imply that you are telling a joke, or you may infer that there is a wreck in traffic if you see a traffic jam. Identifying inference and implication in the written word, however, is more difficult. The readings and activities in this topic will help you identify inference and implication in the more subtle context of the written word.

**Inferences Activities**

Your study of making inferences includes readings from e-texts, interactive quizzes, and additional skill builders. Visit the following in your LAC1 Language and Communication Foundations w/ebooks resource to access these activities:
Focus your studies by taking notes on the following questions:

- How do readers identify the difference between implied and inferred meaning?
- How do readers make inferences or draw conclusions from a text?

**Point of View, Bias, and Inconsistency**

Point of view, bias, and inconsistency help shape the way you think about the world around you. Advertising may be the most obvious venue for blatant displays of point of view and bias, but you must learn to identify more subtle types of persuasion in other types of media.

### Point of View, Bias, and Inconsistency Activities

Your study of point of view, biases, and inconsistencies includes readings from e-texts, interactive quizzes, and additional skill builders. Visit the following in your LAC1 Language and Communication Foundations w/ebooks resource to access these activities:

- module 2, topic 4

Focus your studies by taking notes on the following questions:

- How do readers determine point of view in a text?
- How do readers identify bias in a text?
- How do readers recognize important relationships among ideas in a written passage?
- How do readers recognize contradictory and unsupported elements in a written passage?
- How do readers recognize redundancy in a text?

**Reading Texts Critically**

Critical reading builds on the knowledge you gained in this section and brings it together into a system that will help you become a better, more critical reader. It is important to remember that being a critical reader does not mean you are critical in a negative sense; you may want to think of critical reading as thoughtful reading. Becoming a thoughtful reader will help not only you in your WGU courses, it will help you become a better observer of the world around you.

### Critical Reading Activities

Your study of critically reading texts includes readings from e-texts, interactive quizzes, and additional skill builders. Visit the following in your LAC1 Language and Communication Foundations w/ebooks resource to access these activities:

- module 2, topic 5

Focus your studies by taking notes on the following questions:

- How do readers recognize important relationships between ideas in a written passage?
- How do readers recognize point of view and bias as they read?
- How do readers recognize contradictory and unsupported elements in a written
passage?
- How do readers recognize the range of meanings implicit in an author's language choices?
- What are critical thinking fallacies?
- How do readers recognize redundancy in a text?
- How do readers explain why their reactions may differ from an author's intentions?

**Tools for Writing**

As you move from your study of reading into your examination of writing, the first stop involves looking at the rules of English grammar. Do not panic! If you have had trouble with grammar in the past, now is the time to take a deep breath and relax. The activities in your LAC1 Language and Communication Foundations w/ebooks learning resource will help you quickly identify your weak areas and provide you with succinct, easy-to-understand solutions. Once you have a better grasp of common grammar skills, you will become a more confident writer and reader.

Competencies covered by this subject
- 105.3.3 - Mechanics of Writing
  The graduate correctly applies rules of grammar, syntax, and punctuation.

**Punctuation**

Proper punctuation can make the difference between a poorly written essay, paper, or dissertation and a well-written one.

**Punctuation Activities**

Your study of punctuation includes readings from e-texts, interactive quizzes, and additional skill builders. Visit the following in your LAC1 Language and Communication Foundations w/ebooks resource to access these activities:

Focus your studies by taking notes on the following questions:

- What are the standard conventions of English grammar?
- What are the most common errors in grammar, usage, punctuation, and sentence structure?
- How can you correct common grammar errors?

**Sentence Structure**

Changes in sentence structure can increase the readability of an essay or paper. How does sentence structure go beyond the use of proper grammar?

**Sentence Structure Activities**

Your study of sentence structure includes readings from e-texts, interactive quizzes, and additional skill builders. Visit the following in your LAC1 Language and Communication Foundations w/ebooks resource to access these activities:

- module 3, topic 7

Focus your studies by taking notes on the following questions:
What are the standard conventions of English grammar?
What are the most common errors in grammar, usage, punctuation, and sentence structure?

Tools for Research

Have you ever heard of APA (American Psychology Association) style? If not, do not worry; you will quickly become familiar with it. Throughout your time at WGU, you will use APA style to document your sources when you perform research. APA style lets readers know where you got your information and helps you avoid inadvertent plagiarism. This subject will directly help you perform more efficiently as a WGU student. Learning and practicing APA style now will save you hours of time in later assessments.

Competencies covered by this subject
105.2.3 - Documenting Sources
The graduate documents sources consistently and accurately.

Documenting Sources in APA Style

Learning how to document sources in APA style involves learning a system of notations. You will learn how to use APA style for three basic source categories: books, periodicals, and electronic media. APA format follows the same basic rules for each source category, so once you learn the general rules, you can memorize the exceptions and be on your way to better documentation.

APA Style Activities

Your study of documenting sources in APA style includes readings from e-texts, interactive quizzes, and additional skill builders. Visit the following in your LAC1 Language and Communication Foundations w/ebooks resource to access these activities:

- module 4, topic 8

Focus your studies by taking notes on the following questions:

- How are author names and source titles capitalized and punctuated?
- How are publishers and publication dates listed?
- If a source lacks a listed author, what options do you have for citation?
- How do the citations of major genres of sources differ (e.g., book, newspaper, magazine, website, online database, website)?

Writing Annotated Bibliographies in APA Style

Many research papers require an annotated bibliography, which is a source list that identifies not only where you found the source but also how it is important to your paper. Like any element of an APA research paper, the annotated bibliography should be completed in APA style. This section will be especially helpful to you as you complete the research paper in a future course of study, Language and Communication: Research.

Annotated Bibliography Activities

Your study of writing annotated bibliographies in APA style includes readings from e-texts, interactive quizzes, and additional skill builders. Visit the following in your LAC1 Language and
Focus your studies by taking notes on the following questions:

- What are the basic APA conventions for in-text or parenthetical citation and for reference page citation?
- How are author names and source titles capitalized and punctuated? How are publishers and publication dates listed?
- If a source lacks a listed author, what options do you have for citation?
- How do the citations for major genres of sources differ (e.g., book, newspaper, magazine, website, online database, website)?

Avoiding Plagiarism

Plagiarism comes in many forms: a paragraph copied and pasted from a website, an apt phrase stolen from a speech broadcast on television, or an idea stolen from a book or article. Generally, students know how to avoid blatant plagiarism, but there are more subtle forms that can be difficult to identify without practice. The frequent use of the Internet for academic research can contribute to accidental plagiarism and a lack of proper citations. Conversely, students who are nervous about plagiarism may cite too much information in a paper, making it seem unoriginal. The techniques you learn in this topic will help you determine when to cite information.

Avoiding Plagiarism Activities

Your study of avoiding plagiarism includes readings from e-texts, interactive quizzes, and additional skill builders. Visit the following in your LAC1 Language and Communication Foundations w/ebooks to access these activities:

- module 4, topic 10

Focus your studies by taking notes on the following questions:

- What behaviors constitute plagiarism?
- How can you avoid plagiarism?
- What is paraphrasing?
- How is plagiarism defined, and what are its characteristics?

Elements of Writing, Part 1

The following topics will introduce you to the steps involved in writing a research paper, such as the one you will complete in Language and Communication: Research Course of Study. You may have written a research or term paper in high school, but a college-level research paper requires that you pay even closer attention to the information you are using to develop a sophisticated argument. This section covers research questions, primary and secondary sources, and assessing information.

Competencies covered by this subject
105.2.1 - Inquiry and Research
The graduate selects information from oral, written, or electronic sources to inform an audience about complex subjects.

105.2.2 - Evaluating Information
The graduate accurately evaluates the validity, reliability, and significance of information in a given context.

**Research Questions**

Coming up with a research question is the first step in writing a research paper. A research question allows you to verbalize the reason you want to do research. Are you interested in whether school uniforms will help your child succeed in school? If you wanted to write a research paper about that topic, the first question you would need to ask would be, "How do school uniforms affect student performance?" Once you have a viable research question, you can begin your research in a targeted and efficient way.

**Research Question Activities**

Your study of research questions includes readings from e-texts, interactive quizzes, and additional skill builders. Visit the following in your LAC1 Language and Communication Foundations w/ebooks resource to access these activities:

- module 5, topic 11

Focus your studies by taking notes on the following questions:

- How do writers identify the elements of a good research question?
- How do writers determine appropriate electronic resources for a given research question?
- How do writers determine appropriate print resources for a given research question?

**Understanding Primary and Secondary Sources**

There are two main groups of sources—primary and secondary. In high school you most likely used secondary sources (e.g., textbooks, critical analyses books, encyclopedias) to some extent when you wrote papers. In college, you will use primary sources (e.g., historical documents, statistics and surveys, academic journal articles) as well to lend greater credibility to your arguments. Knowing when to use a particular source will help you build a better paper.

**Primary and Secondary Sources Activities**

Your study of understanding primary and secondary sources includes readings from e-texts, interactive quizzes, and additional skill builders. Visit the following in your LAC1 Language and Communication Foundations w/ebooks resource to access these activities:

- module 5, topic 12

Focus your studies by taking notes on the following questions:

- How do primary and secondary sources differ?
- What are the strengths and weaknesses of primary research methods, such as interviews?

**Assessing Information**
So you now have a research question and numerous sources. Some of those sources may become central to your paper, while others may just contain small amounts of relevant information. How will you decide which sources are the best? Learning how to assess information draws on the critical reading skills you have studied. When you look at a source, you should consider not only what is written on the page but also the person who wrote it. Is the information you find in a blog post as reliable as the information you read in a magazine article? This topic will help you answer such questions.

Assessing Information Activities

Your study of assessing information includes readings from e-texts, interactive quizzes, and additional skill builders. Visit the following in your LAC1 Language and Communication Foundations w/ebooks resource to access these activities:

- module 5, topic 13

Focus your studies by taking notes on the following questions:

- How do readers assess the accuracy of information presented in a source?
- How do readers distinguish between relevant and irrelevant information in a source?
- How do readers distinguish between fact and opinion in a source?
- How do readers interpret figurative language in a source?
- How do writers determine the relative value of a piece of information for addressing a particular question?

Elements of Writing, Part 2

Writers use a process approach to produce informational and persuasive writing that demonstrates the conventions of print. Learning this process will give you a road map for any future writing tasks. Before you begin writing, however, you need to determine the needs of your audience and how to adapt your writing content and form to best fit those needs.

Competencies covered by this subject
105.3.1 - Adaptation
The graduate adapts a particular writing to meet the needs of a specific audience, purpose, and situation.
105.3.2 - Writing as a Process
The graduate applies a process approach to creating effective writings for different audiences and purposes.

Adapting Your Writing for Audience and Purpose

Pretend that you have been invited to visit your child's kindergarten class for story time. It is up to you to pick the story for the day. You would probably bring a popular children's book appropriate to the class age level, right?

Writers need to make the same types of decisions when they pick the type of writing style to use for a specific purpose; this type of decision is called adaptation. Adaptation may include considering your level of vocabulary (diction), the sources you use, and the length of your piece of writing. This topic will introduce you to the different types of adaptation needed in college writing tasks.

Audience and Purpose Activities
Your study of adapting your writing for audience and purpose includes readings from e-texts, interactive quizzes, and additional skill builders. Visit the following in your LAC1 Language and Communication Foundations w/ebooks resource to access these activities:

- module 6, topic 14

Focus your studies by taking notes on the following questions:

- How do writers organize information for different types of writing tasks?
- Why do different types of writing situations require different types of language?
- Why do different types of writing situations require different types of evidence?
- Why do different types of writing situations require different levels of elaboration?
- How do writers know when it is appropriate to use casual or idiomatic language?
- How do writers determine what audience members will expect from a given genre of writing?
- How are informational and persuasive writing different in form and tone?

**Writing as a Process**

Writing a paper without a process in mind is a bit like building a house without a blueprint: the time you take to build will probably increase, and the end result may slant, shake, or even collapse. Just as carpenters learn the proper steps for building a house, writers learn the correct steps for writing a paper. The following activity will introduce you to the steps most writers use to develop a piece of writing. You will find that having a plan for your writing project makes it seem much less overwhelming.

**Writing as a Process Activities**

Your study of writing as a process includes readings from e-texts, interactive quizzes, and additional skill builders. Visit the following in your LAC1 Language and Communication Foundations w/ebooks resource to access these activities:

- module 6, topic 15

Focus your studies by taking notes on the following questions:

- How does a writer revise a draft for clarity, accuracy, and completeness?
- How do writers produce descriptive writing that is clear and logical?
- How do writers produce expository writing that includes a main idea plus supporting details?
- How do writers produce writing that includes a focused introduction, a body, and a conclusion?
- How do writers produce writing that is free of spelling and grammatical errors?
- What are the different stages that constitute a writing process?

**Group Communication**

From the family dinner table to the classroom to the workplace, people spend their lives participating in group communication. So far in your assessment preparation you have learned
to read complex passages and discern subtle meanings. Additionally, you have learned how to communicate complex ideas in writing. In this section's resources, you will learn about small-group communication, including how to adapt your writing for group presentations and how to actively listen to others.

Competencies covered by this subject
105.4.1 - Analyzing Small Group Communication
The graduate observes and critiques a small group interaction, identifying positive aspects and areas for improvement.
105.4.2 - Planning a Presentation
The graduate prepares an oral presentation with a visual aid.

**Converting a Paper Into a Presentation**

You probably make some sort of presentation in the workplace on a regular basis, whether it is an informal announcement or a substantial seminar. If you have ever had to summarize a report for your co-workers, then you are aware of the challenges involved in converting the written word to an oral presentation. You will need to think about your presentation situation and the needs of your audience. You may need to cut or rearrange material to fit a time limit, as well. This topic gives you some tips on converting a paper into a presentation.

**Presentation Activities**

Your study of converting a paper into a presentation includes readings from external links. Visit the following in your LAC1 Language and Communication Foundations w/ebooks to access these activities:

- module 7, topic 16

Focus your studies by taking notes on the following question:

- What steps do speakers follow to prepare for a presentation?

**Listening and Nonverbal Communication**

Almost everyone has heard the term body language. You communicate nonverbally every day, all day—even if you are not a person who speaks with your hands. This topic will tell you how you should observe proper body language not only while talking but also while listening. Most importantly, you will learn about the techniques and benefits of being an active listener.

**Listening and Nonverbal Communication Activities**

Your study of listening and nonverbal communication includes readings from external links. Visit the following in your LAC1 Language and Communication Foundations w/ebooks to access these activities.

- module 7, topic 17

Focus your studies by taking notes on the following questions:

- What is active listening?
- What strategies support active listening, both for speakers and listeners?
Small-Group Interaction
When you join a small group, how do you act? Are you usually the note-taker or secretary? Do you immediately take charge, or do you sit back and observe? Secretary, leader, and observer are just three of many types of roles you may take in a small group situation. As you complete this topic, think about how you act in small groups and whether you would like to change your role. Many roles overlap, and you might even discover that you take different roles depending on the type of group itself.

Small-Group Interaction Activities

Your study of small group interaction includes readings from e-texts and additional skill builders. Visit the following in your LAC1 Language and Communication Foundations w/ebooks resource to access these activities:

- module 7, topic 18

Focus your studies by taking notes on the following questions:

- What are the key guidelines for successful small-group interaction?
- What are the key communication roles people play in small groups?
- How does the purpose of a small-group meeting affect communication?
- How does nonverbal communication impact small-group communication?

Final Steps

Congratulations on completing the activities in this course of study! This section will guide you through the assessment process.

Assessment Information
The activities in this course of study have prepared you to complete the LAC1 objective assessment. If you have not already completed the assessment, you will do so now.

Review of Concepts
This course of study covers the most important concepts you need to be an effective reader and writer. First, you learned how to find the main idea in a passage, how to identify levels of supporting details, and how to read actively to support these processes. You learned the basics of critical thinking and how those concepts can help you both evaluate and critique a writer's argument and evidence. Next, you focused on the mechanics of writing, including grammar, APA documentation, and the steps of the writing process. You not only learned the steps of the process, but you also wrote a practice essay for yourself to help reinforce the new ideas you learned about writing. Finally, you learned about communicating in small groups and how to be an active listener.

Accessing Pre-Assessments

Complete the following pre-assessment:

- PALN
For directions on how to receive access to pre-assessments, see the "Accessing Pre-Assessments" page.

After you have taken the PALN pre-assessment, please consult the "Study Review Checklist for LAC1" to interpret your results.

Accessing Objective Assessments

Complete the following objective assessment:

- LAC1

For directions on how to receive access to objective assessments, see the "Accessing Objective Assessments" page.

ADA Policy

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). ADA Support Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu.