

## PSYC251 Fall 2021 Syllabus

### **LAND ACKNOWLEDGEMENT**

Let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to live, learn and play on these lands. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. To read more about the history of the land, see the Queen's Encyclopedia at <http://www.queensu.ca/encyclopedia/t/traditional-territories>.

### **COURSE DESCRIPTION**

#### **Course Instructor**

Dr. Michele Morningstar

E-mail: [michele.morningstar@queensu.ca](mailto:michele.morningstar@queensu.ca)

#### **Course Description**

This course is designed to be an introduction to the scientific study of human development, with an emphasis on social, cognitive, and neurobiological processes underlying perceptual, cognitive, and emotional development from infancy to adolescence.

#### **What this course will look like:**

This course is designed to be completed in an asynchronous (online) manner, with some optional synchronous (live Zoom session) elements integrated.

You will notice that this course follows a modular structure in which you will find each week of the course. Each week is complete with readings, interactive course notes, videos, non-graded self-check activities, and assessments. Together, these instructional materials will help you work through key concepts and provide you with ample opportunity to refine your skills. At the top of each week, you will find the learning outcomes and all supporting content listed below. You must complete all required tasks for each week.

*Textbook Material:* Reading the textbook is very important for you to obtain the foundational knowledge that is required for the course and is critical for all assessment components. Please note that you are only responsible for the page numbers listed; other material will not be assessed, although you can certainly read it for interest, or use it in your essays.

*Interactive Course Notes:* The interactive course notes are designed to cover the difficult and important topics for the week, and extend upon the current week's material. This extension will consist of discussing other research findings related to the topic (i.e., research not covered in the textbook), as well as discuss the applicability of the material to society as a whole. All content contained in the interactive lesson notes, including the videos, is required for the course and is critical for all assessment components.

## **UNIVERSITY OPERATING DATES**

### **Sep 30**

Tuition due

### **Sep 7**

Classes start

### **Sep 20**

Last day to add courses

### **Sep 20**

Last day to drop courses without financial penalty

### **Nov 1**

Last day to drop without academic penalty

### **Dec 3**

Classes end

## **COURSE AUTHOR**

The course was originally designed by Elizabeth Kelley, Ph.D., Associate Professor and Laura Lambe, Ph.D.

Amendments to the original course material were made by Michele Morningstar, Ph.D., Assistant Professor.

## **LEARNING OUTCOMES**

After completing PSYC 251, students should be able to:

1. Describe the general course of typical development from conception to late adolescence in the cognitive, linguistic, emotional and social domains to recognize their effect on one another.
2. Compare and contrast the major developmental theories and discuss the strengths and weaknesses of each theory.

3. Discuss the different methods used in developmental psychology research and evaluate how these research methods are dependent upon the theoretical approach of researcher, developmental age of the participants and research question being asked.
4. Recommend ways to promote children's well-being and successful development, based on developmental research and theory.
5. Critically discuss a variety of materials related to child development and effectively communicate ideas to different audiences.
6. Collaborate with peers through problem-based learning activities to explore concepts and research related to child development.

## COURSE MATERIALS

The following material is available from the [Queen's Campus Bookstore](#):

### Required Text:

Robert Siegler, Nancy Eisenberg, Jenny Saffran, and Elizabeth Gershoff “**How Children Develop: Sixth Canadian Edition**” (or *looseleaf version or e-text*) Please note: *The Launchpad programme is not required!*

*Please also note that the 6<sup>th</sup> edition is the required text for this class. In the event of exceptional circumstances, the 5<sup>th</sup> edition may be used as an alternative (though this is not recommended). However, students should NOT purchase the 4<sup>th</sup> edition.”*

If you choose to use the 5th edition text, the page numbers listed in each Module Overview will not match the page numbers of your textbook. Therefore, if you are using the 5th edition, please reference the page numbers located in this document instead: [PSYC 251 5th Edition Textbook Page Numbers](#).

## TIMELINE

The Course Timeline shows all relevant course dates, including assessments, as well as links to other important course information. As dates may change, you should consult the Timeline each time you log in to the course.

Please note, some students may see an onQ Calendar for their course. However, the onQ calendar does not display all dates associated with your course assignments. For complete information all of your assignments in this course and the start and close dates, please refer to the **Course Timeline**.

If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate.

All times are in Kingston time (Eastern Time).

## SUGGESTED TIME COMMITMENT

Students can expect to spend, on average, about 9 hours per week completing relevant readings, interactive course notes, assignments, and course activities.

## WEIGHTING OF ASSESSMENTS

This is how your final mark will be determined in the course. Please refer to the [Course Timeline](#) for due dates.

Assessment	Weight	Alignment with Learning Outcomes
Discussion Forums (x2 @ 10%)	20%	1, 2, 5, 6
Essay (Best grade of 1 of 2 possible essays)	20%	1, 2, 3, 4, 5
Midterm Exam	20%	1, 2, 3, 4
Take-home Final Exam	40%	1, 2, 3, 4, 5
Bonus Mark - Volunteer Research Participation	2%	

## ASSESSMENTS AND ACTIVITIES DESCRIPTION

### Discussion Forums

There are two discussion forum activities in this course. Each discussion activity will require you to post an 'initial post' and a 'reply post'. The discussions will allow you to interact with your peers to explore key topics, perspectives, and applications of concepts to real-world practice. More information about each discussion forum can be found in the Course Timeline.

### Essays (best 1 of 2)

Throughout the term, students will have the opportunity to complete two different essays. Students are strongly encouraged to complete both essays. However, the essay with the higher grade will be the only one to count toward the final mark. These essays are designed to encourage you to relate the material, to you personally or to the world at large. Only information from the textbook, interactive lesson notes and video content can be used as source material. The essays will be submitted to Turnitin which will be

embedded into OnQ. More information about each essay can be found in the Course Timeline

### **Midterm Exam**

You will complete your midterm exam using the onQ quiz tool. The midterm will consist of 80 multiple choice questions. You will have 1.5 hours to complete your exam. The midterm exam will cover all content covered from Week 1 through Week 6, including all textbook readings, all content covered in the interactive course notes, and all videos covered in the interactive course notes. The vast majority of the questions will be designed to test at the conceptual level, with some applied and some factual questions.

Note: If you are unable to write the midterm exam, you do not need to provide any documentation, you will simply be required to let the head TA know (at [psyc251@queensu.ca](mailto:psyc251@queensu.ca)), and write the makeup midterm. You may also write the makeup midterm if you are not pleased with your first mark. The highest of the two marks will be taken. Please let [psyc251@queensu.ca](mailto:psyc251@queensu.ca) know by **October 26 at 9:00 AM** to ensure you have access to your makeup exam.

The makeup midterm exam will be held on October 28.

More information about the midterm exam can be found in the Course Timeline.

### **Take-home Final Exam**

The take-home final exam will be completed during the exam period. The exam will consist of 3 written essay questions which you will receive ahead of time during Week 12 of the semester. You will write a response for 2 of 3 essay questions (approximately 5 pages for each question). You will have two weeks to write and submit your essays.

## **PARTICIPANT POOL (VOLUNTEER RESEARCH PARTICIPATION)**

### **Participant Pool Information**

Students in this course have the option of volunteering in psychological research conducted by faculty and advanced students in the Psychology Department. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 2%. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the [Departmental Participant Pool website](#).

Although participation is not a requirement, we do consider it to be an integral part of the course and encourage students to participate. Students gain valuable direct experience in methods of psychological investigation and contribute to research.

Each study has been reviewed in detail and cleared by the Department's Ethics Review Committee. Nevertheless, you may decline to participate, for any reason at all, in any study for which you sign up. You may also direct any ethical concerns to the researcher or Participant Pool Officer.

At the conclusion of each study in which you participate, you should be provided with information about the purpose of the study and other relevant details. The idea is to ensure that your participation will benefit your education, as well as add to the fund of knowledge in psychology. You are encouraged to ask questions about the research in order that you understand fully why the study is being conducted, and what your role is, as a participant.

### **How to sign up for studies**

We use the website [Sona](#) for the participant pool. All students will be activated in the participant pool by the 3<sup>rd</sup> week of the term. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information by the 3<sup>rd</sup> week of class.

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire that will be due by the end of the Add/Drop period (second Friday of the term). If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

Signing up for studies is done through the Sona site directly: [CLICK HERE](#)

### **What if I don't want to participate?**

Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. To complete an alternative assignment, you must contact **the principal investigator** of a particular study (see the study's contact information on SONA for their email) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, all alternative assignments will last approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

### **Off-Campus Students**

Off-campus students: please note that you can participate in online studies and researchers who offer these studies also offer online alternative assignments.

### **What if I can't make a research appointment?**

Please note: we understand that life happens and you may be unable to attend the session you sign up for as a result of extenuating circumstances. If you are unable to attend your

scheduled session due to an extenuating circumstance, please contact the researcher directly to reschedule the session and/or receive an “excused no-show” notation. An “excused no-show” is guaranteed if you contact researchers 3 or more hours in advance of your appointment.

Research is an important activity that directly impacts science and society, and that also impacts a larger system (e.g., time in lab space is very limited and can be costly—for example, booking a 1 hour session in the fMRI facility costs \$400). We thank you in advance for ensuring that you attend your scheduled sessions, and that you follow up with the researcher as soon as possible if you miss a session due to extenuating circumstances. However, if you reach 2 unexcused no-shows in a given semester, you will not be able to sign up for additional studies/alternative assignments that semester. You will be automatically granted the ability to sign up for studies to earn research credit the following academic semester.

### Who should I contact for help?

\*Note: Your course instructor is not involved in the administration of studies and alternative assignments. If you have questions about studies, please contact the researchers listed on SONA. Questions about the pool (e.g., credits, prescreening) should be directed to the participant pool coordinator at [participant.pool@queensu.ca](mailto:participant.pool@queensu.ca).

## GRADING

The Psychology Grading Policy, “mixed-marking method,” is outlined on the following webpage: <https://www.queensu.ca/psychology/undergraduate/current-students/departmental-policies/grading-policy>

A full list of Departmental Policies can be found at: <https://www.queensu.ca/psychology/undergraduate/current-students/departmental-policies>

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:

### Queen’s Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84

B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

## CONTACTING THE TEACHING TEAM

The teaching team contact information is located on the Homepage of the course (see [“Teaching Team”](#)).

For general questions about the course, please post to the [Course Questions Forum](#) (located in a drop-down menu under “Help”, on the upper navigation bar). Feel free to help answer your peers’ questions on this forum. Most questions are answered within 24 hours.

*Office hours:* Prof. Morningstar will hold weekly virtual office hours (on Zoom) on Tuesdays from 3PM-4PM, during which she will answer questions about the course and review the instructions for upcoming assignments. Recordings of these office hours will be posted within the next 24 hours to OnQ. (If you have a private matter to discuss, please email Prof. Morningstar directly to set up a non-recorded meeting.)

*When to contact the teaching team:* You should contact the teaching team ([psyc251@queensu.ca](mailto:psyc251@queensu.ca)) when you have any questions about the design of the course, the requirements, the logistics etc. Please note that the team is not required to answer your question if it has been directly addressed in the syllabus or in the Course Questions Forum.

*When to contact your instructor:* Your instructor is always available to support you and guide you through the semester. You should contact your instructor ([michele.morningstar@queensu.ca](mailto:michele.morningstar@queensu.ca)) if you have any questions about the content



of the course - that is, if you don't understand a certain concept, or if you need to have a more detailed conversation.

If you would like to request a regrade of any written assignment, please go to "Activities" and select "Regrade Request." You will be taken to a form to complete, and you will be asked to submit this form along with the written assignment you submitted, complete with highlights and notes detailing the issue. You will be able to submit a regrade request within 72 hours of the grade being posted; any requests received after the 72-hour deadline will not be reviewed or considered. Please note that grades are rarely changed, as we use rubrics in a consistent manner to ensure fairness across all students in the course.

Please use your Queen's email for inquiries that are more personal in nature, or for issues such as academic accommodations or marking.

## **NETIQUETTE**

In any course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions, and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

## **QUEEN'S EMAIL**

The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

## **LATE ASSIGNMENT SUBMISSION POLICY**

**Discussion Forum Activities, Essay Assignments, and Take-home Final Exam:**

## Grace Periods

The deadline for discussion forum activities, essay assignments, and the take-home final exam can be extended by a 72-hour grace period, should you be experiencing extenuating circumstances. This approach is part of Universal Design and is offered in good faith; this means that you do not need to email your TAs/instructor or provide documentation about your extenuating circumstances. The hard deadline for all assignments is therefore 72 hours after the posted deadline. Assignments submitted after the hard deadline **will not** be considered, unless you have submitted relevant documentation (about extenuating circumstances that extend beyond 72 hours) and have requested an additional extension from the instructor *before the hard deadline*. **Students are strongly encouraged to plan to submit their work by the posted deadline.**

(<https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students>).

### Midterm Exam:

If you are not able to write the midterm exam, or if you are unhappy with the mark you received on your midterm exam, you will have the opportunity to complete the makeup exam. You do not need to provide any documentation, you will simply be required to let the teaching team know at [psyc251@queensu.ca](mailto:psyc251@queensu.ca), and write the makeup midterm. Please let [psyc251@queensu.ca](mailto:psyc251@queensu.ca) know by **October 26 at 9 AM** to ensure you have access to your makeup exam.

The makeup midterm exam will be held on **Thursday, October 28**. If you elect to write both the midterm and the makeup midterm, the highest of your two grades will count towards your final course grade.

## COPYRIGHT

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

## ACADEMIC ACCOMMODATIONS

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities.

The [Senate Policy for Accommodations for Students with Disabilities](#) was approved at Senate in November 2016. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, please visit the [QSAS website](#)

**Students with course accommodations should send their accommodation requests to ASO and their instructor as soon as possible to make the appropriate arrangements, using the widget located on the course homepage.**

## **ACADEMIC CONSIDERATIONS FOR STUDENTS IN EXTENUATING CIRCUMSTANCES**

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- - Short-term physical or mental health issues (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
  - Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
  - Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the [Senate Policy on Academic Consideration for Students in Extenuating Circumstances](#).

Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the [portal where a request can be submitted](#). Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty. If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following contact information:

Instructor/Course Coordinator Name: Michele Morningstar

Instructor/Course Coordinator email address: [michele.morningstar@queensu.ca](mailto:michele.morningstar@queensu.ca)

Professors/Course Coordinators as soon as possible once Consideration has been granted. Any delay in contact may limit the Consideration options available.

For more information on the Academic Consideration process, what is and is not an extenuating circumstance, and to submit an Academic Consideration request, [please see our website](#).

## ACADEMIC SUPPORT

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact **Student Academic Success Services (SASS)**. SASS offers many different ways to receive support:

- Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.
- [Workshops](#) and [drop-in programs](#). SASS' [Events Calendar lists events coming soon](#).
- [Online resources](#) that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

## ACADEMIC INTEGRITY

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity: [honesty, trust, fairness, respect, responsibility and courage](#). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the [Senate Report on Principles and Priorities](#)).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see [Academic Regulation 1](#)), on the [Arts and Science website](#), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

*Please note that we have had issues in the past with unintended plagiarism in this course. Regardless of how and where you retrieve information, the principles of academic integrity apply. Please visit these helpful websites to help you make sure that you are able to write things in your own words:*

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagiarismcheating>

- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>
- [http://writing.wisc.edu/Handbook/QPA\\_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

## **TURNITIN STATEMENT**

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read [Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service](#), which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see [Turnitin's Privacy Policy](#).

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

As a student, you have the right to opt out of Turnitin. You must notify the instructor by the end of Week 3 of the term, and make arrangements for additional work or alternative strategies to ensure the integrity of the work. In such instances, the instructor is still expected to ensure the integrity of your work.

## **NOTICE OF RECORDING**

Synchronous (live) office hours will be held through Zoom and/or Teams, video conferencing platforms supported by the University. Steps have been taken by the University to configure these platforms in a secure manner. Office hours will be recorded with video and audio (and, in some cases, transcription) and will be made available to students in the course for the duration of the term. The recordings may capture your

name, image or voice through the video and audio recordings. By attending these virtual office hours, you are consenting to the collection of this information for the purposes of administering the class and associated coursework. If you are concerned about the collection of your name and other personal information in the class, please contact the course instructor to identify possible alternatives.

## **COMPUTER REQUIREMENTS**

Please note that mobile devices are not recommended for the course as they cause several known issues in onQ.

### **Computer Specifications**

- Windows 8.1 or newer
- OS X 10.13 (High Sierra) or newer
- Dual Core 2 GHz processor
- 4 GB RAM
- Soundcard
- USB headset
- Webcam

### **Supported Browsers**

- Chrome (preferred - latest version)
- Firefox (latest version)
- *Safari is not recommended as it causes several known issues in onQ*
- *Edge is not recommended as it causes several known issues in onQ*

### **Internet Connection**

- Wired high speed access: Cable or better
- *Wifi is not recommended*

### **Java**

- Latest version

### **Media Player**

- HTML5 compatible

### **Adobe Reader**

- Latest Version

## **STUDENTS STUDYING OR TRAVELLING ABROAD**

If you plan to travel, we strongly recommend that you confirm Internet availability in your host country prior to departure. In the past, students in other countries have been blocked from accessing certain websites relevant to their courses, as well as onQ. It is the responsibility of all students to book travel around course work, as we cannot change the format or timing on assessments or assignments as a result of travel plans.