

WRITING PRESENTATION SCRIPT

March 18, 1990

page 1

To Higher Education Account Executives:

This Microsoft PowerPoint presentation is one of the components of the 1990 English/writing campaign. The purpose of the presentation is twofold: to equip you with the appropriate tools for this market and to ease the burden of making customer calls and creating writing seminars. It provides an overview of the advantages Macintosh can offer writing instructors and/or administrators and should be used in conjunction with the Writing Curriculum Guide, as well as other relevant handouts and demo courseware or commercial writing software.

*Larisa Fong
Marketing Manager
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SLIDE 1 WRITING ON MACINTOSH (TITLE SLIDE)

This presentation provides a brief overview of the issues your colleagues have told us you face as writing instructors today. It describes the dramatic changes that technology is bringing to your discipline, and how your colleagues around the country are integrating technology into the writing classroom. It will also give you a glimpse at the broad range of software and hardware solutions available for writing instruction, and explain how you can obtain more information on technology in the writing

WRITING PRESENTATION SCRIPT

March 18, 1990

page 2

curriculum.

SLIDE 2 *ISSUES YOU FACE (BULLET PT: COMMUNICATION SKILLS AT A CROSSROADS)*

What we generally hear is that writing instructors across the country are facing three critical issues: deficient communication skills, computerization of the classroom, and resource limitations.

Today, communication skills are more important than ever before, in nearly every aspect of society. At the same time, educators in virtually all disciplines are finding that their students lack some very fundamental thinking and writing skills. And the implications are devastating. For example, employers are finding that while their new engineers may be brilliant at designing airplanes, they are incapable of communicating design concepts to their colleagues.

SLIDE 3 *ISSUES YOU FACE (BULLET PT: COMPUTERIZATION OF THE CLASSROOM)*

Computers are becoming more and more prevalent in the classroom. Yet for many educators, computers are perceived as expensive, high-tech typewriters, incapable of enhancing the process of thinking and writing clearly and effectively. Many writing instructors are asking: Will this technology really help me teach writing, or will I end up teaching my students computer science? And will my students be distracted and play with the technology, instead of learning from my instruction?

WRITING PRESENTATION SCRIPT

March 18, 1990

page 3

SLIDE 4 *ISSUES YOU FACE (BULLET PT: RESOURCE LIMITATIONS)*

Finally, resource limitations—another all-too-familiar problem. Financial and space constraints have been known to dictate classroom pedagogy, often precluding instructors from even considering computers as a method of instruction. Humanists in general, and writing instructors in particular, are simply unaccustomed to including computer equipment in their budgets, and administrators may be equally unaccustomed to funding such requests. Even at universities that believe in the value of technology for enhancing instruction, it's not unusual to hear about writing departments doing battle with science and engineering departments over the limited money available for computers.

With these issues in mind, we put forth the question:

What can the Apple® Macintosh® computer offer writing instructors that other computers cannot?

SLIDE 5 *MACINTOSH: THE COMPUTER FOR WRITING (BULLET PT: EASE OF USE ENCOURAGES USE)*

First, the most basic advantage of the Macintosh: ease of use.

SLIDE 6 *EASE OF USE GRAPHIC (MACINTOSH VS. DOS BAR CHART)*

The ease with which Macintosh can be used as a writing tool *encourages* students to write. It stimulates the

WRITING PRESENTATION SCRIPT

March 18, 1990

page 4

development and practice of the communication skills that are critical for today's students. And we've found out that this ease of use can have a profound effect on students' attitudes about their writing, as well. Many instructors have told us that using Macintosh provides students with what is often their first good writing experience, giving them a feeling of command and control over their words, and bolstering the confidence they need to improve fundamental thinking and writing skills.

SLIDE 7 *MACINTOSH: THE COMPUTER FOR WRITING (BULLET PT: INSPIRING REVISION)*

But as every writing instructor knows, getting one's ideas "on paper" is only the first step.

SLIDE 8 *REVISION GRAPHIC (EDIT MENU)*

As you've told your students a thousand times, revising is fundamental to good writing. Yet many students dread this process. It usually means laborious retyping, or, if they are using an ordinary PC, the patience to memorize cryptic commands just to move a few paragraphs around. All Macintosh word processors, however, make revising text an extremely intuitive process. To rephrase a sentence, move a paragraph, or copy text from one essay to another, students just pull down an Edit menu and point to the appropriate function—Cut, Copy, or Paste. Many professors have found that this ease of revision encourages students to arrange and rearrange sentences and paragraphs and to experiment with different ways of

WRITING PRESENTATION SCRIPT

March 18, 1990

page 5

expressing ideas. These are essential steps toward developing the thinking and writing skills that are critical in developing overall communication skills. Because, as we hear from you so often, good writing means concise writing, and concise writing means students must be *inspired* to revise.

SLIDE 9 *MACINTOSH: THE COMPUTER FOR WRITING (BULLET PT: A FAMILIAR WRITING ENVIRONMENT)*

So how does Macintosh fit into the instructional process?

SLIDE 10 *FAMILIAR WRITING GRAPHIC (DESKTOP SCREENSHOT)*

The Macintosh is designed to make a writer feel at home. Instead of a dark screen with luminous type, obscure commands, and uncertain printing results, the Macintosh interface looks and operates like an environment that is familiar to all writers: the desktop. In this environment are graphic icons representing the papers, file folders, even the trash can you use every day—and they all work much like their real-life counterparts. When you open a document, the writing area is white, like a fresh sheet of paper. If you're interested in writing from an outline, you can have multiple documents visible simultaneously—just as you do at your desk. When you compose, your words look exactly as they would on a printed page—and you have complete control of typefaces, sizes, and styles. And when you want to take advantage of the features of an electronic environment, instead of learning a cryptic

WRITING PRESENTATION SCRIPT

March 18, 1990

page 6

computer language you simply request what you need from a menu of items listed in plain English. In short, all the methods you use when teaching in a traditional writing environment are immediately applicable to the Macintosh desktop.

SLIDE 11 *MACINTOSH: THE COMPUTER FOR WRITING (BULLET PT: MORE THAN A WORD PROCESSOR)*

Macintosh not only functions as an extraordinary word processor, but also opens the door to remarkable new instructional models for enhancing the process of thinking and writing clearly and effectively.

SLIDE 12 *MORE THAN A WORD PROCESSOR—EVERY PHASE OF THE WRITING PROCESS (CIRCULAR GRAPHIC)*

To begin with, there are a wide variety of Macintosh software tools for *every phase* of the writing process. Don't worry, though: You won't find yourself setting aside large blocks of time to bring students up to speed on these new programs. Because all Macintosh programs—whether they're used for brainstorming and outlining, writing and revising, or presenting and publishing—work in much the same way. So once you learn one program, it takes only a short time to master another—and another.

SLIDE 13 *MORE THAN A WORD PROCESSOR—EVERY PHASE OF THE WRITING PROCESS (RESEARCH SOFTWARE)*

WRITING PRESENTATION SCRIPT

March 18, 1990

page 7

Macintosh research tools are designed to aid in the research portion of the writing process. These tools help any researcher to compile an electronic archive of reference texts, including lengthy journal articles, research papers, and manuscripts; to store them for later manipulation; and to search them for information. *Optical character recognition (OCR) software*, such as OmniPage and Read-It!, lets you scan printed matter directly into a Macintosh file—eliminating the drudgery of retyping. *Data retrieval software* such as GOfer and Sonar then acts as your reference librarian—searching, locating, and retrieving whatever textual information you request.

SLIDE 14 *MORE THAN A WORD PROCESSOR—EVERY PHASE OF THE WRITING PROCESS (IDEA PROCESSING SOFTWARE)*

Macintosh idea processors, such as Writer's Helper and MORE II, facilitate the creative process, letting writers easily capture, organize, and expand on their ideas, and encouraging students to structure their papers before they begin to write. The Macintosh user interface brings an intuitive, graphics-oriented flavor to many of these *brainstorming and outlining tools*, so users can easily manipulate ideas in whatever form—text or graphics—that best suits their thinking at any given moment.

SLIDE 15 *MORE THAN A WORD PROCESSOR—EVERY PHASE OF THE WRITING PROCESS (WORD PROCESSING SOFTWARE)*

WRITING PRESENTATION SCRIPT

March 18, 1990

page 8

And whether you need a tool to handle your daily correspondence, compose a brief report or essay, assemble a complex proposal, produce a multicolumn newsletter with graphics, prepare a journal article for publication, or create a hundred-page, indexed manuscript, there's a Macintosh word processing program to suit your needs and budget. All Macintosh word processors have a familiar working environment—with the look of a printed page—and the ability to control everything from spelling to typography with intuitive ease.

SLIDE 16 *ALL WORD PROCESSORS ARE NOT CREATED EQUAL (MACINTOSH VS. DOS COMPARISON CHART)*

As you can see from this chart, all word processors are *not* created equal. This chart is a summary of a "Comparison of Macintosh and IBM-PC—Compatible Word Processing Software," conducted by Wohl Associates in September 1989, comparing the features of two popular Macintosh word processing programs with those of two popular programs for MS-DOS systems. As uncovered by this research, despite their lower prices, the Macintosh programs feature far more flexible and realistic text display, a more intuitive and friendly user interface, and a superior ability to integrate graphics and control the layout of documents.

SLIDE 17 *MORE THAN A WORD PROCESSOR—EVERY PHASE OF THE WRITING PROCESS*

WRITING PRESENTATION SCRIPT

March 18, 1990

page 9

(REFERENCE/DIAGNOSTIC SOFTWARE)

Reference and diagnostic tools are the automated equivalent of the dictionaries, thesauruses, and stylebooks that most writers keep close at hand. *On-line reference tools* like the Electronic English Handbook provide quick access to information about meaning, vocabulary, usage, and essential rules of English—without paging through thick tomes. *Diagnostic software* like MacProof acts as an electronic proofreader, helping writers pinpoint and correct problems that range from simple spelling, grammar, and punctuation errors to style and structure problems.

SLIDE 18 *MORE THAN A WORD PROCESSOR—EVERY PHASE OF THE WRITING PROCESS (BIBLIOGRAPHIC DOCUMENTATION SOFTWARE)*

Bibliographical documentation tools such as EndNote and Pro-Cite are useful for any type of writing, including journal articles, theses, and research papers, that requires the citation of sources. These tools can automate the laborious process of entering and organizing references and citations, and can then generate bibliographies in a wide range of styles.

SLIDE 19 *MORE THAN A WORD PROCESSOR—EVERY PHASE OF THE WRITING PROCESS (PUBLICATION/PRESENTATION SOFTWARE)*

Whether you're finessing an article for publication or creating a presentation to accompany a lecture or

WRITING PRESENTATION SCRIPT

March 18, 1990

page 10

proposal, these tools give you more control over the illustration, graphic design, and impact of your final product. *Drawing and paint tools* such as Aldus FreeHand and Claris MacDraw automate the process of creating visual accompaniment to your words. *Presentation tools* like Aldus Persuasion or PowerPoint (with which this presentation was created) let you plan, compose, and manage full-color presentations—from simple bullet charts to complex diagrams—in formats that include slide shows, handouts, overhead transparencies, and 35mm color slides. *Desktop publishing tools* such as Aldus PageMaker and QuarkXPress let you design, edit, and lay out professional-quality documents that elegantly blend text and graphics.

SLIDE 20 MORE THAN A WORD PROCESSOR— FACULTY-DEVELOPED COURSEWARE (SIX COURSEWARE DISKS)

But commercial software isn't the only software available for the Macintosh. Macintosh has inspired many of your colleagues to develop courseware that is designed to enhance the instructional process and is suited specifically to the needs of a writing instructor. For instance, instructors at the University of Southern California were seeing far too many poorly written research papers, so they developed The Jefferson Notebook, a HyperCard®-based research tool combining on-line data retrieval and hypertext concepts. They use this courseware to teach their students what a research

WRITING PRESENTATION SCRIPT

March 18, 1990

page 11

paper ought to be: a paper that has a point, argues a position, and uses secondary sources to develop that position.

At Brown University, Professor George Landow recognized a dilemma students of literature face every day—the inability to fully understand and appreciate one work of art without knowledge of other works of art. As a result, Landow and a team of associates at Brown University's Institute for Research in Information and Scholarship (IRIS) developed Intermedia, an extraordinary hypermedia system designed to give students quick access to the knowledge they need to make the connections so essential to understanding literature. Now students attending any of four literature courses taught by Landow can sit in front of a Macintosh, merely highlight and click on a particular line in, say, Tennyson's *In Memoriam*, and move instantly to another window containing relevant passages from Homer, Virgil, or the Bible. Or they can click on another line and immediately call up mentions of the same idea or image appearing later in the poem or elsewhere in Tennyson's writings. For further analysis, one click can even take them to interpretations and critical judgments made since the poem's first publication, or to digitized reproductions of paintings, maps, photographs, or architectural drawings relevant to the particular literary period.

SLIDE 21 *MORE THAN A WORD PROCESSOR—*

WRITING PRESENTATION SCRIPT

March 18, 1990

page 12

COLLABORATIVE WRITING (NETWORKED WRITING CLASSROOM)

By networking an entire classroom of Macintosh computers, you can open up a world of new possibilities for your students. This diagram illustrates how Ann Hill Duin, at the University of Minnesota, used an AppleTalk® network to transform her classroom into a collaborative writing and learning environment. In conjunction with the package Collaborative Writer, which she helped to develop, Professor Duin simulates a business writing environment complete with telecommunications.

And at Cornell University, Professor Nancy Kaplan credits her Macintosh network in breaking through what she calls “the wall of authority.” By allowing her and her students to comment on one another’s work electronically, the network enables everyone in the writing class to take on the role of coach or collaborator, thereby eliminating much of the fear involved in submitting writing for review.

But if you don’t know a thing about computers, don’t despair, because creating a Macintosh network is both easy and inexpensive. Unlike other personal computers, every Macintosh comes with an advanced networking system—called AppleTalk—already built in. Connecting one Macintosh with another is a simple matter of reaching around the back of each Macintosh and plugging in a cable. Then, using collaborative writing tools in conjunction with your network of Macintosh computers,

WRITING PRESENTATION SCRIPT

March 18, 1990

page 13

students can communicate with one another about their work. *Networking software* such as Farallon's Timbuktu and the AppleShare® File Server enables students to submit work to their instructors over the network. *On-line editing software* such as Comment and MarkUp allows instructors to comment on that work electronically—keeping notes and criticisms separate from the student's work, yet clearly accessible to the student.

SLIDE 22 *MORE THAN A WORD PROCESSOR— HYPERTEXT/HYPERMEDIA (SHAKESPEARE HYPERCARD SCREENSHOTS)*

Seeing connections between ideas is essential to all creative thinking and writing. By using computers as vehicles for those kinds of associative leaps, educators have created two new modes of teaching and learning: hypertext and hypermedia. *Hypertext* is the linking of various texts in a nonlinear fashion, so that readers can forge their own paths through an interconnected web of information. *Hypermedia* incorporates images and sound as well as text.

Today, many instructors are creating these new types of learning environments with HyperCard, a revolutionary software program available exclusively for Macintosh, and included free with every Macintosh computer. HyperCard is being used in expository writing classes, to teach students how to explore various perspectives on an issue; in research-oriented writing classes, to teach students

WRITING PRESENTATION SCRIPT

March 18, 1990

page 14

how to navigate their way through large bodies of reference material; and in journalism classes, to simulate the interviewing and news-gathering process. Other hypertext and hypermedia programs written for Macintosh are also being used at universities across the country to help students understand, interpret, and criticize literature, and to put literary texts in their cultural contexts.

SLIDE 23 *MACINTOSH: THE COMPUTER FOR WRITING (BULLET PT: REDUCED COSTS)*

So far we've discussed how Macintosh can address the issues you face concerning students' deficient communications skills, as well as questions about the value of computerizing the classroom. What about the issue of resource limitations?

SLIDE 24 *REDUCED COSTS GRAPHIC (TRAINING AND SUPPORT BAR CHARTS)*¹ Because Macintosh is less intimidating, easier to learn, and easier to use than other personal computers, you can train yourself and your students to use it quickly and easily—often in a single class period. This means that, in comparison with IBM systems and their compatibles, the time and money spent on training and support is dramatically decreased. This is important, because for most institutions, the ongoing cost of training and support far outstrips the original cost of

¹Results of an independent study of Fortune 1000 MIS managers, conducted by Diagnostic Research Inc., 1988.

WRITING PRESENTATION SCRIPT

March 18, 1990

page 15

the hardware. And it means that you can spend virtually all your time teaching writing, instead of computing.

SLIDE 25 *MACINTOSH: THE COMPUTER FOR WRITING (BULLET PT: GOOD WRITING RUNS IN THE FAMILY)*

The Macintosh family of computers was designed to offer a range of solutions to fit various budget, power, and space requirements. From the entry-level Macintosh Plus to the powerful Macintosh IIfx, all Macintosh computers run the same system software, as well as more than 4,000 Macintosh software applications. So with Macintosh, you're assured of a good investment no matter which model is right for you.

SLIDE 26 *GOOD WRITING RUNS IN THE FAMILY (MACINTOSH PRODUCT LINE)*

The Macintosh Plus, Macintosh SE, and Macintosh SE/30 are compact, single-unit models designed to consume very little desk space—a precious commodity in crowded writing labs and faculty offices. The Macintosh Plus can fit into most students' budgets, and the Macintosh SE and SE/30 are ideal for equipping a networked writing lab or computer classroom.

And since a writer can find inspiration anywhere, we've created the Macintosh Portable—it has all the advantages traditionally associated with Macintosh, but in a much smaller, lightweight, battery-powered system you can take anywhere.

WRITING PRESENTATION SCRIPT

March 18, 1990

page 16

The Macintosh II family, which consists of the IICx, IIX, IICi, and IIFx (not shown) is designed in modular components, allowing writers to create systems that meet their specific needs. For instance, people who wish to see an entire 8-1/2- by 11-inch page as they write can connect any modular Macintosh to a full-page portrait display. People whose assignments include magazine design, newspaper layout, or similar tasks may opt for a two-page color or black-and-white monitor. The speed and power of the Macintosh II family also make these computers ideal for data-intensive research projects and courseware development.

SLIDE 27 *PUBLISH OR PERISH (MACINTOSH SE, SCANNER, AND LASERWRITER)*

In addition to our family of computers, Apple has an extensive line of peripherals. Two that are well suited for writing are the Apple Scanner and the Apple LaserWriter® printer. It shouldn't be news to any of you that the way a piece of writing is presented often influences the way it will be received. For you as a writing instructor, presentation can affect how quickly an assignment captures your students' attention, or how persuasively you can deliver a paper to your peers. With any Macintosh computer and a LaserWriter printer, you can print text that looks typeset, and graphics that could easily have come from a professional design shop. And with an Apple Scanner, you can capture data that would be difficult to

WRITING PRESENTATION SCRIPT

March 18, 1990

page 17

reproduce on a computer screen, such as photographs, illustrations, and drawings, to include in course materials, papers, and proposals. You can even enhance your scanner with optical character recognition software, such as OmniPage, which allows you to scan newspaper clippings, journal articles, research papers, and anything else that's typewritten or printed, to store or manipulate for later reference or inclusion in your own work.

In short, when you team writing instructors with Macintosh and the right peripherals, the outcome is sure to be inspired students, innovative instructional methods, and improved writing skills.

SLIDE 28 *MACINTOSH IN THE CURRICULUM— BEMIDJI STATE UNIVERSITY*

Here's a glimpse at instructors across the country who know the success of incorporating Macintosh into their writing pedagogy.

At Bemidji State University in northern Minnesota, Professor Michael Morgan is using a Macintosh classroom to teach fundamental writing skills to educationally disenfranchised students.

SLIDE 29 *UNIVERSITY OF SOUTHERN CALIFORNIA*

At the University of Southern California, the Project Jefferson team has developed a HyperCard research environment to help freshman writers learn to compose

WRITING PRESENTATION SCRIPT

March 18, 1990

page 18

better research papers.

SLIDE 30 *COLLEGE OF WOOSTER*

At the College of Wooster, Professors Peter Havholm and Larry Stewart are using the hypertext program Guide to help their upper-level English students explore the theory of intertextuality, and to put works of literature in their cultural and historical contexts. Their work was honored as a Distinguished Curriculum Innovation at the 1989 EDUCOM Conference.

SLIDE 31 *UNIVERSITY OF SOUTH CAROLINA*

At the University of South Carolina, advanced journalism students use a Macintosh network to produce *The Carolina Reporter*, a widely distributed weekly newspaper covering events in the state's capital.

SLIDE 32 *UNIVERSITY OF MINNESOTA*

At the University of Minnesota, Professor Ann Hill Duin has developed her own courseware, called Collaborative Writer, which she uses to simulate the sort of work environment and writing tasks her upper-level students are likely to encounter once they graduate. Her work was also honored by NCRIPAL as a Best Curriculum Innovation at the 1989 EDUCOM Conference.

SLIDE 33 *CORNELL UNIVERSITY*

At Cornell University, Professor Nancy Kaplan has developed her own courseware, called PROSE, which

WRITING PRESENTATION SCRIPT

March 18, 1990

page 19

allows instructors and students to collaborate on one another's writing and comment on papers electronically and unobtrusively.

SLIDE 34 *NEW YORK UNIVERSITY*

At New York University, Professor John McDaid uses HyperCard—instead of conventional word processing software—to teach freshman composition students to organize information in thought-provoking, innovative ways.

SLIDE 35 *WEST VALLEY COMMUNITY COLLEGE*

At West Valley Community College, Professor Rich Cameron uses his own HyperCard simulation, City Council, to teach journalism students the basics of interviewing and newswriting.

SLIDE 36 *PENN STATE UNIVERSITY*

And at Penn State University, Macintosh computers are part of a required course for all upper-level students to teach them how to write and design documents successfully for their majors—and for their eventual careers.

SLIDE 37 *MACINTOSH IN THE CURRICULUM (MAP COVERED WITH SCHOOLS)*

But these aren't the only examples. There are numerous other English and journalism departments around the country that have incorporated Macintosh into their

WRITING PRESENTATION SCRIPT

March 18, 1990

page 20

curricula.

SLIDE 38 *WHERE TO GO FROM HERE (BULLET PT: CONTACT YOUR PEERS)*

Choosing the right computer for writing instruction is an important decision, and we encourage you to explore other sources of information.

First and foremost, contact your peers. Talk to those who've used Macintosh, and to those who've used other computers. Since they've been through the experience already, these people can be your best resource. If you need advice or assistance, I can provide you with the names and phone numbers of instructors who are using technology in ways that might shed light on your own plans and projects.

SLIDE 39 *WHERE TO GO FROM HERE (BULLET PT: WRITING CURRICULUM GUIDE)*

Apple's Writing Curriculum Guide provides more detailed information on the points I've covered today, and includes a dozen case studies where your colleagues describe, in their own words, the experience of using Macintosh to teach writing. I have a copy of the guide for each of you.

SLIDE 40 *WHERE TO GO FROM HERE (BULLET PT: WRITING CONFERENCES)*

There are several conferences on computers and writing instruction each year. At these conferences, you can meet

WRITING PRESENTATION SCRIPT

March 18, 1990

page 21

colleagues and see demonstrations of the latest innovations in writing instruction. I have a list of conferences with contact information for those of you who are interested.

SLIDE 41 *WHERE TO GO FROM HERE (BULLET PT: JOURNALS ON COMPUTERS AND WRITING)*

There are also several academic journals on computers and writing to which you may want to subscribe. If you'd like, I can provide you with this information as well.

SLIDE 42 *WHERE TO GO FROM HERE (BULLET PT: SYLLABUS)*

The March issue of *Syllabus* is devoted exclusively to computers and writing instruction. I have a copy of the issue for each of you.

SLIDE 43 *WHERE TO GO FROM HERE (BULLET PT: "HOW TO" LITERATURE)*

There is a range of "how to" literature on specific topics such as creating a networked Macintosh classroom. I can provide you with this information as well.

SLIDE 44 *WHERE TO GO FROM HERE (BULLET PT: KEEP IN CONTACT)*

Finally, I'd like to encourage you to stay in contact with me. In addition to the resources that I can provide, I can put you in touch with your colleagues across the country who have similar interests. Thank you. If anyone has

**WRITING PRESENTATION
SCRIPT**

March 18, 1990

page 22

questions, I'd be happy to take them now.

WRITING PRESENTATION SCRIPT

March 18, 1990

page 23

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