

## De Anza College

### EWRT 2 64Z (00831)–Winter 2025

Critical Reading, Writing and Thinking

Syllabus and Class Policies

#### Instructor: Dr. Margaret Hanzimanolis

This class is a fully online course. While we will have opportunities to chat by phone or zoom (if you need personal assistance) much of the success of the course will be up to you. If you keep up with the reading and writing tasks, you will find online learning a rewarding and efficient way to complete your English requirements independently and prepare for your next educational or career step.

- You can access all course materials by clicking on the CANVAS app, via your De Anza College portal.
- You should review the “[Canvas Student Guide](#)” if you would like an overview of the features CANVAS makes available to you, and that you are likely to need to know about for this course.
- If you are not familiar with **online learning in general**, you may want to view the 12-minute introductory video here: [online orientation](#).that the campus provides. It covers some common myths related to online coursework.

#### Office Hour:

Tuesday: 9-9:50 am (Pacific time). Online only. **(Or by specially-arranged appointments)**

#### Contact the professor:

Canvas inbox or hanzimanolismargaret@fhda.edu,

Cell: 415-516-7949 (text ... or Facetime if zoom is a problem). Identify yourself by name and class if texting.

#### Responses to email or text inquiries:

In most cases, I will be able to respond to you **within 24 hours**. In most cases, **I will not be available on the weekend**. Please make sure you understand the tasks you need to complete over the weekend, if that is your usual time to finish work.

#### Course Description:

This course, EWRT 2, has been developed to assist students in advancing their critical thinking skills and to further develop these skills in reading, writing and research. Students

will formulate, seek evidence for, write, edit and proofread (3) analytical / argumentative academic essays based on reading of complex texts, and the use of outside research. The papers will consist of analysis, synthesis of sources, and comparative forms of writing, as well as a significant research paper (1500-1800 words), completed during the last three weeks of the course (ie four significant papers plus a short essay-style exam). The average expected word count for your formal writing is 4000 words, in alignment with De Anza's published [Course Outline of Record](#), the basis for the academic rigor and quality of the educational services at De Anza College and an important component of the accreditation of the institution.

### **Prerequisite: English Writing 1A.**

Your assignments will advance rapidly from relatively simple narrative or summary-type assignments to quite complex tasks which require synthesis of multiple sources. These assignments will give you the opportunity to practice common rhetorical strategies used in academic and professional writing and to gain experience crafting and supporting claims about the themes of this quarter: Media, Current News, and The Historical context of current events. Your goal will be the composition of clear, well-organized, and well-developed essays and other written documents that have varying purposes and audiences, and the construction of a claim or set of claims using carefully researched facts and/or opinions from cross-checked and reliable sources.

I hope that this course will help you with the writing tasks that you're likely to encounter in your further college and university experiences, and your work life. My intention is to help you establish lifelong habits of sustained reflection, effective research, close reading, rigorous analysis, and persuasive written communication, all of which will be of use as you come to better know yourself, to better analyze the world, and to better contribute to solving civic, environmental, economic, and social problems.

### **Departmental Student Learning Outcomes:**

1. Apply critical thinking skills to writing and complex readings.
2. Demonstrate academic (analytical, argumentative) writing based on reading of complex texts.

### **Required and Optional Material:**

Your primary source for complex readings will be the De Anza library catalog.

Optional: For grammar and punctuation guidance, I suggest bookmarking the online grammar/punctuation and MLA citation source: [Owl at Purdue writing site](https://owl.purdue.edu/owl/index.html). <https://owl.purdue.edu/owl/index.html> You may also use a grammar handbook you purchased for another course.

## **Special Help:**

I am committed to delivering educational guidance and mentoring for you via a method and in a style that works for you, so that you can best develop your writing, thinking, and reading skills. Please let me know if you need special instructions or assistance.

Here are several other excellent options for extra help.

- The De Anza [student success center](#) offers both zoom and inperson tutoring, skills workshops and other services to assist you. The schedule for help with writing during the winter term generally opens up for student consultation during the second week of classes.
- Your portal may have links to an outside tutoring service for writing tasks, called Smarthinking
- Net Tutor is a link to help from the student success center from Canvas; you will find this link on your canvas site.

## **Navigation:**

The weekly modules will be the core of the navigation system. The Modules will be posted (or will be opened up) each week on Monday by 10:00 am, Pacific Standard Time. Most of your assignments will be due on the following Monday, though you may also have one or two mid-week due dates each week!

## **Submissions:**

Submit all work online, via CANVAS, unless instructed otherwise. Large (major papers) assignments should be file uploads, smaller submissions can be pasted in as text blocks if you like (ie "I read the week's summary").

## **Time Commitment:**

The weekly tasks have been carefully calibrated to equal a usual week's face-to-face class (i.e. approximately 4.5 hours of discussions, lectures, quizzes, exams, and in-class writing), as well as the typical homework hours associated with a face-to-face class.

A 5-credit course thus requires approximately 8-12 hours of work per week. This average "workload" is an essential component of the academic rigor that De Anza College prides itself on. This particular course outline of record calls for the following: 6000 words of writing (4000 of them formal writing that is carefully evaluated), 4 papers, complex readings and a research paper of 1500 words (part of the 6000 word requirement, above), as well as an exam that is predominantly essay in form.

Your four (4) major papers and one exam ( a writing task) will require at least 40 hours. The major readings will require for most students about 15-20 hours (slower readers may

need to schedule more time for the reading component of the course). Other activities include the following over the 11 week course:

- 6+ Hours: Research: One required appointment with a librarian, and other research assignments.
- 10+ Hours: Discussions. Please read the entire discussion thread and at the **MINIMUM respond to one other student with an in depth comment.** Discussions are a very important part of the course! A few bonus points are available for extra detailed engagement with other students or particularly useful and comprehensive posts.
- 30+ hours: All other activities (quizzes, informal writing assignments, and so on).

Please make sure you have time booked in your busy schedule for the work associated with this class. I would start out with (3) sessions of 1.5-2 hours each or (4) sessions of an hour or an hour and a half per week. Put them in your calendar now, as a fixed appointment, and you will be so glad that you organized yourself this way.

**Attendance/Participation:** Because writing is a skill that is only improved gradually and with daily effort, consistent engagement with the course material and online format is very important for your success in the class. You may be dropped, or receive an “F” for the class, if you become more than two weeks behind on your assignments.

However, if you have a special predicament (medical, family, work), please let me know and we can probably work something out. This is negotiated on a case-by-case basis and requires a detailed conversation and a clear, articulated plan

**In order to avoid being dropped for non-attendance:** (or the online equivalent of non-attendance),

- you will need to **log into Canvas EWRT 2 site at least twice a week throughout the quarter**, and submit the required material for that week. Enrolled students who fail to complete **all of the first week’s assignments** (approximately 4-5 hours of work) may be dropped unless they have contacted me and have explained their situation to my satisfaction.
- Students **missing substantial work, such as most of the assignments for a two-week period**, or more than one major paper for more than a week, will be dropped from the course or will receive “F” for the quarter, unless there is an unusual situation. It is your responsibility to contact me immediately if there are special circumstances that you would like me to consider.

**Late Work Penalties:** Generally, in a face to face class, I do not accept late work. However, for an online class, the deadlines are not as critical. I am lenient on work being up to two days late (ie, don't worry about it). This 48-hour grace period applies to all

assignments EXCEPT **quizzes** and the **last week's work of the quarter**, which has no grace period. The last date for which I will accept any course work is the last Friday of the quarter, March 21, 11:59 pm. (The exam will be due during exam week).

Because student responsibilities such as illness, work and family can prevent students from completing work temporarily, I offer these additional "late work" opportunities:

- One (1) of the formal papers can be up to one week late, with no penalty (this option does not apply to any work due the last week of class).
- Up to two (2) informal responses /short essay reading responses can be up to one (1) week late with no penalty.
- Up to two (2) discussion posts and/or discussion responses can be up to one (1) week late with no penalty.

Please note: Most assignments will no longer be accessible approximately two weeks after the due date and time. After the 48 hour grace period there may be small loss of points, but it is still much better to complete work, even a week or two late, if the assignments are still open. . Also, you may need to request that I manually open the assignment if you wish to complete work that was due more than a week ago. PLEASE NOTE: I DO NOT OPEN ANY OLD ASSIGNMENTS UNTIL THE STUDENT IS COMPLETELY CAUGHT UP ON THE CURRENT WORK AND THE WORK STILL OPEN. :

- Generally the penalty for minor assignments will be a loss of 1/10 of the assignment points. That is, you will receive 9 instead of 10 points, assuming the work meets or exceeds the assignment standards.
- Formal paper assignments will lose 5-10 points, depending on the assignment and how late they are), if they are more than 72 hours late and you have already used your options for late work!
- Quizzes CANNOT be done late for any reason.

A "0" is a stone that drops your whole average down dramatically. It is ALWAYS better to turn in something, even if it is not as good as you believe you could do!

#### **ADD/DROP information:**

1. No students will be added after January 11, 2025, for any reason.
2. Enrolled students who fail to complete all of the first week's assignments will be dropped unless they have contacted me and have explained their situation.
3. If you begin to get seriously behind, even a week behind, **please contact me** and let's try to figure out a way to save the quarter. If you do not think you can manage to catch up, because of life circumstances beyond your control, I strongly advise you to drop before
  - a. **JANUARY 19, 2025:** (Last day to [drop classes](#) without a W) or

b. **FEB 28, 2025**, (for a "W") Last day to drop with a W.

**Types of Assignment and grade point distributions by category (total approximately 600 points):**

- Five (5) **major papers**, including an 15-1800 word research project and a short timed writing (exam), will be the major component to fulfill the total writing requirement, per the course of record, of 4000 words: 500 points
- At least 5 **discussion posts, including a response to at least one other student on each discussion question**: 50 points
- Four (4) grammar and reading **quizzes**: (I will drop the lowest quiz score): 30 points.
- Six (6) Substantial Library research **assignments**: 60 points.
- Ten to twenty (10 -20) miscellaneous assignments that will include short informal communications about the reading you are doing and verifications of having read the formal paper assignments, and short research projects. (30 points)

\*\*\*To understand the grading criteria for each of the major assignments, please consult the **grading rubric** for each assignment.

- One (1) narrative paper 80 points)
- One (1) thesis-driven paper analyzing *The New York Times* coverage of a recent issue (using other sources to verify facts or ideas, or to highlight possible biases). (100 points)
- One (1) substantial research paper which uses the De Anza library database to examine current events, historical context, and comparative analysis. (140 points)
- One (1) essay about a magazine, which summarizes and analyzes its content and its presumed political/economic/ or cultural perspective (100 points)
- One (1) Final exam that will consist of a short reflective essay (80 points)

**Quizzes: (30 points; lowest score will be dropped).**

\*\*\*To receive full credit for each assignment, you will need to complete by the deadline and answer the questions correctly (or invoke one of the late work options outlined above).

**Discussion Forum: At least five (5) discussion posts and five (5) response posts (50 points).**

\*\*\*To receive full credit for each discussion assignment (post and response), you must follow these guidelines:

- Each post must be four or more fully developed sentences. This length requirement applies to your comments in response to other student posts, as well as your own posts.

- Each post must contain sufficient detail and examples such that readers can easily respond to it, with expansions or disagreements.
- Each post must be written in complete, standard English sentences. Slang is acceptable, but fragments, text-like writing, and generally badly-written posts may not receive any credit.
- Most posts must move into a somewhat speculative area. This is a great place to “think out loud.” Do not be overly concerned with being “right.” Remember: this is a critical thinking, critical reading, critical writing course. Critical thinking often requires one to first be wrong, or to use all opportunities to refine one’s thinking. Mistakes in reasoning, or erroneous conclusions, or inadequate research are quite common, and in some sense necessary, to develop your thinking skills.
- I encourage you to disagree with one another, even on small points; however, please do so respectfully, kindly, and without making the issue ‘personal.’ Explain why you disagree by bringing into the discussion more and different evidence, plausible alternative frameworks, or historical or cultural analogies. You are free to use your general reading, any on-the-spot research you do, or evidence and anecdotes from your own life in order to deepen our understanding, collectively, of the issues raised in the Discussion Forum prompt. Here is a polite, open-ended way to register disagreement: "While I see what you mean about X, I was thinking that Y also has an impact on such and such." It comes off as rude to say "You're wrong about X, Y is clearly more important."
- Each response post should show genuine curiosity toward other students’ ideas, and build on or put pressure (through the use of questions or comments) on the other student’s ideas.
- We engage in spirited discussion not to “win” arguments, but to sharpen and deepen our own positions, and to more fully understand others! It is mental exercise, quite similar to what an athlete would do to develop a stronger body.

Maybe you have a “hunch” about something, but no real evidence.... In that case you are asking your classmates to see if they might be able to “confirm or deny.”

**Here is an example of a somewhat open-ended discussion post:**

“I think that Bruder is basically saying that the elderly white migrant workers who are the subject of her book are not responsible for their own fates. But this seems to be inaccurate, or at least not the whole story. If you look at all the decisions that go into where a person ends up in his or her 70s, then each decision in their 20s, 30s or 40s or 50s is a forked branch, and each micro-decision sends a life in a different direction, perhaps in a completely different direction. So while the “big forces” such as gender discrimination and a crashed economy might have influenced the migrants / nomads’ lives, I think that Bruder under-emphasizes the impact of an individual’s “micro” decisions.”

**A good “open-ended” response might be:** “Bruder definitely doesn't seem to want to blame the nomads for their predicaments, in general. I agree with that. However, at times she does present things in such a way that some readers would "blame" the victim, to a certain extent. For instance, on page XX she did mention that Julie was homeless in Montana ‘because’ she had gotten into, and then escaped, her “fourth abusive relationship and she was addicted to meth.” In that case, it seems like Bruder is at least implying that Julie's personal choices (drugs, dropping out of school, bad choices for a boyfriend) may have landed her in the predicament of being homeless. But now that I think about it, Bruder also went back into Julie's childhood backstory and there was a lot of violence in her childhood, then, so maybe Bruder was trying to say we (some people, at least) become the people we are because of the experiences we have had, not so much the decisions we have made. I am really not sure which side Bruder is on. Seems like you could argue either way.”

**Library Research Assignments:** You will be given specific research assignments to familiarize yourself with the De Anza library and to develop more advanced researching skills in current newspapers and magazines, and scholarly work.

\*\*\*To receive full credit for the library assignments, you will need to complete by the deadline.

**Other Assignments:** Particularly in the beginning of the quarter, you will have some short assignments which will consist of such tasks as writing a summary of a NYT current event article. Often, you need only to verify that you have read a summary or an article that has been assigned to earn the 2 points.

\*\*\*To receive full credit for the several small “other assignments” you simply have to do them by the deadline.

**The time frame for faculty feedback:**



- My intent is to have most student work graded, with appropriate feedback, **within (3) three days** of the final due date. (generally I can grade at this pace for at least the first half of the quarter). Toward the end of the quarter, the grading may be slower. Any work submitted late does not fall within this promise!
- **All formal papers will be graded within (7) seven days.** Since the last paper is due on or near the last day of the quarter, if you would like extensive feedback, you will need to submit it a week before the end of the quarter. Again, work submitted late will not be graded as quickly.

**Grades:** Please monitor your grade throughout the quarter. Your grade-book will give you a running average throughout the quarter. Please note, unless I have zeroed out missing assignments, your average may show higher than it is!! I generally zero out all missing assignments when the module closes, or once or twice during the quarter. **In order to pass this class, you must earn a C or above. NOTE: I do not use A+ as a grade.**

<b>A</b>	93-100%
<b>A-</b>	89-92.9
<b>B+</b>	86-88.9
<b>B</b>	82-85.9%
<b>B-</b>	79-81.9%
<b>C+</b>	75-78.9%
<b>C</b>	70-74.9%
<b>C-</b>	65-69.9%
<b>D-F</b>	Below 65%

**General Submission Guidelines:**

1. Submit all formal papers and informal writing on Canvas by the due date, generally the due date for all of a single week's work will be Sunday night by midnight. I encourage you to work well ahead of this deadline.
2. All formal out-of class work must be free from spelling, grammatical, and punctuation errors.
3. Length: Most formal papers should be a minimum of 850 words and a maximum of 1200 words. Please note your word count at the top of the page. Research Paper can be up to 2000 words, but I prefer 1800 words.
4. Labeling: Student Name, college, date, class number and section letter in upper right hand corner. Identify the assignment clearly ( "Paper # 1, Narrative," or Informal Response # 2 to New York Times)
5. All formal papers should have a **properly capitalized title**.
6. All direct quotes and factual or opinion-based source material must be cited **MLA** style. Please consult <http://owl.english.purdue.edu/owl/resource/747/01/> for proper formatting.
7. 12 point font, 1.5 line spacing, Times New Roman, paragraph indents conform to the audience and writing purpose.
  - Business writing flush left with no indent and a space between paragraphs;
  - Academic writing should have indented paragraphs and no line space between paragraphs.

Dates for major papers.

1. Monday, January 13: Paper # 1, Narrative/Reflection: A day in the life.
2. Monday, February 3: Paper # 2 , Analysis/Persuasion: analyzing the NYT over three weeks
3. Monday February 24: Paper # 3: Reading, summarizing and analyzing a single edition of a magazine.
4. Monday March 19: Paper # 4 Research Project: Problem/solution project, with researched data.
5. March 27. Exam due

**Papers are due at 11:59 pm on the dates above, unless otherwise specified. All papers do have a 48-hour grace period, however.**

**Use of select sentences in proofreading practice:** Sentences from your work, not identified by your name, may appear in proofreading or other grammar exercises. I will not use sentences that contain any identifying information. Your permission is not needed

for sentence examples. However, if I wish to use a paragraph or entire paper, I will solicit your permission.

**Late Papers:** If you are planning to be away from your computer and anticipate having difficulty submitting your work on time, I suggest you post your work early.

**Extra Credit:** There are no extra credit assignments to fulfill the requirements of this course. You would not want your physician or airline pilot to not know her field, but instead have attained her credentials via “extra credit,” would you? Similarly, the grade you earn for this course is an accurate indication of your competence or mastery of the writing and reading abilities identified in the formal course outline of record, a document that is central to the accreditation of De Anza college, including but not limited to analysis, comparisons, research, and utilization of techniques of rhetorical persuasion.

**Documented Disability:** If you have a documented disability, please request a conference early in the quarter so we can discuss any accommodations you may need. It is important that we both fully understand what sorts of workarounds we can use to better support your learning. It is also necessary to seek a confidential letter from the office at De Anza.

**Conferences:** I am happy to talk with you at any point during the quarter about problems you are encountering with the material or the class itself. If my weekly office hour does not work for you, please send me an **email with two dates/times you are available** and I will schedule a zoom for the date and time best for me. You will receive a zoom link for the conference.

**Academic Integrity:** All students in this course are expected to abide by the district’s rules and regulations on academic integrity, including avoiding plagiarism. The following highlighted paragraphs are drawn from the FHDA student handbook, available online at <http://www.deanza.edu/studenthandbook/Links to an external site>.

All work you turn into this course must be done entirely by you. Kindly do not use your father, roommate, sister, or any other person to “proofread” or edit your papers!! It is impossible for me to know what you still need to learn if you have significant proofreading done by someone else.

You are welcome to use the approved tutoring services: Smart Thinking (accessible via your portal) Net tutor (link to student success service on Canvas) or the student success center at De Anza.

**ChatGPT and other AI-assisted writing tools that actually generate text (paragraphs and whole essays) are not appropriate for this course. You are welcome to use Grammarly or any other spell check/grammar check. I do not provide feedback for work that I suspect has been generated by an AI writing assistant.**

Plagiarism is representing the work of someone else as your own. It is a way of self-limiting and

- Incorporating the ideas, words, sentences, paragraphs, or parts of another person's writings, without giving appropriate credit, and representing the product as one's own
- Representing another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawings or sculptures as one's own
- Submitting a paper purchased from a research or term paper service, including the internet
- Undocumented Web source usage.

#### Other Specific Examples of Academic Dishonesty

- Purposely allowing another student to copy from your paper during a test
- Giving homework, term paper or other academic work to another student to plagiarize
- Having another person submit any work in your name
- Lying to an instructor or college official to improve your grade
- Stealing tests
- Forging signatures on drop/add cards or other college documents
- Collaboration without permission of instructor.

#### Possible Consequences of Academic Dishonesty at FHDA

1. Receiving a failing grade on the test, paper or exam
2. Having course grade lowered
3. Receiving a grade of F in the course

#### MORE HELPFUL CAMPUS RESOURCES:

##### **Academic Resources:**

- Admissions and Records: <http://deanza.edu/admissions/index.html>
- Academic Calendar: <http://www.deanza.edu/calendar/>
- Student Success Center: <http://www.deanza.edu/studentsuccess>
- Undocumented Students: <http://www.deanza.edu/students/undocumented.html>
- Resources for LGBTQ+ and women: Jean Miller Resource Room MLC 250 inside the Equity office 408.864.8284 or 408.864.5636
- Veterans services, **408-864-8723** <https://www.deanza.edu/veterans/>

**Changes to the Syllabus:** The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes, if they are

significant, will be announced on CANVAS in the “announcements’ section, and the changes will be highlighted in blue.

## **General Grading Criteria for Formal Expository Essays**

**De Anza College EWRT 2 Winter 2025**

**Dr. Margaret Hanzimanolis, Instructor**

Formal Papers written for this writing course will be evaluated in five areas:

1. Organization, development of ideas, and degree of analytical focus
2. Strength of supporting evidence and particular detail
3. Editing skills (punctuation; grammar; spelling) and use of MLA citations and Works Cited
4. Writing style: sentence patterns, word choices, sentence structural variety, overall prose quality that is consistent with your timed writing style
5. Evidence of effective revision, editing, and proofreading strategies.

An “**A**” paper must attain **excellence in all five areas**. Specifically, it must have a clear pattern of organization. It must provide apt and well-chosen details. It must show an understanding of the conventions of standard printed English, and the correct use of the MLA in-text citations and Works Cited format. This paper must show a certain stylistic excellence, such as in the use of varied sentence patterns and interesting vocabulary. The

reader of an “A” paper will invariably notice, and respond favorably to the authority of the writer. This paper gives a sense of depth, such that the writer has surely subjected his or her topic to careful and thorough reflection and significant editing.

A **“B” paper** must likewise attain a **high level of success** in at least three of the areas of concern, above. The organization must be clear and compelling, the editing must be considerably advanced and the supporting details sufficient and well-chosen, The “B” paper should demonstrate that the writer is able to use varied sentence construction. and that the writer has a sufficiently varied vocabulary for the assignment. The reader of a “B” paper may have minor questions about the evidence for a particular conclusion, the topic organization, or be able to point out lapses in logic, reasoning, or continuity. A B paper at times under-emphasizes analysis and relies on summary. However, the structural, sentence-level editing, or other problems are minor and do not detract significantly from the reader understanding the paper.

A **“C” paper** is an adequate paper, and might be defined as **“competent” in four of the five areas**. A fair organizational pattern must be present and generally well-executed. Most general statements will be supported with evidence. The paper will display acceptable control of the conventions of standard written English. The presence of the following often, though not always, signals a “C” paper: sentence fragments, comma splices, run-on sentences, and the misuse of colons or semicolons. The stylistic value of a C paper is unevenly displayed; often a C paper will have little indication of a well-developed “writer’s voice.” Often there are significant errors in citing sources or formatting the Works Cited page. The writer does not appear to have in mind a clear sense of audience nor do they have a well developed writer’s voice.

A **“D” paper** is marginally below minimum college standards in two of four areas of concern. A “D” paper will likely lack either a clear pattern of organization or compelling support for ideas. Most paragraphs in a “D” paper will lack a unifying point. The writer will present inadequate new information and/or insights throughout the paper. Ideas will tend to be restated rather than expanded upon. Errors in punctuation and/or correct grammatical usage are frequent. The writer may have submitted work that did not include evidence of a strong and visible writing process.

An **“F” paper** will clearly fail to meet minimum writing standards for this course. It will be characterized by disorganization, repetitions, unsupported generalizations, and unsatisfying brevity. The “F” paper will contain many significant errors in punctuation and grammar. Any work done by another person and submitted as the student’s own work will receive an “F.”

IF, AT ANY TIME DURING THE Quarter, YOU DO NOT UNDERSTAND HOW A PAPER OF YOURS WAS EVALUATED, AND IN WHAT SPECIFIC WAYS IT FALLS SHORT OF THESE CRITERIA, PLEASE FIRST REVIEW THE RUBRIC NOTES, AND THEN CONTACT ME DURING OFFICE HOURS IF YOU STILL DO NOT UNDERSTAND YOUR

GRADE. I WILL BE HAPPY TO GO OVER THE STANDARDS AND/OR YOUR PAPER INDIVIDUALLY.