Course Syllabus
Learning Framework
EDUC 1300

Semester with Course Reference Number (CRN)
Fall 2017
Regular Term, 14 weeks
CRN: 32573 Sec: 0079

Instructor contact information (phone number and email address)
Name: Dr. Carl L. Gardiner, NCC
Email: carl.gardiner@hccs.edu

Office Location and Hours
Office hours:
Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns or just to discuss course topics. Feel free to email me or meet with me before class.

Course Location/ Times
Spring Branch
ROOM 305
6:00pm – 8:50pm

Course Semester Credit Hours (SCH) (lecture, lab) If applicable
Credit Hours 3.00
Lecture Hours 3.00
Laboratory Hours 0

Total Course Contact Hours
48

Continuing Education Units (CEU): if applicable
None

Course Length
14
<table>
<thead>
<tr>
<th>Type of Instruction</th>
<th>Lecture/Web-Enhanced/Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description:</td>
<td>EDUC 1300 is a study of the research and theory in the psychology of learning, cognition, and motivation; factors that impact learning; and application of learning strategies. Theoretical models of strategic learning, cognition, and motivation serve as the conceptual basis for the introduction of college-level student academic strategies. In addition, the course focuses on numerous college, career, and life management topics necessary for students to make the most of their college investment.</td>
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<tr>
<td>Course Prerequisite(s)</td>
<td>PREREQUISITE (S): TSIA scores</td>
</tr>
<tr>
<td>Academic Discipline/CTE Program Learning Outcomes</td>
<td>N/A</td>
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</tbody>
</table>
| Course Student Learning Outcomes (SLO): 1-5 | 1. Develop and use an academic/personal/professional action plan to include long-term goals, with detailed emphasis on time spent at HCCS.  
2. Identify and use strategies to manage your time, energy, finances, and personal responsibilities.  
3. Identify and use various services at HCCS.  
4. Identify strategies to increase learning, motivation, memory, test-taking abilities, note-taking abilities, and reading comprehension.  
5. Learn and practice essential skills of academic, career, and personal success. |
| Learning Objectives (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.) | SLO #1: Develop and use an academic/personal/professional action plan to include long-term goals, with detailed emphasis on time spent at HCCS.  
1.1 Create and prioritize short-term and long-term goals related to your academic/personal/professional development at HCCS.  
1.2 Use inventories or assessments to identify career interests, values, and abilities.  
1.3 Examine various career options and use available resources (e.g. career center, college library, etc.) to research and analyze information pertaining to career options.  
1.4 Select an academic/workforce pathway and select a degree plan.  
1.5 Construct and use an academic plan to achieve career goals and select classes for subsequent semesters.  
1.6 Learn and demonstrate etiquette appropriate for transitioning from college to sustained employment.  
1.7 Practice the strategies of collaborative learning and team building.  
SLO #2: Identify and use strategies to manage your time, energy, finances, and personal responsibilities.  
2.1 Through careful time analysis, determine and practice strategies to manage your time.  
2.2 Develop and follow a financial plan to support your academic goals.  
2.3 Evaluate and use strategies to balance academic and personal...
responsibilities.

SLO #3: Identify and use various services at HCCS.
3.1 Discuss your educational/career plans with an advisor or appropriate personnel at HCCS.
3.2 Use HCCS websites and publications (especially the college catalog) to locate pertinent college information.
3.3 Identify and utilize tutoring services provided on-campus or online.
3.4 Identify and utilize campus resources.

SLO #4: Identify strategies to increase learning, motivation, memory, test-taking abilities, note-taking abilities, and reading comprehension.
4.1 Identify personal learning styles and develop effective study skills/learning strategies based on individual results.
4.2 Identify personal strengths and weaknesses to develop successful strategies.
4.3 Apply knowledge of learning to adapt to various classroom environments.
4.4 Attend a library orientation/instruction session to access resources and technologies available on campus and online.
4.5 Practice information literacy skill building by utilizing library sources and technology.
4.6 Participate in experiential learning activities such as those linked to career selection and/or community service.
4.7 Understand and apply strategies to improve memory.
4.8 Learn and use strategies for effective note-taking, reading, and test-taking.
4.9 Understand how grit, growth mindsets, and motivation impact learning.

SLO #5: Learn and practice essential skills of academic, career, and personal success.
5.1 Use oral, written, and visual communication (e.g. PowerPoint) to express oneself effectively.
5.2 Use social networking and electronic communications appropriately as defined by the rules of netiquette.
5.3 Learn what constitutes academic dishonesty and plagiarism.
5.4 Learn and practice critical thinking and problem solving.
5.5 Construct a plan to promote social and personal development (e.g. physical and mental wellness plans, volunteer/service learning, participate in curricular and co-curricular activities).

Texas Core Curriculum Competencies

Statement of Purpose: Students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. A variety of academic experiences are used to develop these competencies.

Core Objectives: Students will prepare for contemporary challenges by developing and demonstrating the following core objectives:

Critical Thinking Skills: These include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Communication Skills: These include effective development,
interpretation and expression of ideas through written, oral and visual communication.

**Empirical and Quantitative Skills:** These include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

**Teamwork:** These include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

**Personal Responsibility:** These include the ability to connect choices, actions and consequences to ethical decision-making.

**Social Responsibility:** These include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

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**Course Calendar**

Please see Course Calendar at the end of this document.

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**Instructional Methods**

Face-to-Face, Hybrid, or HCC Online

A variety of instructional methods are used throughout the semester. Examples may include class discussions, lectures, readings, videos, group activities, internet searches, presentations, and research essays.

As an instructor, I want my students to be successful. I feel that it is my responsibility to provide you with knowledge and opportunities for critical thinking and applications as appropriate.

As a student wanting to succeed at your academic and career endeavors, it is your responsibility to do the assigned readings, submit assignments on time, participate in discussion forums and other activities, log in to class regularly, and enjoy this learning experience as you learn how to use tools for success.

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**Student Assignments**

Assignments have been developed that will enhance your learning. You will be required to successfully complete these assignments. Please see Course Calendar with list of graded assignments (and maximum points allowed for each) at the end of this syllabus.

**Class Assignments (excluding LaunchPad)**

**Assignment 1:** Type Focus assessment — Students will complete this type focus assessment as it relates to your career.

**Assignment 2:** Campus Resources Scavenger Hunt — Students will utilize various strategies to identify resources available on campus.

**Assignment 3:** Time Management Assignment: Students will analyze their time to identify areas of improvement and develop a schedule that will allow them to succeed in college.

**Assignment 4:** Goal Setting Assignment — Students will create goals and action steps to guide them throughout their college careers.

**Assignment 5:** Financial Planning Assignment: Students will analyze spending and develop a budget that will allow them to be successful in
Assignment 6: Annotating and Note Taking Assignment: Students will apply annotation strategies to a selected reading and utilize strategic note taking methods to gather information.

Up to 5 additional assignments may be added.

Launchpad Assignments
Launchpad is an online learning system that accompanies your textbook. Students will be required to complete weekly assignments within the system. Launchpad assignments will be accessible inside of EagleOnline. A new textbook is required to access Launchpad.

See Course Calendar for complete listing of all assignments and how grade calculated for each activity.

Career Research Essay
Students will conduct research and prepare a Career Research Essay. (20% of course grade)

Group Presentation
Students will conduct research and deliver a group presentation over an assigned topic from the course.

Student Assessment(s)
Knowledge checks are given in the form of quizzes and two major exams—midterm and the final.

Instructor's Requirements
As your instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived.
- Facilitate an effective learning environment through class activities, discussions, and lectures or other forms of presenting materials.
- Provide the course outline and class calendar, which will include a description of any special projects or assignments.
- Arrange to meet with individual students before and after class as required.
- Inform students of policies, such as attendance, withdrawal, tardiness and make up.

To be successful in this class, it is the student's responsibility to:

- Attend class (sign on at least three times per week, keep up with announcements) and participate in class discussions and activities.
- Read and comprehend the textbook.
- Complete the required assignments and exams.
- Ask for help when there is a question or problem.
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments.
- Complete the course with a passing score.

Program/ You will be required to declare your major and populate your student
Discipline Requirements

HCC Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points per Semester Hour</th>
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<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>59 and below = F</td>
<td>0</td>
</tr>
<tr>
<td>FX (Failing due to non-Attendance)</td>
<td>0</td>
</tr>
<tr>
<td>IP (In Progress)</td>
<td>0</td>
</tr>
<tr>
<td>W(Withdrawn)</td>
<td>0</td>
</tr>
<tr>
<td>I (Incomplete)</td>
<td>0</td>
</tr>
<tr>
<td>AUD (Audit)</td>
<td>0</td>
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</tbody>
</table>

IP (In Progress) is given only in certain developmental courses, not this class. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

Instructor Grading Criteria

<table>
<thead>
<tr>
<th>Grading Percentages:</th>
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<tbody>
<tr>
<td>15% Midterm Exam and Assessments</td>
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<tr>
<td>20% Final Exam</td>
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<tr>
<td>15% Launchpad Activities</td>
</tr>
<tr>
<td>30% Instructor’s Choice Assignments</td>
</tr>
<tr>
<td>20% Career Essay and Oral Group Presentation</td>
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<tr>
<td>100% Total</td>
</tr>
</tbody>
</table>

Instructional Materials

The textbook for this class is:

Understanding Your College Experience

Strategies for Success
The custom textbook for this class may **ONLY** be purchased at any HCC bookstore. **Be sure to purchase the version that comes bundled with the LaunchPad code.** Temporary access to LaunchPad is permitted for a limited time (up to 21 days) to give students access to the online textbook and LaunchPad activities while they are arranging to obtain their texts and permanent codes. **The LaunchPad code for this course is not available online.**

HCCS Bookstore: [http://hccs.bncollege.com](http://hccs.bncollege.com)

### EGLS3 – Evaluation for Greater Learning Student Survey System

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

### HCC Policy Statements

#### Hurricane Harvey Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so.

#### Access Student Services Policies on their Web site

[http://www.hccs.edu/online/student-services/](http://www.hccs.edu/online/student-services/)

#### Attendance Policy

Although **it is your responsibility to drop a course for nonattendance**, the instructor has the authority to drop you for excessive absences. You may be dropped from a course prior to the College drop deadline (11.3.2017) once you accumulate absences in excess of 12.5 percent of the total hours of instruction (lecture and lab). For a 3 credit hour lecture class meeting 3 hours per week like this one (48 hours of instruction), you can be dropped after **6 hours of absence (after missing more than 3 classes)**. The 6 hours includes accumulated minutes for arriving late to class and leaving class early and lab time missed. **In an online class, the equivalent would be failing to turn in assignments for two weeks.**

#### Submission of Late Assignments

Please note that **I will accept the submission of “LATE ASSIGNMENTS”** which will be based on the following criteria’s: This only applies to submission of hard copy assignments and not online. Online assignments will not be re-open (No exceptions)
1 day late will result in a deduction of 25 points from original grade.
2 days late will result in a deduction of 50 points from original grade.
3 days late will result in a deduction of 75 points from the original grade.
4 days late will result in a deduction of 100 points from the original grade.

All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC Online Student Handbook click on the link below or go to the HCC Online page on the HCC website.

The HCC Online Student Handbook contains policies and procedures unique to the HCC Online student. HCC Online students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online Student Handbook by visiting this link:
http://www.hccs.edu/online/

An advisor is connected to course and will meet with the class within the first two weeks of the term. Students are required to schedule an additional meeting time with the advisor.

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at http://www.hccs.edu/district/departments/police/campus-carry/.

The Early Alert System is a system utilized by instructors to find help when you appear to be encountering difficulties within the course. This system will be utilized by your professor if necessary.

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:
HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to http://www.hccs.edu/district/students/disability-services/

Discrimination Students should be aware that discrimination and/or other harassment based on race, sex, gender identity and gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status is prohibited by HCC Policy G.1 Discrimination and Harassment and D.1.1 Equal Educational Opportunities. Any student who feels they have been discriminated against or harassed on the basis of race, sex, gender identity, gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status including sexual harassment, has the opportunity to seek informal or formal resolution of the matter. All complaints/concerns should be directed to the Office of Institutional Equity, 713 718-8271 or oie@hccs.edu. Additional information may be obtained online. Visit http://www.hccs.edu/district/departments/institutionalequity/

Abilities Students with Disabilities

Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office.
Useful Websites:

- Information: www.hccs.edu; http://learning.hccs.edu
- Tutoring & Support: https://hccs.upswing.io/
  http://ctle3.hccs.edu/alttutoring/
- Eagle Online: https://eagleonline.hccs.edu
- Purdue OWL: http://owl.english.purdue.edu/owl/resource/747/01/
- Library: http://library.hccs.edu/apa

Withdrawal policy

Please contact me immediately if you encounter any personal difficulties that may prevent you from completing your assignments or participating in the class for an extended period of time. Arrangements can be made to assist you but only if they are made as soon as you know you have a problem. Don’t wait until after assignments are overdue.

Please note: when you use Canvas Mail to e-mail me, my response will be found in both Canvas e-mail and your HCC student e-mail. Always include the CRN number of your course in the subject line when communicating with me via HCC student e-mail. Canvas mail adds the CRN number automatically; HCC student e-mail does not. Preferred method of e-mail: Canvas.

*If you feel you cannot complete this course, you will need to officially withdraw from the course prior to the final date of withdrawal. It is YOUR
responsibility to complete the withdrawal process yourself. Before you withdraw, please take the time to contact me or meet with an advisor to discuss why you feel it is necessary that you drop. We may be able to provide you with suggestions that will enable you to complete the course.

Last Day to Withdraw: November 3, 2017

Remember to allow a 24-hour response time when communicating via e-mail and/or phone with a professor or counselor. If you do not withdraw before the deadline and stop attending (participating), you will receive a grade of F or FX in this class.
<table>
<thead>
<tr>
<th>Week Number</th>
<th>Lecture Topic &amp; Activities</th>
<th>Reference Chapters</th>
<th>Assignment Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Introduction to the course</td>
<td></td>
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</tr>
<tr>
<td>Sept 15th</td>
<td>Library Orientation</td>
<td>Eagle Online CANVAS Launch Pad</td>
<td>Begin the Type Focus Assignment and Submit in Class on 9/22/ 2017</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Discussion for completing a Presentation</td>
<td></td>
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</tr>
<tr>
<td>Sept 22nd</td>
<td>The Essentials for College Success GPA Class Activity</td>
<td>Chapter 1</td>
<td>Assignment 1: Submit the Type Focus Assignment in Class on 9/22/ 2017 Assignment 2: Goal Setting Submit in class on 9/22/2017</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Cultivating Motivation, Resilience, and Emotional Intelligence Discovering How You Learn</td>
<td>Chapter 2 Chapter 4</td>
<td>Assignment 3: Campus Resources Scavenger Hunt submit in class on 9/29/ 2017</td>
</tr>
<tr>
<td>Sept 29th</td>
<td></td>
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</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Managing Time, Energy, &amp; Money</td>
<td>Chapter 3</td>
<td>Test 1 – Oct 6th Chapters 1, 2 &amp; 4</td>
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<tr>
<td>Oct 6th</td>
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<td></td>
<td>Meeting with Group “A” only to discuss Presentation schedule on Oct 13th</td>
<td>Assignment 4: Time Management Due: 10/06/2017 in class Assignment 5: Financial Planning Due: 10/06/2017 online in CANVAS</td>
</tr>
<tr>
<td>Week 5</td>
<td>Oct 13th</td>
<td>Reading to Learn from College Textbooks</td>
<td>Chapter 6</td>
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<tr>
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<td>Group (A) Presentation Meeting Only on Oct 11th</td>
<td>Meeting with Group “B” only to discuss Presentation schedule for Oct 20th</td>
</tr>
<tr>
<td>Week 6</td>
<td>Oct 20th</td>
<td>Getting the Most Out of Class</td>
<td>Chapter 5</td>
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<tr>
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<td></td>
<td>Group (B) Presentation</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Oct 27th</td>
<td>Studying, Understanding, and Remembering</td>
<td>Chapter 7</td>
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<tr>
<td></td>
<td></td>
<td>Group (C) Presentation</td>
<td></td>
</tr>
<tr>
<td>Mid Term</td>
<td>Oct 15th</td>
<td>Midterm Exam – Oct 29th</td>
<td>Chapters 1 – 6</td>
</tr>
<tr>
<td></td>
<td>– Oct 29th</td>
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<tr>
<td>Week 8</td>
<td>Nov 3rd</td>
<td>Taking Tests Successfully</td>
<td>Chapter 8</td>
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<td></td>
<td>Group (D) Presentation</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Nov 10th</td>
<td>Collecting, Evaluating, and Using Information</td>
<td>Chapter 9</td>
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<td>Group (E) Presentation</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Group (F) Presentation</td>
<td></td>
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<tr>
<td>Week 10</td>
<td>Thinking in College</td>
<td>Chapter 10</td>
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<tr>
<td>Nov 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Group (G) Presentation</td>
<td></td>
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<tr>
<td></td>
<td>Presentations for Group F™ Nov 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Test 3 - Nov 17&lt;sup&gt;th&lt;/sup&gt; Chapters 7, 8 &amp; 9</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>THANKSGIVING</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Nov 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>NO CLASS</td>
<td></td>
<td></td>
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<tr>
<td>Week 12</td>
<td>Maintaining Wellness and Relationships in a Diverse World</td>
<td>Chapter 11</td>
<td></td>
</tr>
<tr>
<td>Dec 1st</td>
<td>Making the Right Career</td>
<td>Chapter 12</td>
<td></td>
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<tr>
<td></td>
<td>Test 4 – Dec 1st Chapters 10, 11 &amp; 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Group (H) Presentation</td>
<td>Presentations for Groups “G &amp; H” Nov 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Dec 8th</td>
<td>Group (I) Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Final Exam</td>
<td>Chapters 1-12</td>
<td>Comprehensive Exam</td>
</tr>
<tr>
<td>Dec 15&lt;sup&gt;th&lt;/sup&gt;</td>
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</table>
Important Dates

Day of Record: September 26, 2017
Labor Day Holiday: September 4, 2017
Last Day to Withdraw: November 3, 2017
Thanksgiving Holiday: November 23, 2017
Final Exams: Week of December 10, 2017

September 12, 2017: 100% Refund
September 26, 2017: O/E
September 27, 2017: 70% Refund
October 3, 2017: 25% Refund

Please note that this syllabus and weekly schedule is subject to change by the professor.