OAKLAND CITY UNIVERSITY
SCHOOL of EDUCATION
GRADUATE STUDIES

EDUC 650 Advanced Reading and Language Arts

Term: Fall 2019
Time: ARR
Location: ARR

Professor Contact Information

School of Education – Graduate Studies
Professor Dr. Camy Davis
E-mail: cdavis@oak.edu
Phone: cell- 812-664-1617
Office Hours: ARR
Preferred Method of Contact: email

Course Description

The course will consider the role of language arts in elementary education, in terms of methodology, materials, theory, and practical applications in order to help the students become a facilitator and conveyor of knowledge and cultural heritage through language. Elements of teaching and learning reading, literature, spelling, grammar and handwriting will be explored. Candidates are required to demonstrate proficiency in teaching areas of language arts in addition to incorporating and strengthening formal and informal assessment strategies in order to foster active engagement during learning. 3 credit hours

Prerequisite Studies
None.

Diversity in the Oakland City School of Education

The School of Education is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifests

- Respect for the individual and deviating perspectives that challenge us

- Collaboration

- Creativity in thought and action

To further the mission of diversity in the School of Education, SOE has a primary goal that: Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

Course Objectives
Upon successful completion of this course students should be able to:

1. Acquire knowledge of the history of language arts education and examine how it has changed throughout the decades.

2. Understand the four modes of language: reading, writing, speaking and listening and apply this knowledge during simulated teaching demonstrations and in K-6 classroom settings.

3. Comprehend the pedagogical components of the language arts including reading, spelling, visual representation, viewing, handwriting, creative writing, information writing, grammar, listening skills, speaking skills, and drama.

Instructional Design
Students will explore the teaching of language arts through course readings, lectures, group discussions, independent research, micro teaching, and field experience.

Barger-Richardson Learning Resource Center
The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html.

Required Course Materials
The following resources are required in the completion of course learning activities.

Textbook-
Farris, Pamela J. *Language Arts: Process, Product, and Assessment*. 5th Ed. Waveland Press, IL, 2011. ISBN 978-1577666837
Students will need this book in order to complete the work for the course.

Targeted Standards of Course Learning
The following standards are applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Vision Statement
To become a leading faith-based university that provides a Christian learning environment preparing students for service.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School Mission Statements

Mission of the School of Education

The School of Education at OCU is a collaborative learning community dedicated to:

Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning

The preparation for gainful employment through academic excellence

The promotion of Christian ethical and moral values

The enhancement of each student practitioner's intellectual, physical, spiritual, and social development community service through positive leadership

Program Goals and Content Standards Applied in the Course

1. The elementary teacher, as a conveyor and facilitator of knowledge and culture, will know, understand, and use the major concepts, principles, theories, and research to construct meaningful learning opportunities that support student learning across all developmental, ethnic, and language spectrums.

2. The elementary teacher, as a conveyor and facilitator of knowledge and culture, will demonstrate a high level of competence in use of the language arts, peer collaboration, and use these competencies in developing lessons that successfully motivate student learning in the elementary classroom and assessing learning to ensure student learning.

10. The elementary teacher, as a conveyor and facilitator of knowledge and culture, will demonstrate fundamental knowledge of behavior management, curriculum planning, time management, parent collaboration and service to community.

ACEI STANDARDS APPLIED IN THIS COURSE:

1. DEVELOPMENT, LEARNING and MOTIVATION

Development, Learning and Motivation - Candidates know, understand and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

2. CURRICULUM STANDARDS

2.1 English language arts – Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

3. INSTRUCTION STANDARDS

3.1 Integrating and applying knowledge for instruction – Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 Adaptation to diverse students – Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse learners.

3.3 Developmental of critical thinking, problem solving, performance skills – Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

3.4 Active engagement in learning – Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

4. ASSESSMENT for INSTRUCTION

Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development for each elementary student.

DOE STANDARDS APPLIED IN THIS COURSE:

ELEMENTARY GENERALIST STANDARDS   (IDOE)
Standard 1: Foundations of Scientifically Based Reading Instruction
Elementary teachers have a broad and comprehensive understanding of foundations of reading development and effective reading instruction grounded in scientifically based reading instruction (SBRI).
Standard 2: Components of Scientifically Based Reading Instruction
Elementary teachers have a broad and comprehensive understanding of the major components of reading development and demonstrate the ability to provide assessment, instruction, intervention, extension, and ongoing progress monitoring in reading.
Standard 3: English Language Arts
Elementary teachers have a broad and comprehensive understanding of fundamental concepts and processes of English language arts and demonstrate the ability to provide content-specific instruction in English language arts.

SCHOOL SETTING DEVELOPMENTAL STANDARDS FOR ELEMENTARY EDUCATION: (IDOE)
Standard 1: Student Development and Diversity
Elementary education teachers have a broad and comprehensive understanding of student development and diversity and demonstrate the ability to provide instruction that is responsive to student differences and that promotes development and learning for all students.
Standard 2: Learning Processes
Elementary education teachers have a broad and comprehensive understanding of learning processes and demonstrate the ability to facilitate student achievement.
Standard 3: Instructional Planning and Delivery
Elementary education teachers have a broad and comprehensive understanding of instructional planning and delivery and demonstrate the ability to plan and deliver standards-based, data-driven

differentiated instruction that engages students, makes effective use of contemporary tools and technologies, and helps all students achieve learning goals.

Standard 4: Assessment

Elementary education teachers have a broad and comprehensive understanding of assessment principles and practices and demonstrate the ability to see assessment to monitor student progress and to use data to guide instructional decision making.

NCTE/IRA STANDARDS FOR THE ENGLISH LANGUAGE ARTS applied in this course:

Students read a wide range of print and non-print to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works.

1. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
2. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writer, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g. sound-letter correspondence, sentence structure, context, graphics).
3. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for different purposes.
4. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
5. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and gene to create, critique, and discuss print and non-print texts.
6. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and Non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
7. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
8. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
9. Students whose first language is not English make use of their first language to develop competence in the English language arts and to develop understanding of content across the curriculum.
10. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
11. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

ISTE NETS and PERFORMANCE INDICATORS for TEACHERS applied in this course:
1.   Facilitate and Inspire Student Learning and Creativity
2.   Design and Develop Digital-Age Learning Experiences and Assessments
3.   Model Digital-Age Work and Learning
4.   Promote and Model Digital Citizenship and Responsibility

Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Unit	Lesson Title and Topics
1	Introduction to the course
2	Teaching of language arts
3	Creating a literacy culture in the classroom
4	Emergent literacy and beginning reading and writing
5	Working with words
6	Writing: a multidimensional process
7	Writing: narrative, poetry, expository, and persuasive
8	Reading approaches: interaction between reader and text
9	Children's literature: opening windows to new worlds
10	Oral language and fluency :developing the base of expression
11	Speaking: the oral expression of thoughts
12	Listening: a receptive skill
13	Viewing and visually representing: multimodalities and the language arts
14	Integrating language arts and technology

Course Assignments and Assessments

1. **Content Application-** Students will study research-based instructional strategies, prepare and demonstrate these assigned strategies. (Program Goals 1, 2,10; ACEI standards 1, 2.1, 3.1, 3.4, 4; Elementary Generalist Standards 1,2,3; School Setting Developmental Standards 1,2,3) Course Objective # 1,2 INTASC # 4,5,6,7,8

2. **Materials Development -** Students will follow instructor guidelines in order to develop a language arts resource portfolio. This collection will consist of activities that may be utilized in the K-6 classroom encompassing the seven areas of language arts, including a section with connections to children's literature. In addition to the portfolio activities-students will make connections to Children's Literature Lessons- Students will select 3 stories/books and develop activities which are connected to the seven areas of language arts- speaking, writing, thinking, listening, reading, viewing and visual representation. Selections should have one story from each curriculum level (k-2, 3-4, 5-6 grades) for a total of 3 books with one page summarizing the lessons for each of the areas of Language arts. Students type out a brief

idea for each area of the arts pertaining to the stories selected. Examples will be provided. Students will be introduced to file folder resources for remediation and various levels. Resources for these materials can be found in a variety of locations both digital and non-digital formats (file folder.com for file folder games or Pinterest sites work well.)

Unit Plan: Students are to develop a Language Arts unit. The unit should include the following: standards, goals, objectives, student activities; teacher activities, additional reference materials which may be found on the internet/other resource (include a minimum of five different lesson plans that relate to the content of your unit or that could be adapted to work with your unit). The unit needs to be a minimum of one week in length. It needs to have a bulletin board idea and a learning center idea designed to use with it. It must have an introduction/ kick-off letter to be sent home informing about the unit and its goals. The students should also incorporate use of technology into the unit. The length of the daily lesson is dependent upon the grade level to be taught. Examples will be provided. Program Goals 1,2,: ACEI standards 1, 2.1,3.1,3.3,3.4; Elementary Generalist Standards 1,2,3; School Setting Developmental Standards 1,2,3,) Course Objective # 2,3 INTASC # 1,2,3,7,8

3. **Content Sharing and/or Content Applications- content sharing can only take place in a traditional face to face setting if offered in this format-Content Applications will take place when the traditional delivery mode is not an option. Content Sharing-** Students will be assigned specific sections of the chapters and will be responsible for presenting and leading class discussions in relationship to the information. **Content Applications-** Students will be responsible for the comprehension and application of textbook ideas through the use of chapter assignments. Students will utilize study guides and complete chapter work to demonstrate understanding of core concepts. Course Objective # 1,2,3 INTASC # 4,5

4. **Micro Teaching- this can only take place in a traditional face to face setting if offered in this format-** Students will be assigned specific areas of language arts and will present micro-lessons over topics. Students will submit a formal lesson plan to the instructor prior to teaching the lesson. Students must follow the Oakland City University lesson plan format. (Program Goals 1, 2, 10: ACEI standards 1, 2.1, 3.1; Elementary Generalist Standards 1, 2, 3; School Setting Developmental Standards 5) Course Objective # 2,3 INTASC # 1,2,3,6,7,8

Participation and Attendance

Students are expected to complete assigned work by the due dates given, unless arranged ahead of time with professor. Active participation in classroom activities is expected and necessary for student growth whether in a group or individually. All work must be typed unless otherwise indicated. Handwritten work will not be accepted.

If a student is using his or her cell phone (texting or calling) during class, they will be counted absent. Only college approved absences will be allowed (refer to the OCU catalog).

A test not made up within one week will be recorded as a "Zero" grade. It is the STUDENT'S responsibility to initiate the makeup process. Excessive absenteeism will result in a lower course grade.

All late work will have deductions. Any student missing ten classes or more may be withdrawn from the class and receive an F.

Learning Outcomes:

Upon successful completion of this learning activity students should be able to
1. Demonstrate knowledge of the uses of the language arts in elementary curriculum Course Objective #1, 2 INTASC #1,2,3,4,5,9,10; ACEI 1,2,3,4
2. Demonstrate knowledge of the place of the language arts in the school and in life Course Objective # 1,2 INTASC #1,2,3,4,5,ACEI 1,2,
3. Apply language arts methods in practice or demonstrations Course Objective # 1,2, INTASC# 4,5,6,7,8 ACEI 1,2,3,4
4. Demonstrate skills that will encourage learners to understand the importance of language arts Course Objective # 1,2, INTASC #5,6,7,8; ACEI 1,2,3
5. Demonstrate knowledge of the elements of language arts. Course Objective #1,2 INTASC# 4,5 ACEI 1,2,3
7. Demonstrate familiarity with language arts instructional materials and various reading methods Course Objective #   2,3 INTASC# 6,7,8; ACEI 1,2,3)

Methods- Unit Plan Rubric

(Standards addressed--- ACEI Standards; 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 3.5, 4.0
INTASC Standards; 1,2,3,4,5,6,7)

Name:_____   **Content Area:**_____

Unit Topic:_____   **Grade Level:**_____

Indicators:	Advanced (30) Evidence of this skill, disposition or practice is **highly present** throughout this candidate's unit and lesson plans.	Proficient (20) Evidence of this skill, disposition or practice is **present** throughout this candidate's unit and lesson plans.	Progressing (10) Evidence of this skill, disposition or practice is **somewhat present** throughout this candidate's unit and lesson plans.	Below Standard (0) Evidence of this skill, disposition or practice is **not present** throughout this candidate's unit and lesson plans.
Plans are linked to grade Appropriate State and Professional Standards-Candidates know, understand, and use the major concepts and modes of inquiry from the content area. **ACEI- Choose 2.1, 2.2, 2.3, or 2.4 INTASC-4,5,6,7,8**				
Plans are prepared in advance and linked to student learning outcomes ACEI- 2.1, 3.1- INTASC-4,7				
Timeline- Candidate Maximizes instructional time for the most learning-conducive environment. ACEI -3.1 INTASC-3,7,8				
Plans reflect a variety of effective teaching strategies ACEI- 2.1 3.4 INTASC-1,2,3,7,8				

	Advanced (30)	Proficient (20)	Progressing (10)	Below Standard (0)
Plans set high Expectations for Student Learning ACEI -3.4 INTASC-1,2,7,8				
# Indicators:	**Advanced (30)** Evidence of this skill, disposition or practice is **highly present** throughout this candidate's unit and lesson plans.	**Proficient (20)** Evidence of this skill, disposition or practice is **present** throughout this candidate's unit and lesson plans.	**Progressing (10)** Evidence of this skill, disposition or practice is **somewhat present** throughout this candidate's unit and lesson plans.	**Below Standard (0)** Evidence of this skill, disposition or practice is **not present** throughout this candidate's unit and lesson plans.
Plans contain adaptations for diverse students ACEI- 3.2 INTASC-1,2,3,7				
Plans contain multiple assessment methods/ Strategies ACEI- 4.0 INTASC-6,7,8				
Plans infuse appropriate technology and media into instruction. ACEI- 3.5 INTASC-7,8				
# Total Score:		**Scale:** **200-240 = A –Advanced** **159-199 = B –Proficient** **118-158 = C –Progressing**		
	Advanced (30)	**Proficient (20)**	**Progressing (10)**	**Below Standard (0)**
Overall Quality of Unit and Lesson Plans	Error free/ well-edited Clearly stated objectives Clearly stated outcomes Evidence of clear integration with other disciplines Activities in multiple learning modalities Multiple Check for Understanding (CFU) activities	Few errors / well-edited Objectives and outcomes stated Some integration with other disciplines Learning activities that vary somewhat Some CFU activities Most content appropriate to learners needs	Some errors but some evidence of editing Objectives / outcomes decipherable but not clear Little integration with other disciplines Learning activities are described Guided practice included but no specific CFU activities Little obvious variation of activities based on learners needs	Multiple errors -no evidence of editing Few or no decipherable objectives /outcomes No integration with other disciplines Lack of learning activities Single mode of teaching Unclear how students level of understanding will be measured.

	Content and activities very specific to learners needs			
Quality Score:	**Comments:**			

NOTE- **Total scores of a C (Progressing level) will require additional remediation and submission of work until proficient level is attained.**

Student Name_____

Language Arts Portfolio Rubric

Standards Addressed: (Program Goals 1, 2: ACEI standards 1, 2.1, 3.1, 3.3, 3.4; Elementary Generalist Standards 1, 2, 3; School Setting Developmental Standards 1 2, 3)

Ratings on a scale of 1 to 20 will be assigned to each area. With 20 being the highest and 1 being lowest possible.

Areas of Assessment:

Durable binder with dividers between each section _____

Cover of binder looks professional and appealing _____

Table of contents in front clearly identifies lessons _____

Sections are labeled for easy identification _____

Evidence of in depth research and exploration _____

Lessons are readable and easily understood _____

Lessons cover various grade levels _____

Evidence of reflection and additional thought and planning _____
put into information found (students make comments and or personal ideas in reference to ideas presented- not required for all lessons in portfolio but at least one two per section)

Total : _____

Scale
A: 160-150
B: 149-139
C: 138-123
D: 122-112
F: 111 or Below

Grading Scale

Participation and Attendance

Regular class attendance is expected. Because of the nature of class sessions and required interactions, there are no excused absences. In case of an emergency, make-up work will be required and a penalty may be deducted from the final grade for absence.

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

Graduate Grading System			
Points	Grade	Value	Definition
	A (97-100%)	4.0	Superior
	A- (93-96%)	3.7	Excellent
	B+ (89-92%)	3.3	High Average
	B (83-88%)	3.0	Average
	B- (81-84%)	2.7	Low Average
	C+ (77-80%)	2.3	Below Average, Counting as Graduate Credit
	C (73-76%)	2.0	Below Average, Counting as Graduate Credit
	F (Below 73%)	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	GP		Graduate in Progress 3-years limit, Ed. D
	W		Withdrawal Official Approval

Course Policies

The following polices apply to anyone participating in this course.

> **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in

many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.

Accommodations for Students with Special Needs – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit www.oak.edu/campus-life/student-services.php.

Bad Weather Policy – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancelations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter (@ocu47660).

Document Formatting – Assignments must be formatted according to the current edition of the style manual used in the program of study. Basic formatting protocols that should be followed include: Use correct spelling and grammar. Some assignments require a specific form or format—use as directed. Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent. Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy. Use your name, course number, and assignment name as the file name of a document when submitted electronically. Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.

Respect for Divergent Viewpoints and Diversity – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.

Standards for Student Behavior – As a denomination- affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

Use of Electronic Devices – Allowances and restrictions on the use of electronic devices in the classroom will be announced by the instructor as necessary. An electronic device permitted in a classroom should be used in a non-disruptive manner to the instructor and fellow students. Cell phones, pagers, and similar devices must be set to silent notification for incoming messages while in a face-to-face classroom. Please step outside of the classroom before you answer an incoming call. The use of computers and/or other electronic devices in the classroom is determined by the instructor and ADA provisions for students with special learning needs.

Use of Inclusive Language – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oakland City University, except when used for instructional purposes during which Oakland City University and the professor is acknowledged as the source of the material.

Bibliography

Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

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