



Writing 3700G (670)
Winter 2026
Special Topics In Writing

Course Information:

Calendar Description: This is a special topic in Writing course.

Prerequisite(s): Completion of Writing 1020F/G or Writing 1022F/G with a minimum grade of 65%, or Writing 2101F/G with a minimum grade of 60%.

Anti-requisite(s):

Extra Information: 3 lecture hours.

Course Weight:0.50 **Breadth:** Category B

Subject Code: Writing

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary pre-requisites.

King’s University College, Department of English, French, and Writing
Writing 3700G (Special Topics) Writing, Justice, and Advocacy
Section 670 Jan-April 2026

Contents

Land acknowledgement	2
Basic Course Information	3
Course description	3
What will you get from this course? Writing 3700 Learning Outcomes.....	3
What readings are you required to do? Where will you find them?.....	3
What technology do you need?.....	4
Accessibility at King’s	5
How can you succeed in this course?	5
What expectations for ethical behaviour, kindness, and honesty govern (y)our in-class and online interactions?.....	6
What assignments will you be doing?.....	7
Assessment weights and due dates (Summary)	7
What happens if you submit an assignment after the due date?	7
Course schedule	8
Where can you access academic advice, personal support, or help with a complaint?	10

Land acknowledgement

Acknowledging that King’s is on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum, we commit to advancing reconciliation. We hope to build relationships with, and respect for the knowledges of, the diverse Indigenous Peoples who are stewards of the land and contributors to our learning. We acknowledge how precious these land and waters are, and how precious the creatures are that live upon them.

Basic Course Information

Instructor	Dr. Vidya Natarajan
E-mail	snatara@uwo.ca
Course delivery	Online asynchronous
Office hours and office location	On Zoom: Tuesdays 1:00 to 2:00 PM (link on OWL) or by appointment. Office: LH209
Course duration	January 5 to April 9, 2026
Hours of coursework per week	5-6 hours (including reading, lectures, writing, and online presence)
Course URL (OWL Brightspace)	https://westernu.brightspace.com/d2i/home/157540

Course description

A warm welcome to Writing 3700G. I invite you to join me as we explore a special topic in Writing: *Writing, Justice, and Advocacy*. In this course, we will critically engage with texts that take the promotion of social justice as their purpose. Drawn from different time-frames (from the 18th century to 2025), representing multiple genres (from performance to satire, from poetry to graphic zine), and exemplifying a range of approaches (from logical argument to storytelling, from vicious mockery to light humour, from gentle parody to visual horror), the texts will be discussed both in terms of their changemaking projects and in terms of their rhetorical strategies.

Prerequisites: Either Writing [1000F/G](#), [1020F/G](#), [1021F/G](#), [1022F/G](#), [1025F/G](#), [1030F/G](#), or [1031F/G](#) with at least 70%, or Writing [2101F/G](#) or [2111F/G](#) with at least 65%, and Year 3 or 4 standing in an essay-based program; or permission of the Department. **Antirequisites:** none.

What will you get from this course? Writing 3700 Learning Outcomes

After taking Writing 3700, students should

- be able to understand and engage both critically and empathetically with past and contemporary texts whose purpose is to challenge and resist social and political injustices;
- be able to contextualize such texts within histories of political and social struggles against colonialism, racism, homophobia, ableism, and ecological harm;

- have some knowledge of specific persuasive strategies (such as the rhetorical appeals described by Aristotle, or literary devices such as imagery and figures of speech, or visual elements such as colour, line, typography) to perform a rhetorical analysis of the course texts;
- be able to apply this knowledge of strategies to rhetorical analyses of non-course texts or performances they themselves have read/watched, enjoyed, and taken to heart;
- be capable of deepening reflection and on rhetorically effective strategies for engaging in social justice struggles by creating their own critical or creative advocacy document as their capstone assignment.
- Be able to make a public-facing presentation based on their chosen genre of and approach to advocacy.

What readings are you required to do? Where will you find them?

Most of the **mandatory readings** for the course are available online through the [Cardinal Carter Library's](#) web catalogue (OMNI and Western Libraries also work as starting points). The majority of them are also available through the **Course Readings** tool and are also linked on the weekly **Course Content** pages on the course Brightspace site.

A few resources are not open access but are a) available in eBook or digital format from Amazon.ca or directly from the publishers and b) available on one-day loan through the Cardinal Carter (King's) library. If you decide to purchase the eBooks, the total cost for the course will not exceed \$35.

The weekly reading list on each week's **Course Content** page will also contain **additional readings and videos** that are optional for class, but useful for your assignments, or for pursuing your interest in a particular approach to advocacy.

Please go to the **Course Schedule on page 7** for the list of readings.

What technology do you need?

Writing 3700 (670) is offered via Brightspace. The Brightspace learning platform, supported and maintained by Western Technology Services (WTS), requires the latest version of accepted web browsers such as Firefox or Google Chrome.

[OWL Brightspace Getting Started](#) and [Navigating OWL Brightspace](#) are good places to get started, if you are not familiar with the platform. If you are having difficulties, you can access technical help by creating a work ticket on [the OWL Brightspace Help](#) page. If you have accessibility questions, you can find information on [Accessibility Support](#), or contact Brightspace Help (see above). **Please do let me know if you are unable to access materials for personal reasons, if you need course materials in a different format, or if I can improve the course's accessibility for you or for the whole class in any specific way.**

To take this course, you will also need:

- A stable high-speed internet connection
- A webcam with a microphone
- A quiet space to take part in occasional synchronous learning (the presentation, office hours)

Accessibility at King's

Ensuring full access to the course resources and learning is important to me. You are very welcome to email me to explain or discuss any specific needs you may have; I will do my best to understand and work with you. Please also visit the King's Accessibility Website: <http://www.kings.uwo.ca/about-kings/who-we-are/administrative-departments/human-resources/accessibility/>.

How can you succeed in this course?

To do well in this course, please do the following things:

1. Get familiar with the course's **Brightspace site**. Open the menu tabs and explore each feature and read instructions. If you need help, visit this [Self-Guided Brightspace Training](#) page.
2. Do **stay in touch** with me. Use the one-on-one office hours to discuss your needs or ideas with me. If you are unable to make it to office hours, make an appointment with me via email. If you have questions about this syllabus or about any course component, please email me at snatara@uwo.ca!
3. Read the **course syllabus** carefully to get an overview of what is expected of you by way of reading, lectures, and writing.
4. The course has eleven lesson units. The week-by-week **Course Content** pages will tell you exactly how to complete each week's work: what to read, what to research, what lecture topics will be discussed, and what assignments are due. We will **complete one unit per week for the**

first ten weeks, per the **Course Schedule** below. After this, we will have two weeks of student presentations, and then a brief wrap-up. If I feel that you are not keeping up with the required weekly work, I will ask you what is going on. I will do my best to work with you on any problems you are facing, but the responsibility for staying on track with the weekly tasks is ultimately yours.

5. Please do your weekly **course readings** before you open the Voicethread lectures. Read actively, deeply, and critically, tracking key ideas and keeping notes on your responses. Reading for each week should take you around one to two hours, and should be reflected in your Discussion posts.
6. Pay attention to the **Assignment Schedule**, which includes assignments and Discussion postings (see the Assessments/Assignments and Communications/Discussion tabs). Start working on your assignments early, not at the last minute. Don't miss submission deadlines.
7. To succeed in this course, you will need to spend between **six and seven hours each week** on reading, lessons, research, and writing/posting. Some weeks may be less busy than others, but be sure to budget your time efficiently. Information on important university dates (Add/Drop deadlines, the exam period and Study Days, etc.) is available at this [Important Dates](#) link.

What expectations for ethical behaviour, kindness, and honesty govern (y)our in-class and online interactions?

- I bring an anti-oppressive lens to all my teaching. As such, my lectures and resources will reflect an interest in equity and inclusion. You are not required to adopt a similar stance, since academic disagreement is often a source of original, complex, and critical thinking. In other words, I have no problem with a position different from mine, so feel free to express what you really think.
- Whether we agree or disagree with each other, we are all expected to be professional, respectful, and kind when we are interacting in class or online. Going beyond mere professionalism, I hope you will work with me to build an equitable and inclusive classroom and tutoring community that honours each person's identity (including their pronouns) and self-expression.
- I will give each of you my very best, engaging with you with all my attention, mentoring and guiding you if asked, and responding to your needs as and when you bring them to my attention. Whether you need an extension because you want to attend Ceremony, or are finding it hard to access a resource, or are facing financial exigencies, or need to debrief after a difficult interaction, I will listen to you with respect and care. So please stay in touch.
- This course's content, created by faculty members at King's, should not be distributed, shared in any public domain, or sold without the prior written consent of the faculty members.
- Please pay attention to the course's policies on plagiarism and generative AI use, outlined below.

What assignments will you be doing?

- Posts, an advocacy assignment, and a presentation are worth 100% of your total course mark. There is no final exam in this course.
- All assignments **must be done by you**, following the instructions outlined on the course Brightspace site. Students often resort to [plagiarism](#) when they are under pressure, so time management is key. Shortcuts such as copy-pasting of large amounts of text, [contract cheating](#), and [self-plagiarism](#) are not only subject to [Western's scholastic discipline policy](#), but they also defeat the purpose for which you take a course: learning and developing skills. If I have concerns, I will ask for the assignment to be submitted for plagiarism checking.
- You will develop important skills in critical thinking, independent inquiry, and creativity by working on your assignments. Using AI tools to do the work for you will not help you develop your own thinking, tutoring, reading, and writing skills. Moreover, AI tools also create text that can contain bias, prejudice, non-existent research sources, and errors. In this course, Generative AI tools (e.g., Microsoft Word Editor) are permitted exclusively for helping you edit your grammar and generate citations. Otherwise, **use of AI tools such as Chat GPT is not permitted for any assessments**, including assignments and discussion posts. If I have concerns about any of your assignments, I will contact you about this.
- However, you are strongly encouraged to receive feedback from **The Write Place**, which is the writing help centre at King's. [Make your appointment](#) early.
- **Please keep copies of all your assignments**; if a submitted assignment is lost, you will be asked to submit the duplicate for grading immediately.

Assessment weights and due dates (Summary)

Assessment	Weight	Due date/time (ET)
Discussion Posts and Responses (300 words each)	10 X 3 = 30%	Jan 28 and Feb 4; Feb 25 and March 4; April 6
Advocacy Project (word count depends on genre, no restrictions)	40%	March 10, 11.55 PM
Public Presentation of Advocacy Project (Online synchronous, 12 to 15 minutes)	30%	Dates and times to be decided. Weeks of March 23 and March 30.
	100%	

What happens if you submit an assignment after the due date?

In general, I strongly urge you to stay within the deadlines. However:

- There is some built-in flexibility (two additional days without penalty) for each submission. Please do not use this option more than twice during the term, and email me if you are using the extra time.
- if you have compassionate, religious/cultural (e.g., attendance at Ceremony), or medical grounds for late submission, please follow the procedure set out in the Appendix to this course outline titled “Course Outline Policies Statement.” **Contact me within 24 hours of the missed deadline, to set up a new submission date.** If you are permitted a late submission beyond the two-day late submission period allowed on Brightspace, **please e-mail the assignment to me at snatara@uwo.ca.**
- Late submissions after the last day of classes can be arranged with me via an academic counsellor. For more details, please see the Course Policies document attached to this outline.

Course schedule

Please pre-read the required texts before opening the VoiceThread lectures. Content warning: the materials you will read may include disturbing references to violence, genocide, racism, and homophobia.

Week 1 (Jan 6): Course Introduction, Rhetorical Appeals, Chief Dan George and Embodied Anticolonial Advocacy

Geswanouth Slahoot (Chief Dan George), “[Lament for Confederation](#)” (downloaded version is linked on the **Week 2 Course Content** page on Brightspace)

Discussions: Introducing Ourselves (ungraded mandatory post), due Jan 14, 11:55 PM

Week 2 (Jan 12): Robin Kimmerer, Writing Studies, Science, Indigenous Philosophy, and Advocacy for Nature

Robin Wall Kimmerer, Chapters 1- 3 from [The Serviceberry: Abundance and Reciprocity in the Natural World](#) (available through OMNI (Western Libraries); chapter downloads are linked on the **Week 2 Course Content** page on Brightspace)

Discussions: Introducing Ourselves (ungraded mandatory post), due Jan 14, 11:55 PM

Week 3 (Jan 19): Poetry as Anticolonial, Pro-Nature Advocacy Wanda Coleman, “[Requiem for a Nest](#)”

Brandy Nalani McDougall, “[Water Remembers](#)”

Gloria Bird, “[For History on Behalf of My Children](#)”

Week 4 (Jan 26): Jonathan Swift and Satire as Anticolonial Advocacy

Jonathan Swift, [A Modest Proposal](#) (available in different formats through Project Gutenberg; a PDF version is also linked on the Week 4 Course Content page)

Discussions: Topic 1 Post, due Jan 28, 11:55 PM

Week 5 (Feb 2): Tim Fontaine and Parody as Anticolonial Advocacy

Tim Fontaine, [Walking Eagle News](#)

Discussion: Response to Topic 1, due Feb 4, 11:55 PM

Week 6 (Feb 9): Joanna Russ and Feminist Research as Anti-Patriarchal Advocacy

Joanna Russ, Chapter 3 of *How to Suppress Women's Writing*, [Denial of Agency](#) (PDF linked on the **Week 6 Course Content** page)

Winter Reading Week: Feb 16-20

Week 7 (Feb 23): Nancy Garden's Young Adult Fiction as Queer Advocacy

Nancy Garden, *Annie on My Mind* (Print copies available through the King's Library and the Pride Library. [The eBook for Kindle](#) costs \$1.99)

Discussions: Topic 2 Post, due Feb 25, 11:55 PM

Week 8 (Mar 2): Personal Storytelling and Advocacy for Disability Visibility

Chapters from [Disability Visibility](#), edited by Alice Wong (eBook available through OMNI and Western Libraries)

Maysoon Zayid, *If You Can't Fast, Give*

Ellen Samuels, *Six Ways of Looking at Crip Time*

Britney Wilson, *On NYC's Paratransit, Fighting for Safety and Human Dignity*

Discussions: Response to Topic 2, due March 4, 11:55 PM

Week 9 (Mar 9): Vivian Chong's Graphic Novel as Disability Advocacy

Vivian Chong, *Life After TEN* (Print copy available at the King's Library; [eBook for Kindle](#) available through Amazon.ca for \$12.31)

Advocacy Project due March 10, 11:55 PM

Week 10 (Mar 16): Zines and Advocacy Against State Violence (CONTENT WARNING)

Leila Abdulrazzaq, [BDS: What It Is, Why It Matters](#)

[Tkhines for a Free Palestine](#), an illustrated collection of Jewish prayers

Pleasure Pie, [We \[Palestinians\] Are Not Going Away](#)

Week 11 (Mar 23): Student Presentations; Student Questionnaire on Courses and Teaching

Online synchronous student presentations of their Advocacy Project happen this week and the next. We will try to choose dates and times that work for as many participants as possible.

March 30: Last day to drop a first term half course (if you want to drop this course)

Week 12 (Mar 30): Student Presentations; Student Questionnaire on Courses and Teaching

Online synchronous student presentations of their Advocacy Project continue this week. We will try to choose dates and times that work for as many participants as possible.

Forum: Topic 8, due Dec 1, 11.55 PM

Week 13 (April 6): Course wrap-up

Chapters from [Disability Visibility](#), edited by Alice Wong (eBook available through OMNI and Western Libraries)

Keah Brown, Nurturing Black Disabled Joy

Jen Deerinwater, The Erasure of Indigenous People in Chronic Illness

Discussions: Topic 3 Post, due April 6, 11.55 PM (**no extensions on this post, please**)

Where can you access academic advice, personal support, or help with a complaint?

- To get friendly tutoring and feedback on your writing contact [The Write Place](#)
- To get academic counselling (adding and dropping courses, choosing programs, and so on) contact [Academic Advising Services](#).
- The [Accessibility, Counselling & Student Development \(ACSD\) Department](#) offers a number of services including accessibility supports, personal counselling, career counselling, and appointments with the King's Campus and Community Social Worker. Questions? Contact acsd@kings.uwo.ca or call 519-433-3491 ext. 7800.
- Student support networks and resources at King's and Western:
 - [Supports for Black and Racialized Student Supports at Western](#)
 - [Supports for Indigenous students](#)
 - [Supports for 2SLGBTQIA+ students](#)
 - [Mental health supports and groups at King's](#)
 - [Prevention/reporting of gender-based violence](#)

For more detailed information and links to support your academic goals, your sense of well-being, and your interest in just practices, please go to the **Support and Community** page on your OWL Brightspace course site.

Good luck! Have a good term!

KING'S UNIVERSITY COLLEGE

GENERAL COURSE POLICIES

2025-2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

Please note that Friday Make-Up Exams may only be written with the instructor's consent.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

2. Support Services

Accessibility, Counselling and Student Development at King's University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College:

<http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see [https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html](https://elearningtoolkit.uwo.ca/tools/Originality_Reports - TurnItIn.html).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.

