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**1**

VIRGINIA TEACHERS FOR TOMORROW II EDUCATIONAL ISSUES RESEARCH PAPER

**Assignment: Research an educational issue that is relevant to you and/or your cooperating teacher and write a research paper about it.**

 Step One: Choose a topic that is relevant to you and/or your cooperating teacher. You can choose one from the list on page 3 or you can choose your own topic. If you choose your own, you must get approval from Mrs. Frierman first.

 Step Two: Research your topic in the school library (2 in-class days) or community library. How? Check out the information below!

*\*Skim sources and determine their worth. -reference books -Internet -teachers*

 *-magazines/journals -databases -principals*

 *-other books -newspapers -podcasts*

 *-blogs -videos -other*

*\*Make sure you have at least four good, useable sources for your research paper. Remember, you*

 *have to use all four sources in your paper, not just have them in your Works Cited listing. Don’t*

 *include a source in your Works Cited that you didn’t cite in your paper.*

*\*Take careful and thoughtful notes on your topic. Quote, paraphrase, and summarize information.*

 *If you use print materials, be sure to write down page numbers so it will be easier later to cite.*

 *Make sure you find the following information for your paper...*

**THIS IS WHAT YOU’RE LOOKING FOR IN THE LIBRARY…**

 *…define the educational issue/what is the problem*

 *…what educational stakeholders are involved with this issue*

 *…how this issue is affecting others around the country/world*

 *…interesting statistics or other pertinent facts about the issue*

 Step Three: Review your notes and highlight the information you want to use.

 Step Four: Using the notes and other information you have compiled, write a rough draft research paper discussing your education issue. You will have to use MLA documentation style for all your citations; that means you must give credit to the people from whom you found information. The following pages in this packet will help you with MLA style and documentation. If you can’t figure it out from the packet, don’t hesitate to ask Mrs. Frierman or the librarians for help. That’s our job. What should you include in your paper? Address the following ideas...

**THIS IS WHAT YOU WRITE YOUR PAPER ABOUT…**

  *A. Identify, define, and describe the educational problem or issue.*

*B. Who are the stakeholders involved? How does this issue affect these educational stakeholders?*

*C. How does this issue affect you and/or your cooperating teacher?*

*D. What are some possible solutions you have found for this issue?*

*E. How will (or would) you implement these solutions in the classroom?*

 Step Five: Once your rough draft is completed, have another one of your VTfT II classmates peer edit it using page 10 in this packet. Make any necessary changes that you and your peer editor agree upon.

**2**

 Step Six: Share your research paper with your cooperating teacher and have him or her comment upon it using the form on page 11. Make any changes that are necessary.

 Step Seven: Create the final copy of your research paper, and submit a **paper copy** to Mrs. Frierman on or before **January 14, 2016**.

 Step Eight: Be sure to upload an electronic copy of your research paper to your portfolio so we can use it later in your electronic portfolio during last quarter.

 Step Nine: Congratulate yourself on a job well done! Aren’t you proud? You should be!

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| **C:\Users\jmmerrit\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CZJ3Y01S\MC900352215[1].wmfRESEARCH PAPER DATES TO BE AWARE OF…** |
| **Introduce the Research Project…** | **November 2, 2015** |
| **Research in the School Library…** | **November 5 & 16, 2015** |
| **Rough Draft Due…** | **November 30, 2015** |
| **Peer Editing Due…** | **November 30, 2015** |
| **Cooperating Teacher Editing Due…** | **December 14, 2015** |
| **Final Research Paper Due…** | **January 14, 2016** |

 ***Happy Researching!*** 

**![C:\Users\jmmerrit\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\U5XPHVID\MC900441428[1].png]()Tissues for your Issues…**

**3**

What looks worthy of your diligent research?

* social networks and schools
* cell phone usage in schools
* bullying
* electronic communication between teachers and students
* SOLs and NCLB
* teacher salaries
* budget crisis
* class sizes
* merit pay
* block scheduling
* charter schools
* school start times
* 2.0 GPA requirements for athletes
* grading scale
* minimum allowable grades
* absence policies
* preaching or campaigning from the classroom
* pushing of AP classes
* school nutrition
* special education and teaching
* special education and discipline
* cheating/plagiarism
* student dress code and/or school uniforms
* teacher dress code
* gangs and schools
* alternative schools
* academies
* vocational education and its role in schools
* 21st Century skills
* school security and safety
* teaching evolution vs. teaching creationism
* book banning
* homogeneous vs. heterogeneous grouping
* tracking
* student rights (locker, car, or body searches, FERPA)
* discipline interventions (ISS, OSS, detention, etc.)
* school diversity
* school size
* ethics and confidentiality
* dumbing down or watering down curriculum
* graduation requirements
* online classes vs. face to face classes
* job sharing
* labeling
* school pride
* extra curricular activities and their role in schools
* competition
* electronic devices in schools
* cutting fine arts classes
* vouchers
* twice exceptional
* year round vs. traditional
* full day vs. ½ day kindergarten
* team teaching
* inclusion
* gifted programs
* teacher stress
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 **How to paraphrase correctly...**

**4**

Paraphrasing is defined as taking a quote from someone else and putting it in your own words. Even when you change an author’s words to reflect your own way of writing, keep in mind that you still must give them credit for their original ideas. Here are some things to keep in mind when paraphrasing…

1. **Don’t simply change the order of the words! That’s not paraphrasing; that’s reorganizing!**
2. **Be careful not to change the intended and true meaning of the quote! No lawsuits for you!**
3. **Changing only one or two words in the quote is NOT paraphrasing. You have to say the same thing, but in a different way!**

 **How to write a thesis statement...**

 A thesis statement is one sentence that expresses the main point of your paper. It touches on the special elements in your paper, but does not go into specifics. It usually makes a firm point, and the whole paper should reflect back to it. It is usually a well thought-out sentence that may take you a few tries to write. The reader of your paper should be able to read the thesis statement and then know exactly what your entire paper is about. Look at these examples below.

1. ***bad thesis: There are many teens addicted to drugs in this country.***

 *(too vague; it needs to be more specific)*

1. ***bad thesis: Thirty-two percent of teenagers admit to using drugs.***

 *(too specific; the whole papers isn’t about one statistic)*

1. ***good thesis: Many teens are turning to drugs to escape their troubled lives; however, they***

***are then encountering even bigger problems.***

 *(It touches on the things I will write about in my paper: teens addicted to drugs,*

*why they’re doing it, and what happens to them.)*

 **How to write a motivator...**

 Have you ever picked up an article or book to read and been bored by the first sentence? If you did what most people do, you probably put the writing away and found something else to read. No one wants to read something that is boring! This is precisely why you need a motivator. A motivator is the first sentence in your paper which is designed to grab the reader’s attention and make him want to read your paper. The following options are just a few ways to write a motivator. How can you adapt them to match your topic?

 **1. Ask a thought-provoking question that will make the reader want to read on.**

 *Example: Have you ever thought about vacationing in Hawaii?*

 **2. State a fact or statistic that will shock the reader and make him want to read on.**

 *Example: Statistics show that one out of every four people in the world is Chinese.*

 **3. Choose an interesting quote and use that to grab the reader’s attention.**

*Example: “You never know what you’ll experience on that particular day when you step into the police car,” says one Baltimore cop.*

 **How to use MLA parenthetical citations...**

**5**

 **Plagiarism is the stealing of someone else’s writing and using it as your own. It is illegal, and it will not be tolerated in this classroom. When you cite (use/refer to) information from another source, you must acknowledge that source. You may either paraphrase (put what the author says in your own words) or quote (use word-for-word what the author wrote). The directions below tell you exactly how to cite information.**

1. For a citation within the body of your essay, use the author’s last name and the page number on which the information was found. Place the name, followed by the page number, in parentheses after the information BUT before the ending punctuation. If the work has two or three authors, include the last name of each author. If the work has more than three authors, list the first one and ad “et al.” in the citation. Do not list all the pages of the article. List only the one you are referring to in your citation. If the article is only one page, omit the page number. Use no punctuation between the author’s last name and the page number.

***Example (paraphrasing):*** *Censorship is preventing students from learning about history because the truth gets watered down (Bowers 21).*

***Example (quoting):*** *“Textbook publishers have to appeal to the masses, so events get diluted” (Bowers 21).*

***Example (two authors):*** *“Textbook publishers have to appeal to the masses, so events get diluted” (Bowers and Jones 21).*

***Example (three authors):*** *“Textbook publishers have to appeal to the masses, so events get diluted” (Bowers, Jones, and Ali 21).*

***Example (more than three):*** *Censorship is preventing students from learning about history because the truth gets watered down (Bowers et al. 21).*

2. If no author is listed, as is often the case with reference books, abbreviate the title of the article, and use that in place of the author’s last name.

 ***Example:*** *Censorship is a system where official censors must give permission*

*for materials to be accessed by the public (“Censorship” 268).*

3. If you can work the author’s name into the sentence, simply place the page number within the parentheses in the citation.

***Example (paraphrasing):*** *Brad Bowers said censorship is preventing students from learning about their history because the truth gets watered down (21).*

***Example (quoting):*** *According to Brad Bowers, “Textbook publishers have to appeal to the masses, so events get diluted” (21).*

4. If you are using an Internet site, you won’t use any page numbers at all.

***Example (with author):*** *The field of banking is quite an interesting profession (Kilpatrick).*

***Example (without author):*** *Crocodile wresting is definitely hard work (“Crazy”).*

5. If you have two sources with the same article title and no author, abbreviate the title and also include the information from the next line on the card.

***Example #1:***  *Maya Angelou is America’s premier poet (“Angelou,” Biography).*

***Example #2:***  *Maya Angelou read at Clinton’s inauguration (“Angelou,” Authors).*

 **How to make a Works Cited page...**

**6**

1. Put the words “Works Cited” centered, with **no** punctuation at the top of the page. Do not use all caps, do not use word art, and do not use bold or a font other than twelve.
2. Never include a work in your works cited listing that you did not cite in your paper or project.
3. Alphabetize items according to the authors’ last names or the titles of works (if they are not assigned an author).
4. When you include more than one work by one author, do not repeat the author’s last name after its first appearance. Simple put three hyphens (---) in place of the name.
5. For each entry in your Works Cited list, use reverse indentation. In other words, indent every line except the first one in each source entry. Microsoft word calls this “hanging indentation.”
6. Use a period at the end of each source entry.
7. MLA doesn’t like underlining. Change anything underlined on your card to *italics*.
8. If information is omitted from your source, simply skip that information in your Works Cited listing.
9. Double-space your entire works cited listing, and **don’t** triple-space between entries.

**Easybib.com may be the answer to an easy Works Cited page!**

 **Example Entries for a Works Cited List...**

1. ***Newspaper Article***

Morgan, Dante. “Nation Debates Gay Marriages.” *Washington Post* 4 Nov.

2010: D2. Print.

1. ***Reference Book (with author)***

Anderson, Karen. “Sky-Diving.” *Encyclopedia International*. 2007 ed. Print.

1. ***Reference Book (without author)***

“The United States of America.” *World Almanac*. 2008. Print.

1. ***Book (with only one author)***

Worthington, Ross G. *A Critical Review*. Boston: Houghton Mifflin, 2009.

 Print.

1. ***Book (with more than one author)***

**7**

Worthington, Ross G., Joseph Billings, and Marion G. Phillips. *A Manual for*

*Living*. Houston: Prentice Hall, 2008. Print.

1. ***Magazine***

Williams, Malcolm. “One out of Ten.” *Newsweek* 23 Dec. 2009: 112-17. Print.

1. ***Professional Website***

Creswell, Joseph E. “The Computer Age.” *Technology at Large*. Microsoft, Inc.

12 Jan. 2009. Web. 2 Oct. 2010. <http:\\www.infotec.com>.

1. ***Online Database***

Ward, Leon. “Martin Luther King, Jr.” *Historic World Leaders*. 11 Sept. 2008.

*Biography Resource Center*. Web. 12 Feb. 2010.

 <http://galenet.galegroup.com/servlet/BioRC>.

1. ***Essay or Poem in an Anthology***

Paley, Grace. “A Warning.” *Telling and Remember*. Ed. Steven J. Rubin.

Boston: Beacon, 2009. Print.

1. ***Interview***

O’Connell, Amanda. Personal interview. 3 Mar. 2010.

**The Works Cited is the very last page of your research paper and should be stapled as the final page. Check out below…**

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**second page with the heading only on the right**

**third page with the heading only on the right**

**Works Cited page with the heading only on the right**

**first page with your heading on the top left and right**

 **How to recognize plagiarism and under-**

**8**

 **stand its dangers and consequences...**

Whenever you enter an English classroom and the topic of research comes up, you automatically hear the word *plagiarism*. Just what exactly is it? Why do teachers freak out about it? What can you do to prevent it from happening in your research? First, let’s look at the definition of plagiarism…

*Plagiarism: the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own work.*

![MCj00890440000[1]]()In other words, when you plagiarize, you are giving the appearance that you have come up with these ideas on your own; it looks like you haven’t received any help from any other source in order to write this idea. This is strictly illegal and will never be tolerated by any teacher worth his or her teaching credentials. What happens if you plagiarize? Check it out…

* *You will most likely receive a zero on your research assignment.*
* *You can be referred to the office for academic dishonesty.*
* *You can be taken to court by the author from whom you stole.*
* *You can be expelled and even blacklisted for plagiarism in college.*

Even if you aren’t aware that you’re plagiarizing, you can still be guilty of it, so it’s important that you are aware of what is plagiarism and what isn’t. Now that your project is almost finished, it’s time to do a quick plagiarism check. You wouldn’t want to be on the receiving end of any of the above consequences, would you? Good. Use the checklist below to ensure that you aren’t guilty of this most ignoble, academic dishonest act…

* I have not simply used my computer to cut and paste information from an online source into my paper.
* I have used quotation marks around all exact quotes, and I have given credit to the author by adding citations.
* Even if I have paraphrased the information I took from a source, I still have given credit to the author by adding citations.
* When I paraphrase, if I have used several of the words in my sentence, I have placed quotes around only those words AND I have given credit to the author by adding citations.
* As the last page of my research paper, I have included a *Works Cited* listing which tells the reader what my sources are and where I got all my information.
* I have not falsified any publication data in my research paper just because I may have been too lazy or too crunched for time to go back and find the correct information.

**NOTE: If you can put a checkmark beside all of the statements above, you’re most likely not guilty of plagiarism. Good luck and Godspeed as you submit your research paper! It’s almost over now!**

###### Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**9**

**![C:\Users\jmmerrit\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VNA904N7\MC900434713[1].wmf]()RESEARCH PAPER ELEMENTS CHECKLIST**

*Directions: In order to make sure you have all of the required elements in your research paper, write those elements below on the lines given. If you can’t find these elements, then now is a good time to add them to your paper!*

**Motivator (first sentence in the introduction):**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Thesis Statement (usually the last sentence in the introduction):**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Reworded Thesis Statement (sometimes present in the conclusion):**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Clincher Sentence (last sentence in the conclusion):**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**10**

### PEER EDITING ASSIGNMENT…

**Remember, being nice doesn’t necessarily help someone with a bad paper!**

***Directions: Once you have your rough draft completed, it’s time to get some advice from a VTfT II classmate. Ask him or her nicely to read your paper and comment using the questions below. Be sure to thank him/her for the help. Your peers will definitely know what Mr. Merritt is looking for, so listen to their advice.***

What was the best part of the paper? Why?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Which part do you think your friend should work on? Why?

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Did the paper accurately and substantially inform you about your friend’s topic? Was it written clearly?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Does this paper accurately address a problem your friend or his/her CT experiences in the classroom? How?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Everyone was supposed to address the following things in his or her paper. Were they addressed?

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA TO BE ADDRESSED…** | **YES** | **NO** | **SOMEWHAT** |
| Identify, define, and describe the educational problem or issue. |  |  |  |
| Who are the stakeholders involved? How does this issue affect these educational stakeholders?  |  |  |  |
| How does this issue affect you and/or your cooperating teacher? |  |  |  |
| What are some possible solutions you have found for this issue? |  |  |  |
| How will (or would) you implement these solutions in the classroom? |  |  |  |

As far as citations and research guidelines are concerned, does this paper follow MLA structure well? Is

it relatively free of grammar, punctuation, and spelling errors? Please elaborate…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you had to give your friend a grade on this paper as is, what would it be?\_\_\_\_\_\_\_\_\_ Why?\_\_\_\_\_\_\_\_\_

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Peer Editor’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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###### Intern’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

**11**

**COOPERATING TEACHER EDITING ASSIGNMENT**

***Directions: Once you have your rough draft completed, it’s time to get some advice from your cooperating teacher. Ask him or her nicely to read your paper and comment using the questions below. Be sure to thank him/her for the help. Your cooperating teacher will be a valuable resource in making your research paper authentic.***

What was the best part of the paper? Why?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Which part do you think your intern should work on? Why?

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Did the paper accurately and substantially inform you about the student’s topic? Was it written clearly?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Does this paper accurately address a problem you or your intern experiences in the classroom? How?

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Your intern was supposed to address the following things in his or her paper. Were they addressed?

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA TO BE ADDRESSED…** | **YES** | **NO** | **SOMEWHAT** |
| Identify, define, and describe the educational problem or issue. |  |  |  |
| Who are the stakeholders involved? How does this issue affect these educational stakeholders?  |  |  |  |
| How does this issue affect you and/or your cooperating teacher? |  |  |  |
| What are some possible solutions you have found for this issue? |  |  |  |
| How will (or would) you implement these solutions in the classroom? |  |  |  |

As far as citations and research guidelines are concerned, does this paper follow MLA structure well? Is

it relatively free of grammar, punctuation, and spelling errors? Please elaborate…\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If you had to give your intern a grade on this paper as is, what would it be?\_\_\_\_\_\_\_\_\_ Why?\_\_\_\_\_\_\_\_\_

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Cooperating Teacher’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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