

Number: English 336-01
Term: Fall Semester 2006
Meetings: Th 3:30-6:15
Location: LC 05
Credits: 3.0

Office: Renner Hall, Room 238
Hours: Mon-Fri 11 am to 12 noon
Phone: 614.236.6555
Home Phone: 614.837.8010

writing for the web

Dr. Michael C. Kapper
Capital University

"Seems like this Internet thing is here to say, huh?"
-Chandler Bing
Friends

REQUIRED TEXTS, ETC.

Textbooks. The following are the required textbooks for this course:

- ◇ Musciano, Chuck. *HTML & XHTML: The Definitive Guide, 5th Edition.*
ISBN: 059600382X
- ◇ Meyer, Eric A. *Cascading Style Sheets: The Definitive Guide, 2nd Edition.*
ISBN: 0596005253
- ◇ Zeldman, Jeffrey. *Designing with Web Standards.*
ISBN: 0735712018
- ◇ Williams, Robin and John Tollett. *Non-Designer's Web Book, 3rd Edition.*
ISBN: 0321303377
- ◇ Krug, Steve. *Don't Make Me Think: A Common Sense Approach to Web Usability.*
ISBN: 0789723107

Other. You should also have (or have access to) a computer with Internet/Web and email capabilities. You may want free trial versions (or access to full versions) of image editing and wysiwyg html editing software (Photoshop, Fireworks, Dreamweaver, etc.). Also, if you're not already, get up to speed on Blackboard—quickly!

COURSE DESCRIPTION

According to the Capital University Undergraduate Bulletin for 2006-2007, in English 336:

Students will engage theory governing composition and design of web texts and put that theory into practice. Particular attention will be given to HTML text creation, including generation of content, HTML coding, and such elements as cascading style sheets (CSS) and basic JavaScript functionality. Will likely included client-based projects. Students will also gain practice in implementing these principles using industry-standard software platforms. Prerequisites: English 211, PR 262, or permission of the instructor. (Same course as PR 366).

Okay, so I wrote that *Bulletin* copy, and this is the first time I've taught the course since I wrote it. (I offered it as "English 293" before it became an official course, but now it's here to stay, and you can blame me for the verbose description in the bulletin.) Anyway, here's how I've changed my mind about the course since I wrote that bit above and why: (1) There will be no JavaScript—it's a little bit passé; (2) There will be a *simulated* client-based project, but no real clients—it's not fair to novice designers to give them real clients with real clients' expectations; (3) In addition to content, design, and code, the course will address *standards* and *usability*.

In general, the course will be conducted in a "lecture/discussion/lab" format (any of you who took English 338/PR 368 from me last fall have some idea of how this works). We will, quite likely, use the whole three hours most times (including "lab" activities).

Projects will be "turned in" by posting them online. More traditional written work (and there will be some) will be turned in by posting it to Blackboard. We are going to cover a good bit of ground and cover it fairly quickly—the books are as much "reference" as "reading," so it will be good for you to have them around.

That's about all there really is to say about this course: content, design, code, standards, and usability for the Web; or everything you wanted to know about Web design, but didn't know that you wanted to know. Enjoy!

Conferences & Workshops. Throughout the term, you should come to class prepared to discuss your work in progress with the instructor and your peers. That is, a portion of most class sessions will be devoted to workshop-ping (working with your peers) and conferencing (discussing your work with the instructor), we'll call this a "lab." Though there are project deadlines, you are expected to be working on your projects throughout the time we're discussing them, not to complete them at the last minute, and you are expected to bring evidence of your progress to class each week, to be prepared to discuss that progress with the other members of the class, and to offer feedback to your peers on their work in progress. Whenever workshops/conferences are scheduled, you will meet with the instructor and a number of your peers to discuss the work you are doing. Workshops and conferences, then, are *very* important components of this course, and failure to attend class, to be prepared for the workshops and conferences, and/or to participate actively in them will impact your final grade in the course, and not in a good way.

Attendance & Participation. Given the statements about *Workshops & Conferences* above, attendance at and active participation in all class sessions are mandatory and expected. Giving and receiving feedback is a vital component of the writing process; please don't miss these opportunities. There is no specific grade value attached to attendance, but if you don't attend, you can't participate, and participation is 15% of your final grade: for each class session you will either participate actively, or not; if you do, you get a point; if you don't you don't—your average out of these 40 or so points will be added to the average of the 85% of your grade. Attendance and participation are *very* important and should be taken *very* seriously!

Completing Work. In order to receive a passing grade in the course, all of the required work listed below must be completed. Regardless of the weight assigned to a project component in the final course grade, failure to complete any project component will result in a failing grade for the class. Under *only* the most extreme circumstances, the grade of I [incomplete] will be considered.

Late Work. Turning in work late will severely impact your final grade in the course. All work should be turned in on deadline. Grades on any work not completed and submitted on time will be lowered by *one full letter grade* (e.g., from *A* to *B* for each day—not *class session, day*—late. (See the section *Paperless Class* below.)

Drafting. As you might have guessed while reading *Conferences & Workshops* above, a good part of the work in this course will be drafting your projects. We will discuss planning, drafting, revising, and editing strategies in class, and you should *always* be working on some phase of some project during this course. Most times, I'll let you know where you should be with which project for each class session. If I don't give you specific instructions, how-

POLICY HIGHLIGHT:

ACADEMIC INTEGRITY
AND INTELLECTUAL PROPERTY

This is a course in writing, and it is a course in which you will be expected to integrate your ideas with those of others, to build on knowledge and information that others have previously put forth, and to generally use information and ideas not your own in your work. In order to do this, you must appropriately give credit for ideas where that credit is due; we will devote attention in class to doing just this. In short, you must respect the intellectual property of others and not claim their work as your own—to do otherwise leads to plagiarism and piracy of ideas and expression. Please take seriously the need for appropriate citation and documentation of source material; if you have questions about how to do these things, ask them. While this course focuses more on learning how to appropriately cite and document sources than on "catching" plagiarists or pirates, you should know that academic dishonesty, especially in the form of plagiarism, is taken seriously in the academy, and can have a range of consequences: failure of an assignment, failure of a course, academic probation, suspension from an institution, and dismissal from an institution. Please take your responsibility to the intellectual property of others and for your own academic integrity seriously.

ever, you should still be working—planning, writing, revising, or editing some piece of writing for this course.

Blackboard. All course materials will be distributed through Capital’s Blackboard Course Management System. You should know how to log in to Blackboard and gain proficiency in using it. For the purposes of this course, everything will be distributed and submitted through the Blackboard CMS (see *Paperless Class*). This includes: replacement syllabi, course readings, writing assignment guidelines, and calendar and schedule information. In addition, when you are working in a group on a project in this course, you should make use of the discussion groups feature in Blackboard to collaborate outside of class (can take the place of some meetings—and can even facilitate exchange of information). You will also become comfortable exchanging drafts of papers with your peers via the Blackboard system, and you will submit all work to me via Blackboard before class on the day it’s due. Work submitted after the beginning of class will be considered *late*. It may seem strange at first, working without paper, but you will get used to it, and it is—in a lot of ways—the wave of the future. Please remember, though, that you probably should make print copies of your drafts for revising and, especially, editing; most of us are still better at spotting errors on the printed page than we are at seeing them on the screen. Also, please note that while we will be using Blackboard *extensively*, I **will not** be using the grading system on Blackboard: when I’ve used it in the past, it’s been more trouble than it’s worth. You can, likely, keep track of your own grades, and I can show you how to do this—several different ways—if you would like. We will discuss Blackboard in depth early in the course.

Mechanics. (Boilerplate writing stuff) Many people have a phobia about writing and writing courses because they believe they are deficient in the mechanical areas of writing: grammar, spelling, punctuation, and usage. In many cases—especially for native speakers of the language being written—this is nonsense. You already know all the grammar you need to know. Spell-checkers and dictionaries are there to help with spelling. Punctuation is actually relatively straightforward when you don’t get hung up on linguists’ terminology. Dictionaries also help with usage. These elements of writing *are not* the primary focus of this course, though they are important to clear and elegant writing. So some tips: use spell-check; proofread carefully for misspellings and typos; have others proofread for you; offer to help others proofread; understand the uses of the basic punctuation marks (period, comma, colon, semicolon, question mark, exclamation point, quotation marks, apostrophe); use a dictionary; if you use a thesaurus, also use a dictionary—every time; do not be afraid to ask for help. I will be happy to help you, but remember I am not your proofreader; my job is to help you be able to do these things for yourself, not to do them for you.

Spell-Check. (Boilerplate writing stuff) Spell-check is *not* infallible. It doesn’t know the difference between *there*, *their*, and *they’re* or between *here* and *hear*; to be honest, it can’t tell whether you mean *to get her* or *together*. Spell checkers are good: they’ll tell you when you’ve put too many *cs* in “necessary” (which is incorrect). But don’t just take their word for it—whatever “it” is. If you can’t figure out what the correct spelling is, use a diction-

POLICY SPOTLIGHT:

PAPERLESS CLASS

This is pretty much to be expected in a digital writing environment, but it bears repeating anyway. You won’t get paper from me, and I do not expect to *ever* receive any paper from you. All drafting, commenting, and handing in work (even when that work is a “report”) will be handled electronically (see *Blackboard* at left). You may, from time to time, have handwritten planning activities to show me, but I generally will not collect them (so you can hang on to them), and anything that I read and comment on outside of class should be handed in electronically (this is why it is important that you use standard software—why Microsoft Office is preferred and Microsoft Works is not). Additionally, all assignment sheets will be distributed electronically. You must know how to use your Blackboard account and email to successfully complete this course.

COURSE POLICIES (CONTINUED)

ary to verify your spell-check's suggestions : it may have several and only one is both correctly spelled *and* the word you want. Remember, too, that spell-checkers can only account for words that are misspelled: they can't help you with homophones (*their/there/they're*) or with words that are often confused, such as *imply* and *infer* or *compose* and *comprise*. So, to close: Dictionary, Dictionary, Dictionary!

People-Friendly Environment. Guess what—we're grown-ups. And we're expected to act like it. In this class, and when working on projects for this class(, and in life in general!), treat other people like you want to be treated. In practical terms, that means discuss things rationally, even when you disagree; it means that while some ideas are better than others (have more merit, are more practical, will produce a better product), and while some ideas will ultimately be rejected, there are no "stupid" or "lame" ideas. And there are no "stupid" people here, either—everyone here is in college, and that means *something*. Belittling people, their ideas, their identity, or their beliefs will not be tolerated in this class—*period*.

Other Policies. In addition to these explicitly stated policies, this course will be governed by the policies laid out in the Capital University publication *What Every Student Should Know* (<http://oldsite.capital.edu/cc/stusvcs/2006-students-should-know.pdf>), and other university policies governing student conduct and the conduct of courses on Capital's campus.

POLICY SPOTLIGHT:

PROJECT FORMATS

Your projects for this course will not be traditional papers. You will be working in any number of media. Delivering a project in "new media" is the whole *point* of this course. Note that having a specific project in mind is often the best way to learn a new software application or package for media creation (perhaps with the help of a book, as provided).

REQUIRED COURSE PROJECTS

There are a number of required activities for this course; as stated above, all components of each project must be completed in order to pass the course. In the main, you will work individually on this project, but the entire class will work as a group on one project. Each project will be explained in more depth later in the semester; the project overviews, below and at right, will provide you with a basic introduction to each project for the time being.

Specific Projects:

- ◇ *Reports* (2% of final grade each, 18% total).

Throughout the semester, you will complete nine (9) brief reports focusing on the elements of Web design we discuss as exemplified in nodes and/or sites already posted on the Web. In each report, you will locate examples of the types of content or the particular area of web design we're discussing and analyze those examples in such a way that it is clear that you understand the concepts of the area we're discussing. *Reports are exempt from the "all work must be completed" rule, but you won't get credit.*

PROJECT SPOTLIGHT:

"CLIENT" PROJECT: TOURISM SITE

(20% of final Grade) In this assignment the entire class will work collaboratively to build a "tourism site" for a well-known fictional location—a place that does not really exist. The class will work as a group (dividing labor however seems reasonable) to produce this site, and we will put it up, "live" in my capital2 Web space. Again, how work is allocated and the identity of the fictional location that will be our client will be up to the class to decide.

REQUIRED COURSE PROJECTS (CONTINUED)

- ◇ *Labs* (2% of final grade each, 16% total). In these projects, you will begin to do the work for your *Personal Website* (see below). In each of these eight (8) activities, you will do some of the work, in a variety of formats, towards creating the final version of your Website. In some cases you will hand your work directly to me, and in others you will post your work-in-progress to your space on the capital2 server (which we'll talk about how to do). Labs *are not* exempt from the “all work must be completed” rule, because they are integral to the *Personal Website* project (below).
- ◇ *Personal Website* (20% of final grade). This is the “major” individual project for the semester. You will create, in stages (see *Labs* above) a website for yourself with a unified design and content of your choosing. The site will contain roughly five nodes, including a splash and whatever else seems important to you. Your site will be evaluated on the five dimensions of Web design we're discussing in the course. Obviously, since *content* is one of these dimensions, the content of your site will not be specified, but it will be up to you to determine what content for your site is appropriate. We will be working on this project throughout the semester (through the labs), and you will—for a while during the term—be working on this project and the group project simultaneously. Multitasking is good—right?
- ◇ *Final Exam* (16% of final grade). This exam will test your understanding of the theories of Web design we read in the course, and your ability to implement some of the strategies in very simple ways. It will be a “take-home” exam, administered through Blackboard, and it will be available to you over a 24 hour period during finals week.

Each part of each of these assignments *must be* completed in order to receive a passing grade in the course; failure to complete any of these assignments will be grounds for failure of the course (except as noted above; think about how long you would keep a job where you didn't do all the work.).

Grading

The subject of grades is always a delicate one. Students want good grades, and—though it may not always seem so—instructors want to give good grades. Grades, after all, reflect the quality of student work, and they are also often taken to reflect the quality of instruction. Everyone would be happiest if every student could earn an A in every course.

You may have heard, too, that instructors and administrators are concerned with “grade inflation,” a perennial worry in the university setting which can take two forms: either the grades awarded in the course are too high in relation to the quality of the work completed, or the course is so easy that every student can turn in a stellar performance in the course. In either case, these high grades mean little—even less than a grade as a measure of performance should be taken to mean. But you may also have heard (or more likely *overheard*) instructors complaining about a sense of “entitlement” to high grades among students: some instructors feel that some students believe their tuition dollars entitle them to a “good grade”—and it's not really hard to see why when many instructors have had at least one student say, to their faces, “I pay your salary”; after all, the retail adage tells us, “the customer is always right.”

For me, and for this class, however, the biggest issue with grades comes down to a fundamental misunderstanding of what grades are, how they function, and their purpose in the educational setting. Grades lower than *A* are not punishment. I do not believe that every student starts with an A in every course, or on every assignment, and goes down from there when s/he “does something wrong.” When I give an objective exam, for

instance, I do not keep track of how many points to *deduct* from the total possible points ($-8 = 92/100 = A^-$); rather, I keep track of how many points the student has earned through correct answers ($+92 = A^-$). Grades in my courses are related to students' *accomplishments*, not their failings. My grading strategies are meant to make grades into reinforcement, not punishment; I want to focus attention at all times on what students have done *right*, not on what they have “done wrong”; I want students to realize that an A- (or a B+, B, B-, or C+) is a grade they can be proud of.

Of course, with more subjective assignments (essays and the like), this can be trickier. It is tricky because subjective assignments come with a set of guidelines and a plethora of possible strategies for fulfilling the assignment. The question then becomes one of where those guidelines set the bar: do they establish the bare minimum for a passing grade? do they describe what an A paper will do? do they establish an “average” performance that will earn a student a C? When this is unclear, one of the commonest mistakes that students make is to assume that the guidelines are for an A paper: that meeting the guidelines will guarantee them an A, leading back to the question of “what did I do wrong?” when the instructor issues a B+ or a C for a paper that meets all of the assignment guidelines.

When making these subjective assignments in this course, I promise that—at the very least—I will tell you where the bar is set. When you receive the guidelines, you will know what grade you will earn by meeting those guidelines. I will also make every effort to let you know how exceeding (or failing to meet) those guidelines will impact the grade you will earn on the project. While I will be more specific with each assignment, know that, in general, I apply the following understanding of letter grades:

A	Outstanding work; work of the highest quality receives this grade
A-, B+	Well above average work
B, B-, C+	Above average work
C	Average work; the assignment guidelines will generally set the bar here
C-, D+	Work slightly below average; adequate but not up to expectations
D, D-	Below average work; only marginally adequate to the task
F	Severely below average work; inadequate to the task

Please do not expect that assignment guidelines will tell you what you must do to earn each grade (“if you want a B+, do this...”); instead, expect that they will tell you what the general expectations are, what grade you will earn

grading SPOTLIGHT:

grading breakdown

Your grade in the course will be determined by the following proportions:

Assignment	Value
Reports	9 @ 2% 18%
Labs	8 @ 2% 16%
Personal Website	20%
Group Project	15%
Final Examination	16%
Participation	15%
Total	100%

The percentages above represent the weight of each component in the computation of the final grade. You should consider your *Labs* “evaluated drafting” for the *Personal Website*—that is, you will complete this project incrementally, throughout the term, and each lab will be evaluated with feedback, while the final grade on the project will focus on the revised work as a whole.

Please note that, as mentioned above, I will be glad to provide you with help, throughout the term in calculating your grade. Please also note that while I seldom *change* grades, I am *always* more than happy to explain them.

Grading (continued)

by meeting those expectations, and the ways in which exceeding or not meeting those expectations may impact the grade you earn.

Finally, please note that I have been careful throughout to refer to “the grade you earn” rather than “the grade you get” or “the grade I give.” You will earn your grades in this course; it’s true that I will *assess* your work and *assign* those grades, but my primary goal in this course is to help you *earn* a grade that you and I can both be proud of.

And, again, if I can help you figure out the calculation of your grade, please don’t hesitate to ask; I don’t want the process to be a mystery to you, and I am more than happy to help!

Calendar

The calendar presented below presents a detailed plan of what you should have completed before each class session, what is due in class for each session, and what we will do in class each session. I have put significant thought and effort into creating this plan, and it *should* closely represent the way in which this course will be implemented. I do not, however, have the power of precognition (would that I did). This means that I cannot know what will come up in the course of the semester, and to borrow a phrase, “Stuff happens.” If it becomes clear that I have not allotted enough time for a particular assignment or activity, I’m willing to admit that and to change the calendar accordingly. If an interesting line of discussion or investigation presents itself, but is not on the calendar, we will likely pursue it, either adding it to the calendar or replacing something else with it. I want you to know, from the outset, that any changes to the calendar will be made clear to you, and that they will be made in response to the changing situations of the course. That said, I think that you can largely plan on the calendar, as presented below, being correct.

Date	Before Class Today	In Class Today
31 Aug	Get Syllabus (Blackboard) Get Lecture Notes: Content—Part 1 (Bb) Get Content Report 1 Assignment Sheet (Bb)	Introduce Course, Materials, and Blackboard Set up wireless on computers Lecture/Discussion: Content—Part 1 (“Content in General and Frivolity”)
07 Sept	Complete <i>Content Report 1</i> Get Lecture Notes: Content—Part 2 (Bb) Get Personal Website Assignment Sheet (Bb) Get Content Report 2 Assignment Sheet (Bb)	Discuss findings from <i>Content Report 1</i> Lecture/Discussion: Content—Part 2 (“Argumentation and Media Content”)
14 Sept	Complete <i>Content Report 2</i> Get Lecture Notes: Content—Part 3 (Bb) Get Content Lab Assignment Sheet (Bb) Get Content Report 3 Assignment Sheet (Bb)	Discuss findings from <i>Content Report 2</i> Lecture/Discussion: Content—Part 3 (“Easy Content Distribution”)
21 Sept	Complete <i>Content Report 3</i> Complete <i>Content Lab</i> Get Lecture Notes: Design—Part 1 (Bb) Get Design Report 2 Assignment Sheet (Bb) Get Tourism Site Assignment Sheet (Bb) Read <i>NDWB</i> ch. 5-8 (ch. 1-4, optional)	Discuss findings from <i>Content Report 3</i> Discuss <i>Content Lab</i> Lecture/Discussion: Design—Part 2 (“CRAP”) Assign <i>Tourism Site</i> project (begin group work)

calendar (continued)

Date	Before Class Today	In Class Today
28 Sept	<p>Complete <i>Design Report 1</i> Get Lecture Notes: Design—Part 2 (Bb) Get Design Report 2 Assignment Sheet (Bb) Get Design Lab Assignment Sheet (Bb) Read <i>NDWB</i> ch. 9-13 (14-16, optional)</p>	<p>Discuss finding from <i>Design Report 1</i> Lecture/Discussion: Design—Part 2 (“Colors, Fonts, and Images”) Design Lab</p>
05 Oct	<p>Complete <i>Design Report 2</i> Get Lecture Notes: Code—Part 1 (Bb) Get Code Report Assignment Sheet (Bb)</p>	<p>Discuss findings from <i>Design Report 2</i> Discuss <i>Design Lab</i> Lecture/Discussion: Code—Part 1 (“Types of Code and Ways to Write It”)</p>
12 Oct	<p>Complete <i>Code Report</i> Get Lecture Notes: Code—Part 2 (Bb) Get Structure Lab 1 Assignment Sheet (Bb) Read <i>HTML</i> ch. 1-7 (skim; it’s a reference)</p>	<p>Discuss finding from <i>Code Report</i> Lecture/Discussion: Code—Part 2 (“Structural Code: The Basics”) Structure Lab 1</p>
19 Oct	<p>Complete <i>Structure Lab 1</i> Get Lecture Notes: Code—Part 3 (Bb) Get Structure Lab 2 Assignment Sheet (Bb) Skim <i>HTML</i> ch. 10-17 (<i>read</i> 10-11; 15-17)</p>	<p>Discuss <i>Structure Lab 1</i> (talk about results) Lecture/Discussion: Code—Part 3 (“Structure Code: The Less Basics”) Structure Lab 2</p>
26 Oct	<p>Complete <i>Structure Lab 2</i> Get Lecture Notes: Code—Part 4 (Bb) Get Layout Lab 1 Assignment Sheet (Bb) Skim <i>CSS</i> ch. 1-7 (<i>read</i> 3-4)</p>	<p>Discuss <i>Structure Lab 2</i> Lecture/Discussion: Code—Part 4 (“The Cascade and Styling Basics”) Layout Lab 1</p>
02 Nov	<p>Complete <i>Layout Lab 1</i> Get Lecture Notes: Code—Part 5 (Bb) Get Layout Lab 2 Assignment Sheet (Bb) Skim <i>CSS</i> ch. 8-14</p>	<p>Discuss <i>Layout Lab 1</i> Lecture/Discussion: Code—Part 5 (“Going Wild with Styles / Avoiding <class>ism and <id>ology”) Layout Lab 2</p>
09 Nov	<p>Complete <i>Layout Lab 2</i> Get Lecture Notes: Standards—Part 1 (Bb) Get Standards Report 1 Assignment Sheet (Bb) Read Zeldman ch. 1-8</p>	<p>Discuss <i>Layout Lab 2</i> Lecture/Discussion: Standards—Part 1 (“W3C Standards and DocType Declarations”)</p>
16 Nov	<p>Complete <i>Standards Report 1</i> Get Lecture Notes: Standards—Part 2 (Bb) Get Standards Report 2 Assignment Sheet (Bb) Get Standards Lab Assignment Sheet (Bb) Read Zeldman ch. 9-16</p>	<p>Discuss findings from <i>Standards Report 1</i> Lecture/Discussion: Standards—Part 2 (“Accessibility Standards & Standards Compliance; Or, One More Reason Microsoft Is Satan”) Standards Lab</p>

calendar (continued)

Date	Before Class Today	In Class Today
23 Nov		<p>Thanksgiving Day No Class</p>
30 Nov	<p>Complete <i>Standards Report 2</i> Complete <i>Standards Lab</i> Get Lecture Notes: Usability (Bb) Get <i>Usability Report</i> Assignment Sheet (Bb) Get <i>Usability Lab</i> Assignment Sheet (Bb) Read Krug (all of it)</p>	<p>Discuss findings from <i>Standards Report 2</i> Discuss <i>Standards Lab</i> Lecture/Discussion: Usability ("Content, Design, Code, & Standards for Usability")</p>
07 Dec	<p>Complete <i>Usability Report</i> Complete <i>Usability Lab</i> Get Lecture Notes: Advanced Topics (Bb) Get <i>Examination Review Sheet</i> (Bb)</p>	<p>Discuss finding from <i>Usability Report</i> Discuss <i>Usability Lab</i> Lecture/Discussion: Advanced Topics ("Multimedia, Web Programming, and Other Fun Stuff") Exam Review</p>
week of 11 Dec	<p><i>Final Examination</i> distributed through Black-board.</p>	<p>Date to be determined (by <i>you</i>)</p>