



**PR 351A: Strategic Public Relations Media  
and Content  
4 Units**

**Fall 2019 – Thursdays – 2-5:20 p.m.**

**Section:** 21190D

**Location:** ANN 307

**Instructor:** **Cindy Dole**

**Office:** ANN classroom or lobby

**Office Hours:** Tuesdays, 1 p.m. Please request an appointment

**Contact Info:** [cdole@usc.edu](mailto:cdole@usc.edu) - (818) 458 – 7099 (cell)

### **I. Course Description**

Today's public relations professional needs to understand and be competent in many forms of communication. The business world they work in is rapidly evolving with earned, owned and paid media converging. Media relations, social media content creation and influencer engagement, and paid media are now equally important for any organization's strategic communications. The role of the public relations practitioner has changed to reflect this shift and training needs to include intensive writing plus creating high-quality multimedia content for traditional, emerging and social media.

This class is an intensive, hands-on course designed to provide students with the skills necessary to engage with, and produce compelling content for, contemporary media channels of all types.

What defines the media: Who are they? What do they do? How do they get their stories? What tools are needed in today's media environment? How do we best engage, connect and tell our clients' stories and brand message to a multitude of media outlets, using a wide variety of strategic multimedia tactics and methods.

In this course, we will hone your skills as a writer and storyteller to include multimedia components and tools of the craft to entice and engage in today's world. This will include using photos we will take with a cellphone, royalty-free photos from websites, and video we shoot using our cell phones and later edit in iMovie or other program to create B-roll and interview segments. Eventually you will create your own online newsroom and website for your chosen client with a platform on WordPress.

### **II. Overall Learning Objectives and Assessment**

This class will provide competency writing and producing a wide variety of content using tools used to engage traditional and emerging media. We will examine the rapidly changing fields of digital media and their roles in the relationship between public relations and the modern media.

In this class, the emphasis will be on writing and multimedia content production such as short interview videos and photos that tell a story and enhance your overall communications strategy.

The success of the public relations professional has as much to do with writing ability as anything else. The ability to write well, write creatively, to capture the attention of your audience is essential for an exceptional career. Writing skills are the essence of being an excellent content creator.

**Upon completion of this course, the student will be able to:**

- 1- Identify an array of traditional and emerging print, broadcast and online media outlets and understand their inner workings.
- 2- Craft and pitch a story to any of the aforementioned media, with a keen understanding of what constitutes “news” for every type of audience.
- 3- Write materials and create content for both media outlets and general audiences.
- 4- Prepare a detailed media relations plan that reflects an understanding of the role of integrated strategy and effective targeting of the audience, message and outlet.

\*The point system for grading in each of these assignments is provided to students in advance of the projects and is available on Blackboard. Students will also receive multiple handouts with checklists for success in each assignment.

**III. Description of Assignments**

- In-class assignments
- Take-home writing/multimedia assignments
- Midterm Examination
- Final project: Online newsroom
- Participation
- Reading

**IV. Grading**

**a. Breakdown of Grade**

Assignment	Points	% of Grade
In Class Writing Assignments	250	25%
Midterm Exam	150	15%
Final Project	350	35%
Homework	150	15%
Participation	100	10%
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

**b. Grading Scale**

95% to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 94%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

**b. Grading Standards – Public Relations**

“A” projects have writing near professional quality; one or no mistakes; clearly proofread and edited material. All required elements included (catchy headline, solid lead, varied vocabulary; supporting

facts/figures; quotes as required). Excellent organization and flow; original thinking. Showed creativity in packaging/distribution method. High end of scale: publishable today as is.

**“B” projects** have two to five spelling, grammar or AP Style mistakes. One or more required elements missing or poorly displayed (i.e., boring headline; confusing lead, etc.). Shows potential as a good writer. Adhered to inverted pyramid. High end of scale will have at least one extraordinary element such as astonishing lead or little-known facts or pithy quote. Some creativity shown. Publishable with medium editing.

**“C” projects** have more than five errors (spelling, grammar, AP style). Poorly edited and/or proofread. May have adhered to inverted pyramid but strayed at beginning or end. Hackneyed elements such as trite headline or uninteresting lead. Little or no facts/figures included. Passive rather than active verbs become the norm. Little or no creativity shown. Publishable with major editing.

**“D” projects** have more than 10 errors (spelling, grammar). Needs to be completely rewritten. Poorly organized with little or no understanding of journalistic style/standards. Needs to work with writing coach.

**“F” projects** are not rewritable, late or not turned in.

## V. Assignment Submission Policy

- a. All assignments are due on the dates specified. Lacking prior discussion and agreement with the instructor, late assignments will automatically be given a grade of F.
- b. Assignments must be submitted via Blackboard.

## VI. Required Readings and Supplementary Materials

- a. You must bring your laptop to every class. I advise you to bring a charger as well. If you cannot complete the in-class assignments, you will receive no credit.
- b. *“The Associated Press Stylebook and Briefing on Media Law.”* The Associated Press, 2016, 2014
- c. Dictionaries and other writing references are indispensable. You need to have easy access to one or more guides to spelling, grammar, punctuation and writing style. *“Woe is I”* by Patricia O’Connor and *“The Elements of Style”* by Strunk and White are among the best of the shorter volumes.

Please bring these to class each week, as you will need them for in-class writing exercises. As needed, additional reading assignments will be given during the semester.

It’s important to be up to date on current events, trends and what is making news. Make it a habit to visit at least three news related websites each week so you have a big picture of what is going on and be more prepared to brainstorm for our in class writing assignments, discussions and projects throughout the semester

## VII. Laptop Policy

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the Annenberg [Virtual Commons](#) for more information. To connect to USC’s Secure Wireless network, please visit USC’s [Information Technology Services](#) website.

## VIII. Add/Drop Dates for Session 001 (15 weeks: 8/26/19 – 12/6/19)

**Friday, September 13:** Last day to register and add classes for Session 001

**Friday, September 13:** Last day to drop a class without a mark of “W,” except for Monday-only classes, and receive a refund for Session 001

**Tuesday, September 17:** Last day to drop a Monday-only class without a mark of “W” and receive a refund for Session 001

**Friday, October 11:** Last day to drop a course without a mark of “W” on the transcript for Session 001. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

**Friday, October 11:** Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

**Friday, November 15:** Last day to drop a class with a mark of “W” for Session 001

## **IX. Course Schedule: A Weekly Breakdown**

**Important note to students:** *Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.*

### **Aug. 29/WEEK 1: INTRODUCTION. A LOOK AT MEDIA CHANNELS and PACKAGING OF MATERIALS**

- Housekeeping: Presentation of syllabus. Going over class requirements and outlining of what to expect over the semester.
- Down to business: Beginning to define the media and what do they need or want with the public relations professional.
- Summary of strategic media channels used by public relations – traditional, emerging digital, social and owned.
- Discuss the need to create content for all of these channels through a strategic communication process.
- ***In class:***
  - Review news releases.
  - Write a news release.

#### **Homework:**

- Finish news release. Bring a news story you think was run as a result of a PR pitch. Type a brief (one to two paragraphs) explanation. You can attach the article or include a link.

**\*\* NOTE LABOR DAY: MONDAY SEPTEMBER 2<sup>nd</sup>\*\***

### **Sept. 5/WEEK 2: MEDIA COLLATERAL – THE NEWS RELEASE AND BEYOND**

- Review in-class news releases from last week. Discussion of the fundamentals of good writing and how to fine-tune your press release; paying attention to details.
- Review homework of news releases turned into stories picked up, why and the perceived target audience.
  - Identify key messages aimed at audience
  - Discuss why the story was carried by specific outlets
- Packaging of materials: First the news release and then what? Fact sheets, Advisories and FAQs.

#### ***In class:***

- Write an FAQ.

### **Homework:**

- Create a list of materials beyond the news release, fact sheet, FAQ and advisory you would create in order to enhance your news release story.
- Write an advisory.

### **Sept. 12/WEEK 3: ADVANCED MESSAGING AND AUDIENCE SEGMENTATION**

- Review advisory homework.
- Development of target audiences, creation of messages to connect with specific audiences and the choice of outlets to reach each audience segment. How to connect with your target audience(s) across different strategic channels.
- Discuss stories in the news and how to develop a different audience and messaging structure for the story.
- **Discuss details of the final project – the Online Newsroom** – and start thinking about your brand, company, cause or product. This must be an existing company/brand.

### ***In class:***

- Look at online newsrooms and the company bios they publish. Different types for different brand personalities.
- Write a professional bio on a celebrity of your choice. (**Note don't follow the IMDB website format**)

### **Homework:**

- Write your own personal bio. Bring a professional personal photo to use on your bio page for your online newsroom.

### **Sept. 19/WEEK 4: MULTIMEDIA CONTENT AS A PR TOOL**

- The news release has evolved from the traditional written media relations tool to a complex multimedia advocacy tool to promote an individual, company, nonprofit or government's position.

### ***In class:***

- Review online newsrooms. What are they and what sets them apart?
- WordPress Tutorial. A seasoned WordPress expert will join us in class to help us all set up our own WordPress sites, review tips and troubleshoot.
- Set up your own account for your WordPress site.
- Create a few sections on the website to post the papers written so far for practice: your news release, FAQ and bios.
- Create a bio page.

### **Homework:**

- Post your news release to your website. Include multimedia (Photo/logo/social media links and anything else relevant).
- Write a backgrounder.

### **Sept. 26/WEEK 5: ONLINE NEWS ROOMS**

- What makes an effective online newsroom? What all is included? Who uses them and why?

- How can it impact a brand and their connection with the audience?
- Discuss – show and compare.
- How to create a digital press kit. What about brand personality, words you use, topics you cover? What's trending?
- How to create compelling posts and pages, inserting multimedia, using links, theme design, creating menus and sub-menus.

***In class:***

- Create a separate page on your website for your FAQ and include multimedia, photos and graphics.

**Oct. 3/WEEK 6: ONLINE STORYTELLING**

- We'll examine a variety of ways to enhance your story: blogs, features, op-eds. What are the differences? What are they used for, and when to use them?
- Creating materials for a variety of platforms: print, web, social media, TV and Radio

***In Class:***

- Discuss and review our how to write a feature work sheet and the differences between a feature and a blog.
- Write a feature.

**Homework:** Finish your feature. Be sure to bring laptops and chargers next week for the Midterm!

**Oct. 10/WEEK 7: MIDTERM**

- In-class writing exam for the entire class period. You will write two different types of papers/media kit collateral elements that we've reviewed so far.

**Oct. 17/WEEK 8: \*\* NO CLASS\*\* Fall Recess!**

**Oct. 24/WEEK 9: DEVELOPMENT OF A MEDIA/INFORMATION KIT –  
HOW DO WE DELIVER INFORMATION FOR MEDIA TO REPORT?**

- While the news release is an important component in your media relations toolbox, equally important are the ancillary materials that reporters use. How to integrate media components into a robust cross-platform campaign and deliver them to meet media needs.
- To be viewed as a valued resource as a PR pro, you must also know how to prepare other materials to tell your story: Feature stories, backgrounders and bios – other ways to hook the media.
- What makes a good Op-Ed and how you can use this to position your client as an expert.

***In class:*** Write an Op-Ed on an issue of your choice from our great Op-Ed ideas handout.

In-class writing exam for the entire class period: Writing of elements covered in class to date.

**Homework:**

- Bring to class a photo that ran in an online news site, newspaper or magazine that you think was PR provided. Type up a brief explanation of why you did or did not like it or think it was effective.
- Bring to class your smartphone and a connector for the class computer.

**Oct. 31/WEEK 10: STORYTELLING WITH VISUALS**

- In class review of monumental photographs that impacted history and examine the content, message and placement of those photos.
- The art of media image storytelling, writing compelling titles and photo captions.

***In class:***

- Review of photos from homework
- Discuss tips on how to take effective photos with your phone, composition, storytelling, editing. How to write captions for photos.
- Create and post to a blog on your WordPress site.

**Homework:**

- Watch online video tutorial *iMovie'16 and '09 Essential Training* on Lynda.com.

**Nov. 7/WEEK 11: CREATION OF B-ROLL VIDEO**

- A summary of video production techniques using modern high-definition video cameras including mobile phones, SLRs, etc.
- An overview of editing techniques for non-professional editing programs such as iMovie.
- What makes effective video?

***In class:***

- Creation of b-roll

**Homework:**

- Polish b-roll and post to your website.

**Nov. 14/WEEK 12: ADVANCED VIDEO**

- Beyond b-roll: interviews.

***In class:*** Interview a classmate and gather b-roll.

**Homework:** Create a video package of your classmate interview and edit together with b-roll video, photos, graphics and other elements.

**Nov. 21/WEEK 13: PITCHING THE MEDIA/ INTERVIEW TECHNIQUES and EVENTS**

- How and when to talk to the media; what media to target; how to get your story delivered.
- How to prepare for an interview.
- How to develop key messages. How to weave main points into responses. How to deal with the tough questions.
- Media Events: press conferences, parties, press events. When to use them, when to avoid them and how to throw them.
- What works and, almost as importantly, what doesn't. Giving the media materials flexibility to meet the needs of different audiences.

- The relationship between the public relations and the media. Tools for working with the media.
- Making sure your pitch isn't the tree that falls in the forest when no one is in the forest.

**In Class:** Presentation training. We'll practice and review how to be a spokesperson on camera and other channels, and how to represent a brand to the media. What to say and do to be memorable and on point while connecting with the audience.

Write an email pitch.

**Homework:**

- Leave a voicemail pitch to my cellphone (818) 458 - 7099.

**Nov. 28/WEEK 14: \*\*NO CLASS \*\* – THANKSGIVING**

**Homework:** Work on final project.

**Dec. 5/WEEK 15: Last Class Day – Presentation of Your Final Project So Far**

You are expected to present your project premise and strategy of content to the class during this session. The project is not meant to be a final version. You will give an overview of your subject and the strategy behind your content creation and offer a show and tell of how and why you have chosen these elements, story angles and methods to enhance your client's brand.

**Dec. 12, 2-4 p.m./Final Exam Period: FINAL PROJECT DUE (The Online Newsroom is due at 2 p.m.) and SUMMATIVE EXPERIENCE**

Considered the go-to tool for PR professionals to connect with the media as well as the public, your final, the online newsroom, is a website filled with unique content you develop to showcase your chosen client, a real brand. Your online newsroom will include a wide variety of content and written materials including news releases, FAQ, bios, blog and more incorporating visuals throughout the site along with videos, photos, social media and caption writing. While the client you select is a real life brand, company, cause or product, the content and storytelling are uniquely your work and not being used by your brand. The purpose is to show your best strategic PR thinking and storytelling skills, and end up with a rich, robust and relevant website portfolio of your abilities. Note that late submissions are not acceptable and you will lose automatic points off the top explained prior in class.

While the final will be submitted on Blackboard with a link to your completed website along with your individual papers submitted via email, everyone is encouraged and has the option of also presenting their completed final and online newsroom in a one-to-one meeting with a summative experience. This is not required and you will not be penalized if you choose not to do this. Consider this is a terrific opportunity to practice how you would pitch and explain your final online newsroom strategy in a job interview.

**X. Policies and Procedures**

**Additional Policies**

***WHAT I EXPECT FROM YOU:***

1. Class starts at on time. You don't have to ask me for permission to miss a class, leave early or come late, or provide a written excuse. I leave those decisions to you. You receive no credit for in-class work that day.
2. Assignments are due to me at the time I designate. All assignments will be complete and typed, with no handwritten edits. Assignments completed not following directions will be graded lower. If you are absent, you are responsible for getting me your homework by the due date/time. **No late assignments are accepted.**
3. There will be no make-ups for the midterm. There will be no extensions for the final project. You must complete the Midterm and final project to pass the class.
4. If you miss class, you are responsible for getting notes and assignments from a fellow student.
5. Class participation is expected and will help your final grade. Everyone is expected to contribute. Lack of participation will reduce your participation grade.
6. No texting or any use of cell phones or other forms of electronic communication during class. Doing so will have a negative impact on your grade. Computers for class work ONLY.
7. There should only be one discussion going on at a time in class. Paying attention to the speaker, whether it is the instructor, fellow student or guest is a sign of respect and professionalism. Disruptive behavior, such as talking out of turn and carrying on side conversations, will negatively impact your grade.
8. **The syllabus is our guideline and will change during the course of the semester to accommodate current events and speaker schedules.**
9. You are expected to check Blackboard every week for updates on homework and assignments. I will post the week's homework within 24 hours of our last class. You are also responsible for checking your USC email account, which is how I will communicate with you.

#### ***WHAT YOU CAN EXPECT FROM ME:***

1. I am open to your questions and welcome the opportunity to discuss any issues concerning you. Please don't hesitate to talk to me.
2. I am fair. When you get a paper back from me, you'll have a good idea why you earned the grade you did and what can be done to improve your writing. However, if things are not clear, let's talk. The more discussion, the better the understanding.
3. This syllabus is a general guideline for what we will cover during the semester. Other assignments, such as written homework and class projects will be assigned. In addition, we will have in-class writing, content development and creative thinking discussion projects most weeks.
4. I'll guide you along to improve your writing, but feel free to help guide our discussions. Bring to class your questions, observations and opinions about how you see the role of public relations at work in the real world. Our most pertinent and interesting class time will come from what's happening in our world today.
5. I am available for questions and conversations before and after class and by appointment. Ready access is through email. I will respond to all messages within 24 hours.

#### **Internships**

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, nonpaid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the

instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism class.

## **Statement on Academic Conduct and Support Systems**

### **a. Academic Conduct**

#### *Plagiarism*

Presenting someone else's ideas as your own, either verbatim or recast in your own words - is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* (<https://policy.usc.edu/scampus-part-b/>). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct (<http://policy.usc.edu/scientific-misconduct/>).

#### *USC School of Journalism Policy on Academic Integrity*

The following is the USC Annenberg School of Journalism's policy on academic integrity and repeated in the syllabus for every course in the school:

"Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an 'F' on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators."

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

### **b. Support Systems**

*Student Health Counseling Services* - (213) 740-7711 – 24/7 on call  
[engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops and crisis intervention.

*National Suicide Prevention Lifeline* - 1 (800) 273-8255 – 24/7 on call  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP)* - (213) 740-4900 – 24/7 on call  
[engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) | Title IX* - (213) 740-5086  
[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options and additional resources for students, faculty, staff, visitors and

applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*Bias Assessment Response and Support - (213) 740-2421*

[studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](https://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu)

Non-emergency assistance or information.

*Annenberg Student Success Fund*

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

*Breaking Bread Program [undergraduate students only]*

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally "breaking bread" over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus.

## **XI. About Your Instructor**

Cindy Dole is a multimedia content developer and storytelling consultant, specializing in strategic audience planning, video production, web writing, communications and media training.

Cindy brings valuable real world experience in news, PR, marketing, advertising and content production to the classroom with a 30 year career as a news anchor, reporter and broadcast journalist on TV and Radio. She hosted and produced her own nationally syndicated home improvement talk show, Home Wizards, where she worked with agencies and brands as an influencer, brand representative and producer of content online, TV and radio for major Fortune 500 companies. Cindy helps students think like a reporter and the media to get them truly interested in covering a brand and their content, while also wearing their PR professional hat to form an emotional connection with the audience across multiple platforms.

As a journalist, Cindy has won several awards from The Associated Press and many Golden Mike Awards for excellence in live news broadcasting, investigative reporting and covering news events as a news anchor and reporter. Cindy graduated from USC with bachelor's degrees in Broadcast Journalism and Communication.

