

INTRODUCING ENGLISH

Essays in the Intellectual Work
of Composition

James F. Slevin



Introducing English Essays In The Intellectual Work Of Composition

Kelly Ritter



Introducing English Essays In The Intellectual Work Of Composition:

Introducing English James F. Slevin, 2001-08-15 Over the past thirty years composition has flowered as a discipline in the academy. Doctoral programs in composition abound and its position in the pantheon of academic fields seems assured. There is plenty of work in composition. But what is the nature of that work now and what should it be? James Slevin asks such probing primary questions in *Introducing English*, an overdue assessment of the state of composition by one of its most respected practitioners. Too often Slevin claims representations of composition take the form of promoting the field and its specialists rather than explaining the fundamental work of composition and its important consequences. In thirteen thematically and methodologically linked essays Slevin argues toward a view of the discipline as a set of activities, not as an enclosed field of knowledge. Such a view broadens the meaning of the work of composition to include teaching and learning, a two-way process creating alliances across conventional educational boundaries, even beyond educational institutions. Slevin traces how composition emerged for him not as a vehicle for improving student writing but rather as a way of working collaboratively with students to interpret educational practices and work for educational reform. He demonstrates the kind of classroom practice in reading accounts of the Anglicization of Pocahontas that reveals the social and cultural consequences of language and language education. For good or ill, writes Slevin, composition has always been at the center of the reproduction of social inequality or of the resistance to that process. He asks those in the discipline to consider such history in the reading and writing they ask students to do and the reasons they give for asking them to do it. A much anthologized essay by E. B. White from *The New Yorker* is the site for an examination of genre as social institution, introducing the ways in which the discourses of the academy can be understood as both obstacle and opportunity. Ultimately *Introducing English* is concerned with the importance of writing and the teaching of writing to the core values of higher education. Composition is always a metonym for something else, Slevin concludes. Usually it has figured the impossibility of the student body, their lacks that require supplement, their ill health that requires remedy. *Introducing English* introduces a new figure, a two-way process of inquiry that better serves the intellectual culture of the university. Chapters on writing across the curriculum, university management and faculty assessment, the tenure system put this new model to practical, innovative use. *Introducing English* will be necessary reading for all those who work with composition as well as those engaged in learning theory, critical theory, and education reform.

The SAGE Handbook of Rhetorical Studies Andrea A. Lunsford, Kirt H. Wilson, Rosa A. Eberly, 2008-10-29 The *SAGE Handbook of Rhetorical Studies* surveys the latest advances in rhetorical scholarship, synthesizing theories and practices across major areas of study in the field and pointing the way for future studies. Edited by Andrea A. Lunsford and Associate Editors Kirt H. Wilson and Rosa A. Eberly, the Handbook aims to introduce a new generation of students to rhetorical study and provide a deeply informed and ready resource for scholars currently working in the field.

Key Features Brings together scholars from across the disciplines of Speech Communication, English, and Writing Studies.

While rhetoric is by definition interdisciplinary self identified scholars in the field are most often institutionally separated from one another This Handbook bridges this divide by providing a refreshing range of transdisciplinary views on the nature status definition and scope of rhetoric today Offers a thorough going overview of rhetorical studies today Organized in four sections Historical Studies in Rhetoric Rhetoric Across the Disciplines Rhetoric and Pedagogy and Rhetoric and Public Discourse the volume provides a single resource for engaging rhetorical studies Underscores the importance of rhetoric to education across a wide range of disciplines as well as to effective participation in public arenas Thus the volume connects rhetoric's long teaching tradition to an activist agenda for informed civic engagement Addresses methodological and theoretical difficulties and offers means of negotiating them Provides one of the first introductions to rhetorical studies across cultures and to the related debates concerning comparative and contrastive rhetorics

The Best of the Independent Rhetoric and Composition Journals 2011 Steve Parks, Brenda Glascott, 2013-03-06 The Best of the Independent Rhetoric and Composition Journals 2011 represents the result of a nationwide conversation beginning with journal editors but expanding to teachers scholars and workers across the discipline of Rhetoric and Composition to select essays that showcase the innovative and transformative work now being published in the field's independent journals

Rewriting Success in Rhetoric and Composition Careers Amy Goodburn, Donna LeCourt, 2012-09-15 Rewriting Success in Rhetoric and Composition Careers presents alternative narratives of what constitutes success in the field of rhetoric and composition from those who occupy traditionally undervalued positions in the academy tribal college community colleges postdoctoral tracks those who have used their PhDs outside of the academy a law firm a textbook publisher a community center and those who have engaged in professionalization opportunities not typical in the field research center a nonprofit humanities organization

Approaches to Teaching the Works of Carmen Martín Gaité Joan L. Brown, 2013-01-01 The career of Spain's celebrated author Carmen Martín Gaité spanned the Spanish Civil War Franco's dictatorship and the nation's transition to democracy She wrote fiction poetry drama screenplays for television and film and books of literary and cultural analysis The only person to win Spain's National Prize for Literature Premio Nacional de las Letras twice Martín Gaité explored and blended a range of genres from social realism to the fantastic as she took up issues of gender class economics and aesthetics in a time of political upheaval Part 1 Materials of this volume provides resources for instructors and a literary historical chronology The essays in part 2 Approaches consider Martín Gaité's best known novel The Back Room El cuarto de atrás and other works from various perspectives narratological feminist sociocultural stylistic In an appendix the volume editor who was a friend of the author provides a new translation of Martín Gaité's only autobiographical sketch alongside the original Spanish

The American Essay in the American Century Ned Stuckey-French, 2011-05-31 In modern culture the essay is often considered an old fashioned unoriginal form of literary styling The word essay brings to mind the uninspired five paragraph theme taught in schools around the country or the

antiquated Edwardian meanderings of English gentlemen rattling on about art and old books These connotations exist despite the fact that Americans have been reading and enjoying personal essays in popular magazines for decades engaging with a multitude of ideas through this short form means of expression To defend the essay that misunderstood staple of first year composition courses Ned Stuckey French has written *The American Essay in the American Century* This book uncovers the buried history of the American personal essay and reveals how it played a significant role in twentieth century cultural history In the early 1900s writers and critics debated the death of the essay claiming it was too traditional to survive the era s growing commercialism labeling it a bastion of British upper class conventions Yet in that period the essay blossomed into a cultural force as a new group of writers composed essays that responded to the concerns of America s expanding cosmopolitan readership These essays would spark the magazine revolution giving a fresh voice to the ascendant middle class of the young century With extensive research and a cultural context Stuckey French describes the many reasons essays grew in appeal and importance for Americans He also explores the rise of E B White considered by many the greatest American essayist of the first half of the twentieth century whose prowess was overshadowed by his success in other fields of writing White s work introduced a new voice creating an American essay that melded seriousness and political resolve with humor and self deprecation This book is one of the first to consider and reflect on the contributions of E B White to the personal essay tradition and American culture more generally *The American Essay in the American Century* is a compelling highly readable book that illuminates the history of a secretly beloved literary genre A work that will appeal to fiction readers scholars and students alike this book offers fundamental insight into modern American literary history and the intersections of literature culture and class through the personal essay This thoroughly researched volume dismisses once and for all the death of the essay proving that the essay will remain relevant for a very long time to come

The Routledge Companion to English Studies Constant Leung, Brian V Street, 2014-03-14 English is now a global phenomenon no longer defined by fixed territorial cultural and social functions *The Routledge Companion to English Studies* provides an authoritative overview of the subject area Taking into account the changing conceptualisations of English this Companion considers both historical trajectories and contemporary perspectives whilst also showcasing the state of the art contributions made by the established scholars of the field *The Routledge Companion to English Studies* provides a set of broad perspectives on English as a subject of study and research highlights the importance of the link between English and other languages within the concepts of multilingualism and polylingualism investigates the use of language in communication through the medium of digital technology covering key issues such as Digital Literacies Multimodal Literacies and Games and Broadcast Language explores the role of English in education taking account of social ethnographic and global perspectives on pedagogical issues This collection of thirty four newly commissioned articles provides a comprehensive and up to date picture of the dynamic and diverse field of English Studies and will be an invaluable text for advanced students and researchers in this area

Before

Shaughnessy Kelly Ritter,2009-08-06 In Before Shaughnessy Basic Writing at Yale and Harvard 1920 1960 Kelly Ritter uses materials from the archives at Harvard and Yale and contemporary theories of writing instruction to reconsider the definition of basic writing and basic writers within a socio historical context Ritter challenges the association of basic writing with only poorly funded institutions and poorly prepared students Using Yale and Harvard as two sample case studies Ritter shows that basic writing courses were alive and well even in the Ivy League in the early twentieth century She argues not only that basic writers exist across institutional types and diverse student populations but that the prevalence of these writers has existed far more historically than we generally acknowledge Uncovering this forgotten history of basic writing at elite institutions Ritter contends that the politics and problems of the identification and the definition of basic writers and basic writing began long before the work of Mina Shaughnessy in Errors and Expectations and the rise of open admissions Indeed she illustrates how the problems and politics have been with us since the advent of English A at Harvard and the heightened consumer based policies that resulted in the new admissions criteria of the early twentieth century American university In order to recognize this long standing reality of basic writing we must now reconsider whether the nearly standardized nationalized definition of basic is any longer a beneficial one for the positive growth and democratic development of our first year writing programs and students Introduction to Scholarship in Modern Languages and Literatures David G. Nicholls,2015-01-01

The third edition of the MLA s widely used Introduction to Scholarship in Modern Languages and Literatures features sixteen new essays by leading scholars Designed to highlight relations among languages and forms of discourse the volume is organized into three sections Understanding Language provides an overview of the field of linguistics with special attention to language acquisition and the social life of languages Forming Texts offers tools for understanding how speakers and writers shape language it examines scholarship in the distinct but interrelated fields of rhetoric composition and poetics Reading Literature and Culture continues the work of the first two sections by introducing major areas of critical study The nine essays in this section cover textual and historical scholarship interpretation comparative cultural and translation studies and the interdisciplinary topics of gender sexuality race and migrations among others As in previous volumes an epilogue examines the role of the scholar in contemporary society Each essay discusses the significance underlying assumptions and limits of an important field of inquiry traces the historical development of its subject introduces key terms outlines modes of research now being pursued postulates future developments and provides a list of suggestions for further reading This book will interest any member of the academic community seeking a review of recent scholarship while it provides an indispensable resource for undergraduate and graduate students of modern languages and literatures **Keywords in**

Writing Studies Paul Heilker,John Vandenberg,2015-02-15 Keywords in Writing Studies is an exploration of the principal ideas and ideals of an emerging academic field as they are constituted by its specialized vocabulary A sequel to the 1996 work Keywords in Composition Studies this new volume traces the evolution of the field s lexicon taking into account the

wide variety of theoretical educational professional and institutional developments that have redefined it over the past two decades Contributors address the development transformation and interconnections among thirty six of the most critical terms that make up writing studies Looking beyond basic definitions or explanations they explore the multiple layers of meaning within the terms that writing scholars currently use exchange and question Each term featured is a part of the general disciplinary parlance and each is a highly contested focal point of significant debates about matters of power identity and values Each essay begins with the assumption that its central term is important precisely because its meaning is open and multiplex Keywords in Writing Studies reveals how the key concepts in the field are used and even challenged rather than advocating particular usages and the particular vision of the field that they imply The volume will be of great interest to both graduate students and established scholars

Transnational Writing Program Administration David S. Martins, 2015-03-15 While local conditions remain at the forefront of writing program administration transnational activities are slowly and thoroughly shifting the questions we ask about writing curricula the space and place in which writing happens and the cultural and linguistic issues at the heart of the relationships forged in literacy work Transnational Writing Program Administration challenges taken for granted assumptions regarding program identity curriculum and pedagogical effectiveness logistics and quality assurance faculty and student demographics innovative partnerships and research and the infrastructure needed to support writing instruction in higher education Well known scholars and new voices in the field extend the theoretical underpinnings of writing program administration to consider programs activities and institutions involving students and faculty from two or more countries working together and highlight the situated practices of such efforts The collection brings translingual graduate students at the forefront of writing studies together with established administrators teachers and researchers and intends to enrich the efforts of WPAs by examining the practices and theories that impact our ability to conceive of writing program administration as transnational This collection will enable writing program administrators to take the emerging locations of writing instruction seriously to address the role of language difference in writing and to engage critically with the key notions and approaches to writing program administration that reveal its transnationality

Writing on the Margins D. Bartholomae, 2016-05-24 A collection of twenty one essays by David Bartholomae *Writing on the Margins* includes selections that have helped shape the discipline of composition studies With a wide ranging introduction and three retrospective postscripts to set the essays in context it serves as a valuable reference and as a powerful introduction to crucial issues in the field This book has been awarded the MLA's Mina P. Shaughnessy Award recognizing an outstanding research publication on the teaching of English

Transforming English Studies Lori Ostergaard, Jeff Ludwig, 2009-02-23 *Transforming English Studies* provides a uniquely interdisciplinary view of English studies crises both real and imagined and works toward resolving the legitimate pathologies that threaten the sustainability of the discipline

Like What We Imagine David Bartholomae, 2021-11-16 David Bartholomae has been a prominent

figure in the field of composition and rhetoric for almost five decades This is an end of career book a collection of late essays that reflect on the teaching of reading and writing on the challenges and value of students work and on the place of English in the university curriculum The chapters are unified by a thread that connects some of the books and ideas people and places students and courses that shaped and sustained his work as a scholar and teacher over time Several chapters present and discuss extended examples of student writing The essays trace his formation from the early days of Basic Writing to his final engagements with study abroad and travel writing where he had the chance to think again and in radically different settings about the fundamental problems of communication across linguistic and cultural divides Literacy as Translingual Practice Suresh Canagarajah, 2013-03-05 The term translingual highlights the reality that people always shuttle across languages communicate in hybrid languages and thus enjoy multilingual competence In the context of migration transnational economic and cultural relations digital communication and globalism increasing contact is taking place between languages and communities In these contact zones new genres of writing and new textual conventions are emerging that go beyond traditional dichotomies that treat languages as separated from each other and texts and writers as determined by one language or the other Pushing forward a translingual orientation to writing one that is in tune with the new literacies and communicative practices flowing into writing classrooms and demanding new pedagogies and policies this volume is structured around five concerns refining the theoretical premises learning from community practices debating the role of code meshed products identifying new research directions and developing sound pedagogical applications These themes are explored by leading scholars from L1 and L2 composition rhetoric and applied linguistics education theory and classroom practice and diverse ethnic rhetorics Timely and much needed Literacy as Translingual Practice is essential reading for students researchers and practitioners across these fields **Teaching Queer** Stacey Waite, 2017-07-17 Teaching Queer looks closely at student writing transcripts of class discussions and teaching practices in first year writing courses to articulate queer theories of literacy and writing instruction while also considering the embodied actuality of being a queer teacher Rather than positioning queerness as connected only to queer texts or queer teachers students as much work on queer pedagogy has done since the 1990s the book offers writing and teaching as already queer practices and contends that the overlap between queer theory and composition presents new possibilities for teaching writing Teaching Queer argues for and enacts queer forms non normative and category resistant forms of writing those that move between the critical and the creative the theoretical and the practical and the queer and the often invisible normative functions of classrooms **The Case for Critical Literacy** Alice S. Horning, 2024-08-15 The Case for Critical Literacy explores the history of reading within writing studies and lays the foundation for understanding the impact of this critical yet often untaught skill Every measure of students reading comprehension whether digital or analog demonstrates that between 50 and 80 percent of students are unable to capture the substance of a full discussion or evaluate material for authority

accuracy currency relevancy appropriateness and bias This book examines how college level instruction reached this point and provides pedagogical strategies that writing instructors and teachers can use to address the problem Alice Horning makes the case for the importance of critical reading in the teaching of writing with intentionality and imagination while sharing glimpses of her own personal history with reading and writing Horning provides the context for understanding what college faculty face in their classrooms and offers a history of critical literacy that explains why to date it has mostly neglected or ignored the diverse statuses of students reading challenges The Case for Critical Literacy explores actionable options to better meet students literacy needs College and university faculty especially writing instructors will benefit from an understanding of what has happened in the field and what needs to change Changing Creative Writing in America Graeme Harper, 2017-10-11 In this compelling collection of essays contributors critically examine Creative Writing in American Higher Education Considering Creative Writing teaching learning and knowledge the book recognizes historical strengths and weaknesses The authors cover topics ranging from the relationship between Creative Writing and Composition and Literary Studies to what it means to write and be a creative writer from new technologies and neuroscience to the nature of written language from job prospects and graduate study to the values of creativity from moments of teaching to persuasive ideas and theories from interdisciplinary studies to the qualifications needed to teach Creative Writing in contemporary Higher Education Most of all it explores the possibilities for the future of Creative Writing as an academic subject in America

Concepts in Composition Irene L. Clark, 2011-09-01 Concepts in Composition Theory and Practice in the Teaching of Writing is designed to foster reflection on how theory impacts practice enabling prospective teachers to develop their own comprehensive and coherent conception of what writing is or should be and to consider how people learn to write This approach allows readers to assume the dual role of both teacher and student as they enter the conversation of the discipline and become familiar with some of the critical issues New to this second edition are up to date primary source readings a focus on collaborative writing practices and collaborative learning additional assignments and classroom activities an emphasis on new media and information literacy and their impact on the teaching of writing These new directions will inform the content of this revision reflecting significant advancements in the field Each chapter addresses a particular theoretical concept relevant to classroom teaching and includes activities to help readers establish the connection between theoretical concepts and classroom lessons Online resources include overviews classroom handouts exercises a sample syllabus and PowerPoint presentations Bringing together scholars with expertise in particular areas of composition this text will serve as an effective primer for students and educators in the field of composition theory Landmark Essays on Writing Program Administration Kelly Ritter, MELISSA IANETTA, 2024-11-01 Leading with the provocative observation that writing programs administration lacks an established set of texts that provides a baseline of shared knowledge in which to root our ongoing conversations and with which to welcome newcomers Landmark Essays on Writing Program Administration focuses on WPA

identity to propose one such grouping of texts This Landmark volume is the cornerstone resource for new Writing Program Administrators and graduate students seeking an ever important overview of the literature on Writing Program Administration Drawing broadly across scholarship in writing programs and writing centers Ritter and Ianetta work to historicize theorize and problematize the ever shifting answers offered to the question Who or what is a WPA

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























































































































































































































































































































































































































































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