



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

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Affiliated with the University of Waterloo
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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Educational Psychology

Psychology 212R, Fall 2020 – Remote Teaching

Instructor: Jhotisha Mugon (jmugon@uwaterloo.ca)

Office Hours: Send me an email and I would be happy to set up a virtual appointment

About me: One of my research interests is on the self-regulation of learning within the university context. We are constantly learning from one another and I have learned and continue to learn a lot from my students. I hope that through this course, you will begin to notice the role that different factors play in our learning and you would be willing to share your experiences and thoughts so that we can continue to learn and grow from each others experiences. My goal for this course is to share my passion for educational psychology with you, and create a positive experience despite this course being delivered remotely.

How to contact me?

- If you have any questions related to course content, or assessments or you want more information/ to share information about a particular topic (perhaps an article that you read recently), please use the LEARN “Ask me anything” discussion board
- If you would like to contact me regarding a private matter, feel free to send me an email (jmugon@uwaterloo.ca). I am also happy to schedule a virtual appointment at a time that is convenient to you and me.
- When emailing, please write Psych 212R in the subject line plus a clear description about the email. For example, you may wish to write: Psych 212R - Time sensitive; Urgent; General topic; Quiz feedback.
 - This will help me greatly in responding to you in an appropriate time frame.
 - At some point in the term, my inbox gets quite full so if you do not hear back from me within two business days, please send a follow up email. I would appreciate the gentle reminder.

A note about recent events:

Over the past several months, Canada has experienced the emergence of the global COVID-19 pandemic. This has caused, and continues to cause, fear, stress, and pain for many members of our campus community. It has forced you into distance learning, and I understand that some of you are facing new and continuing financial strain.

I know this will continue to impact each of us in various ways throughout this term. Under these circumstances, it is completely normal to feel overwhelmed or anxious, and to have difficulty concentrating. I have designed this course with these challenges in mind, and I am committed to working with all of you to create a positive and supportive learning environment throughout the term. If your health, well-being, or school work are being impacted by recent events, I encourage you to make use of the resources Renison and the University provides, which I have included in this syllabus.

Course Description

The purpose of this course is to introduce you to research in the field of educational psychology. Topics include: Learner differences and learner needs, motivation in learning and teaching, teaching every student, cognitive development, and others. The textbook is broad and general, while the lectures will cover more specific issues, especially recent experimental and theoretical approaches.

Course Objectives and Learning Outcomes

Through lectures, readings, videos, discussions, and class activities students will:

1. Become familiar with the range of topics that comprise the area of Educational Psychology.
2. Explain the strengths and limitations of methods of investigation in Educational Psychology.
3. Develop the ability to relate the findings of Educational Psychology research to their own lives and to important issues in society and the world at large.
4. Critically think about issues related to Educational Psychology
5. Develop a deeper understanding of learning and teaching using an experiential approach

Required Text

Woolfolk, A., Wimpey, P. H., Perry, Nancy., Educational Psychology, Seventh Canadian Edition.

- This textbook was used by many universities last year, so there should be used copies available. Try the used book store <https://wusa.ca/services/feds-used-books> - They also have an amazon store <https://www.amazon.ca/s?i=merchant-items&me=A1DTRO9CJ102SY>.
- If you do choose to use an older version, you are responsible for identifying places where the texts differ, perhaps by comparing to a friend.

Course Requirements and Assessment

Assessment	Dates	Weighting
Quizzes (11 x 7% each – lowest 2 grades will be dropped)	Weekly beginning week 2	63%
LEARN discussion board participation	Weekly beginning week 2	22%
Experiential learning/ Reflection paper	Dec. 11 th	15%
<i>Bonus intro + social connection activity</i>	Friday Sept. 18 th	+1%
<i>Bonus research participation</i>		+2%
Total		100% + 3% bonus

Weekly Quizzes (each quiz is worth 7%)

It can be hard to keep up with the readings and course materials throughout the term. For this reason, we will be having weekly quizzes. I also wanted to avoid one major exam at the end of the term as this has the potential to create a lot of stress and can result in students cramming for the exam (which as you will get to know during this course, is not the best way to learn). **Note:** there is no quiz in Week One or During Reading week.

Here's how the quizzes work:

- There will be 11 quizzes, but only your top 9 scores will count towards your final grade. Your lowest two quiz scores will be dropped from your overall grade.
- Each quiz involves 15 MC questions
- Quizzes are open each week from Thursday morning at 12:00am to Sunday at 11:59pm. That means you can do the quiz any time during those three days and nights. However, once you start the quiz, you only have 1 hour to finish it. You cannot stop and start the quiz in the middle.
 - **Note:** 1 hour should be abundant time for everyone, including people entitled to extra time on quizzes as an accommodation. I would normally allocate 15 minutes for 15 MC if we were in the physical classroom
- The quizzes are “open book” in the sense that you are allowed to consult your notes and textbook as you write the quiz. However, questions are designed to assess your understanding of the concepts, such as how you can apply them in new situations. So the text and your notes could help you, but you will still need to study to make sure you understand each concept. We will talk more about that in the course material
- Each student gets a different version of the test. The testing program picks a random sample of 15 questions from a larger set of test questions.
- I am using the honour system to trust students not to help each other write their quizzes. I trust you to complete every quiz on your own without help!

Learn discussion board participation (Weekly; worth 22% of final grade):

I am really sad that we cannot meet in person and discuss the course content. I usually have lots of different activities throughout my lectures during which, we can all share our experiences and learn from one another. This term, we will use discussion boards to dive deeper into the material and to get to know one another. This is my way of engaging with each of you and getting all of you to engage with your peers. There will be a discussion board for each week (not including week 1 and reading week) where I will pose a series of questions. I encourage each one of you to pick 1-2 questions and write a short answer (~150 words) for each question. If you are comfortable, feel free to share a personal experience or personal example.

Each week's discussion post is worth 2%. In order to get the full mark, you have to answer 1-2 question from the list (worth 1.5% each week) AND reply to another peer's post (worth 0.5% each week). In your reply to your peer's post, you can respectfully offer another perspective, empathise with your peer's perspective and add additional context or your own experience, provide additional resources such as a research article, news article or organisation contact information so your peer can find out more information, or you can give them questions for 'food for thought'. The idea is that your reply is thoughtful instead of just saying "I agree" or "I disagree". More information about the length of your answers is available on the discussion forums

Experiential learning and Reflection Paper (worth 15% of final grade)

This component of the course is worth 15% and is comprised of some experiential learning and reflection. The purpose of this assignment is to give you an idea of how concepts from educational psychology have been applied in various teaching and learning environments. Below are the steps for this assignment:

1. Pick an educator/ educational organisation that you would like to interview and learn more about. (see Learn → Experiential learning folder → Experiential learning and reflection paper guidelines for more details on potential individuals/ organisations and ideas for interview questions)
2. Interview the educator/ organisation. This is an opportunity for you to find out more about the individual and relate what you've learned to their experiences/work.
3. Write a reflection paper providing a summary of your interview, the information you learned and how that information can be linked to at least 2 concepts from the course. When making this link, you should also relate what you learnt from the interview with any research findings that we have discussed in the course. Students are also encouraged to take one step further and elaborate on how concepts from educational Psychology allows the educators to successfully reach their learners/ service users.
4. Your paper should be 3-5 pages long, double-spaced, 12-point font and one-inch margins. See the Experiential learning and reflection paper guidelines document on Learn for more details.

Due date: December 11th. Late assignments will receive a penalty of 10% for every day late.

Intro and social connection activity (Bonus 1%):

My goal is that throughout this term, you will respectfully engage with your peers in academic discussion of various topics (see weekly LEARN discussion board participation section above). Some students may be hesitant or apprehensive to post on the discussion boards. Previous research has shown that in order for groups to be effective, members of the group should get to know each other. To do so, students will engage in an activity called “fast friends.” This activity is intended to help you connect with some of your peers in the class. You can get 1% bonus mark if you and your team members submit a very short video (3-4 mins) of things that you have in common with each other. More instructions on how to conduct this activity, prompts to discuss during this activity and the deliverable are available on LEARN course site. You should aim to submit your short videos to the LEARN dropbox by Sept. 18th, 2020.

Research participation. You can earn an additional 2% in bonus marks by participating in research- More information about research participation is available at the end of the syllabus.

Schedule of classes.

Date	Topic	Textbook	Work due
Week 1	Welcome Introduction to Educational Psych. *note: The practice quiz will be based on the lecture content for week 1 but they do not count for marks		1. Check out the Welcome week [start here] folder 2. Social connection activity 3. Try the practice quiz 4. Complete LEARN survey
Week 2	Cognitive Development	Ch 2 (pg. 36- 63)	1. Do the readings and watch the lectures 2. Take the quiz (Opens Thursday, but you have until Sunday at midnight to complete it) 3. Post on LEARN week 2 discussion board
Week 3	Self and Social and Moral Development	Ch 3 (pg. 72-109)	1. Do the readings and watch the lectures 2. Take the quiz (Opens Thursday, but you have until Sunday at midnight to complete it) 3. Post on LEARN week 3 discussion board
Week 4	Learner Differences and	Ch 4 (pg.	1. Do the readings and watch the lectures

	Learning Needs	124- 159)	2. Take the quiz (Opens Thursday, but you have until Sunday at midnight to complete it) 3. Post on LEARN week 4 discussion board
Week 5	Language Devevelopment, Diversity and Immigration Education	Ch 5 (pg. 169-194) & Ch 6 (pg. 201-218)	1. Do the readings and watch the lectures 2. Take the quiz (Opens Thursday, but you have until Sunday at midnight to complete it) 3. Post on LEARN week 5 discussion board
Week 6	Reading week – No Classes	No readings for reading week. (Ironic?)	Get ahead on reading, or just enjoy your time off!
Week 7	Behavioural views of Learning	Ch 7 (pg. 236-259)	1. Do the readings and watch the lectures 2. Take the quiz (Opens Thursday, but you have until Sunday at midnight to complete it) 3. Post on LEARN week 7 discussion board
Week 8	Cognitive views of Learning	Ch 8 (pg. 267-290)	1. Do the readings and watch the lectures 2. Take the quiz (Opens Thursday, but you have until Sunday at midnight to complete it) 3. Post on LEARN week 8 discussion board
Week 9	Complex Cognitive Processes	Ch 9 (pg. 326-341)	1. Do the readings and watch the lectures 2. Take the quiz (Opens Thursday, but you have until Sunday at midnight to complete it) 3. Post on LEARN week 9 discussion board
Week 10	The Learning Sciences and Constructivism	Ch 10 (pg. 243-370)	1. Do the readings and watch the lectures 2. Take the quiz (Opens Thursday, but you have until Sunday at midnight to complete it) 3. Post on LEARN week 10 discussion board
Week 11	Social Cog. Views of Learning and Motivation	Ch 11 (pg. 383-413)	1. Do the readings and watch the lectures 2. Take the quiz (Opens Thursday, but you

			<p>have until Sunday at midnight to complete it)</p> <p>3. Post on LEARN week 11 discussion board</p>
Week 12	Motivation and Learning	Ch 12 (pg. 415- 456)	<p>1.Do the readings and watch the lectures</p> <p>2. Take the quiz (Opens Thursday, but you have until Sunday at midnight to complete it)</p> <p>3. Post on LEARN week 12 discussion board</p>
Week 13	Creating Learning Environments & Assessments	Ch 13 (pg. 457-495)	<p>1.Do the readings and watch the lectures</p> <p>2. Take the quiz (Opens Thursday, but you have until Sunday at midnight to complete it)</p> <p>3. Post on LEARN week 13 discussion board</p>

Notes/Policies:

1) **Website:** Please check the LEARN website regularly. I will post announcements, lecture slides, grades, etc. Lecture slides with voiceover recordings will be posted by Monday of each week. However, I recommend that you take your own notes as much as possible; research shows that people have greater memory for the material when they take their own notes.

2) **Note for Students with Disabilities:** Many students have visible or invisible disabilities, and the college offers accommodations that allow them to achieve their full potential. The AccessAbility Services office, which can be reached by phone (519-888-4567, ext. 45231 or 47922) or email (access@uwaterloo.ca), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you have a documented disability or suspect you have an undocumented disability, contact them as early as possible in the term to find out what supports are available to you. You are also encouraged to check out their website for more information: <https://uwaterloo.ca/accessability-services/students>

Students are encouraged to register with AccessAbility Services (AAS) at the start of **each term** if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with Kofi Campbell (Academic Dean) and with the Renison Student Services Social Worker.

3) Course Conduct: I am committed to creating a learning environment where diverse perspectives are recognized and valued as a source of strength. I request that all students work with me to create a class culture based on open communication, mutual respect, and inclusion. As a class we will approach all discussions with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never OK, and will not be tolerated. I strive to ensure an open and welcoming classroom for all students. If I ever miss the mark, please don't hesitate to come and talk to me. We are all learning together.

4) Caregiver Responsibilities Policy: I have great respect for students who are balancing their pursuit of education with the responsibilities of caring for children or other family members. If you run into challenges, or if your caregiving responsibilities are interfering with your ability to engage in remote learning, please contact me. There may be some instances of flexibility I can offer to support your learning.

5) School-Life Conflict: Many students face obstacles to their education as a result of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the term that are impacting your ability to succeed in this course, or in your undergraduate career more broadly, please reach out to me immediately so that we can work together to form a plan for your academic success. Please email to set up a time that works for you or arrange a virtual meeting.

6) Accommodation for Illness or Unforeseen Circumstances: The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html. If you must miss a test due to severe illness or other extenuating circumstances, the weight of that test will be spread across the other two tests.

7) Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

8) Intellectual Property. Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

9) **Cross-listed course:** This course is cross-listed with Psych 212. Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

10) **Academic Integrity:**

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: <https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory> Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html
Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academic-integrity/>

11) Mental Health Support

All of us need a support system, and many students benefit from the use of counseling services. Counselling services works with students to identify and address issues related to personal growth, self-confidence, anxiety, depression, eating disorders, academic difficulties, and career indecision. The University of Waterloo provides counseling services to students at no cost, and are offering virtual appointments to students during this time. For urgent mental health needs, students should call or walk into the student health center, which is still open to support students' mental and physical health. Below are a list of on-campus and off-campus resources available to students

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

A respectful living and learning environment for all

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions

Sona Participation and Research Experience Marks Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn up to 2% of their final mark in this course through research experience (i.e., course work will make up 98% of the final mark and research experience will make up the other 2% for a maximum grade of 100%). **Be sure to review the guidelines referred to later in this document.**

The two options for earning research experience grades; participation in research through online and remotely operated (replacing in-lab) studies, and article review; are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in remotely operated (replaces in-lab) and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

How to earn extra marks for your Psychology course(s) this term by participating in studies

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- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your remotely operated (replacing in-lab) and ONLINE studies using the "Sona" website.
- **FOR THE FALL 2020 TERM ALL OF YOUR CREDITS** can be earned through ONLINE AND REMOTELY/ ONLINE OPERATED (replacing in-lab) studies.
- **FOR THE FALL 2020 TERM you can earn a maximum of 2 bonus credit through SONA online studies.**

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in remotely operated (replaces in-lab) studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible, go to:

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. ****

More information about the REG program in general is available at:

[Sona Information on the REG Participants website](#) or you can check the [Sona FAQ on the REG website homepage](#) for additional information.

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.