### Contact Information

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Academic Research Writing I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>EDUD 6314</td>
</tr>
<tr>
<td>Course Section:</td>
<td>46F</td>
</tr>
<tr>
<td>Department:</td>
<td>Center for Doctoral Studies, Educational Leadership</td>
</tr>
<tr>
<td>Professor:</td>
<td>Dr. Kaye Shelton</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Online, by appointment</td>
</tr>
<tr>
<td>Contact Information:</td>
<td>LU email: <a href="mailto:kaye.shelton@lamar.edu">kaye.shelton@lamar.edu</a></td>
</tr>
<tr>
<td></td>
<td>Office: College of Education Building 209a</td>
</tr>
<tr>
<td></td>
<td>Phone: 409-880-7355 office</td>
</tr>
<tr>
<td></td>
<td>Weekly web conference meetings Wednesdays at 8pm CT in MS Teams (link provided in Blackboard Ultra).</td>
</tr>
</tbody>
</table>

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<td>Course Section:</td>
<td>49F</td>
</tr>
<tr>
<td>Department:</td>
<td>Center for Doctoral Studies, Educational Leadership</td>
</tr>
<tr>
<td>Professor:</td>
<td>Dr. Neil Faulk</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Online, by appointment</td>
</tr>
</tbody>
</table>
| Contact Information: | LU email: nfaulk@lamar.edu  
|                     | Office: College of Education Building  
|                     | Phone: 409-880-7362 office  
|                     | Weekly web conference meetings Wednesdays at 8pm CT in MS Teams (link provided in Blackboard Ultra). |

| Course Title:       | Academic Research Writing I |
| Course Number:      | EDUD 6314 |
| Course Section:     | 48F |
| Department:         | Center for Doctoral Studies, Educational Leadership |
| Professor:          | Dr. Krystal Hinerman |
| Office Hours:       | Online, by appointment  
|                     | [Hinerman Schedule Office Hours Meeting](https://outlook.office365.com/owa/calendar/HinermanOfficeHours@lamar0.onmicrosoft.com/bookings/s/pror_VlkEqkhA2sNiDYNn2) |
| Contact Information:| LU email: khinerman@lamar.edu  
|                     | Office: Virtual Office hours by appointment.  
|                     | Weekly web conference meetings Wednesdays at 8pm CT in MS Teams (link provided in Blackboard Ultra). |
Catalog Description

This course provides an overview of technical research writing as a precursor to the dissertation required in the doctoral program. The focus is to articulate an in-depth knowledge base in verbal and written format. It is Part One of a two-part scholarly writing process.

Student Learning Outcomes

The course goal is to strengthen the scholarly writing style of incoming doctoral students. Students will gain understanding in the following topics: APA, academic writing style (formal and technical), grammar and mechanics of style review, scholarly literature searches, article summary, and research article synthesis.

Students who successfully complete this course will be able to:

- CLO1 Examine APA editorial style components: punctuation and sentence structure, selection of headings, references, and citations.
- CLO2 Create formatted annotated bibliographies and in text citations.
- CLO3 Determine the difference between informal and formal writing.
- CLO4 Interpret the technical style of writing including organization and structure, voice, tense, clarity, conciseness, and use of transitions and active verbs.
- CLO5 Evaluate and use online library databases for selection of scholarly articles.
- CLO6 Identify and apply concepts and implications of plagiarism and copyright issues.
- CLO7 Synthesize and summarize literature resources.

Course Materials

Publication Manual of the American Psychological Association (7th ed.)

Author: American Psychological Association
Publisher: American Psychological Association
Edition: 7th 2020

https://doi.org/10.1037/0000165-000

The Elements of Style (4th edition or later)

Author: Strunk, W., & White, E. B.
Publisher: Longman
Edition: 4th or later

You may find the Strunk book listed under 2000 or 1999 for the year, and the publisher may show as Longman or Allyn and Bacon; this text is in the course as an older scanned pdf file and you may use that version.

Supplemental Resource


Optional
PARTICIPATION REQUIREMENTS

Course Expectations:

Learning in this course will occur as a result of lectures (both written and audio), assigned readings, and concentrated study by the individual students, and may include group and class discussions, individual and group assignments, and learning exercises for improving writing. Students are expected to stay current with the course schedule, assignment due dates, and assigned readings. Late submissions of class assignments may be accepted the following calendar week with a “one letter grade” penalty. Students must notify instructor of a potential late assignment. Discussion postings will not be accepted late since the class will not read them after the due date. Students should log into Blackboard daily if possible, but no less than four times a week to check for updates from the instructor and participate in the discussions (if provided).

Plagiarism must be avoided at all times. This includes plagiarism of both published and unpublished information. All work submitted must be your own work unless the assignment was specified as group work. Students are expected to clearly cite references when using another author’s ideas and use the APA 7th ed. format for referencing both in the body of a paper as well as the references section.

Participation

Participants are expected to stay current with course schedule, assignment due dates, and assigned reading. When working in groups, all members of the group are expected to positively participate in the discussion or activity. Additionally, a grade may be lowered because of lack of participation concerning class learning activities requiring input and collaboration.

ONLINE WEB CONFERENCES

To enhance student-to-student and instructor-to-student interaction, Online Web Conferences utilizing Microsoft Teams have been scheduled for every Wednesday evening from 8:00pm-9:00pm Central Standard Time for weekly class meeting and updates. We will record each Web Conference so that students who are unable to participate can access, review and respond to our group discussions. The link will be provided in Blackboard Ultra to MS Teams.

MAKE-UP WORK

No make-up work is provided.

DROP DATES

This course adheres to the add/drop standards for each term as stated by Lamar University. For more details, refer to the http://www.lamar.edu and search “Academic Calendar.”

COURSE EVALUATION

Instruction as well as student performance is subject to evaluation. Procedures for evaluation will be provided near the end of this course via email from the University and also within the Resources area of the course. Please respond to the evaluation link provided in each course or each email.

ACADEMIC PREREQUISITES

- Admittance to doctoral program in Educational Leadership.

COURSE SPECIFIC TECHNOLOGY SKILLS REQUIREMENTS

N/A

TECHNOLOGY PREREQUISITES

Students are required to have good word processing skills (using MS Word) for submitting assignments in order to be successful in the class. Additionally, they should feel confident about their ability to navigate through typical online websites and Library databases.

The minimum technical skills and the system requirements for this course:
LU LEARN / BLACKBOARD Learning Management System (LMS)

Students will utilize the Lamar University’s Learning Management System (LMS), Blackboard, for online courses. For Blackboard support go to (https://blackboardsupport.lamar.edu) for more information.

SOFTWARE USED IN THIS CLASS

- Microsoft Word must be used to submit assignments. All Lamar students may download this for free from Luconnect.lamar.edu.
- Microsoft Teams will be used for weekly meetings.

✓ Grading and Assignments

GRADING POLICY AND EVALUATION

Grading Scale: (sample 10-point scale)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1000-900</td>
</tr>
<tr>
<td>B</td>
<td>899-800</td>
</tr>
<tr>
<td>C</td>
<td>799-700</td>
</tr>
<tr>
<td>F</td>
<td>699 - below</td>
</tr>
</tbody>
</table>

GRADING OF ASSIGNMENTS AND ASSESSMENTS

Description of Assignments:

- Activities focusing on APA, style components, and writing activities for a total=480 points.
- One reflection and one discussion (2 @ 50 points each; total=100 points).
- One APA open book quiz (20 points).
- Annotated Bibliography – students will select fifteen (15) journal articles (from at least 8 different journals) based upon research studies from peer-reviewed scholarly databases (on the Lamar Library website) on their potential dissertation topic and format the citation in APA format and write summaries of each article. At least one of the research articles must be from an international journal (400 points). See rubric in Blackboard and in syllabus.

Grading Scale: **Students must maintain a 3.0 GPA (cumulative) to remain in the program.

1000-900 points        A
899-800 points         B
799-700 points         C
699 points and below   F

A course grade that is less than “C” is unacceptable for credit in the Lamar University Doctoral Program in Educational Leadership. A course grade of less than “C” will require the student to retake the course. Students must maintain a cumulative 3.0 GPA to remain in the program. Students should not have more than 1 “C” in the program.

Students will be expected to participate in threaded Discussion Board topics. Specific requirements for each discussion will be provided in Blackboard.

Assignments will receive a 10% grade reduction for each week they are overdue. Discussion postings will not be graded if late.

Course Subject Outline

Course Schedule
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Readings</th>
<th>Assignments (Due each Sunday Night at Midnight, Central Time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 6-9</td>
<td>• Read assigned pages in Strunk &amp; White text.</td>
<td>• Introductory Discussion (no grade)</td>
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<tr>
<td></td>
<td>• Watch the Active vs. Passive Voice video</td>
<td>• Class Discussion (50 points)</td>
</tr>
<tr>
<td></td>
<td>• Read Plagiarism lecture in Blackboard</td>
<td>• Take Plagiarism Quiz Online (no grade but required)</td>
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<tr>
<td></td>
<td>• Review Plagiarism resource link in Blackboard</td>
<td>• Complete the Learning Object (no grade)</td>
</tr>
<tr>
<td></td>
<td>• Complete the Learning Object on Active Verbs</td>
<td>• Strunk and White review exercise (40 points)</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 10-16</td>
<td>• Read APA Manual Chapters 1, 2, 4, 5, 6</td>
<td>• Article summary (80 points; submit to discussion forum)</td>
</tr>
<tr>
<td></td>
<td>• View APA lecture notes</td>
<td>• Paraphrasing Exercise (80 points)</td>
</tr>
<tr>
<td></td>
<td>• Select and read an empirical journal article to summarize</td>
<td>• Begin work on annotated bibliography</td>
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<tr>
<td></td>
<td>• Read all online resources in Blackboard</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 17-July 23</td>
<td>• Read online resources in Blackboard</td>
<td>• Structured Writing assignment (80 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Peer Review (40 points)</td>
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<tr>
<td></td>
<td></td>
<td>• Work on annotated bibliography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• APA review open book quiz (20 points)</td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 24-30</td>
<td>• Read online resources in Blackboard</td>
<td>• Journal article critique assignment (80 points)</td>
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<tr>
<td></td>
<td></td>
<td>• Typical academic writing error activity (80 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Work on annotated bibliography</td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 31-August 4</td>
<td>• Read online resources in Blackboard</td>
<td>• Reflection (50 points)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Submit Annotated Bibliography (400 points)</td>
</tr>
</tbody>
</table>

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**Additional Items**

**Annotated Bibliography Rubric**  
(Total 400 points)

No plagiarized summaries will be accepted. Times New Roman 12 point font must be used (possible loss of 50 points if other font is used)

<table>
<thead>
<tr>
<th>Points</th>
<th>12</th>
<th>24</th>
<th>36</th>
<th>48</th>
<th>60</th>
</tr>
</thead>
</table>
| Quantity of Sources | Document is more than five sources under the number of required sources. | Document is four sources under the required number of sources. | Document is two or three sources under the required number of sources. | Document is one source under the required number of sources. | Document cite number of sources.
<table>
<thead>
<tr>
<th>Quality of Sources</th>
<th>Little or no reliable and/or trustworthy sources cited (0-3) and within the last 8 years.</th>
<th>Few sources (4-7) cited can be considered reliable and/or trustworthy and within the last 8 years.</th>
<th>Some sources (8-11) can be considered reliable and/or trustworthy and within the last 8 years.</th>
<th>Most sources (12-14) cited can be considered reliable and/or trustworthy and within the last 8 years.</th>
<th>All sources (15) considered reliable and/or trustworthy and within the last 8 years.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variety of Sources</td>
<td>Little to no variety of sources; cites only one journal. Does not include international journal.</td>
<td>Poor variety of sources; cites only two different journals. Includes one international journal.</td>
<td>Adequate variety of sources; cites three-five different journals. Includes one international journal.</td>
<td>Good variety of sources; cites six-seven different journals. Includes one international journal.</td>
<td>Excellent variety of sources; cites eight or more different journals. Includes one international journal.</td>
</tr>
<tr>
<td>Writing of Annotations</td>
<td>Very few (0-3) annotations are well written; most are lacking in completeness, thought, and/or writing quality.</td>
<td>A few annotations (4-7) are lacking in completeness, thought, and/or writing quality. Few or none include study limitations.</td>
<td>Some annotations (8-11) are well written but some are lacking in completeness, thought, and /or writing quality. Most include study limitations.</td>
<td>Most annotations (12-14) are thoughtful, complete, and well written. Includes study limitations.</td>
<td>All annotations are thoughtful, complete, and well written. Includes study limitations.</td>
</tr>
<tr>
<td>APA and Documentation</td>
<td>There is little or no adherence to APA format in the document. More than 10 APA errors are in the document. (-10 points if not alphabetized)</td>
<td>There are many (8-10) and/or frequent formatting errors in the document’s references. (-10 points if not alphabetized)</td>
<td>There are some (5-7) formatting errors in the document’s references. (-10 points if not alphabetized)</td>
<td>There are a few (2-4) formatting errors in the document’s references. (-10 points if not alphabetized)</td>
<td>All references are formatted correctly in the document. (-10 points if not alphabetized)</td>
</tr>
<tr>
<td>Points</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Rationale for Research Study</td>
<td>Little (1-3) or no annotations include author’s rationale for research.</td>
<td>Few annotations (4-7) include author’s rationale for research.</td>
<td>Some annotations (8-11) include author’s rationale for research.</td>
<td>Most annotations (12-14) include author’s rationale for research.</td>
<td>All annotations include author’s rationale for research.</td>
</tr>
<tr>
<td>Future Recommendations for Research</td>
<td>Little (1-3) or no (0) annotations include author’s recommendations for research.</td>
<td>Few annotations (4-7) include author’s recommendations for research.</td>
<td>Some annotations (8-11) include author’s recommendations for research.</td>
<td>Most annotations (12-14) include author’s recommendations for research.</td>
<td>All annotations include author’s recommendations for research.</td>
</tr>
</tbody>
</table>
Lamar University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in their academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include failure of the assignment and/or course up to suspension or expulsion from the university. The penalty may vary by instructor.

Additional information is available on the Academic Policy website (https://students.lamar.edu/academic-support/academic-policies.html).

**Course Drop Policy**

Students may drop a course and receive a grade of "Q" during the penalty-free period of the semester or session. For drops after this penalty-free period, grades are recorded as "Q" or "F," indicating the student was passing or failing at the time of the drop. A grade of "Q" may not be assigned unless an official drop has been processed through the Records Office. Students may drop a course online up to the census day by logging into Self-Service Banner. After the census day, courses must be dropped through the Records Office. For additional help, contact the academic advisor or the Records Office at registration@lamar.edu. Students may not drop a course during the last 20 percent of the term. Students should check the academic calendar at https://www.lamar.edu/academic-calendar for specific dates.

**Students with Disability Policy**

Lamar University is committed to providing equitable access to learning opportunities for all students. The Accessibility Resource Center (ARC) is located in the Communication building, room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g. mental health, attentional, learning, chronic health, sensory, or physical), please contact the ARC at 409-880-8347 or arc@lamar.edu to arrange a confidential appointment with the Director of the ARC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with the ARC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available at the ARC website (http://www.lamar.edu/disability-resource-center/).

**Academic Support**

Academic Support can be located at https://www.lamar.edu/students/#acad-supp.

There are many areas (i.e. Advising, Writing Center, etc.) of academic support. Each area provides their own specific contact information and days and hours of operation.

**Student Services**

*Lamar University recognizes that students may experience challenges that hinder success in their academics and/or college experience. We believe in giving all students access to resources that allow them to overcome these challenges. If you are struggling with stress, procrastination, anger management, depression, anxiety, substance abuse and/or eating disorders, please reach out to our counseling professionals at the Student Health Center at 880-8466 to call for an appointment or visit our website https://www.lamar.edu/students/student-engagement/student-health-center/index.html for more information about our services.*

*Your information and situation will be treated with the utmost privacy and is protected by Texas law. These services are available to all currently enrolled students at Lamar University and Lamar Institute of Technology.*
Information on Student Services can be located at http://students.lamar.edu/index.html. There are many resources (i.e. Course schedules, important phone numbers, etc.) available. Each area provides their own specific contact information and days and hours of operation.

**Academic Continuity Policy**

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to check Lamar University’s website and login to LU Connect for instructions about continuing courses remotely.

**Emergency Procedures**

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at the Office of Environmental Health/Safety and Risk Management webpage.

**Severe Weather**

Follow the directions of the instructor or emergency personnel.

Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.

If you are in a multi-story building and you cannot get to the ground floor, pick a hallway in the center of the building.

Stay in the center of the room, away from exterior walls, windows, and doors.

**Violence/Active Shooter**

CALL - 7777 from a campus phone (Text 409-241-8002 from a cell phone). Note: Calling 911 from either a campus or cell phone will contact the City of Beaumont dispatch rather than the LU police.

AVOID - If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.

DENY - Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.

DEFEND - Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

**Copyright Policy Statement**

Copyright is defined as the ownership and control of the intellectual property in original works of authorship, which are subject to copyright law. As an institution of higher learning that values intellectual integrity, Lamar University prohibits the distribution of published materials (print or electronic) in violation of copyright law.

**LU Connect Portal**

Students are asked to obtain a Lamar Electronic Account username and password so they can log onto the LU CONNECT website. Students may get information on how to get into the LU CONNECT website from the University’s homepage by clicking on the LU CONNECT link on the left top corner of the screen. Follow the steps to secure your LU CONNECT username and password.

**LU Learn/Blackboard Learning Management System (LMS)**

Students will utilize Lamar University’s Learning Management System (LMS), Blackboard, for online courses.

For Blackboard technical support go to https://blackboardsupport.lamar.edu.

Phone: 866-585-1738

Phone and chat are available 24/7/365

Exams and quizzes taken within LU Learn (Blackboard) may require online proctoring. For additional information about online proctoring, click here.

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Network Use

ACCEPTABLE USE

Students must respect the integrity and security of Lamar University computer systems and network, and the privacy and preferences of other users. Responsibility for learning about and complying with Lamar University Acceptable Use Policy ultimately rests with the individual. The network may be used to download, copy, or store any software, shareware, digital media files or freeware, as long as the use complies with copyright law licensing agreements, and campus policies, such as storage space limitations and network bandwidth restrictions. The network may not be used for any activity, or to transmit any material, that violates United States or local laws.

UNACCEPTABLE USE

The network may not be used for commercial purposes. Advertising and sponsorships on Lamar University websites is restricted. In addition, students may not permit other persons to use their usernames, passwords, accounts or disk space, or disclose their usernames, passwords or account information to any third party. Students may not log on to someone else’s account, internet address, or other network codes, or attempt to access another user’s files. Students may not create false or dummy accounts to impersonate someone else. Students may not try to gain unauthorized access ("hacking") to the files or computer systems of any other person or organization. Students may not impersonate another person by forging e-mail, web pages or other electronic media. Students who maliciously access, alter, delete, damage or destroy any computer system, computer network, computer program, or data will be subject to disciplinary action by Lamar University, and criminal prosecution as well. Students may not disrupt or attempt to disrupt network traffic, and they may not attempt to monitor or capture network traffic in any way. Finally, students may not intentionally create, store, display, print or transmit information that violates the university’s Sexual Harassment Policy.

Netiquette (Online Etiquette) Statement

Please adhere to the same standards of behavior and professional respect online that you would follow in face-to-face communication with others, but most particularly when writing emails and when taking part in collaborative and discussion board activities. Lamar provides access to network resources, including the Internet, in order to support learning and to prepare students for the 21st century world. Students, however, are expected to adhere to the Lamar University Acceptable Use Policies when Using Networks. A more comprehensive student code of conduct can be found at https://students.lamar.edu/academic-support/code-of-conduct.html.

GENERAL GUIDELINES TO RESPECT ALL PARTICIPANTS

* Respect the right of each person to disagree with others.
* Treat people the same as you would face-to-face.
* Respect the time of others.

GUIDELINES WHEN COMMUNICATING WITH OTHERS (EMAIL, DISCUSSIONS, BLOGGING, AND ETC.)

* Always sign your name to any contribution you choose to make.
* Be constructive in your responses to others in the class.
* Do not use all caps (Doing so may be interpreted as shouting).
* Re-read your postings before sending them.
* Always think before you write.
* Respond respectfully.
* Use appropriate grammar and structure.
* Spell-check your postings.
* Use short paragraphs focused on one idea.
* Use appropriate business language at all times.

Technical Support

Technical Support can be located at http://students.lamar.edu/it-services-and-support/index.html.
Attendance Verification

Students must complete an Attendance Verification Quiz for ALL COURSES - both on-campus and online - in which they are enrolled each term by the third class day to comply with U.S. Department of Education attendance requirements. Failure to complete this quiz by the deadline may result in loss of course enrollment and/or financial aid. The quiz is located in EVERY COURSE through LUlearn (Blackboard), even if the course meets on campus.

COVID-19 Statement

As we begin the new academic year, the COVID-19 virus that has challenged us since 2020 persists. Important differences in outcomes are observed, however, as safe and effective vaccines and therapeutic agents that reduce the risk of severe illness are now available. Consequently, we anticipate that our campus community will continue to be impacted by the virus and we encourage all faculty, staff, and students to practice individual safety protocols at their discretion.

We recommend good personal hygiene practices including regular handwashing and/or use of hand sanitizing products when soap and water are not readily available. Please show respect to those who choose to practice social distancing measures and wear face coverings.

Vaccines are available to those who seek them throughout the region and at the Student Health Center. Please self-screen for any signs or symptoms of COVID-19 and seek medical attention if you begin to feel ill.