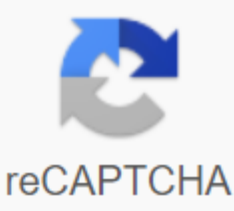




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## Teaching the conventions of academic discourse summary

Peer-to-peer reviewDirectoric Number: EJ927071Record Type: JournalPublication Date: 2011-MayPages: 16Abstractor: ERICISBN: N/AISSN: ISSN-0098-6291Winday Conventions Academic DiscourseTon, TeresaTeaching English in a two-year college, v38 n4 p347-362 May 2011Ther the focus on disciplinary discourse, it is not surprising that so little recently the focus has been on identifying conventions that are universal in academic discourse. In this essay, the author argues that there are common features that combine academic writing, and that by introducing these features to first-year students the composition of instructors provide them with knowledge that they can apply and improve in every new discipline they encounter. To determine which rhetorical traits appear in the prose of experienced academic writers, the author analyzed twenty-four scientific articles - four articles from each of the six disciplines: (1) psychology; (2) sports medicine; (3) Biology; (4) Marketing; (5) Literature; and (6) engineering. The articles were randomly selected from the following peer-reviewed journals: (1) the American Journal of Community Psychology; (2) American Journal of Sports Medicine; (3) Journal of Cell Biology; (4) Journal of Marketing Research; 5) PMLA (Publications of the Association of Modern Language of America); and (6) The Works of the Institute of Mechanical Engineers. The author's analysis reveals six standard moves in academic writing: (1) Writers respond to what others have said about their subject; (2) Writers declare the value of their work and announce a plan for their works; (3) Writers recognize that others may disagree with the position they have adopted; (4) Writers accept the voice of power; (5) Writers use an academic and disciplinary dictionary; and (6) Writers emphasize evidence, often in tables, graphs and images. The introduction of the first year composition of the students of these conventions academic writing gives them knowledge that they can use now and clarify later when writing in their chosen disciplines. Descriptors: Evidence, Academic Discourse, Freshman Composition, Sports Medicine, Marketing, Biology, Psychology, Intellectual Discipline, Literature, Engineering, College Freshmen, Writing Instruction, Writing Through the Curriculum, Writing Teachers, Writing Strategies, Vocabulary, Opinions, Value National Council of English Teachers. 1111 West Kenyon Road, Urbana, IL 61801-1096. Tel: 877-369-6283; Tel: 217-328-3870; Website: to continue using our website, we ask you to confirm your identity as a person. Thank you so much for your cooperation. In her article, Teresa Tonny offers valuable information about academic writing, at the center of the up-and-field conventions in academic Tony disputes the idea that there can be no generalization about this form of writing. Letters, claims that there are common characteristics that consolidate academic writing. It also defines six standard conventions in academic writing, effectively covering each of them. The first standard convention set out by Tony involves academic writers reacting to what has been said on their subject. She argues that when scholars begin to write, they join the dialogue, prompting them to refer to what has been written on their subject. According to Tony, the writers, referring to what has been written by others, they demonstrate that this topic is significant and much can be said or added to the subject. The second prevalence includes academic writers, declaring the value of their work and announcing a plan of their works. Tony argues that academic writing entails an explanation of the value, necessity and uniqueness of the writer's work. At the same time, academic writers should announce the topic under discussion and their approach to the subject. The third convention is the recognition of writers that there is a possibility of other people being different from their point of view. Tony notes that because writers are often aware of likely differences, they are taking the necessary steps to make their opinions more correct. The fourth commonality is the acceptance of an authoritative voice by academic writers. The author argues that an academic letter requires a letter with a voice of power, which can sometimes be difficult, especially for students. The fifth standard is the authors' use of academic and discipline specific vocabulary. Tony emphasizes the importance of academic vocabulary and specialized language in academic writing and confirms that their use demonstrates knowledge in academic writing. The final convention of writers focuses on evidence. Tony argues that evidence is usually the cornerstone used for judge academic writing. She notes that in academic writing, graphs, images, tables, or diagrams are used to highlight data and present evidence. PLACE THIS ORDER OR SIMILAR ORDER WITH GRADE VALLEY TODAY AND GET AN AMAZING DISCOUNT Project GRACE: A step-by-step approach to developing a community-academic partnership to combat HIV in rural African-American communities. PubMed Corby-Smith, Giselle; Adimora, Adaora A.; Youmans, Selena; Muhammad, Melvin; Blumenthal, Connie; Allison, Arleneda; Akers, Aleta; Council, Barbara; Tippen, Yolanda; Wynne, Mouse; Lloyd, Stacy W 2011-03-01 HIV epidemic is a health crisis in rural African-American communities in the southeastern United States; to date, however, little attention has been paid to community-to-age cooperation in the fight against HIV in these communities. Activities that take an approach to At the community level (CBPR) to address individual, social and physical environmental factors, have great potential for health of the population. The GRACE Project (Growing, Achieving, Promoting Change and Empowerment) uses the CBPR approach to develop culturally sensitive, feasible and sustainable interventions to prevent the spread of HIV in rural African-American communities. This article describes a step-by-step approach to community-academic partnership: initial mobilization, organizational structure, capacity-building and action planning. Strategies to engage rural communities at every stage are discussed; the challenges faced and lessons learned are also described. Close attention to the development of partnership has led to a collaborative approach that mutually benefits both academic and community partners. Practical Advice for Partnering with Scientific Researchers: a resource guide for community organizations. PubMed Darling, Margaret; Gonzalez, Florencia; Graves, Christie; Sheppard, Vanessa B; Hurtado de Mendoza, Alejandra; Leventhal, Cara-Grace; Caicedo, Larisa 2015-01-01 Studies exist on strategies for successful community participation research (CBPR). Unfortunately, there are few published resources available to advise community organizations (CSOs) on training and participation in the KBPR. We wanted to create a resource for C.D.A. that describes how an organization can prepare and participate in CBPR. We used an exemplary approach of one CBO with a decade-long history of collaboration with scientific researchers. We have identified lessons learned from a retrospective review of organizational reports and documentation of the experience of IOOs and research partners. The results were then labeled according to the size of the CBPR Partnership Readiness Model. A review of CBO documents and key whistleblower interviews gave ten practical tips on improving organizational readiness and participation in CBPR. Understanding the best practices of organizational readiness and participation in CBPR, TOS will be better prepared to actively participate in community-academic partnerships. Discourse Analysis: The Research Opportunity for Gender Violence. PubMed de Azambuja, Mariana Porto Ruver; Nogueira, Conceisao 2009-01-01 In the last few years we have seen a growing use of terms of discourse and analysis of discourses in academic and research contexts, often without an accurate definition. This fact opens up space for critics and errors. The purpose of this paper is to show a brief contextualization of discursive research, as well as tasks/steps to the process of analyzing discourse from the point of view of social constructivism. As examples, we used snippets of interviews with a family doctor about gender-based violence. In the results, we separate the potential of discourse analysis to deconstruct existing discourses for later (re-examination) on the way to a more holistic view of gender issues Problem. Using inter-organization network analysis to assess community building development between community-academic partnerships. PubMed Clark, Heather R; Albert Ramirez; Drake, Kelly N; Beaudua, Christopher E; Garney, Whitney R; Wendel, Monica L; Outley, Corliss; Burdin, James N; Player, Harold D 2014-01-01 After Population Health Assessment by the Brazos Valley Health Partnership (BVHP), organized to address the fragmentation of services and local health needs. This regional partnership uses the fundamental principles of community-based research that promotes equitable partnerships to strengthen community capacity to address local health problems. This article describes the change in attitudes resulting from capacity-building efforts in community partnerships. The growth of the network structure between organizations is expected to indicate a less fragmentation of services for residents and an increase in the capacity of BVHP to collectively address local health problems. Each of the participating organizations answered a number of questions about its relationship with other organizations. Each organization was asked about information sharing, sharing planning, sharing resources and formal agreements with other organizations. Between 2004 and 2009, the network survey was conducted three times. The density of the network has increased for information sharing and joint event planning. There was a growing difficulty in dealing with the sharing of material resources and formal agreements. The average number of connections between organizations has increased, as well as the strength of the relationship. This study shows that efforts to build the capacity of communities in these communities have contributed to beneficial changes in inter-organization relations. The results of this analysis are useful in understanding how community partnerships to address access to health care can enhance the community's ability to act. Increased cooperation also leads to new assets, resources and the transfer of knowledge and skills. Filling the implementation gap: a community-academic partnership approach to early intervention in psychosis. PubMed Hardy, Kate V; Melissa Moore; Rose, Damian; Robert Bennett; Jackson Lane, Carletta; Michael Gaus; Jackson, Alma; Loewy, Rachel 2011-11-01 The purpose of this study was to describe the development of a sustainable community early psychosis program created by the academic community partnership in the United States for others interested in implementing early psychosis services based on evidence-based practices within a community setting. The service was developed on the basis of a sustainable core of key evidence-based components, with additional flexible elements that Be tailored to the needs of the needs County. This paper describes how to obtain and secure funding, as well as the partnerships developed through this process. Successful early psychosis prevention and recovery program (PREP) in San Francisco County, California. PREP physicians have received extensive training in evidence-based approaches that are available under the program and have been treated by 30 clients and their families during their first year of operation. Developing a sustainable community programme of this kind in a lack of undimanted health care, which has historically been regarded as non-integrat, requires broad partnerships with institutions familiar with local resources. Community-academic partnership has bridged the gap between research and practice with the successful integration of community-based fidelity practices. Community partners effectively provide funding and resource allocation, while the academic side of the partnership provides training on evidence-based models and oversees the clinical implementation of the model. A rigorous assessment of the impact of the service is our next focus. © 2011 Blackwell Publishing Asia Pty Lic Global Academy: Bringing Intellectual Discourse ERIC Educational Resources Information Center Nagy-Sekmi, Sylvia, Ed.; Hollis, Karin, ed. The 2012-01-01 Representation of economic, political, cultural and, more importantly, global relationships between agents involved in the intellectual process is at the heart of the investigation into this volume, which carefully examines the various transformations taking place in the context of intellectual production, also revealed in a changing role ... Academic discourse and critical consciousness. ERIC Educational Resources Information Center Bizzell, Patricia Arranged chronologically, essay in this book trace the attempts of one writing teacher (Patricia Bizzell) to understand theoretically - and respond pedagogically - to what happens when students from different backgrounds learn to use the language in college. Over a 10-year period chronicles in the essays that make up the book, the teacher sees ... Social Responsibility and Academic Medical Center: Creating Community Systems for the Health of the Nation. PubMed Foreman, S 1994-02-01 Academic Medical Centers performed several of their missions with great success, but failed to accomplish others. They have only responded modestly to the needs of the country's underserved rural and urban communities. The author calls on academic health centres to play an active role in building the medical infrastructure currently lacking in these communities, and sets out a multi-party agenda for institutional commitment. It includes the development of community-made primary systems Assistance, outreach and social support; training of professionals committed to serving isolated, isolated Poor communities; and research that would expand the knowledge base to include health and social welfare issues for the disadvantaged. (Examples are given of institutions that have initiated such activities on the ground.) In order to create a new infrastructure, funding is needed (various sources are being discussed), a community faculty should be developed, and the leadership of each institution - the dean of the medical school, the head of the hospital and the head of the department - must unite around the new agenda and support it financially and psychologically, making any changes in the corporate culture. The author warns that if the centers do not take responsibility for the health of underserved, critical work will be abolished, huge opportunities will be missed and American society will be poorer. Using a partnership model between the academic community and mixed learning to promote pedagogical education in health care in communities. PubMed Ezeonwu, Mabel; Bobby Berkowitz; Vlasses, Francis R 2014-01-01 This article describes a model of teaching the health community of nurses who have evolved from a long-term partnership with a community with limited existing health programs. The partnership supported the integration of RN-BSN students into the community and led to mutual achievements for teachers, students and community members. As a result of the partnership, community customers have access to public health services. A mixed approach to learning, combined with always interaction, learning services and online activities, has been used to improve the quality of students' learning. After class, students actively participated in the community education process by conducting comprehensive assessments of health needs, planning and implementing interventions to prevent disease and improve the health of community clients. This active participation in an underserved community has increased student awareness of the basics of community health practices. The challenge for students was to look at public health from a broader perspective when analysing the impact of social determinants of health on underserved populations. Thanks to asynchronous online interactions, students synthesized classroom and social activities through critical thinking. This paper describes a nursing health training model that informs students of learning through mixed learning and meets the requirements for community delivery services. © 2013 Wiley Periodicals, Inc. Academic English Socialization through the individual practice networks ERIC Educational Resources Information Center of zappa-Hallman, Sandra; Patricia A. Duff This article introduces the concept of individual network of practice (INoP) as a viable design for analyzing academic (discourse) socialization in the contexts of a second language (L2). The authors give an overview of the theories of social practice practices informed about the development of INoP-community practice (CoP; Lavez and Wenger, 1991; Wenger... Vices of Authorship - Current State in the Academic Community and How to Prevent It. PubMed Masic, Izet 2018-01-01 The purpose of the article was to evaluate the knowledge and practice of authorship of questions among the academic population in the field of medicine. The article is analytical in nature and includes 69 scientists (from the medical field, with the status of a regular medical officer or professional partner) who responded to the survey. As part of the total number of respondents to the study, 34.8% of them were added as co-authors, although they have no input into the writing process. Even 47.8% of respondents were under psychological pressure to add their superiors to the list of authors, although they had no contribution at any stage of the article preparation, while 29% of respondents had tacit agreement on the mutual addition to the author's list, and 36.2% added their superiors to the author's list so that the first author would be allowed to publish the article in a particular journal. Relationships between the author, the mentor, the person processing the data, the moral support person, etc., must be established, and not all of them are on the list of authors, they should be given special places at the end of the article, a place for recognition, where these people can be mentioned. The consciousness of the academic community must change in order to achieve concrete progress in the academic community and the scientific contribution of its members. Magazine Clubs: An educational approach to promoting understanding between community partners and academic researchers about CBPR and differences in cancer health PubMed Central Vadaparampil, Susan T.; Simmons, Vani N.; Lee, Ji Hyun; Little, Teri; Clasco, Lynn; Maria Rodriguez; Waddell, Rhonda; Clement K. Guide; Mead, Katie D. 2014-01-01 Reference Journal Clubs can enhance the knowledge and skills needed to participate in Community Participation Research (CBPR) that will ultimately affect cancer health inequalities. This article: (1) describes an innovative approach to adapting the traditional format of the magazine club to meet the needs of community and academic participants, (2) presents these assessments and (3) explores whether the responses differed between academic and community members. The Five Magazine Clubs' methods took place between February 2011 and May 2012 as a training exercise in a regional initiative to address cancer inequalities. Each magazine club was co-planned and promoted by an academic member in collaboration with a community partner. Participants were recruited from academic programs throughout the Moffitt Cancer Center/University and Community Partners. Responses to the 13-item assessment of each club magazine were compared with an assessment of whether some topics were rated more favourably, and explored the differences between the academic and community assessments of participants' topic of relevance. The results were positive (average scores 4 out of 5) for most points and overall. There were no statistically significant differences between academic and public rankings. Key overlapping community partners and academic researchers/interns for future journal club topics included discussing real-world CBPR examples and how to engage the community in research. The findings While the original goal was to use magazine clubs as an educational tool to enhance cbPR knowledge and skills of junior trainee teachers, the results demonstrate the mutual academic community's benefits and interest in learning more about CBPR as a way to reduce cancer health inequalities. PMID:24078328 Helpers, Mothers and Preachers: Numerous roles and discourses of family childcare providers in the African-American community. ERIC Education Resource Bromer, Juliet 2001-01-01 examines the communication styles and discourse of African-American family childcare providers serving low-income families, particularly the advice and help offered to parents. Educator interviews reveal ways providers combine both basic professional ideas and more indigenous concepts of communication strategies and assistance to ensure... Family, school and community factors and attitudes towards race and ethnicity and academic performance. PubMed Smith, Emily Phillips; Atkins, Jacqueline; Connell, Christian M 2003-09-01 This study examined families, schools and community factors and attitudes toward racial-ethnic views and academic achievement among 98 African-American fourth graders. It has been found that young people who feel better about their racial and ethnic background have better behavioral and academic results, but there is a need for more empirical trials of this premise. Psychometric information is reported on the measures taken by parents, teachers and children against racial and ethnic groups. The path analysis was used to examine environmental variables potentially related to racial and ethnic attitudes and children's achievements. Parental education and levels of racial and ethnic pride are interlinked, and both are related to children's performance, although in the final path model only the path from parental education is statistically significant. Children whose teachers showed a higher level of racial and ethnic trust and perceived fewer barriers based on race and ethnicity also showed more confidence and optimism. Children living in communities with a higher proportion of people with more positive racial and ethnic views. For children, higher racial and ethnic pride was associated with higher achievement, measured grades and while racial distrust and perception of barriers to race were associated with a decline in productivity. This study shows that the family, school and community are important factors related to the racial and ethnic views of children as well as their academic performance. Prospects for stakeholders to build and maintain trust in community-academic research partnerships. PubMed Frerichs, Leah; Kim, Mimi; Dave, Gaurav; Cheney, Anne; Hassmiller Leach, Kristen; Jennifer Jones; Tiffany L Young; Seine, Crystal W; Varma, Deepthi S; Jennifer Schaal; Black, Adina; Stroili, Katherine W; Stephanie Vassar; Sullivan, Greer; Cottler, Linda B; Arlene Brown; Burke, Jessica G; Corbie-Smith, Giselle 2017-02-01 Community-Academic Research Partnerships aim to build stakeholder trust to improve the coverage and translation of health research, but there is limited empirical research on effective ways to build trust. This multi-layered study was launched to identify similarities and differences between stakeholders' views on previous people trusting research partnerships. In 2013-2014, we conducted a mixed conceptual mapping study with participants from three major interest groups who identified and evaluated the importance of different trust precursors on a 5-point scale likert. The study participants were members of the community (n No. 66), medical professionals (n No. 38) and researchers (n No. 44). All interested groups rated genuine communication and mutual relations as the highest value. Community members rated communication/methodology for problem-solving (M No. 4.23, SD No. 0.58) significantly higher than academic researchers (M 3.87, SD and 0.67) and health care providers (M 3.89, SD No. 0.62; p.01) and had different views on the importance of sustainability issues. The importance of communication and relationships between stakeholders points to the importance of colearning processes, which include knowledge and skills sharing. The differences identified point to specific areas where attention and development may be required to build confidence in partnerships. Deserves more research on how partnerships can improve communication specific to problem-solving and sustainability. We're making way by going along it: creating an academic community partnership with Boston Chinatown. PubMed Rubin, Carolyn Leung; Alukian, Nathan; Wang, Xinue; Ghosh, Sujata; Huang, Chien-Chi; Jacey Wang; Bruges, Doug; John B Wong; Mark, Shirley; Dong, Sherry; Coch-Weser, Susan; Susan K Parsons; Leslie, Laurel K; Freund, Karen M 2014-01-01 Potential for Academic Community Partnership in places where there is a history of conflict and mistrust. Eliminating asian population disparities through translational research (ADAPT) is a partnership between the academic community community and clinicians from Tufts Medical Center and Tufts University and community partners from Boston Chinatown. Based on the principles of community research and partnership research, this partnership seeks to build a trust between Tufts and Boston Chinatown. This study aims to give a narrative history of the development and formation of ADAPT, as well as to discuss the problems of its future viability. Using example research tools, this study relies on a variety of data sources, including interviews, program evaluation data, and documents. Several contextual factors have laid the groundwork for ADAPT. Weaving these factors together helped create synergy and led to the formation of ADAPT. In its first year of study, ADAPT conducted form-form studies, conducted a pilot educational program for community partners, and held stakeholder forums to build a broad support base. ADAPT recognizes that long-term sustainability requires the involvement of multiple stakeholders before funding is even possible and attempts to create a diversified funding base.

Strategic partnerships between academic dental institutions and communities: addressing differences in oral hygiene. PubMed Johnson, Bradford R; Lumer, Peter M; Siegel, Sharon C; Pilcher, Elizabeth S.; Lee, Janet E; Gillespie, M Jane; Simmons, Raymond K; Turner, Sharon P 2007-10-01 A Leading report by the U.S. Surgeon General identified differences in oral health care as an urgent and priority problem. Parallel development in the dental education community is the growing consensus that significant curriculum reform is long overdue. The authors reviewed the literature and conducted a series of structured interviews with key institutional and community stakeholders from seven geographic regions of the United States. They explored a wide range of partnerships between community dental clinics and academic dental institutions. Based on their interviews and literature reviews, the authors identified common themes and advised the dental community to improve access to care while improving the dental curriculum. Reducing differences in access to oral health services and the need to reform the dental curriculum can be partially addressed through a common solution: a strategic partnership between academic dental institutions and communities. Practice Consequences. Organized dentistry and individual practitioners, along with other key stakeholders, can play an important role in supporting dental reform and improvement to medical care. Approaches to oral language evaluation. ERIC Educational Resources Information Center Young, Richard F. 2002-01-01 Looks at a sample conversation and examines the layers of interpretation that different academic traditions have built to interpret it. Reviews of studies that compared the discourse of oral interaction in evaluation with oral discourse in non-evaluation contexts. Discusses research that linked ways to talk to cultural values .... Assessment of the medical academic community of Bosnia and Herzegovina based on Scopus parameters. PubMed Masic, Izet 2017-06-01 The Academic Community of Bosnia and Herzegovina (BHS) is represented by four academies, which include prominent figures in the field of medical sciences (Academy of Sciences and Arts of Bosnia and Herzegovina, Department of Medical Sciences (ANUBiH), Academy of Sciences and Arts of the Republika Srpska (ANURS), Croatian Academy of Sciences and ARTS (HAZ) To present a general analysis of members of the medical field ANUBiH, ANURS, HAZU BHS and AMNUBiH, to evaluate members and their scientific rating. The work is analytical in nature and provides an analysis of data obtained from the Scopus database. The results are shown through the number of cases, the percentage, the arithmetic average, the standard deviation, the middle and interquartile range, with the Correlation Ratio of Spearman's rank. The analysis showed a significant correlation between the Academy and the country of origin of the academician. AmNuBiH and ANUBiH are mainly represented by scientists from Bosnia and Herzegovina, while ANURS, 71.4% of its members, are scientists from Serbia. There is no significant correlation between the observed parameters (Scopus parameters-number of papers, H-index, number of citations) according to the members of the Academy. Analyzing the correlation between the country of residence, the number of papers, the index H and the number of citations, it was shown that the correlation is significant between the state and the number of papers, but not the other two observed parameters. The criteria for admission to the main academic communities are highly questionable, as this analysis has shown. Progress in the academic hierarchy should be more stringent and the criteria should be set at the highest possible level, as this is the only way that leads to progress. Assessment of the medical academic community of Bosnia and Herzegovina Based on Scopus PubMed Central Masic, Izet 2017-01-01 Introduction: The Academic Community of Bosnia and Herzegovina (BHS) is represented by four academies comprising prominent figures in the field of medical sciences (Academy of Sciences and Arts of Bosnia and Herzegovina, Department of Medical Sciences (ANUBiH), Academy of Sciences and Arts of the Republic, Croatian Academy of Sciences and Arts in BiH (HAZ) and academy of medical sciences of Bosnia and Herzegovina (AMNUBiH). Purpose: Present a cientometric analysis of members of the medical field ANUBiH, ANURS, Hazu BHS AMNUBiH, to evaluate members and their scientific rating. Material and Methods: The work is analytical and provides an analysis of data obtained from the Scopus database. The results are shown through the number of cases, the percentage, the arithmetic average, the standard deviation, the middle and interquartile range, with the Correlation Ratio of Spearman's rank. Results: The analysis showed a significant correlation between the Academy and the country of origin of the academician. AmNuBiH and ANUBiH are mainly represented by scientists from Bosnia and Herzegovina, while ANURS, 71.4% of its members, are scientists from Serbia. There is no significant correlation between the observed parameters (Scopus parameters - number of papers, H index, number of citations), according to academy members. Analyzing the correlation between the country of residence, the number of papers, the index H and the number of citations, it was shown that the correlation is significant between the state and the number of papers, but not the other two observed parameters. Conclusion: The criteria for admission to the main academic communities are highly questionable, as this analysis showed. Progress in the academic hierarchy should be more stringent and the criteria should be set at the highest possible level, as this is the only way that leads to progress. PMID:28974826 PMID:28974826

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