Course Coordinator: W. Renee’ Acosta, R.Ph., M.S.  
Pronouns: she/her/hers  
Email: renee.acosta@austin.utexas.edu  
Phone: 512-471-5183  
Office: PHR 5.112  
Office Hours: By appointment.

Course Unique Number: 60265

Classroom: PHR 3.110

Class Days/Times: T/TH 11:00 AM – 12:15 PM

Academic Assistants/Advanced Academic Assistants: See Canvas

Undergraduate Assistant: See Canvas
Course Information

Course Description:
The purpose of this course is to familiarize college students with available nonprescription drug products through interactive discussions, writing assignments, and group presentations. At the conclusion of the semester, the student will be able to describe how a product becomes available over-the-counter, identify common active ingredients and products used in popular over-the-counter products, identify over-the-counter ingredients that are commonly abused, and analyze advertising used to promote over-the-counter products to the general consumer. In addition, the student will be able to identify self-care strategies and implement them as needed for their own well-being. Article readings may be assigned and should be read prior to the designated class period. The class session format will be a brief review of the topic with interactive discussion on the topic.

Signature Course Mission:
The Signature Courses at The University of Texas at Austin will connect students with distinguished faculty members in unique learning environments. By way of this rigorous intellectual experience, students will develop college-level skills in research, writing, speaking, and discussion through an approach that is both interdisciplinary and contemporary.

Signature Course Essentials:
- Information Literacy
- University GEMs
- Writing
- Oral Communication
- University Lecture Series

Course Success:
Students who are successful in this course attend all scheduled class meetings and actively participate in class discussions. Students also need to submit assignments prior to the due date and time. Students who are successful minimize outside distractions, such as cell phones and laptops, during class discussions.

Course Website:
This course uses Canvas, a Web-based course management system in which a password-protected site is created for each course. Canvas will be used to distribute course materials, to communicate, and to post grades. Canvas is available at http://canvas.utexas.edu.

Course Communications:
Official course communications will take place in class, through e-mail and on the course Canvas website. Students are advised to configure their Canvas settings to forward course announcements to their official e-mail address. Canvas uses only the e-mail address listed on the official University of Texas directory, so please check the University’s online directory to ensure your e-mail address is listed correctly.
Course Policies

Course Grading Policies:
The course grade will be calculated as follows:

Attendance = 15%
Participation and Professionalism = 15%
Presentations = 30%
  OTC Product Comparison = 50% of presentation grade
  Complementary and Alternative Medicine = 50% of presentation grade
Writing Assignments = 40%
  Self-care Reflection = 10% of writing grade
  The How of Happiness Discussion Board Posting = 10% of writing grade
  Health Conditions and OTC Products = 30% of writing grade
  University Lecture Series Reflection = 10% of writing grade
  Self-Care and Wellbeing = 30% of writing grade
  Museum Tour Reflections = 10% of writing grade

Course Grade:

<table>
<thead>
<tr>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>93 – 100%</td>
<td>A</td>
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<tr>
<td>90 – 92%</td>
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<td>0-59%</td>
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</table>

Rounding will NOT be used to calculate final course grades.

Assignments:
See the Oral Communication and Writing sections below for assignment-specific criteria.

Attendance:
It is your responsibility to attend class and conduct yourself in a manner respectful to both faculty and fellow students in the classroom. If you miss a class for any reason, you will be held responsible for all material covered and announcements made in your absence.

Attendance is required and will constitute 15% of your final grade. It is your responsibility to be on time and remain for the entire class period so as not to be inconsiderate of your colleagues in learning, and to fully participate in class discussions. Attendance will be taken at the beginning of each class. Points will be deducted for students who are tardy or leave class early without a documented reason.

By UT Austin policy, you must notify the instructor of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.
Participation and Professionalism
Participation and professionalism will constitute 15% of your final grade and will be distributed at the end of the course. Professionalism comprises several important traits, particularly collegiality and participation.

1. Collegiality refers to:
   a. Collaborative interaction with your instructor and peers,
   b. Constructive conversation with your peers, and
   c. Mature, respectful attitude and behavior overall.

2. Participation refers to:
   a. consistent involvement in all aspects of class,
   b. meaningful oral and written contributions to examination of course concepts, and
   c. insightful investigation, asking questions as necessary for clarification and edification.

3. Both of the above aspects require regular discussion and attendance. (See attendance policy above.)

Participation grades will be dependent on active participation in classroom discussions and activities. It is the expectation that each student will actively contribute to each class.

Excused Absences:
The only absences that will be considered excused are for religious holy days or extenuating circumstances due to an emergency. If you plan to miss class due to observance of a religious holiday, please let the course coordinator know at least two weeks in advance, preferably at the beginning of the semester. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with the course coordinator for details or arrangements.

Required Materials:
The How of Happiness: A New Approach to Getting the Life you Want by Sonja Lyubomirsky. (provided by instructor)

Recommended Materials:
Gratitude Journal (provided by instructor)

Classroom Expectations:

- **Cell Phones:** Cell phones must be turned off or set on silent or vibrate mode and put away during class. All other electronic devices must be turned off and stored.

- **Laptops:** Laptops may be used in class only when instructed to do so and may be used only for class-related activities.

Class Policies:
Every student has the right to learn as well as the responsibility not to deprive others of their right to learn.

- You are expected to attend all scheduled class meetings and arrive on time.
- Late arrivals and early departures are very disruptive.
• If you are not able to attend class due to illness, please let me know at least 30 minutes BEFORE class starts via email or voicemail.
• If you have trouble hearing because of distractions around you, quietly ask those responsible for the distractions to stop. If the distractions continue, please let me know.
• No assignment grades will be dropped.
• For every calendar day an assignment is late, 10% will be deducted from the grade on that assignment.
• When others are presenting, you are expected to pay attention to the presentation.
• Students who are working on non-class-related activities during any presentation will be penalized with participation and professionalism points for that class day.
• Failure to follow class policies will result in a reduction in participation and professionalism points.
The University of Texas Honor Code:
“As A Student Of The University Of Texas At Austin, I Shall Abide By The Core Values Of The University And Uphold Academic Integrity.”

Academic Integrity:
Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: http://deanofstudents.utexas.edu/conduct.

Scholastic Dishonesty:
Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Office of Student Conduct and Academic Integrity website at http://deanofstudents.utexas.edu/conduct/.

Plagiarism: Plagiarism is scholastic dishonesty. Changing a few words here and there does not prevent plagiarism. As a rule of thumb, consider five or more consecutive words from any printed or recorded work that is not included in quotation marks as plagiarism. If plagiarism occurs, you will receive a zero for the assignment.

Religious Holy Days
If you will miss a class, an examination, a work assignment or a project in order to observe a religious holy day, you must notify the course coordinator the first week of class so that arrangements for all such students can be made for the full semester.

Services for Students with Disabilities:
Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or https://diversity.utexas.edu/disability/.

Please provide a copy of the letter to the course coordinator as soon as possible after receipt.

Behavior Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal
**Emergency Evacuation Policy:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

**Campus Carry:** Students should familiarize themselves with the information provided by the University regarding the implementation of “Campus Carry” legislation. You will find an information sheet specifically for students (as well as sheets for parents, visitors, faculty, and staff) at [https://campuscarry.utexas.edu/](https://campuscarry.utexas.edu/).
Information Literacy

Learning Objectives:

- Students will be able to evaluate sources of information based on criteria such as creation process, authority, currency, relevance, purpose, and perspective.
- Students will be able to describe a research strategy that includes choosing an appropriate source of information, type of information, and keywords.
- Students will be able to describe the idea that sources of information exist in conversation with each other.

We will have two class workshops under the direction of Sarah Brandt at the Perry Castaneda Library. These sessions will focus on conducting research for your writing assignments.
University GEMs

We will visit the following University GEMS during the semester:

- Blanton Museum of Art
- Harry Ransom Center
- Texas Memorial Museum
- Landmarks

Other campus sites we will visit include:

- Forty Acres Pharmacy
- Student Services Building
- Rec Sports
- Perry Castaneda Library
Oral Presentations: Rubric for grading each presentation will be posted in Canvas.

All presentations will be timed. Your audience will consist of your fellow students. Some things to consider as you prepare and practice:

Before your presentation:
- Think through your ideas.
- Select the most important ideas to bring out.
- Decide how to start the presentation. (Hook your audience in.)
- Decide how to end the presentation. (What will they remember?)
- Make notes. (Outline best – not word for word what you plan to say.)
- Practice with a friend and/or in front of a mirror.

During your presentation:
- Be audible.
- Speak slowly.
- If you use visual aids, make them visible to all.
- Maintain eye contact with your audience.
- Do not read your talk. Do not look at your visual aids.
- Avoid mannerisms that will distract your audience.
- Stand comfortably.
- Don’t forget to breathe.

If you choose to use PowerPoint or Prezi or any other type of presentation using the classroom computer and projector, plan to arrive early to download/open them on the computer. You can use webspace or a USB drive to bring your presentation to class. After opening the presentation, make sure the projector is on. Make sure the presentation works prior to beginning.

Group Presentation: OTC Product Comparison
- Students will separate into groups of 2, 3 or 4.
- Each group will select two, three or four commonly used over-the-counter products from a single category to compare and contrast.
- Students should compare: dosage form availability, dosing frequency, side effects, cost, marketing/advertising, and other relevant information.
- The presentation should be formatted such that one product is discussed in its’ entirety, followed by the next product until all products have been individually presented. Then, the group should provide a comparison between the products to point out the advantages and disadvantages of using each of the products.
- The presentation should be a minimum of 15 minutes in length, and a maximum of 25 minutes in length.
- Each member of the group should present an equal amount of time.
- Students should prepare a presentation, which must be submitted to the instructor no less than
24 hours prior to the presentation. Note copies of the presentation will be presented to the class by the instructor, if applicable.

- Groups can use other props, skits, videos, etc., as they choose. Each group should be prepared to answer questions from the class regarding the products.

Each member of the class (audience) will be asked to fill out a Presentation Evaluation that will be shared with the presenters.

The presentation rubric used for grading purposes by the instructor will be posted in Canvas for review prior to the presentation.

**Oral Presentation: Complementary and Alternative Medicine**

- Students will present an oral presentation over a complementary and alternative medication.
- Students will select one therapy that is considered part of complementary and alternative medicine used in current society. The student should research the product or therapy to determine the history or background, uses, benefits and risks, adverse effects, costs, and other relevant information.
- Presentation MUST be between 6 and 10 minutes in length.
- The presentation rubric used for grading purposes by the instructor will be posted in Canvas for review prior to the presentation.
- The purpose of this assignment is to increase the student’s understanding of CAM and allow them to assess how it is currently being used.
Writing Flag:
This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers’ work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Writing Center:
Students are strongly encouraged to use the Undergraduate Writing Center, FAC 211, 471-6222: http://www.uwc.utexas.edu/). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. The consultants there work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing that has "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work. The Sanger Learning Center also provides assistance for students. Information regarding writing specifically can be found at: https://ugs.utexas.edu/slc/study/writing
The Sanger Learning Center is located in Jester Center Room A332.

Writing Assignments:
Rubric for grading will be posted in Canvas.

All written papers should be:
- Double-spaced.
- 12 point font.
- Calibri font.
- 1 inch margins.
- Use spell check BEFORE submitting.
- Re-read your assignment BEFORE submitting.
- Include a page number at the bottom center of each page for assignments longer than one page in length.
- Grammar and spelling will BOTH be evaluated and points deducted as necessary. This applies to ALL writing assignments.
Writing Assignment: Self-Care Reflection (1/2 – 1 page)
Students will write a one-half to one-page reflection on self-care.

The first paragraph should discuss the student’s opinion of self-care. What is self-care? What does it involve? What does it mean to me?

The second paragraph should discuss at least one change the student plans to make during the next semester that involves self-care. They student may choose more than one thing, but it needs to be a realistic goal.

The third paragraph should discuss why the student has chosen to make the change(s) they have chosen.

At the end of the semester, we will reflect back on what we learned in the course and what changes we have made this semester as well as what changes we plan to make in the future.

Writing Assignment: Health Topics in the News (3 – 4 pages)
Students will select a current health topic in the news and track it back to the original study. Students will begin with a news site and find something that is health related. Students will: analyze the claim, evaluate the original study, discuss how the study is represented in the article, reflect on their original impression of the claim from initially reading the article, and reflect on their impression of the claim after researching the claim and reading the original study. The audience you are writing for is a fellow class mate. References: A minimum of 2. Must be cited within text as well as in bibliography using MLA style. The purpose of the assignment is to increase the student’s awareness of health claims in current media and discover how to analyze current media for validity of claims.

Writing Assignment: Wellness in Media (3 – 4 pages)
Students will select a current wellness topic in the media and track it back to the original study.

Students will begin with a search of the web to find something that is wellness related.

Students will: analyze the claim, procure a collection of articles that help you respond to the claim.

The audience you are writing for is your professor.

References: A minimum of 3. Must be cited within text as well as in bibliography using MLA style.

The purpose of this assignment is to increase the student’s understanding of wellness claims in the media and discover how to compile evidence in support or disagreement of the claim.

Writing Assignment: Museum Tour Reflections (1/2 - 1 page each; Blanton, Harry Ransom Center, Landmarks, Texas Memorial Museum)

During the second half of the semester, we will complete three museum tours and one campus tour. Upon completion of the tours, students will write a one-half to one page reflection of the tour. Things to consider when writing the reflection: Was this your first visit to the museum? What part of the
museum did you particularly enjoy? Was there something that stood out? Will you be going back to the museum? Is there a part of the museum that we did not see that you would like to have seen?

Writing Assignment: University Lecture Series Reflection (1 page)
Students will attend one of the approved ULS events during the spring semester. Students will submit a one-page reflection of the event and what they learned. The purpose of this assignment is for the student to reflect on the event and express in writing what they took home from the event.

Writing Assignment: Discussion Board Posting
Students will respond to a prompt for each chapter in The How of Happiness: A New Approach to Getting the Life you Want by Sonja Lyubomirsky. The book will be provided to students at the beginning of the semester.

Discussion Board postings are due by the start of class on the assigned days. Discussion board postings should be written for fellow students. Postings will be monitored for appropriateness. Language should be consistent of that expected in a public posting. Spelling and grammar will be evaluated. Excessive errors will result in no credit being awarded for the posting.

Each student will be provided a "Gratitude Journal" to use throughout the semester. Journal entries will not be reviewed. The usefulness of the exercise will be discussed in a Semester in Review session during the final class period.
University Lecture Series

Students must attend one of the following University Lecture Series presentations during the fall semester:

**Defendant...How Do You Plead? A Look into the American Justice System**
Monday, September 23, 2019
7:00 - 8:00 PM
Bass Concert Hall

**One Giant Leap: 50th Anniversary of the First Moon Landing**
Tuesday, September 24, 2019
7:00 - 8:00 PM
Bass Concert Hall

If there is a lecture in your college/school or elsewhere on campus that interests you, please email the specifics to the instructor for approval. Non-ULS lectures will be approved on a case by case basis. Additional information can be found at [https://ugs.utexas.edu/uls](https://ugs.utexas.edu/uls) If other opportunities become available, they will be posted in Canvas.
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<tbody>
<tr>
<td>August 29</td>
<td>Course Introduction</td>
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<tr>
<td>September 3</td>
<td>Introduction to Self-Care</td>
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<td>September 5</td>
<td>Introduction to OTC's; OTC Advertising and Marketing</td>
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<td>Eat Smart, Live Well <em>(requested)</em></td>
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<td>Blanton Museum tour (confirmed)</td>
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<td>Be That One. Suicide Prevention Workshop <em>(requested)</em></td>
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<td>Harry Ransom Center (confirmed)</td>
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<td>Library Services (confirmed)</td>
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<td>November 12</td>
<td>Real Talk: Helping Friends in Distress <em>(requested)</em></td>
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<td>Self-Care Reflection Due at 11 AM</td>
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<td>Self-Care Reflection Peer Evaluation Due at 11 AM</td>
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<td>Discussion Board Posting - Chapter 1 (The How of Happiness)</td>
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<td>Outline and Bibliography for Health Topic in the News Paper due at 11 AM</td>
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<td>Landmarks Tour Reflection due at 11 AM</td>
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<td>Discussion Board Posting - Chapter 4; University Lecture Series Reflection due at 11 AM</td>
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<td>Rough Draft of Health Topic in the News Paper Due at 11 AM</td>
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<td>Discussion Board Posting - Chapter 5; Peer Review of University Lecture Series Reflection due at 11 AM</td>
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<td>October 24</td>
<td>Discussion Board Posting - Chapter 7</td>
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<td>Discussion Board Posting - Chapter 8; Harry Ransom Center Reflection due at 11 AM; Group Presentations I</td>
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<td>Group Presentations II</td>
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<td>Discussion Board Posting - Chapter 9</td>
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<td>Rough Draft of Wellness in Media Paper due at 11 AM</td>
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<td>Discussion Board Posting - Chapter 10; Texas Memorial Museum Reflection due at 11 AM</td>
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<tr>
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<td>Individual Presentations II</td>
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<tr>
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<td>Individual Presentations III; Wellness in Media Paper Due at 11 AM</td>
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