HACC—CENTRAL PENNSYLVANIA’S COMMUNITY COLLEGE
SOC-202 SOCIAL PROBLEMS CRN 20486, LANCASTER CAMPUS
FALL 2018: AUGUST 27—DECEMBER 16
CLASS MEETS MONDAYS & WEDNESDAYS 9:30-10:45AM, EAST 340
Delayed Opening: 10:45am—11:20am

Professor: Jennifer St. Pierre
Office: RE (East) 316T   E-MAIL: JSTPIERR@hacc.edu
Phone: (717) 358-2284   Office Secretary: (717) 358-2983

****HELP: Please contact me if you need assistance with anything. By email, phone, or visit during office hours. I will return messages within 48 hours or by the next business day if a weekend.

Fall 2018 Office Hours:  (Or anytime by appointment)
Mondays & Wednesdays: 9:00—9:30am
Tuesdays & Thursdays: 12:30—2:30pm

CATALOG DESCRIPTION/CLASS OVERVIEW: Introduce and examine the problems of society within a sociological framework utilizing various analytical approaches. Problems of society will be considered in the context of such concepts as social change, social disorganization, conflict, and deviant behavior. Emphasis will focus on the need to develop strategies for confronting problems such as poverty, racial discrimination, sexual discrimination, and crime.

Why are people and societies the way they are and why do they do what they do? This is the essential sociological question we will address this semester. We will be examining social problems and considering how social forces such as the family, the economy, education, gender, and race influence our social behavior. We need to keep in mind throughout the course that sociology does not provide easy, clear-cut answers to social problems and issues, but does try to bring understanding of the causes, consequences and possible solutions in a scientific framework.

LEARNING OUTCOMES: Upon successful completion of the course, the student will be able to:

- Describe contemporary social problems (such as poverty, racial and ethnic inequality, gender inequality, crime, drugs, and health) using a sociological perspective
- Evaluate social problems using sociological theories
- Apply sociological concepts to contemporary social problems in written or oral communication
- Compare the impacts of global and historical approaches to social problems
- Identify structures or systems that impact social problems
- Use scholarly work to analyze social problems
- Distinguish between micro- and macro-level phenomena
REQUIRED ELECTRONIC TEXTBOOK:

NOTES:
* Be sure to use your student Google Chrome or Firefox browser as it is not fully compatible with Internet Explorer
** Access invitation. Go to revel login at https://console.pearson.com/enrollment/tsszu6
*** Student Technical Support for Revel Ebook (855)875-1801

COURSE PROCEDURES & EXPECTATIONS: In this course we will be addressing issues that are social, but are sometimes personal and controversial. I want all of us to create a collaborative, comfortable learning environment. It is expected that we will all examine course materials presented critically and intellectually while respecting various perspectives (even if you may disagree with others). As beginning sociologists, you will learn that the sociological perspective incorporates various viewpoints in its examination of complex social issues and relationships. This means that unprofessional or disrespectful behavior will not be tolerated (See “Student Code of Conduct” in the Student Handbook for further clarification). While it is up to you to decide where you stand on any given theory or issue, it is my intention to give you the tools and materials to think critically and learn the lessons of sociology as a science. A variety of teaching/learning techniques will be used throughout the course from lecture, to class discussions, to videos, to in-class assignments, and other activities.

It is expected that you will keep up with reading assignments, attend class, arrive to class on time, take notes on class meetings, participate in class discussions and activities, turn in assignments on time, ask questions and seek assistance when needed, and do not miss exams.

TECHNOLOGY USE: The use of electronic devices should be limited to course purposes. I encourage you to bring them to class for learning purposes but please turn them off and put them away unless needed. Laptops may be used for note-taking but I caution you that you should stay focused on class as distracted learning has been shown to be no better than not attending class at all! For full-time learning support use, authorization must be made with the Disability Services at our Counseling Office. Social networking and texting are disruptive and do not support course objectives. If access becomes a problem in class, I reserve the right to withdraw usage privileges.

ATTENDANCE & ABSENCES: Regular class attendance is required to meet the objectives of this course and I will note attendance in your record. While points are not acquired directly through attendance, if you miss class you will miss class activities and assignments that are required and thus will lose out on those required points. Students are expected to attend class, be on time, complete all class assignments on their due dates, take exams when scheduled, and participate in class discussions and activities. You are responsible for what you may miss in the event you are absent. If you are absent on a due date or an exam for an emergency or illness, you must notify me immediately of your circumstances in order for me to determine if the absence will be excused and if a make-up assignment or exam will be granted.
**Excused Absence:** An absence that occurred for reasons that were: a) beyond the student’s control to prevent, and b) significant enough to reasonably prohibit attendance in class.

**Unexcused Absence:** An absence that is not excused.

**Excessive absences** are when unexcused absences or the failure to participate in academic activities exceed 15% of the total class hours that will take place throughout the semester and when the absences preclude the possibility of the student attaining the stated learning outcomes for the course. If you have missed more than 30% of course points and/or are currently failing the course (less than 60% average) then you will be deemed unable to attain the stated learning outcomes for the course.

**Weather Delays/Closings:** Will be announced on radio & TV as well as posted on the HACC website. On delayed opening days...our class will meet from 10:45am—11:20am. You may sign up for more direct notifications to email or phone texts with HACC’s e2campus alert system from our college homepage. Every fall E2Campus notification lists are purged so you need to re-sign up each academic year for alerts.

**D2L (BRIGHTSPACE) Note:** I will post grades in the grades tool of D2L accessed from MYHACC. Please visit myhacc.hacc.edu or ehacc.hacc.edu to access Desire2Learn. Look for our course number on the list, click to go to the course homepage, and click on “Assessments” on the top toolbar, then “Grades.”

**Assignments & Group Work:** Our class meetings will consist of a variety of approaches to learning including group discussions, in-class assignments/activities, and a group research project (Project details later in this syllabus). Students will be assigned to discussion/research groups for the semester to facilitate active engagement with course materials, group interactions, and peer-to-peer learning and support. For each class activity, you will be presented with the objectives and evaluation measures at the time of the activity. ***LATE ASSIGNMENTS ARE NOT ACCEPTED*** unless you have an approved excused absence and we have worked out a makeup agreement that is met. **All approved makeup assignments must be completed within 1 WEEK** of the student’s return to class and will not be accepted any later.

**EXAMINATIONS & QUIZZES:** Each is designed to assess your ability to comprehend, analyze, and integrate theories, concepts, and objective data into a current knowledge base. Your examinations will include course materials covered up to that point in time. There will be a Mid-Term Examination and a Final Exam this semester. Each exam will include multiple-choice and short essay questions which cover all course materials. Test essays are graded for content, not form (overall response/analysis, completion of question, use of supporting sociological evidence/examples). I will also
provide you with an exam review guide at least one class period prior to exams. There will also be 6 multiple-choice chapter quizzes assigned to keep you engaged with your course readings throughout the semester and will need to be taken in your E-book Revel Access (online).

**COURSE REQUIREMENTS & GRADING:** Grading is determined by the total accumulation of points throughout the semester. Individual grades are calculated according to percentages of the total points possible (either for an exam or assignment). For example, on a 100 point exam, you would need to score a 90 for an A, or 4.0, an 80 for a B, or 3.0, and so on. Maintaining at least 70% of the total possible points is considered to be satisfactory for a 2.0 level, or C average, while a D (60%) is the minimum passing grade. You can keep track of your progress by adding up your points and comparing them to the points possible. Grades will be posted in D2L Brightspace throughout the semester.

**Semester Assignments (Total 500 Points):**

**I. Social Problems Research Report/Group Proposal (120 points)**
Each student will be assigned to a group and each group is responsible for a social problems research project and presentation and proposal (group project plan). See assignment guidelines later in this syllabus for details.

**II. In-Class Assignments, Homework, and Quizzes (180 points)**
Due to the nature of the course, it is necessary for students to attend class meetings regularly. Group discussion, class activities, and homework readings, and exercises make up 70 points of your final course grade including attendance at all group research presentations not just your own. In addition, there are 2 required Library Research Workshops at 10 points each (20 pt.) and 6 Chapter Quizzes in your Revel Ebook at 15 points each (90 pts.).

**III. Examinations (200 points)**
Each student is expected to complete Mid-term and Final Examinations to demonstrate understanding of concepts and theories of social problems analysis. Each exam is 100 points and will consist of Multiple-Choice and Short Essay questions.

**YOUR FINAL COURSE GRADE WILL BE DETERMINED BY THE FOLLOWING SCALE:**

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<th>Points Range</th>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>450-500</td>
<td>A</td>
<td>90—100%</td>
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<tr>
<td>400-449</td>
<td>B</td>
<td>80—89%</td>
</tr>
<tr>
<td>350-399</td>
<td>C</td>
<td>70—79%</td>
</tr>
<tr>
<td>300-349</td>
<td>D</td>
<td>60—69%</td>
</tr>
<tr>
<td>0—299</td>
<td>F</td>
<td>&gt;59%</td>
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ACADEMIC DISHONESTY & UNETHICAL CONDUCT: It is required that you respect the integrity of the academic enterprise meaning all work must be your own. Academic dishonesty of any kind including intentional plagiarism, cheating, and/or unapproved collaboration will not be tolerated, and will result in an “F” or failure of the assignment and/or this course. Various forms of academic dishonesty are considered criminal according to PA Crimes Code as well as violations of HACC’s Student Code of Conduct (see Student Handbook for policies & procedures). More serious violations may not be limited to course failure and may be sanctioned by other college administrators up to and including suspension from the college. If you need assistance in determining what must be cited, or how to give proper credit, please see me, e-mail me, or call me and I will be happy to assist you as I understand students are learning.

INCOMPLETES (“I” GRADES): Incompletes are not given without good reason. An “I” grade will only be awarded to students who request it and if it is determined by me that, due to extenuating circumstances, a student needs additional time beyond the semester to complete the course objectives. You must be passing the class, have completed a majority of your coursework and have an emergency situation which necessitates the need for additional time to complete course objectives. According to college policy, incompletes are written contracts between the instructor and the student, therefore, it is within my discretion whether one will be granted. Requirements must be completed by the 8th week of the following semester to avoid a failing grade being recorded on your student record.

How to access LibGuides, Writing Support, & Tutoring: Our Lancaster Library in the Main building houses many student support services. The Learning Center offers writing help on a walk-in basis and sociology tutors are available at various scheduled times (check with the learning center for FALL schedules). Computers, printers, and group meeting rooms are also available for student use. If you would like further research information for course assignments or citation assistance, all HACC Library Resources are also available online from the HACC Homepage (hacc.edu). Access our online class guide by clicking on Library tab from hacc.edu, Libguides, then Sociology, Lancaster, SOC-202 St. Pierre. Online resources will ask for your student login information which is the same as your MyHACC and HACCWeb access. Please update and utilize your Hawkmail account for HACC communications.

New Withdrawal Policies & Procedures:
As per HACC’s policy on attendance and withdraws, you must attend class regularly (actively participate online). You can only withdraw or be dropped from this class during the first 70% of the course meetings (total course hours). No withdraws are possible after 70% of the class has been completed. You may withdraw with a W grade from this class online through MyHACC anytime during the Drop/Withdrawal period (up to the 70% mark of the semester). If you have been academically dishonest, I will change the “W” to an “F” grade during the pending withdraw period. During the second
confirmation of attendance (at mid-term), if you have stopped attending class (if it has been at least two weeks since I have seen or heard from you), you will be removed from the course with a “W”. I will not drop you from the course if you are excessively absent otherwise. If you remain in the course after the drop/withdrawal period has ended you will be assigned a grade based on the grades you have earned. For further details and important dates, please view college policy and procedures at the following link:

http://www.hacc.edu/NewStudents/RegisterOnlineGuide/Add-Drop-Deadlines.cfm

**STUDENTS IN NEED OF ACCOMMODATIONS:**
*If you need student support services for the semester, please see me during office hours and we can discuss your needs and strategies for success in this course, thanks.*

Students with disabilities who are in need of accommodations should contact the campus disability coordinator listed below. Coordinators for each campus are listed here: http://www.hacc.edu/Students/DisabilityServices/Contact-Disability-Services.cfm

**EEOC POLICY:** It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression, veteran status, genetic history/information, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active steps to recruit minorities and women.

The Pennsylvania Human Relations Act (“PHRA”) prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act (“PFEA”) prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at http://www.phrc.pa.gov/Pages/default.aspx#.V2HOujFuNS0

**HACC—Lancaster Campus:** Vicki Van Hise, Coordinator, Disability Services, RM 221D, Phone: 717-358-2972, Fax: 717-358-2960, Email: vlvanhis@hacc.edu
GROUP RESEARCH PROJECT PROPOSALS (20 points—Due Oct. 10). To make sure your group is on track for a successful research project, the group (one proposal) will need to submit a 2-page (single-spaced, word document) research proposal with the following information (each section can be a separate paragraph), and please use APA guidelines for formatting and citations:

I. Introduction. Who are your group members? What social problem or issue will you be investigating? Why?

II. What sociological perspective will you use to frame your study (conflict theory, functionalism, interactionism)? Provide a brief overview of the sociological perspective you will use and how it fits with your topic. What sociological concepts or theories learned so far do you think will be important to address?

III. Using APA citation formatting, please summarize and within text cite at least 3 research references you have reviewed so far and how they are supportive of your understanding of your topic. Basically you need an annotated bibliography of your three sources. APA Citation then summary, APA citation then summary, and so on.

IV. How will group tasks be divided to complete project? What will be your project presentation approach? Who will create powerpoint, prezi, video, game, etc.? Who will present what? Who will edit and integrate and type up your final group paper submission? Please note all group members must do their part so this section will become your agreed upon commitment to the group and completion of the project. You should all sign and date the submission of this proposal that you agree to your plan. Also, all group members should review the final submission of your group paper as you are putting your name on it and your final evaluation will be influenced by everyone’s total contributions as well as your own.

SOC-202 SOCIAL PROBLEMS RESEARCH PROJECT (Due Date of Group Presentation): Each student will be assigned to a small group for this research project and group discussions and activities. Each group will research an agreed upon specific social problem of the group’s choosing. Each group is required to submit a double-spaced, APA formatted Word document that will include a title page, at least 10 1-page article summaries, and at least a 2-page group conclusion which integrates the conclusions from all your research with an attached “reference” list. Each group will present their research findings to the class in a 15-20 minute presentation during the last 3 weeks of class as assigned (Nov. 26—Dec. 3). Your final written project is due the day of your scheduled presentation. The project should include the following:

I. Data Collection: Select and collect at least 10 articles dealing with your selected social problem. Articles should address the causes, consequences, and solutions to your social problem based on current research (within the last 10 years unless a classic study). All three elements do not have to be addressed in every article but you
should have all three covered with 10 articles. Articles can be from a variety of sources: newspapers, professional journals, magazines, books, online resources, etc., but **at least 5 (half) of the articles must be professional journals** (i.e. American Sociological Review, and many others). I will give you some periodic class time to meet with your research groups including an introductory research workshop however there will be need to meet outside of class to complete the project. There are small group meeting rooms located in the library if your group needs a workable place to meet. (You do not need to include copies of articles with your final project, but I suggest you make copies to bring to group meetings so that all can be aware of the resources you are working with.) **SHARE GROUP RESOURCES WITH EACH OTHER, ALL MEMBERS SHOULD HAVE INPUT ALONG THE WAY. GROUP EDITORS’ WORK SHOULD BE REVIEWED BY OTHERS SO YOU KNOW WHAT IS BEING SUBMITTED.**

II. **Summaries:** For each selected article write a one-page summary. **Note the complete APA citation of the article summarized at the top of your summary pages.** (Author Last Name, First Initial. (Year). Article Title, Journal Title, Volume Number, Issue Number, Page Numbers). Identify any causes, consequences or solutions of your social problem addressed by the authors of the article. What were the findings of the authors that can help us better understand your social problem? These summaries **should not** include your opinions but rather summarize what other researchers have found. It is not a completed research paper, but rather a beginning literature review.

III. **Group Conclusion:** After reviewing all ten articles with your group, write a minimum of a two-page group conclusion to your research. This will essentially be an integration of the research reviewed in your article summaries and will serve as the basis for your class presentation. Within your conclusion explain how the sociological perspective can be used to better understand your social problem. You need to use one of the primary perspectives in your group analysis (functionalism, conflict theory, interactionism). Your group conclusions should include some analysis based on the facts researched (again, not opinion!). Apply theory here. Why does this problem exist (causes)? What are the consequences to society (impact)? And what solutions have been suggested by researchers. You must use APA CITATIONS WITHIN TEXT OF CONCLUSIONS TO IDENTIFY WHAT SOURCES WERE INTEGRATED. You must also include a complete APA ‘References List’ at the end of your group paper.

IV. **Final Report:** Number each page of the report which should follow title page, 1 through ten article summaries, your group conclusion, references page format, and staple the completed report together for submission. Your title page should include the names of all group members and your social problem topic. References page should list all ten articles summarized in your report according to APA guidelines. Make sure references used in summaries match with reference list and make sure not to list any you do not use. (Note: You are not required to submit all the copies of
your articles. I recommend you copy them for reference of the whole group as you work on the project.)

V. **Group Presentation:** Each group will then present their findings to the class, with each group member participating. Provide an overview of your complete project and be as creative with your presentation as you would like. The use of audio, video, overheads, or other visual aids are encouraged but not required. But keep in mind each group will only have 15-20 minutes to present so you need to be organized and prepared. Also, be prepared for some questions of interest from the class.

VI. **Evaluations:** The group (wholly and individually) is responsible for the entire group project, which means all should review the entire project before submission and if a group member is absent the day of your scheduled presentation the other members are responsible for his/her missing part. Projects will be evaluated as follows: written report (50%), presentation (25%), and group participation (25%). Sentence structure and grammar are as important as the content of your project. APA formatting should be used. On presentation day each member will anonymously evaluate each other member for participation using a 1 to 5 point scale from 1 being uninvolved to 5 being highly active and contributory. The average scores will be scaled to the 25% of your project grade. This research project is 100 points, constituting approximately 20% of your final course grade (See evaluation form on next page).
SOCIAL PROBLEMS RESEARCH PROJECT EVALUATION
SOC-202, J. St. Pierre

(25%) Group Presentation Grade—25 points (Scale 1-5)
Objectives:

1. Application of the sociological imagination, or perspective ___
2. Sociological evidence/resources used ___
3. Causes, consequences, and change recommendations ___
4. Presentation organization, engagement of class, and length ___
5. Each group member participated and the presentation ___
   demonstrated research findings in written report

(50%) Group Written Report—50 points (Scale 1-5)
Objectives:

1. Written report followed proper format ___x2___
2. Report supports group’s presentation ___x2___
3. Causes, consequences, policies discussed ___x2___
4. Proper grammar, structure used ___x2___
5. Report referenced required number and type of resources ___x2___

(25%) Confidential Self & Peer Evaluations—25 points
After your group has performed their presentation for the class, other members of your group will
be asked to rank your participation on a scale from 1 to 5, 1 being uninvolved, to 5 being highly
active and contributory to the group project. (These will be done anonymously so group
members will not know who scored what and you will also score yourself). Then, an average of
1-5 will be multiplied by 5 to scale for your 25% participation grade.

Participation average score ___x5 TOTAL: 25 points ___

*******TOTAL PROJECT POINTS/GRADE ___ (100 POSSIBLE)
SOC-202 SOCIAL PROBLEMS COURSE OUTLINE
Fall 2018, Jennifer St. Pierre

****Subject to change with notice

*****See Pearson Revel Ebook for further Reading Schedule, Assignments and Quiz Due Dates

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<th>TOPICS</th>
<th>DATES TO NOTE</th>
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<tr>
<td><strong>WEEK 1</strong></td>
<td><strong>Aug. 27-29</strong></td>
<td>Chapter 1, Studying Social Problems Ch. 1 Quiz (1)—Due 9/5.</td>
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<tr>
<td><strong>WEEK 2</strong></td>
<td><strong>Sept. 3-5</strong></td>
<td>Chapter 2, 10, 11 Social Inequality &amp; Poverty Ch. 2 Quiz (2)—Due 9/12.</td>
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<td><strong>WEEK 3</strong></td>
<td><strong>Sept. 10-12</strong></td>
<td>Doing Sociology. AIDS Epidemic.</td>
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<td><strong>WEEK 4</strong></td>
<td><strong>Sept. 17-19</strong></td>
<td>Ch. 13 Education Ch. 13 Quiz (3)—Due 9/26.</td>
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<td><strong>WEEK 5</strong></td>
<td><strong>Sept. 24-26</strong></td>
<td>Ch. 6 Crime, Violence &amp; Criminal Justice Crime, Violence, &amp; CJ.</td>
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<td><strong>WEEK 6</strong></td>
<td><strong>Oct. 1-3</strong></td>
<td>Ch. 8 Alcohol &amp; Drugs Ch. 8 Quiz (4)—Due 10/10</td>
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<td><strong>WEEK 7</strong></td>
<td><strong>Oct. 8-10</strong></td>
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<td><strong>WEEK 8</strong></td>
<td><strong>Oct. 15-17</strong></td>
<td>Ch. 9 Health Culture &amp; Healthcare.</td>
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<td><strong>WEEK 9</strong></td>
<td><strong>Oct. 22-24</strong></td>
<td>Ch. 15 &amp; 16 Population &amp; Environment Ch. 15 Quiz (5)—Due 10/31.</td>
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<tr>
<td><strong>WEEK 10</strong></td>
<td><strong>Oct. 29-31</strong></td>
<td>Ch. 3 &amp; 4 Race &amp; Gender Ch. 3 Quiz (6)—Due 11/07.</td>
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Race Inequality.
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<tr>
<th>WEEK 11</th>
<th>Ch. 12 Family</th>
<th>Gender Inequality.</th>
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<th>Family Issues.</th>
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<tr>
<th>WEEK 13</th>
<th>Wrap Up &amp; Group Working Day</th>
<th>Nov. 21—Group Working Day</th>
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<tr>
<td>Nov. 19-21</td>
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<tr>
<th>WEEK 14</th>
<th>Attendance/Part. Presentations.</th>
<th>Nov. 26-28—Group Presentations</th>
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<td>Nov. 26-28</td>
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<tr>
<th>WEEK 15</th>
<th>Dec. 3—Group Presentations Dec. 5—Review for Final Exam</th>
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<th>Final Exam Week</th>
<th>Final Exam</th>
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<tr>
<td>Dec. 10-16</td>
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