LING2080
Auslan 2

Course Co-ordinator:  Associate Professor Peter Peterson
Room: MC126
Ph: 4921 5158
Fax: 4921 6933
Email: peter.peterson@newcastle.edu.au

Semester  Semester 2 - 2006
Unit Weighting  10
Teaching Methods
Lecture
Tutorial

Brief Course Description
This course provides continuing study of Australian Sign Language (Auslan), building on the foundations provided in LING2070 Auslan 1. Students will expand their ability to use the language in a variety of discourse forms and settings.

Contact Hours
Lecture for 1 Hour per Week for 13 Weeks
Tutorial for 3 Hours per Week for 13 Weeks

Course Objectives
Objectives
On successful completion of the course, students will be able to demonstrate:
1 abilities in the production and understanding of Auslan
2 knowledge of grammatical structures and vocabulary of Auslan
3 ability to use Auslan in a variety of discourse forms and settings

Course Content
The course will provide a further introduction to the study and acquisition of Australian Sign Language (Auslan). Topics studied will include:
* grammatical structures of Auslan: syntactic issues, the use of space, sign inflection
* phonology of Auslan: the five parameters of an Auslan sign
* Auslan vocabulary, including aspects of both the productive and the established lexicon

Course Outline Issued and Correct as at:  Week 1 Semester 2 2006

CTS Download Date: Please insert date
Assessment Items

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Examination: Oral</td>
<td>25%</td>
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<tr>
<td>Examination: Take Home</td>
<td>End of semester 25%</td>
</tr>
<tr>
<td>Presentations - Class</td>
<td>Two class presentations (25% each) 50%</td>
</tr>
</tbody>
</table>

Assumed Knowledge
LING2070 Auslan 1 (or equivalent)

Callaghan Campus Timetable
LING2080
AUSLAN 2
Enquiries: School of Humanities and Social Science
Semester 2 - 2006

Lecture and Tutorial Wednesday 10:00 - 11:00 [HA58]
and Workshop Wednesday 13:00 - 15:00 [RW2-06/7] GROUP 1 ONLY
- Commencing Wk 2

or

or Wednesday 15:00 - 17:00 [RW2-06/7] GROUP 2 ONLY
- Commencing Wk 2

Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

· copying or paraphrasing material from any source without due acknowledgment;
· using another's ideas without due acknowledgment;
· working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

· Reproduce this assessment item and provide a copy to another member of the University; and/or
· Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking);
· Submit the assessment item to other forms of plagiarism checking

Written Assessment Items
Students may be required to provide written assessment items in electronic form as well as hard copy.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item.
University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:
1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment; must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be lodged no later than 5 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) is: For semester 2 courses: **31 August 2006**

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the Student Enquiry Centre.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

**Contact Details: Faculty Student Service Offices**

**The Faculty of Education and Arts**
Room: GP1-22 (General Purpose Building)
Phone: 02 4921 5314

**Ourimbah Focus**
Room: AB1.01 (Administration Building)
Phone: 02 4348 4030

**The Dean of Students**
Dr Jennifer Archer
Phone: 02 4921 5806
Fax: 02 4921 7151
resolutionprecinct@newcastle.edu.au

**Deputy Dean of Students (Ourimbah)**
Dr Bill Gladstone
Phone: 02 4348 4123
Fax: 02 4348 4145

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards
Web Address for Rules Governing Postgraduate Academic Awards
Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS
The University is committed to providing a range of support services for students with a disability or chronic illness.
If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.
Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au
As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.
For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
• http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm
Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
• Type your assignments: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
• Word length: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
• Proof read your work because spelling, grammatical and referencing mistakes will be penalised.
• Staple the pages of your assignment together (do not use pins or paper clips).
• University coversheet: All assignments must be submitted with the University coversheet: http://www.newcastle.edu.au/school/hss/studentguide/index.html
Assignments are to be deposited at any Student Hubs. Hubs are located at:
- Level 3, Shortland Union, Callaghan
- Level 2, Student Services Centre, Callaghan
- Ground Floor, University House, City
- Ground Floor, Administration Building, Ourimbah

Any changes to this procedure will be announced during the semester.

Do not fax or email assignments: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

Keep a copy of all assignments: All students must date stamp their own assignments using the machine provided. Mailed assignments to schools are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

**Penalties for Late Assignments**
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

**Special Consideration/Extension of Time Applications**
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student Hubs.
http://www.newcastle.edu.au/study/forms/index.html

**No Assignment Re-submission**
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

**Re-marks**
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

**Return of Assignments**
Students can collect assignments from a nominated Student Hubs during office hours. Students will be informed during class which Hubs to go to and the earliest date assignments will be available for collection. Students must present their student identification card to collect their assignment.

**Preferred Referencing Style**
In this course, it is recommended that you use the use the Harvard in-text referencing system (similar to the APA system) for referencing sources of information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of
references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:

**Student Representatives**
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

**Student Communication**
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

### Grading guide

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>49% or less</td>
<td><strong>Fail (FF)</strong> An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td><strong>Pass (P)</strong> The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<tr>
<td>65% to 74%</td>
<td><strong>Credit (C)</strong> The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td><strong>Distinction (D)</strong> Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<tr>
<td>85% upwards</td>
<td><strong>High Distinction (HD)</strong> All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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<tr>
<td>Week</td>
<td>Lecture</td>
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</tbody>
</table>
| 1    | **Deafness & Audiology**  
- Course and Assess outlines  
- Anatomy & physiology  
- Hearing loss  
- Treatment | **Deafness & Audiology**  
- Case-studies  
- Problem-based learning | **Location & Holidays**  
- Fingerspelling  
- Countries  
- Holiday activities  
- Holiday locations |
| 2    | **Models of Disability**  
- Course outline  
- Assessment outline  
- Medical model  
- Social model | **Models of Disability**  
- Case-studies  
- Problem-based learning | **Travel & Transport**  
- Review  
- Fingerspelling  
- Transport signs  
- Space & travel |
| 3    | **Constructed Action/Dialogue**  
- Definition  
- Comparison to English  
- Features | **Constructed Action/Dialogue**  
- Identify constructed A/D  
- Analyse constructed A/D  
- Practice constructed A/D | **Occupations**  
- Review  
- Fingerspelling  
- Occupation signs  
- Mime/Role Play |
| 4    | **Structure of Auslan 2**  
- Metaphonology  
- Morphology - aspect  
- Syntax - topicalisation | **Analysing Auslan**  
- Metaphonology activities  
- Aspect activities  
- Topicalisation activities | **Shopping & Money**  
- Review  
- Fingerspelling  
- Shop signs  
- Numbers & money |
| 5    | **Characters**  
- Using nouns  
- Using pronouns  
- Using classifiers  
- Pronoun reference | **Characters**  
- Nouns in space  
- Pronoun reference  
- Pronoun practice | **Food & Restaurants**  
- Review  
- Fingerspelling  
- Food signs  
- Beverage signs  
- Restaurant names |
| 6    | **Verbs**  
- Definition  
- Verbs in spoken languages  
- Verbs in signed languages  
- Plain verbs  
- Agreement verbs  
- Spatial verbs | **Verbs**  
- Identifying verb type  
- Using different verb types | **Animals**  
- Review  
- Fingerspelling  
- Animal signs  
- Classifiers for animals  
- Animal habitats |
| 7    | **Space**  
- Real space  
- Non-real space  
- Grammatical space | **Metalinguistic Space**  
- Identifying types of space  
- Using diagrammatic space  
- Using viewer space | **Space**  
- Review  
- Fingerspelling  
- Spatial descriptions  
- Spatial directions |
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Subtopics</th>
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<tr>
<td>6/9</td>
<td>Auslan to English</td>
<td>• Transcription</td>
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<td>• Interpreting</td>
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<td>• Translation</td>
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<td>• Glossing</td>
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<td>7/9</td>
<td>Health &amp; Illness</td>
<td>• Review</td>
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<td>• Diseases &amp; illness</td>
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<td>• Symptoms</td>
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<td>• Medical professionals</td>
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<td>13/9</td>
<td>Bilingualism &amp; SLA</td>
<td>• Definitions</td>
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<td>• Bilingualism &amp; deafness</td>
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<td>• Bilingualism in education</td>
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<td>• Second language acquisition</td>
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<td>Signing &amp; Curriculum</td>
<td>• Review</td>
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<td>• Fingerspelling</td>
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<td>• English signs</td>
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<td>• Maths signs</td>
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<td>• Signing BICS &amp; CALPs</td>
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<td>20/9</td>
<td>Narratives</td>
<td>• Definition</td>
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<td>• Narrative types</td>
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<td>• Story Grammar</td>
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<td>20/9</td>
<td>Narratives in Deaf Culture</td>
<td>• Looking at non-linguistic narratives</td>
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<td>• Typical deaf narratives</td>
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<td>• Role of narratives</td>
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<td>• Examples of narratives</td>
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<td>27/9</td>
<td>Language Acquisition</td>
<td>• Signed language</td>
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<td>• Comparing acquisition</td>
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<td>• Analysing data</td>
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<tr>
<td>27/9</td>
<td>Narratives 2 - Accounts &amp; Recounts</td>
<td>• Review</td>
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<td>• Fingerspelling</td>
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<td>• Medical script</td>
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<td>• Shopping script</td>
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<td>• Café script</td>
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<td>• Travel agent script</td>
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<td>18/10</td>
<td>Semantics</td>
<td>• Concepts and symbols</td>
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<td>• Sign vs. word meaning</td>
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<td>• Sense and reference</td>
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<td>• Semantic relationships</td>
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<td>• Metaphor in sign languages</td>
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<td>18/10</td>
<td>Semantic Relationships</td>
<td>• Antonyms</td>
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<td>• Synonyms</td>
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<td>• Exam preparation</td>
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<td>25/10</td>
<td>Narrative 3 - Fiction</td>
<td>• Review</td>
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<td>• Fingerspelling</td>
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<td>• Fairytales</td>
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<td>• Exam preparation</td>
</tr>
<tr>
<td>1/11</td>
<td>Theory Assessment 2</td>
<td></td>
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</tbody>
</table>

**Holidays**

**Theory Assessment 1**
- Class Presentations

**Auslan Assessment 2**
LING 2080 Assessment Outline

THEORY ASSESSMENT 1
In groups of 2-4 people, undertake a project which addresses deafness from the perspective of the social model of disability. The project must be planned, developed, implemented and evaluated. This assessment is worth 30% of the total grade for LING 2080 and has three components.

Task 1 Present project idea to lecturer
Weighting 0%
Due Date Week 5, Wednesday 16th of August

Task 2 Present a group paper of 2000 words considering the following points -
- Description of the project (5)
- Describe the aims of the project (6)
- Describe how the aims were achieved (6)
- Relate the project to the social model of deafness (10)
- Relate the project to the medical model of deafness (5)
- Describe how the project was implemented (6)
- Evaluation of the project (6)
- Suggested changes to the project (4)
- Contribution of each group member
Weighting 20% of final grade
Due Date Week 13, Wednesday 25th of October

Task 3 As a group, present your project to the class in a 4-5 minute presentation. Focus your presentation around describing your project, how it was implemented and how it relates to the social model of disability. You also need to provide a handout about your project to the class. You will be marked according to the following criteria -
- Clear and succinct presentation of material (5)
- Use of evidence to demonstrate project implementation (5)
- Relating project to social model of deafness (5)
- Handout usability (5)
- Use of visual presentation strategies (5)
Weighting 10% of final grade
Due Date Week 13, Wednesday 25th of October between 10am - 12pm
**THEORY ASSESSMENT 2**

**Task**
A viva voce examination will be conducted for every student. Each viva will last approximately 10 minutes and cover topics from LING 2080. You will be able to view the questions 10 minutes prior to your viva and can make notes which you can take into the viva with you. You are not permitted to refer to any other notes or references during this time. The viva will be conducted in written English and Auslan.

**Weighting**
20% of final grade

**Due Date**
Week 14, Wednesday 1st of November

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**SIGNING ASSESSMENT 1**

Prepare a monologue which is 3-5 minutes in length. In your monologue use vocabulary from at least three of the following topics covered in tutorials - location, holiday, travel, transport, food, restaurants, occupations, animals, shopping, money, health and/or illness. Use at least one example of each of the following linguistic devices in your monologue - a motion and location classifier, a handling classifier, a size and shape specifier classifier, a plain verb, an agreement verb, a spatial verb and non-real space.

**Task 1**
Video your monologue and hand it in with a written English translation and basic Auslan gloss. Also submit a page stating the signs you used to meet each criterion using the proforma provided.

**Weighting**
20% of final grade

**Due Date**
Week 9, Friday 15th of September

**Task 2**
You are required to complete a self evaluation of your signing in this assessment using the proforma provided.

**Weighting**
5% of final grade

**Due Date**
Week 9, Friday 15th of September

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**SIGNING ASSESSMENT 2**

**Task**
You will watch a short passage in Auslan and answer a number of questions in Auslan related to this, in Auslan. The vocabulary and theme will be drawn from LING 2080.

**Weighting**
25% of final grade

**Due Date**
Week 13, Wednesday 25th of October
Practical Assessment 1 Proformas

State which signs you used from at least three of the following categories

<table>
<thead>
<tr>
<th>Location</th>
<th>Holiday</th>
<th>Travel</th>
<th>Transport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food</td>
<td>Restaurants</td>
<td>Occupations</td>
<td>Animals</td>
</tr>
<tr>
<td>Shopping</td>
<td>Money</td>
<td>Health</td>
<td>Illness</td>
</tr>
</tbody>
</table>

State which signs you used with at least one from each of the following categories

<table>
<thead>
<tr>
<th>Motion &amp; Location Classifier</th>
<th>Handling Classifier</th>
<th>Size &amp; Shape Specifier Classifier</th>
<th>Plain Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agreement Verb</td>
<td>Spatial Verb</td>
<td>Non-Real Space</td>
<td>Grammatical Space</td>
</tr>
<tr>
<td>Area</td>
<td>Self Evaluation</td>
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<td>-------------------------------------</td>
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<tr>
<td>Fluency &amp; intelligibility</td>
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<tr>
<td>Fingerspelling &amp; numbers</td>
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<tr>
<td>Sign production (HOLM)</td>
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<tr>
<td>Non-manual features</td>
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<tr>
<td>Grammar/syntax</td>
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<tr>
<td>General comments</td>
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