Attention!

This is a representative syllabus.

The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
PSYCH 4508: Psychology of Judgment and Decision-Making

Office Hours: By appointment via Zoom. Please just send me an email and I will be happy to set up a time to meet.
614-292-8185 (Psychology Building main office).

If you have any questions or concerns throughout the course, please come talk to me (or contact the course assistant).


Many of the readings will come from this text, which is available at the OSU bookstore (http://ohiostate.bncollege.com). Please read the assigned material before class. I will also assign additional articles to read. Links to these articles will be posted on the Carmen website for
this course. While most of the topics will be covered in both the lecture and the readings, there
will be some topics that are primarily covered in the lectures and others that are primarily
covered in the assigned readings.

**Websites:** This course will use Carmen (http://carmen.osu.edu). Course materials will be
posted within modules of the Carmen website. Many materials may also be obtained from the
“files” section of the Carmen website.

**Overview:** In this course, we will discuss “descriptive” psychological models of how people
actually make judgments and decisions, as well as examining some “normative” models of how
people should make judgments and decisions. Although the emphasis will be on research
findings, rather than on making people into better decision makers, it is my hope that you will
also find that the material has significant practical value. Some questions we will address are:

- How do we choose among various options such as selecting apartments, jobs, or
  investments?
- How do we make predictions and other judgments?
- Are our judgments and choices rational? What does “rational” mean, anyway?
- Are our judgments and choices prone to systematic biases?
- How can we improve our judgments and decisions?

**Goals:** Upon completing this course, students should…

- Understand and be able to think critically about many of the theories and results in the
  field of judgment and decision making.
- Understand the empirical methods used by psychologists and others to study judgment
  and decision making.
- Be familiar with some applications of JDM theories.
- Have acquired some general, practical skills in judgment and decision making.

**Technology Skills Needed for This Course:**

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
Required Equipment:

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required Software:

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access: You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

1) Register multiple devices in case something happens to your primary device. Visit the “BuckeyePass - Adding a Device” help article for step-by-step instructions (go.osu.edu/add-device).

2) Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.

3) Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.
Technology Support: For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

Self-Service and Chat support: ocio.osu.edu/help
Phone: 614-688-4357 (HELP)
Email: servicedesk@osu.edu
TDD: 614-688-8743

Grades: This course will use the standard OSU grading scale shown below.\(^1\) Based on the average class grade, final grades may be adjusted upwards at the end of the semester if an adjustment seems warranted.\(^2\) **Grades will not be rounded.** Your understanding of the course material will be evaluated using a combination of exams and homework assignments. I may also take attendance for extra credit on occasion.

\[
\begin{align*}
A &> 100\% \text{ to } 93\% & B+ &< 90\% \text{ to } 87\% & C+ &< 80\% \text{ to } 77\% & D+ &< 70\% \text{ to } 67\% \\
A- &< 93\% \text{ to } 90\% & B &< 87\% \text{ to } 83\% & C &< 77\% \text{ to } 73\% & D &< 67\% \text{ to } 60\% \\
B- &< 83\% \text{ to } 80\% & C- &< 73\% \text{ to } 70\% & E &< 60\%
\end{align*}
\]

**Exams: (60\% of final grade).** Two midterm exams and a final exam will focus on conceptual and definitional knowledge, as well as application of that knowledge. You may use your textbook and notes when working on the exams. However, your answers must be your own work; you may not use anyone else’s work or share your work or answers with others. Most exam questions will follow a multiple-choice or computation format. However, it is possible that other types of questions will also be used (e.g., short answer, short essay). Many elements of the exams will be randomized (e.g., random values, random selection from a pool of

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\(^1\) (The "<" symbol used in the grading scale should be read as "less than." For example, an A- is assigned for grades less than 93\% to 90\%).

\(^2\) Typically, the average class grade will need to be less than 80\% before applying a grade adjustment. If a grade adjustment seems warranted, I may adjust exam scores such that your best exam score (determined separately for each person) is weighted as 25\% of your final grade and your lowest exam score is weighted as 15\% of your final grade. Your second-best score will retain a 20\% weight.
questions). The final exam will be cumulative, though many questions will focus on more recent material. Unless grades are adjusted (see footnote), each exam will be worth 20% of your final grade.

Mark exam dates on your calendar now, and inform the instructor as soon as possible if you have a conflict. Exams may only be rescheduled with the approval of the instructor. Make-up exams should be scheduled within one week of the missed exam.

**Homework: (25% of final grade)**. Homework assignments will be accessible through Carmen (typically as a pdf) and will also be turned in through Carmen. Seven homework assignments will be posted. All homework assignments will have equal weight when calculating your final grade, regardless of the length of the homework assignments. Homework assignments are intended to help you better understand the material and prepare for exams. Because they are intended to be learning activities, you are encouraged to discuss the assignments with other students (with the exception of Homework Assignment 1). However, your answers on the assignments must be your own work. Barring extreme circumstances, late homework assignments will not be accepted and make-up assignments will not be given for credit. Your single lowest homework grade will be dropped.

**Quizzes: (15% of final grade)**. Quizzes will be accessible through Carmen. At least six quizzes will be posted. (Currently, six quizzes are listed on the syllabus, though others may be assigned if it appears that doing so will benefit the class). All quizzes will have equal weight when calculating your final grade, regardless of the length of the quizzes. Quizzes are meant to help you review the material and ensure that you have a good understanding of the material. You are welcome to use your notes and textbook when completing the quizzes. However, you are not permitted to collaborate with others; you must turn in your own work when completing a quiz. Quizzes will not be timed, though they must be completed during the time period when they are available. Barring extreme circumstances, late quizzes will not be accepted and make-up quizzes will not be given for credit.
Expectations:

Things I expect from you:
- Respect for the views and backgrounds of everyone in the class and use of appropriate speech and behavior.
- Willingness to consider topics from new perspectives.
- Timely attendance of class meetings and participation in class discussions (when applicable).
- Honesty and integrity in completing the course assignments.
- Read the assigned materials in advance.

Things you can expect from me:
- Respect for you, your perspectives, and your contributions to the course.
- Timely and sincere efforts to address your questions or concerns and help mastering the course material.
- Fairness.

Other Course Policies

Time zones and listed times: All listed times (including due dates) for this course correspond to the Eastern Time Zone.

Discussion and communication guidelines: The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** For the sake of clarity, please remember to write using appropriate grammar, spelling, and punctuation.

- **Tone and civility:** Let's strive to maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember to adhere to the OSU Student Code of Conduct at all times - [studentconduct.osu.edu/](http://studentconduct.osu.edu/)
• **Backing up your work**: When applicable, consider composing your academic work in a word processor, where you can save your work, and then transferring it to Carmen.

• **What is said in class stays in class**: Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved and the instructor.

**Zoom/Videoconferencing Guidelines**: Some of our interactions in this class will occur through Zoom videoconferencing. (Often this will be a review session for topics that we have already covered). Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

• **Technical Issues**: If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [http://go.osu.edu/it](http://go.osu.edu/it) or 614-688-4357 (HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. Unfortunately, I will not be able to address technical issues during a live session.

• **Preparation**: Come to the session having completed any readings and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name.

• **Participation**: At the start of synchronous sessions, I’ll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Please plan to be present and participate during the entire synchronous session, to the extent possible. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons.
Please also mute your microphone when others are talking to minimize background noise in the meeting.

- **Recordings**: I will be recording our review sessions (or other class meetings) for the benefit of students who may need to be absent. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved and the instructor.

**Class Academic Integrity Policy**

Please see descriptions of major course assignments, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

**Ohio State’s Academic Integrity Policy**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s Code of Student Conduct (studentconduct.osu.edu/), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.
If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: studentlife.osu.edu/csc/.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

**Copyright for instructional materials**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.
Commitment to a diverse and inclusive learning environment
The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Accessibility of course technology
This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

Students with Disabilities
The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After
registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Dennis Learning Center

The Dennis Learning Center (DLC) is available to help support and improve the academic success of Ohio State students through academic coaching, group workshops, and elective courses. The DLC offers free, one-hour appointments during which students can discuss various learning-related topics (note-taking, procrastination, test anxiety, exam preparation, time-management, etc.) with an academic coach and create a plan for success. The DLC is located on the 2nd floor of the Younkin Success Center. Visit the DLC website https://dennislearningcenter.osu.edu to learn more.

Sexual Misconduct/Relationship Violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Mental Health and Stress

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help
is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Health and Safety Requirements
All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (https://safeandhealthy.osu.edu), which includes following university mask policies and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.
### Tentative Schedule of Topics and Assignments

*Note: This schedule is subject to change.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Event</th>
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<tr>
<td>1</td>
<td>M</td>
<td>1/11</td>
<td>Course Introduction and Syllabus</td>
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<tr>
<td></td>
<td>W</td>
<td>1/13</td>
<td>Thinking and Deciding</td>
<td>Chapter 1</td>
<td>Homework 1 Due (1/15)</td>
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<td>1/15</td>
<td>Decision Making and Expected Value</td>
<td>Chapter 2</td>
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<td>1/18</td>
<td>Martin Luther King Jr. Day - No Class</td>
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<td>W</td>
<td>1/20</td>
<td>Expected Utility and Decision Trees</td>
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<td>Sunk Costs</td>
<td>Arkes &amp; Blumer (1985)</td>
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<td>Rational Decision Theories</td>
<td>Chapter 11</td>
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<td>W</td>
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<td>Subjective Expected Utility</td>
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<td>1/29</td>
<td>Prospect Theory I</td>
<td>Chapter 12</td>
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<td>4</td>
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<td>Prospect Theory II</td>
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<td>W</td>
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<td>Prospect Theory III</td>
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<td>2/5</td>
<td>Experienced Utility</td>
<td>Chapter 9.4-9.5</td>
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<td>5</td>
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<td>Experienced Utility II</td>
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<td>W</td>
<td>2/10</td>
<td>Constructed Preferences</td>
<td>Slovic (1995)</td>
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<td>F</td>
<td>2/12</td>
<td>Temporal Discounting</td>
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<td><strong>Synchronous Review</strong> for Exam I</td>
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<td>W</td>
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<td><strong>Exam 1 – On Carmen</strong></td>
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<td>F</td>
<td>2/19</td>
<td>Start Lens Model</td>
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<td>Lens Model</td>
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<td>Quiz 3 Due (2/26)</td>
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<td>W</td>
<td>2/24</td>
<td>Instructional Break – No Class</td>
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<td></td>
<td>F</td>
<td>2/26</td>
<td>Models vs. Experts</td>
<td>Dawes, Faust, &amp; Meehl (1989)</td>
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<tr>
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<td>Anchoring and Adjustment</td>
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<td>W</td>
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<td>Availability</td>
<td>Chapter 5.1-5.9 and Tversky &amp; Kahneman (1974)</td>
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<td>Representativeness</td>
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<td>Probability I</td>
<td>Chapter 8 and Chapter 5.10</td>
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<td>Bayes’ Theorem I</td>
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<td>Bayes' Theorem II</td>
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<td>Fast and Frugal Heuristics II</td>
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<td>Explanation-Based Judgments I</td>
<td>Chapter 6</td>
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<td>Chance and Cause I</td>
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<td>Preferences to Choices II</td>
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<td>Emotions and Decision Making</td>
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<td>4/16</td>
<td>Choice Architecture and Nudges</td>
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<td>Debiasing I</td>
<td>Arkes (1991)</td>
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<td>Debiasing II</td>
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<td><strong>Synchronous Review</strong> for the Final Exam</td>
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<td>Final Exam</td>
<td>T</td>
<td>4/27</td>
<td><strong>Final Exam</strong> officially from 10:00am until 11:45am. (However, a window around these times will be provided)</td>
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