3-5-2012

ENC4351 : Writing for Publication. Course Proposal, Effective : 2012 : 03 : 05

University of South Florida St. Petersburg.
USF St. Petersburg
NEW Undergraduate Course Proposal Form
(non-Gen Ed)

<table>
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<th>Date Submitted</th>
<th>Date/Term Change is Requested to Become Effective</th>
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<tbody>
<tr>
<td>10/07/2011</td>
<td>Fall 2012</td>
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<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trey Conner</td>
<td>(727) 873 - 4783</td>
<td><a href="mailto:conner@mail.usf.edu">conner@mail.usf.edu</a></td>
</tr>
</tbody>
</table>

Do the attached changes mirror changes to USF Tampa Curriculum? **Yes**

Description of Change (attach supporting documents if necessary): ENC 4351 will give students in the major a course dedicated to exclusively to the knowledge and skills necessary to write and to publish professional papers, and become familiar with the specific constraints and requirements of journals and publication outlets in diverse areas of specialization and gain first-hand experience with the publication process.

Estimated Impact on University Resources:

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<td>Faculty/Staff</td>
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<td>Other</td>
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**APPROVALS** (if Disapprove, Note and attach Comments)

<table>
<thead>
<tr>
<th>Title (print name)</th>
<th>Signature</th>
<th>Approve</th>
<th>Date</th>
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<tbody>
<tr>
<td>Chair, College Academic Programs Comm</td>
<td></td>
<td>Yes</td>
<td>10/14/11</td>
</tr>
<tr>
<td>College Dean</td>
<td></td>
<td>Yes</td>
<td>10/20/11</td>
</tr>
<tr>
<td>Chair, USFSP UGC Committee</td>
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<td>Yes</td>
<td>11-30-11</td>
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USFSP NEW Undergraduate Course Proposal Form (non-Gen Ed)

1. **Department and Contact Information**

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<tr>
<td>Morgan Gresham</td>
<td>(727) 873 – 4784</td>
<td><a href="mailto:Gresham@mail.usf.edu">Gresham@mail.usf.edu</a></td>
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2. **Course Information**

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<tbody>
<tr>
<td>ENC</td>
<td>4xxx</td>
<td>Writing for Publication</td>
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3. Is the course title variable? no
   Is a permit required for registration? no
   Are the credit hours variable? no
   Is this course repeatable for credit? no
   If yes, Maximum Number of Times?
   Maximum Number of Credits?

4. **Credit Hours**

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<td>3</td>
<td>Lecture</td>
<td>Regular Grading</td>
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Total Clock Hours: 45

5. **Prerequisites**

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<th>Test and Minimum Grade</th>
<th>Course and Minimum Grade</th>
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ENG 1102 C-

6. **Co-requisites** None

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7. **Registration Restrictions**

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6. **Course Description (255 character maximum for state submission)**

Develop the knowledge and skills necessary to write and to publish professional papers, and become familiar with the requirements of journals in your area of specialization and to provide you with first-hand experience with the publication process.

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7. **Gordon Rule**

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<tr>
<th>Does this course meet the <strong>writing</strong> portion of the Gordon Rule?</th>
<th>No</th>
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<tr>
<td>If you indicated &quot;yes&quot; above, specify how the 6,000 words will be covered (exams, papers).</td>
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<tr>
<td>Does this course meet the <strong>computation</strong> portion of the Gordon Rule?</td>
<td>No</td>
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8. **Justification**

a. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

```
Course will deepen students' knowledge of civic engagement, sharpen their abilities in attentive reading, and strengthen their writing abilities.
```

b. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

```
Writing process, publication strategies, rhetorical analysis
```

c. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course serve?

```
Course meets the demand for upper-level offerings for the English major.
```

d. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

```
No
```

e. How frequently will the course be offered? What is the anticipated enrollment?

```
Once every 1-2 years, anticipated enrollment 20-25 students.
```

f. What effect will this new course have on the program (major, minor, cognate, etc.)?

```
The thematic focus and more rigorous assignments will bring a coherency that was lacking to the major, allowing faculty to differentiate and build from 3000- to 4000-level courses.
```

g. What effect will this new course have on the students currently in the program?

```
None
```

h. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

```
A masters degree with at least 18 graduate credit hours in the discipline or a related discipline.
```
h. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor)

Ph.D. in English Studies

9. Other Course Information
A. Objectives

Provide an in-depth practicum in publication issues and practices

B. Learning Outcomes

1. Content / Discipline Skills
   1. Select and modify writing skills in a variety of genres, for different audiences, purposes, and in multiple discourse communities
   2. Demonstrate knowledge of rhetorical traditions from classical times to present
   3. Engage in disciplinary conversations, drawing on knowledge of rhetoric and composition studies, in oral, written, and digital compositions
   4. Demonstrate competence in fundamental areas of writing (e.g., focus, organization, development, voice/tone, prose style, editing, design, publishing)
   5. Perform rhetorical analysis and critique of a variety of texts (print, digital, and visual)

2. Communication Skills
   1. Demonstrate competence in creating digital, print, oral, and visual communication
   2. Understand and use stylistic and genre conventions
   3. Apply invention/writing-to-learn techniques and recursive composing processes
   4. Compose collaboratively (co-authoring, giving and using feedback)

3. Critical Thinking Skills
   1. Make arguments using multiple structures and arrangements, using evidence to articulate and defend positions on various topics orally, digitally, and in writing
   2. Demonstrate the ability to follow the logical structure of arguments, assess evidence, and articulate and defend positions on various topics
   3. Demonstrate competence in analyzing and assessing digital, print, oral, and visual communication
   4. Demonstrate understanding of the dynamic role of language in culture, history, and society through written, oral, and digital compositions

4. Civic Engagement
   1. Participate in and document client-based or service-based work
   2. Analyze ethical concerns in client-, work-, and/or service-based experiences.
   3. Demonstrate awareness and/or advocacy of social justice concerns

a. Major Topics

Writing process, publication, rhetorical analysis

b. Textbooks

Will vary each semester
10. **Proposed UG Catalog Language**

Develop the knowledge and skills necessary to write and to publish professional papers, and become familiar with the requirements of journals in your area of specialization and to provide you with first-hand experience with the publication process.

11. **Syllabus**

*Please provide the syllabus with this form when the course is approved for submission. The syllabus must follow the 'Master Course Syllabus' format (including SLO, description, etc.).*

**Writing for Publication**

**ENC 4351**

*Syllabus*

**Course Description**

In ENC 4351, students will develop the knowledge and skills necessary to write and to publish professional papers, and become familiar with the requirements of journals in your area of specialization and to provide you with first-hand experience with the publication process.

**Student Learning Outcomes**

5. Content / Discipline Skills
   1. Select and modify writing skills in a variety of genres, for different audiences, purposes, and in multiple discourse communities
   2. Demonstrate knowledge of rhetorical traditions from classical times to present
   3. Engage in disciplinary conversations, drawing on knowledge of rhetoric and composition studies, in oral, written, and digital compositions
   4. Demonstrate competence in fundamental areas of writing (e.g., focus, organization, development, voice/tone, prose style, editing, design, publishing)
   5. Perform rhetorical analysis and critique of a variety of texts (print, digital, and visual)

6. Communication Skills
   1. Demonstrate competence in creating digital, print, oral, and visual communication
   2. Understand and use stylistic and genre conventions
   3. Apply invention/writing-to-learn techniques and recursive composing processes
   4. Compose collaboratively (co-authoring, giving and using feedback)

7. Critical Thinking Skills
   1. Make arguments using multiple structures and arrangements, using evidence to articulate and defend positions on various topics orally, digitally, and in writing
   2. Demonstrate the ability to follow the logical structure of arguments, assess evidence, and articulate and defend positions on various topics
   3. Demonstrate competence in analyzing and assessing digital, print, oral, and visual communication
   4. Demonstrate understanding of the dynamic role of language in culture, history, and society through written, oral, and digital compositions

8. Civic Engagement
   1. Participate in and document client-based or service-based work
   2. Analyze ethical concerns in client-, work-, and/or service-based experiences.
   3. Demonstrate awareness and/or advocacy of social justice concerns

**Major Assignments and Grading**

You will be required to submit four written *précis*–3 in response to your readings for class, and 1 as a
profile of a local civic agency (20%). Each of you will give a ten-minute (maximum) in-class presentation (20%) which you must also submit to the professor in written form. You will also write a five-page rhetorical analysis of an issue that you choose yourself (20%) and a 20-page paper prepared for a specific publication outlet (30%). You are also expected to make at least one contribution each week to the online class discussion (10%).

Course Policies

Religious Preference Absence Policy. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide advance notice of the date(s) to the instructor in writing.

Accommodation Policy. Students with documented learning and/or physical disabilities in need of accommodation are strongly encouraged to work with Student Disability Services and inform the instructor about any special requirements they may have regarding note taking, reading assignments, and test taking.

Academic Dishonesty Policy. (from USF Undergraduate Catalog http://www.spete.usf.edu/ugc/documents/MicrosoftWord-Gr.pdf)

Students attending USF are awarded degrees in recognition of successful completion of coursework in their chosen fields of study. Each individual is expected to earn his/her degree on the basis of personal effort. Consequently, any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. This cannot be tolerated in the University community and will be punishable, according to the seriousness of the offense, in conformity with this rule.

Penalties for Academic Dishonesty. Penalties for academic dishonesty will depend on the seriousness of the offense and may include assignment of an "F" or a numerical value of zero on the subject paper, lab report, etc., an "F" or an "FF" grade (the latter indicating academic dishonesty) in the course, suspension or expulsion from the University.

Disruption of Academic Process. Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well being of the faculty member or students.

Punishment Guidelines for Disruption of Academic Process. Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class with a final grade of "W," if the student is passing the course, shown on the student record. If the student is not passing the course, a grade of "F" will be shown on the student record. Particularly serious instances of disruption or the academic process may result in suspension or permanent expulsion from the University.

Required Materials

Readings will be announced and made available as pdf files throughout the semester. All course readings must be printed and placed in a binder for reference during class. You will need to purchase a binder for this purpose.
Because this course is a seminar, it is absolutely critical that you complete the assigned readings before class (read, don’t just skim) and be prepared to discuss. You cannot succeed in this class without reading and becoming familiar with the arguments within the texts. Rhetorical analysis requires detailed reading and examples. I recommend that you make a list of questions or comments about the reading to help you organize your thoughts and remember key points during discussion. Some of the readings are more challenging than others; if you have questions as you read, feel free to call, email, or stop by my office.

electronic handouts (EH)


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<th>Theme</th>
<th>Readings</th>
<th>Major Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Writing Process</td>
<td>electronic handouts (EH)</td>
<td>online discussion</td>
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<tr>
<td>Week 2</td>
<td>Writing Process</td>
<td>electronic handouts (EH)</td>
<td>online discussion</td>
</tr>
<tr>
<td>Week 3</td>
<td>Defining Research</td>
<td>electronic handouts (EH)</td>
<td>online discussion 1st précis presentations</td>
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<td>Week 4</td>
<td>Defining Research</td>
<td>electronic handouts (EH)</td>
<td>online discussion presentations</td>
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<td>Week 5</td>
<td>Developing Research Questions</td>
<td>electronic handouts (EH)</td>
<td>online discussion presentations</td>
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<tr>
<td>Week 6</td>
<td>Refining Research Questions</td>
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<td>online discussion presentations</td>
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<td>Week 7</td>
<td>Defining An Audience</td>
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<td>online discussion 2nd précis presentations</td>
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<td>Week 8</td>
<td>Finding An Appropriate Audience</td>
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<td>online discussion presentations Rhetorical Analysis Rough Drafts</td>
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<td>Week 9</td>
<td>Researching Journals, Presses, Popular Media</td>
<td>electronic handouts (EH)</td>
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<td>Writing Abstracts</td>
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<td>Conference Proposals &amp; Papers</td>
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<td>Portfolio Presentations</td>
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1. Department and Contact Information

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<td>Crossman</td>
<td>7278734143</td>
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2. Course Information

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<td>Writing for Publication</td>
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Is a permit required for registration? N
Are the credit hours variable? N

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Abbreviated Title (30 characters maximum)
Writing for Publication

Prerequisites
ENC 1102 / C-

Corequisites

Co-Prequisites

Course Description
Develop the knowledge and skills necessary to write & publish professional papers and become familiar with the requirements of journals in an area of specialization and to provide first-hand experience with the publication process.

3. Gordon Rule

Does this course meet the **writing** portion of the Gordon Rule?
N

If you checked "yes" above, specify how the 6,000 words will be covered (exams, papers). N/A

Does this course meet the **computation** portion of the Gordon Rule?
N
4. **Justification**

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?
This course will deepen students' knowledge of civic engagement, sharpen their abilities in attentive reading, and strengthen their writing abilities.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed? writing process, publication strategies, rhetorical analysis

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service? course meets the demand for upper-level offerings for the English major

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment? no

E. How frequently will the course be offered? What is the anticipated enrollment? Once every 1-2 years, with anticipated enrollment of 20-25 students

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)
no

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.) A masters degree with at least 18 graduate credit hours in the discipline or a related discipline.

5. **Other Course Information**

A. Objectives provide and in-depth practicum in publication issues and practices

B. Learning Outcomes

1. Content / Discipline Skills 1. Select and modify writing skills in a variety of genres, for different audiences, purposes, and in multiple discourse communities 2. Demonstrate competence in fundamental areas of writing (e.g., focus, organization, development, voice/tone, prose style, editing, design, publishing) 3. Engage in disciplinary conversations, drawing on knowledge of rhetoric and composition studies, in oral, written, and digital compositions. 4. Demonstrate competence in fundamental areas of writing (e.g., focus, organization, development, voice/tone, prose style, editing, design, publishing) 5. Perform rhetorical analysis and critique of a variety of texts (print, digital, and visual)

2. Communication Skills 1. Demonstrate competence in creating digital, print, oral, and visual communication 2. Understand and use stylistic and genre conventions 3. Apply invention/writing-to-learn techniques and recursive composing processes 4. Compose collaboratively (co-authoring, giving and using feedback) 3. Critical Thinking Skills 1. Make arguments using multiple structures and arrangements, using evidence to articulate and defend positions on various topics orally, digitally, and in writing 2. Demonstrate the ability to follow the logical structure of arguments, assess evidence, and articulate and defend positions on various topics 3. Demonstrate competence in analyzing and assessing digital, print, oral, and visual communication 4. Demonstrate understanding of the dynamic role of language in culture, history, and society through written, oral, and digital compositions 4. Civic Engagement 1. Participate in and document client-based or service-based work. 2. Analyze ethical concerns in client-, work-, and/or service-based experiences. 3. Demonstrate awareness and/or advocacy of social justice concerns
C. Major Topics
   Writing process, publication, rhetorical analysis

D. Textbooks
   will vary each semester

6. Syllabus (Anatomy of a Syllabus)

   Your college will forward an electronic copy of your syllabus to Undergraduate Studies when your course is approved for submission.

7. Liberal Arts Certification

   General Course Requirements
     o N/A

   Exit Requirements
     o N/A

   Skills and Dimensions
     o N/A
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**From Term:** 201205  
**To Term:** 999999

### Course Schedule Type Record

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**From Term:** 201205  
**To Term:** 999999
Course Supplemental Data Record

Subject: ENC English Composition
Course Title: Writing for Publication
Course: 4351
Term: 201205

Supplemental Data

From Term: 201205
Maintenance □
To Term: 999999

Account Number: USF01STP51122310000 00000000000000

Occupational Course: □
Classification: □

Cooperative Education □
Course Identifier: □
Credit Category: □

Institutional Reporting

Element 1: F □ Fixed title
Element 2: □
Element 3: 050 □ .50 - Primary
Element 4: □

Course Description Record

Course Description

From Term: 201205
Maintenance □
To Term: 999999

Description

Develop the knowledge and skills necessary to write & publish professional papers and become familiar with the requirements of journals in an area of specialization and to provide first-hand experience with the publication process.
**Course Pre-requisite Record**

Subject: ENC  - English Composition

Course Title: Writing for Publication

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