Department of Human Services  
Deaf and Hard of Hearing Program  
SPH 172.003 Beginning American Sign Language,  
Fall 2017

Instructor: Maggie Patterson, MPA, BEI Level I  
Course Time and Location: TR 9:30-10:45-9:15  
HSTC 320  
Office: Human Services 310  
Office Hours: Tuesdays 11:00-2:00PM Thursdays 11:00-2:00PM  
Office Phone: 936.468.1140  
Credits: 3  
Email: mhpatterson@sfasu.edu  
DO NOT USE D2L

I. Course Description:
This class is an introduction to American Sign Language and Deaf Culture. All of the following are included but not limited to the principles, methods and techniques for communicating with deaf individuals who use ASL. An emphasis will be placed on the development of basic expressive and receptive skills for simple conversation with deaf individuals using ASL. Also a brief history of signs will be included. **The class will be conducted in ASL, no voice.**

II. Intended Learning Outcomes/Goals/Objectives: (Program/Student Learning Outcomes)  
CORE VALUES OF THE COLLEGE OF EDUCATION  
This course reflects the following core values of the College of Education (see the COE Conceptual Framework at www.sfasu.edu/education/about/accreditations/ncate/conceptual):  
- Academic excellence through critical, reflective, and creative thinking  
- Life-long learning  
- Collaboration and shared decision-making  
- Openness to new ideas, to culturally diverse people, and to innovation and change  
- Integrity, responsibility, diligence, and ethical behavior  
- Service that enriches the community

Student Learning Outcomes:  
- Students will demonstrate basic proficiency when using receptive and expressive American Sign Language adequate for basic/simple conversations with the deaf.  
- Students will demonstrate a basic knowledge of Deaf culture and the Deaf community.  
- Students will demonstrate basic knowledge of English grammatical sign order while maintaining signs that are based on the meaning and intent of the original message.  
- Students will demonstrate proficiency in the vocabulary and grammar introduced in at least 4 units from Signing Naturally Level 1 including: Recognition of words, sentences, number’s, finger-spelling and short narratives.  
- Students will properly fingerspell their own names  
- Students will communicate with each other given a context provided by the instructor.  
- Students will expand vocabulary and fluency beyond the classroom through practice and projects.

Program Learning Outcomes:  
"This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course."

III. Course Assignments, Activities, Instructional Strategies, use of Technology:  
You are expected to participate in class activities, perform on group exercises, and practice individually in ASL communication techniques and in Deaf culture. The units are designed so that students learn language in context, retain language by activities that are meaningful and therefore necessary in order to develop these skills.

- Students are required to sign all communication that happens in the classroom.  
- Students may not use their voices while in the classroom during “voice off” activities and exams.  
- Those students exhibiting bad manners will be asked to leave the classroom for the duration of the class.
Description of Assignments

**Signed EXAMS (Receptive):** (2 @ 150 Points Each)

- Two major exams.
- Each exam will contain fingerspelling, old and new material (each test comprehensive).
- All tests will be signed and **students are expected to write the intent and meaning using good English grammar.**
- If you do not show up to an exam, a grade of 0 will be recorded, except for a **documented emergency.** Please see me WELL in advance (at least one week) for a known conflict, such as university sponsored sports activities, etc.
- Should you miss an exam for an unexcused absence (skipping class, alarm “not going off”, being late for an exam, etc) your grade will BE A ZERO for the missed exam. NO EXCEPTIONS AT ALL. Plan ahead and be smart.
- Should you miss an exam for an EXCUSED absence (death in the immediate family, illness requiring doctor visit and/or hospitalization, etc.) See me the day you return to reschedule.

**EXAM 1**
- Manual Alphabet / Fingerspelling
- Units 1 & 2 Vocabulary
- Signed Sentences & Vocabulary
- Computer Based

**EXAM 2**
- Manual Alphabet / Fingerspelling
- Units 1 - 4 Vocabulary
- Signed Sentences & Vocabulary
- Computer Based

**VIDEO PROJECT:** “Autobiography” (100 points)
- Addresses EEO 2 (See PLO’s)
- TBA

**Due:** FRIDAY December 1st By 5:00PM Final production “Autobiography”, NO LATE WORK WILL BE ACCEPTED

**UNIT REVIEW VIDEO:** (3 @ 50 points each)
- Following each Unit (1-3), students will complete the Unit Review section via web cam or cameras in the Sign Language Lab. Videos will be added to GoReact.
- Label your homework with your name, unit, teacher name
- Each completed assignment’s due date is the **last day the assignment will be accepted for points.**
  - Unit 1 pg. 34-35 (Questions to Ask 1-9, Mini-dialogues 1-3) **50 pts** and 10 vocabulary words: numbered, fingerspelled, and signed correctly.
  - Unit 2 pg. 88-90 (Questions to Ask 1-10, Autobiographies 1, 2, 3 pg. 90) **50 pts.**
  - Unit 3 pg. 153 – 154 (Questions to Ask 1 – 10) Autobiographies 1, 2 **50 pts**
  - Unit 4 pg. 212 – 214 (Questions to Ask 1 – 10) Autobiographies 1, 2, 3 **50 pts**
QUIZZES FOR HEARING PEOPLE ONLY (3 @ 50 points each)
- Students will read chapters 1 - 24 of the text For Hearing People Only.
- Students will then be evaluated by three computer-based assessments.
- For Hearing People Only covers common questions hearing people ask about Deaf people and Deafness, a history of sign language and related contexts, an examination of cultural unique characteristics, and perspectives associated with the education of deaf and hard of hearing individuals.
- Additionally, podcast lectures are available on D2L for each exam.
- Grades on the three quizzes will be used as the means of assessment for this assignment.
- Test 1: Chapter 1-8
- Test 2: Chapter 9-16
- Test 3: Chapter 17-24

QUIZZES: APPLE IS MY SIGN BOOK & THROUGH DEAF EYES DOCUMENTARY (2 @ 50 points each)
- D2L Quiz
- Must be completed by due date timeline located in this document.
- Questions to check your comprehension over the information covered in “Apple is My Sign”.
- Questions to check your comprehension over the documentary “Through Deaf Eyes”.

25 HOURS OF OUT-OF-CLASS PRACTICE (1 @ 100 points each)
- Must go to the sign lab and spend a minimum of two hours working with the “Language Coach”.
- Must have a total of 25 hours total signed off. Hours can be collected by
  - Having a conversation with a Deaf student
  - Going to the lab to practice
  - Studying with a friend
  - Going to the AARC
- To earn full credit ALL 25 hours must be completed and signed off on AND 2 of the hours must be WITH a sign coach in the lab. If you do not have 2 hours with a sign coach you will only earn 75%. 0-25 hours signed off equals 50% CREDIT.

COMP FINAL EXAM: (200)
- The test will follow the same format as previous tests. Fifteen (15) sentences are signed in ASL. Students will write the meaning in proper English. The instructor will provide the exam response sheet. Students are encouraged to use resources provided by the instructor for preparation for this exam. Resources can be found on Desire to Learn and the ASL Study Tool USB drive.
- You MUST show up on the scheduled final day (refer to timeline).
- The exam will be administered in one of the computer labs in the Ralph W. Steen library.

Class Participation: Successful class interactions depend on prepared and present communicators! You are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion. Diversions due to personal notes, visiting, or working on day planners, are not considered appropriate and will be addressed when observed. Cell phones are to be turned off during class. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed.
IV. EVALUATIONS AND ASSESSMENTS:

GRADES WILL BE BASED ON THE FOLLOWING:

- **Receptive:** 2 Unit Exams 150 300
- **Receptive:** 1 Comp Final Exam 200 200
- **History:** 5 “For Hearing People Only” 50 125
- **Receptive:** 8 Fingerspelling Quizzes 25 200
- **Manual:** 5 Expressive Fingerspelling 25 125
- **Manual:** 25 Hours of Documented Practice 100 100
- **Manual:** 1 DVD Video Project (Autobiography) 100 100
- **History:** 2 QUIZ- Apple is My Sign, Deaf Eyes Doc 50 100
- **Manual:** 4 Unit Video Reviews 50 x4 200
- **Mix:** In Class Assign./Participation/Attendance 150 150

**Total** 1700

SCALE:

A  90 – 100%
B  80 – 89%
C  70 – 79%
D  60 – 69%
F  59% and Below

ALL ASSIGNMENTS MUST BE TURNED IN TO RECEIVE ANY GRADE BUT AN F.

A variety of extra credit opportunities MAY arise at times throughout the semester.
- End of unit quiz
- End of Course evaluations
- Perfect attendance

**THE AUTOBIOGRAPHY PROJECT WILL NOT BE ACCEPTED LATE FOR ANY REASON WHATSOEVER. PERIOD.**
Grading Standard based on Percentages:

A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points. If you make an F on a major assignment, you should make an appointment with me to discuss the matter.
VI. Readings:


GoReact Account - you can purchase at Barnes and Noble

**Spring 2017 LiveText statement:**

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

**FEM Statement:**

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

VII. Course Evaluations:
Near the conclusion of each semester, students electronically evaluate courses taken within the College of Education. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

**IX. Other Relevant Course Information:**

**Attendance:** Attendance is IMPERATIVE for success in this course! Class discussion and participation is critical as well. Excessive absences will adversely affect your ability to perform well on exams. No make up work will be given for any absence not approved as an excused absence by the university. Additionally, excessive absences cheat you of your education (and money!)

A sign-in sheet will be utilized at each class period. No name, no credit.

**Acceptable Student Behavior -** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
**V. Tentative Course Outline/Calendar:**

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<tr>
<th>Date</th>
<th>In Class</th>
<th>Due</th>
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<tbody>
<tr>
<td>Tuesday, August 29th</td>
<td>Syllabus, Introductions</td>
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<tr>
<td>Thursday, August 31st</td>
<td>Go React, ASL Lab Visit, Manual Alphabet</td>
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<td>Tuesday, September 5th</td>
<td>Unit 1, Fingerspelling, Facial Expression, ASL parameters</td>
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<td>Thursday, September 7th</td>
<td>Unit 1, Phone Number game</td>
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<td><strong>Friday, September 8th</strong></td>
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<td>For Hearing People Only Quiz 1 due 11:59pm</td>
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<td>Fingerspelling Quiz 1 due 11:59 pm</td>
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<td>Expressive Fingerspelling 1 due 11:59 pm</td>
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<td>Tuesday, September 12th</td>
<td>SN Unit 1 and Review DVD homework</td>
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<td>Thursday, September 14th</td>
<td>Unit 1</td>
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<td><strong>Friday, September 15th</strong></td>
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<td>DUE: Signing Naturally Workbook Unit 1 Review; Video your responses in GoREACT</td>
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<td>Fingerspelling Quiz 2 due 11:59 pm</td>
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<td>Expressive Fingerspelling 2 due 11:59 pm</td>
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<td>Tuesday, September 19th</td>
<td>Unit 2</td>
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<td>Thursday, September 21th</td>
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<td><strong>Friday, September 22nd</strong></td>
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<td>For Hearing People Only Quiz 2 due 11:59pm</td>
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<td>Fingerspelling Quiz 3 due 11:59 pm</td>
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<td>Tuesday, September 26th</td>
<td>Unit 2 and Review DVD homework</td>
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<td>Thursday, September 28th</td>
<td>Unit 2</td>
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<td><strong>Friday, September 29th</strong></td>
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<td>Fingerspelling Quiz 4 due 11:59 pm</td>
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<td>DUE: Signing Naturally Workbook Unit 2 Review; Video your responses in GoREACT</td>
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<td>Tuesday, October 3rd</td>
<td>Review</td>
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<td>Thursday, October 5th</td>
<td>Exam 1</td>
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<td><strong>Friday, October 6th</strong></td>
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<td>For Hearing People Only Quiz 3 due 11:59pm</td>
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<td>Expressive Fingerspelling 3 due 11:59 pm</td>
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<td>Fingerspelling Quiz 5 due 11:59 pm</td>
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<td>For Hearing People Only Quiz 4 due 11:59pm</td>
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<td>Fingerspelling Quiz 6 due 11:59 pm</td>
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<td>Expressive Fingerspelling 4 due 11:59 pm</td>
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<td>Tuesday, October 24th</td>
<td>Unit 3</td>
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<td>Thursday, October 26th</td>
<td>Unit 3 Review DVD Homework</td>
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<td>Friday, October 27th</td>
<td>Signing Naturally Workbook Unit 3 Review due by 11:59pm</td>
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<td>Expressive Fingerspelling 5 due 11:59 pm</td>
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<td>Tuesday, October 31st</td>
<td>Unit 4 and Discuss Autobiography</td>
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<td>Thursday, November 2nd</td>
<td>Unit 4 Autobiography Practice</td>
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<td>Friday, November 3rd</td>
<td>Apple is My Sign Quiz due 11:59pm</td>
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<td>Through Deaf Eyes Quiz due on Friday, March 11th by 11:59pm</td>
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<td>Unit 5</td>
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<td>Friday, November 10th</td>
<td>Signing Naturally Workbook Unit 4 Review due by 11:59pm</td>
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<td>For Hearing People Only Quiz 5 due 11:59pm</td>
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<td>Thursday, November 16th</td>
<td>Unit 5 Autobiography Practice</td>
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<td>Friday, November 17th</td>
<td>Fingerspelling Quiz 7 due 11:59 pm</td>
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<td>Tuesday, November 21st</td>
<td>NO CLASS- Thanksgiving Break</td>
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<td>Thursday, November 23rd</td>
<td>NO CLASS- Thanksgiving Break</td>
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<td>Friday, November 24th</td>
<td>Fingerspelling Quiz 8 due 11:59 pm</td>
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<tr>
<td>Tuesday, November 28th</td>
<td>Discussion of Deaf Culture</td>
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<td>Thursday, November 30th</td>
<td>Review for Final Exam</td>
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<tr>
<td>Friday, December 1st</td>
<td>Final Exam: TUESDAY 8-10:00 AM</td>
<td>AUTobiography DUE</td>
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