I. Course Description:

This course is an introduction to the basic skills needed in the profession of American Sign Language interpreting. Includes the roles and responsibilities of the interpreter, working conditions, professional behavior (including code of ethics), production and comprehension of American Sign Language (ASL) and related issues. The logistics and planning involved in working in various environments are covered. Applies the evaluation system used by the Registry of Interpreters for the Deaf.

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

Program Learning Outcomes:
The teacher candidate will accurately communicate new and existing ideas in academic subjects as well as concepts of pedagogy using American Sign Language.

- From CED standards:
  - DHHS57 – develop proficiency in the languages used to teach individuals who are deaf or hard of hearing
- From the joint CEC/CED standards and indicators (takes DHHS57 and expands upon it):
  - 97 e.g., indicators of language competence in ASL include (seeing and signing) and may be demonstrated by having lived and worked in areas of the U.S. where ASL is used. In all cases, indicators of language competency should include formal study of the language. Indicators of ASL language competence may be demonstrated in one of the following ways: (a) a standardized measure such as the ASLPI may be used
    - SFA uses the TASC
TASC: Candidate who scores Level C or higher will:

- Communicate as a partner in ASL in a clearly participatory manner
- Initiate, sustain, and bring closure to a wide variety of communicative tasks including description, instructions, hypothetical situations, problem solving, and supported opinion
- Demonstrate comprehension skills through understanding most of what an interviewer says
- Demonstrate fluency in ASL by appropriately using signs and grammar in an understandable fashion at a pace that does not impede meaning
- Demonstrate an adequate vocabulary for familiar topics and enough for unfamiliar topics to communicate with another individual

Student Learning Outcomes: At the end of this course, students will demonstrate the following by performance on examinations, projects, class discussion, and interactive group activities.

- Ability to sign/interpret English to ASL paragraphs with a separate focus on each category of communication covered on the TASC: description, instructions, hypothetical situations, problem solving, and supporting his/her opinion (TASC)
- Provide and receive feedback to peers connected to responding to TASC prompts (TASC)
- Self-evaluate own responses to teacher generated TASC questions (TASC)
- Demonstrate the ability to respond to prompts from each of the 5 categories which are covered on the TASC exam in a simulated environment (Mock TASC) which successful performance in the simulated environment (Mock TASC), utilizing the evaluation from the actual exam, will allow the student to register for and take the TASC in November or the following semester. Students will receive a copy of the completed evaluation including evaluator and teacher comments (which will also be posted in LiveText). (TASC & LiveText)
- Interpreting as a class and small groups, identify areas of difficulty, through discussion determine solutions, utilizing the solutions, and provide feedback to peers
- Use meaning based communication when producing video interpreting assignments
- Have a working knowledge of the Interpreters Code of Professional Conduct
- Given a variety of situations the student will be able to demonstrate skill, versatility and vocabulary appropriate for each.
- Use appropriate mouth movements, facial expression and eye contact for ASL
- Have experience in evaluating conditions that effect services, and how to manage those conditions.
- Continue improving their signing ability by developing more natural and fluid movements.
- Have an understanding of the overlapping and distinguishing roles of teacher, student, educational interpreter, parents and others involved in the deaf student’s education.
- Based on training and experience the student will be able to determine whether and to what extent, the client understands the mode(s) of communication being used.
- Describe the physical factors, logistics and planning involved when working in various situations within the educational setting such as interpreting in the classroom, on stage, for meetings, field trips and when media is used.

III. 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.

IV. General Education Core Curriculum

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail 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 LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

Live Text Statement: This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Jacks email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail 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 LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

V. 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 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, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ <http://www.texes.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.

VI. Class Policies

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.

Turning in Assignments:
Assignments must be turned in according to the requirements for each assignment. Leaving an assignment with the secretary, with lab assistants, etc. unless specifically told to do so, will not be accepted. You are responsible for turning in your assignments according to each assignment’s requirements. It is no one else’s responsibility to make sure that I receive your assignment.

Technical Difficulties:
Technical difficulties will not relieve you of your responsibility for turning in assignments or completing quizzes on time. Attempt all assignments and quizzes early so you may seek help as needed. I suggest allowing a minimum of 24 hours.

Practice outside of class:
All students are expected to practice outside of class for at least 1 hour per week for each credit hour earned. A three credit hour course requires three hours of practice each week.

Entering into SPH 478 requires the following: A grade of “B” or better in ASL IV. The prerequisite WILL be enforced: If you manage to enroll in a course without meeting prerequisites, your instructor will check and you will be removed from the course. Grades may not be released through e-mail. The Family Privacy Act considers e-mail too public. In order to prevent others from seeing your grades unless you so desire, I may only discuss grades in person or over the phone.
VII. Readings – Required Texts
2. Go-React account: You can purchase it at Barnes and Nobles or Online at www.goreact.com
3. Additional Reading on D2L you may be required to print out and turn in
   b. RID Publications
   c. Bromberg M., Gordon M. Barron’s 1100 words you need to know.

VIII. Assignments and Assessments

Professionalism Dispositions: (1 @ 100 points each)
- I expect you to come to class prepared to discuss and participate. You should have read assigned PRIOR to coming to class, and be ready to discuss them.
- This is a subjective grade, I will be watching you participate through the semester, helping others improve in class, being respectful, and showing up to class and showing up on time. BEHAVE LIKE AN ADULT THAT WILL BE A TEACHER IN A COUPLE YEARS.

Exams: (3 @ 150 points each)
- Multiple choice, short essay, and essay
- Questions drawn from assigned chapters in text, from classroom lectures, and videos viewed in class
- Exams
  - Exam 1: Module 1 & 2
  - Exam 2: Module 3
  - Exam 3: Module 4 & 5

Final Exam: (1 @ 200 points each)
- Multiple choice, short essay, and essay (100 pts)
- Questions drawn from assigned chapters in text, from classroom lectures, and videos viewed in class
- Exam will cover Module 6-9 PLUS a few questions from previous exams.

Receptive Fingerspelling Quizzes: (4 @ 20 Points Each)
- Four quizzes
- Given on the same day as the exams
- You are responsible for practicing fingerspelling on your own (not during class)
- Study tips
  - Many websites have practice materials for you to use (search fingerspelling)
  - Practice 20-30 minutes every day (small chunks)
  - Practice copying the way the model fingerspells
- Your ability to pass these tests will be a clear indication of how much time you are practicing.
Expressive Fingerspelling Quizzes: (5 @ 20 Points Each)
- Five quizzes
- Due by the date listed on the Syllabus
- Each week there will be a list of words for you to practice during the week, 10 random words will be picked from that list and loaded onto the iPod that is located in the lab.
- You will get TWO tries to record the video. **YOU SHOULD HAVE STUDIED THE WORDS PRIOR TO COMING IN TO RECORD** I have access to the videos, I will know how many times you stop and start the video.
- Your fingerspelling should be clean and clear for a Deaf person to read.
- You are responsible for practicing fingerspelling on your own (not during class)
- Study tips
  - Many websites have practice materials for you to use (search fingerspelling)
  - Practice 20-30 minutes every day (small chunks)
  - Practice copying the way the model fingerspells
- Your ability to pass these tests will be a clear indication of how much time you are practicing.

Sentence Translations Videos: (4 @ 30 points each)
- Must be recorded in the ASL lab (back room)
- Will have 10-20 sentences from the sections and lessons indicated on the calendar
- You will read the sentence listen to the sentences being read and will provide an interpretation of the sentence
- Remember to interpret for meaning
- Once you start recording and begin the sentences, you will not be allowed to go back and repeat any section of the recorded sentences
- You will be graded on:
  - Accuracy of interpretation, including
  - Sign choice accuracy for concept
  - Facial expression
  - Grammar (using ASL grammar and not following word for word)
  - Use of mouth morphemes and not mouthing the English words

Paragraph Interpretation Video: (4 @ 50 points each section)
- Must be recorded in the ASL lab (back room)
- 5-7 minute covering a variety of topics
- Reading of paragraph will be provided for you to interpret
- Once you start the reading of the paragraph, you may not go back or start again
- Do the best you can
- If you get too far behind, stop and pick up where you are
- You will be graded on:
  - Accuracy of interpretation, including
  - Sign choice accuracy for concept
  - Facial expression
  - Grammar (using ASL grammar and not following word for word)
  - Use of mouth morphemes and not mouthing the English words
  - Fluency
  - Ability to continue interpreting without becoming obviously flustered

Music Interpretation: (1 @ 50 points)
- Choose a Song
- Express the song in a way a Deaf person could enjoy the song
- Perform the song **TBD on the first day of Class**
Expressive Packet: (1 @ 200 points)
- As a Deaf Education teacher, you will have to interpret morning announcements often. You will be required to learn and memorize the following songs to prepare you for such.
- You must learn and memorize the following frozen texts
  - Star Spangled Banner
  - The Texas Pledge
  - The Pledge of Allegiance
  - SFA Song

Vocabulary Notebook: (8 @ 10 points each)
- You are expected to spend time in the lab viewing a variety of videos that will help improve your skills
- While watching these videos, you will be expected to make a notebook in which you record new vocabulary that you learn
- I expect you to record the video that you watch and then the vocabulary from that video
  - You should spend between 20-45 minutes at a time
  - I expect to see evidence of at least 7 sessions/videos watched
- You may watch the videos in small groups
  - WE WILL DISCUSS THE SIGNS IN CLASS, COME READY TO SHARE!!!

IX: Evaluations and Assessments:

Grades will be based on the following:

<table>
<thead>
<tr>
<th>Item</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Disposition (1)</td>
<td>100 pts each</td>
<td>100 pts each</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>150 pts each</td>
<td>450 pts each</td>
</tr>
<tr>
<td>Receptive Fingerspelling Quizzes (4)</td>
<td>20 pts each</td>
<td>80 pts each</td>
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<tr>
<td>Expressive Fingerspelling (5)</td>
<td>20 pts each</td>
<td>100 pts each</td>
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<tr>
<td>Sentence Translations (4)</td>
<td>30 pts each</td>
<td>120 pts each</td>
</tr>
<tr>
<td>Paragraph Interpretation (4)</td>
<td>50 pts each</td>
<td>200 pts each</td>
</tr>
<tr>
<td>Music Video (1)</td>
<td>50 pts each</td>
<td>50 pts each</td>
</tr>
<tr>
<td>Vocabulary Notebook (8)</td>
<td>10 pts each</td>
<td>80 pts each</td>
</tr>
<tr>
<td>Expressive Packet (1)</td>
<td>200 pts each</td>
<td>200 pts each</td>
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</tbody>
</table>

| Total Points Possible for Semester  | 1380 Points |

Grading Scale:
- A = 1380-1242
- B = 1241-1104
- C = 1103-966
- D = 965-840
- F = Below 839
**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.
# X. Tentative Course Outline/Calendar-TUESDAY THURSDAY

<table>
<thead>
<tr>
<th>Date</th>
<th>In Class</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 29th</td>
<td>Introductions Syllabus</td>
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<tr>
<td>Thursday, August 31st</td>
<td>Module 1: Intro to Interpreting/History</td>
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<tr>
<td>Tuesday, September 5th</td>
<td>Module 1: Intro to Interpreting/History</td>
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<tr>
<td>Thursday, September 7th</td>
<td>Module 2: Foundations of Interpreting</td>
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<td>Friday, September 8th</td>
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<td>BASELINE Interpreting Video Due</td>
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<td>Expressive Fingerspelling 1 Due</td>
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<tr>
<td>Tuesday, September 12th</td>
<td>Module 2: Foundations of Interpreting</td>
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<tr>
<td>Thursday, September 14th</td>
<td>Module 2: Foundations of Interpreting</td>
<td>Vocabulary Notebook 1</td>
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<td>Friday, September 15th</td>
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<td>Expressive Fingerspelling 2 Due</td>
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<td>Tuesday, September 19th</td>
<td>Module 3: Ethics</td>
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<td>Thursday, September 21st</td>
<td>Module 3: Ethics</td>
<td>Vocabulary Notebook 2</td>
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<td>Friday, September 22nd</td>
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<td>Exam 1 Due 11:59 PM</td>
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<td></td>
<td></td>
<td>Receptive Fingerspelling 1 Due 11:59PM</td>
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<td></td>
<td></td>
<td>Expressive Fingerspelling 3 Due</td>
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<tr>
<td>Tuesday, September 26th</td>
<td>Module 3: Ethics</td>
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<tr>
<td>Thursday, September 28th</td>
<td>Module 3: Ethics</td>
<td>Vocabulary Notebook 3</td>
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<tr>
<td>Friday, September 29th</td>
<td>TASC PRACTICE TEST (Must sign up for a slot)</td>
<td>Expressive Fingerspelling 4 Due</td>
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<tr>
<td>Saturday, September 30th</td>
<td>TASC PRACTICE TEST (Must sign up for a slot)</td>
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<tr>
<td>Tuesday, October 3rd</td>
<td>Module 4: Types of Interpreting (Community)</td>
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<td></td>
<td>(Medical)</td>
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<td>Thursday, October 5th</td>
<td>Module 4: SEXUAL SIGNS DVD</td>
<td>Vocabulary Notebook 4</td>
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<td>Friday, October 6th</td>
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<td>Exam 2 Due 11:59 PM</td>
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<td>Receptive Fingerspelling 1 Due 11:59PM</td>
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<td>Expressive Fingerspelling 5 Due</td>
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<td>Tuesday, October 10th</td>
<td>Module 4: Types of Interpreting (Educational)</td>
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<td>(RDSPD)</td>
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<td>Module 4: Types of Interpreting (Educational)</td>
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<td>Sentence Translations 1 Due</td>
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<td>Module 4: Types of Interpreting (Court)</td>
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<td>Thursday, October 19th</td>
<td>Module 4: DRUG SIGNS DVD</td>
<td>Vocabulary Notebook 6</td>
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<td>Friday, October 20th</td>
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<td>Exam 3 Due 11:59 PM</td>
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<tr>
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<td>Sentence Translations 2 Due</td>
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<tr>
<td>Tuesday, October 24th</td>
<td>Module 5: Sign Language Certifications</td>
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<tr>
<td>Thursday, October 26th</td>
<td>Module 6: Sign Systems-SEE 2/Signed English</td>
<td>Vocabulary Notebook 7</td>
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<td>Friday, October 27th</td>
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<td>Sentence Translations 3 Due</td>
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<tr>
<td>Tuesday, October 31st</td>
<td>Module 6: Sign Systems- ASL / PSE/Contact Sign</td>
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<tr>
<td>Thursday, November 2nd</td>
<td>Module 6: Sign Systems-Morphemic Sign System/</td>
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<td></td>
<td>Cued Speech</td>
<td>Vocabulary Notebook 8</td>
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<td>Friday, November 3rd</td>
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<td></td>
<td></td>
<td>Sentence Translations 4 Due</td>
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<td></td>
<td></td>
<td>Expressive Packet Due</td>
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<tr>
<td>Tuesday, November 7th</td>
<td>Module 7: The Art of Interpreting (Expressive</td>
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<tr>
<td></td>
<td>Practice)</td>
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<tr>
<td>Thursday November 9th</td>
<td>Module 7: The Art of Interpreting (Expressive</td>
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<td>Friday, November 10th</td>
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<tr>
<td>Tuesday, November 14th</td>
<td>Module 7: The Art of Interpreting (Expressive Practice)</td>
<td>Paragraph Interpretation 1 Due</td>
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<td>Paragraph Interpretation 2 Due</td>
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<td>THANKSGIVING BREAK</td>
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<td>Friday, November 24th</td>
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<td>Paragraph Interpretation 3 Due</td>
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<td>Tuesday, November 28th</td>
<td>Module 8: Voice Interpreting (Receptive Practice)</td>
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<td>Paragraph Interpretation 4 Due</td>
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<td>Module 9: Music Interpretation, REVIEW</td>
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<td>REVIEW</td>
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<td>Final Exam:</td>
<td>MUSIC VIDEO DUE</td>
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