Instructor: Maggie Patterson, MPA, BEI Level I
Office: Human Services 310
Credit: 3
Email: mhpatterson@sfasu.edu

Course Time and Location: TR 9:30-10:45 AM; HSTC 314
Office Hours: Tuesdays: 7:30-9:30 AM
Wednesdays: 12:00-1:00 PM (Virtual)
Thursdays: 7:30-9:30 AM
Office Phone: 936.468.1140
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)

- There are two major exams NOT including the final exam.
- Each exam will contain fingerspelling, old and new material (each test is 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. If you show up late, you are welcome to take the remaining part of the exam, but will not be able to see the previous questions of the exam.
- 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)
- Please see Autobiography handout for instructions.
- Video will be due towards the end of the semester showcasing the signs you have learned and the skill you have developed.
- The video MUST be recorded in room A or B of the sign lab. You will need to check Sign Lab open hours to make sure they match with your availability. The lab is often not open until 5PM on Fridays.

**Due: FRI DAY December 7th By 5:00PM** Final production “Autobiography”, NO LATE WORK WILL BE ACCEPTED

**UNIT REVIEW VIDEO**: (4 @ 50 points each)
- Following each Unit (1- 4), 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 and 3) **50 pts**
  - **Unit 4** pg. 212 – 214 (Questions to Ask 1 - 10 Autobiographies 1, 2, 3) **50 pts**
QUIZZES FOR HEARING PEOPLE ONLY (6 @ 50 points each)
- Students will read chapters 1 - 66 of the text For Hearing People Only.
- Students will then be evaluated by six 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 six quizzes will be used as the means of assessment for this assignment.
- Quiz 1: Chapter 1-11 (Due dates are in your timeline AND on D2L)
- Quiz 2: Chapter 12-22 (Due dates are in your timeline AND on D2L)
- Quiz 3: Chapter 23-33 (Due dates are in your timeline AND on D2L)
- Quiz 4: Chapter 34-44 (Due dates are in your timeline AND on D2L)
- Quiz 5: Chapter 45-55 (Due dates are in your timeline AND on D2L)
- Quiz 6: Chapter 56-66 (Due dates are in your timeline AND on D2L)

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 can only earn 75% CREDIT. 1-24.9 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.
CULTURAL MEDIA PROJECT ESSAY: (150 points) (SUBMIT TO LIVE TEXT)

LINK TO CORE CURRICULUM

- Addresses **CRITICAL THINKING, WRITTEN COMMUNICATION, PERSONAL RESPONSIBILITY** components. (Assessed using Critical Thinking Rubric, Written Communication Rubric, and Personal Responsibility Rubric.)

- **Purpose of Critical Thinking Assessment** - Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students who benefit from a university education and possess and hone critical thinking skills are more marketable in the job market and better able to function in and contribute to society as a whole.

- **Purpose of Written Communication Assessment** - Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. Writing skills are critical to overall student success in the classroom and in the workforce.

- **Purpose of Personal Responsibility Assessment** - Students who benefit from a university education should be able to reexamine and defend their ethical beliefs and apply them to a variety of issues arising in different personal, professional, and social contexts.

CONTEXT OF ASSIGNMENT

The documentary *Through Deaf Eyes*, the novel *Apple Is My Sign* and the textbook *For Hearing People Only*, and the textbook *Signing Naturally* all illustrate the interaction, conflict, and cooperation between Hearing and Deaf cultures. These resources explain many of the cultural issues, differences, and conflicts between these two cultures, as well as expose the audience to Deaf values and how the Deaf community lives, copes with stigma and discrimination, and interacts with both hearing and Deaf people. The Deaf Community and Hearing Community are often seen as “two worlds colliding”.

DESCRIPTION OF ASSIGNMENT

Throughout the semester, students are assigned the following (not included in core assessment):

- For Hearing People Only Chapters 1 – 24 (Textbook)
- Apple Is My Sign (Novel)
- Through Deaf Eyes (Documentary)
- Signing Naturally Readings (Textbook)

Utilizing the knowledge gleaned from these assignments, students will write a 5 page essay (minimum 1300 words) comparing and contrasting the three pieces of literature. The essay must examine how the characters/people deal with the conflicts of the two cultures (Deaf and Hearing). Students will be guided by class/group discussion and question stems over the course of the semester. The introduction to the essay should include a clear statement of the issues that the paper will explore. Essays should address the questions below. The essay must cite sources (minimum of five). Sources must include the three original media plus two additional (scholarly journal articles/Signing Naturally text) and include APA formatted references. Students will use the APA format checklist found on the SPH 172 course D2L page to ensure proper formatting of the essay, citations, and references.

Guidelines and examples are listed on D2L for this class;

- Topic Selection
- Data Collection
• Assumptions
• Evaluation of Information
• Conclusion
• Format

CULTURAL MEDIA PROJECT: GROUP PRESENTATION (100 pts) (SUBMIT TO LIVE TEXT)

LINK TO CORE CURRICULUM

• Addresses TEAMWORK, and ORAL AND VISUAL COMMUNICATION components. (Assessed using Teamwork Rubric, Oral and Visual Communication Rubric.)

• Purpose of Teamwork Assessment - Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.) Successful students understand that working with others is a natural occurrence in the learning environment and in the workforce and value successful team collaboration.

• Purpose of Oral/Visual Communication Assessment - Oral communication is, most generally, a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. In some disciplines, oral communication is a direct interaction between a “professional” speaker and specific audience (such as nurse to patient, in clinical or therapeutic settings), where the effect of the presentation of ideas is to foster understanding or learning. Visual communication is a prepared, purposeful presentation and delivery of supporting visual aids, typically relative to the oral communication and intended to benefit or amplify an audience's understanding of a central message or purpose. Thus, visual communication is facilitated through such media as poster presentations, power point presentations, video presentations, among others available and appropriate to specific disciplines and classroom experiences. Communicating well and adapting communication to purpose and audience is a necessary skill for success in the classroom and beyond.

DESCRIPTION OF ASSIGNMENT
Toward the end of the semester, after students have completed all other assignments related to Deaf Culture (text book readings, documentary viewed, novel read, culture essay completed), students will work in groups of five or six to complete the Group Culture Presentation. Utilizing the information from these assignments, students will collaborate to develop a power point presentation in which they outline impactful and relevant information learned throughout the course. Topics will vary based on student preference and interest. It should be assumed that the audience has no knowledge of Deaf Culture. The goal for students is to ensure the transfer of knowledge into future careers, social interactions and encounters with Deaf people. Students must meet at least three times, but may meet as often as they feel necessary. Meetings may occur via web cam, Face-time, off campus, email, etc.

GUIDELINES FOR GROUP PRESENTATION

• Topic Selection
• Organization
• Visual Aid Requirements
• Delivery
• Group Meetings
• Evaluation
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:** 6 “For Hearing People Only” 50 300
- **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 50 200
- **Core:** Cultural Media Project: Essay 150 150
- **Core:** Cultural Media Project: Group Presentation 100 100
- **Mix:** In Class Assign./Participation/Attendance 150 150

Total 2025

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

Working Laptop or tablet that can access D2L in the classroom

**Fall 2018 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.

**VI. 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/disabilitieservices/.

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]
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, 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/). 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>In Class</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 28th</td>
<td>Syllabus, Introductions, Go React, ASL Lab Visit, Manual Alphabet</td>
<td></td>
</tr>
<tr>
<td>Thursday, August 30th</td>
<td>Unit 1</td>
<td></td>
</tr>
<tr>
<td>Tuesday, September 4th</td>
<td>Unit 1</td>
<td></td>
</tr>
<tr>
<td>Thursday, September 6th</td>
<td>Quiz Unit 1</td>
<td></td>
</tr>
<tr>
<td>Friday, September 7th</td>
<td></td>
<td>For Hearing People Only Quiz 1 due 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fingerspelling Quiz 1 due 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expressive Fingerspelling 1 due 11:59 pm</td>
</tr>
<tr>
<td>Tuesday, September 11th</td>
<td>SN Unit 1 and Review DVD homework</td>
<td></td>
</tr>
<tr>
<td>Thursday, September 13th</td>
<td>RECORD SN UNIT 1 HOMEWORK</td>
<td></td>
</tr>
<tr>
<td>Friday, September 14th</td>
<td></td>
<td>DUE: Signing Naturally Workbook Unit 1 Review; Video your responses in GoREACT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fingerspelling Quiz 2 due 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expressive Fingerspelling 2 due 11:59 pm</td>
</tr>
<tr>
<td>Tuesday, September 18th</td>
<td>Unit 2</td>
<td></td>
</tr>
<tr>
<td>Thursday, September 20th</td>
<td>Unit 2</td>
<td></td>
</tr>
<tr>
<td>Friday, September 21st</td>
<td></td>
<td>For Hearing People Only Quiz 2 due 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fingerspelling Quiz 3 due 11:59 pm</td>
</tr>
<tr>
<td>Tuesday, September 25th</td>
<td>Unit 2 and Review DVD homework</td>
<td></td>
</tr>
<tr>
<td>Thursday, September 27th</td>
<td>RECORD SN UNIT 2 HOMEWORK</td>
<td></td>
</tr>
<tr>
<td>Friday, September 28th</td>
<td></td>
<td>Fingerspelling Quiz 4 due 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DUE: Signing Naturally Workbook Unit 2 Review; Video your responses in GoREACT</td>
</tr>
<tr>
<td>Tuesday, October 2nd</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Thursday, October 4th</td>
<td>EXAM 1</td>
<td></td>
</tr>
<tr>
<td>Friday, October 5th</td>
<td></td>
<td>For Hearing People Only Quiz 3 due 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expressive Fingerspelling 3 due 11:59 pm</td>
</tr>
<tr>
<td>Tuesday, October 9th</td>
<td>Unit 3</td>
<td></td>
</tr>
<tr>
<td>Thursday, October 11th</td>
<td>Unit 3</td>
<td></td>
</tr>
<tr>
<td>Friday, October 12th</td>
<td></td>
<td>Fingerspelling Quiz 5 due 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For Hearing People Only Quiz 4 due 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Tuesday, October 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 3</td>
<td></td>
</tr>
<tr>
<td>Thursday, October 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Unit 3</td>
<td></td>
</tr>
<tr>
<td><strong>Friday, October 19&lt;sup&gt;th&lt;/sup&gt;</strong></td>
<td></td>
<td>Fingerspelling Quiz 6 due 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expressive Fingerspelling 4 due 11:59 pm</td>
</tr>
<tr>
<td>Tuesday, October 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Unit 3</td>
<td></td>
</tr>
<tr>
<td>Thursday, October 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>RECORD SN UNIT 3 HOMEWORK</td>
<td></td>
</tr>
<tr>
<td><strong>Tuesday, October 30&lt;sup&gt;th&lt;/sup&gt;</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thursday, November 1&lt;sup&gt;st&lt;/sup&gt;</strong></td>
<td></td>
<td>UNIT 3 HOMEWORK</td>
</tr>
<tr>
<td><strong>Friday, November 2&lt;sup&gt;nd&lt;/sup&gt;</strong></td>
<td></td>
<td>Signing Naturally Workbook Unit 3 Review due by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expressive Fingerspelling 5 due 11:59 pm</td>
</tr>
<tr>
<td><strong>Tuesday, November 6&lt;sup&gt;th&lt;/sup&gt;</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thursday, November 8&lt;sup&gt;th&lt;/sup&gt;</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Friday, November 9&lt;sup&gt;th&lt;/sup&gt;</strong></td>
<td></td>
<td>Apple is My Sign Quiz due by 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Through Deaf Eyes Quiz due by 11:59pm</td>
</tr>
<tr>
<td><strong>Tuesday, November 13&lt;sup&gt;th&lt;/sup&gt;</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thursday, November 15&lt;sup&gt;th&lt;/sup&gt;</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Friday, November 16&lt;sup&gt;th&lt;/sup&gt;</strong></td>
<td></td>
<td>Signing Naturally Workbook Unit 4 Review due by 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For Hearing People Only Quiz 5 due 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fingerspelling Quiz 7 due 11:59 pm</td>
</tr>
<tr>
<td><strong>Tuesday, November 20&lt;sup&gt;th&lt;/sup&gt;</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Thursday, November 22&lt;sup&gt;nd&lt;/sup&gt;</strong></td>
<td></td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td><strong>Friday, November 23&lt;sup&gt;rd&lt;/sup&gt;</strong></td>
<td></td>
<td>For Hearing People Only Quiz 6 due 11:59pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fingerspelling Quiz 8 due 11:59 pm</td>
</tr>
<tr>
<td><strong>Tuesday, November 27&lt;sup&gt;th&lt;/sup&gt;</strong></td>
<td></td>
<td>CORE PRESENTATION</td>
</tr>
<tr>
<td><strong>Thursday, November 29&lt;sup&gt;th&lt;/sup&gt;</strong></td>
<td></td>
<td>CORE PRESENTATION</td>
</tr>
<tr>
<td><strong>Tuesday, December 4&lt;sup&gt;th&lt;/sup&gt;</strong></td>
<td></td>
<td>Review for Final Exam</td>
</tr>
<tr>
<td><strong>Thursday, December 6&lt;sup&gt;th&lt;/sup&gt;</strong></td>
<td></td>
<td>Review for Final Exam</td>
</tr>
<tr>
<td><strong>Friday, December 7&lt;sup&gt;th&lt;/sup&gt;</strong></td>
<td></td>
<td>AUTOBIOGRAPHY DUE</td>
</tr>
<tr>
<td><strong>Tuesday, December 11&lt;sup&gt;th&lt;/sup&gt; -14&lt;sup&gt;th&lt;/sup&gt;</strong></td>
<td><strong>Final Exam: TUESDAY December 11&lt;sup&gt;th&lt;/sup&gt; 8-10:00 AM</strong></td>
<td><strong>BRING YOUR OWN COMPUTER OR TABLET</strong></td>
</tr>
</tbody>
</table>