Stephen F. Austin State University / College of Education / Deaf and Hard of Hearing Program
American Sign Language III (SPH 477.001) – Fall 2019

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Course Time/Location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maggie Patterson, MPA, BEI Level I</td>
<td>TR 2:00-3:15 ECRC 213</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Information:</th>
<th>Email:</th>
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</thead>
<tbody>
<tr>
<td>936.468.1140</td>
<td><a href="mailto:mhpatterson@sfasu.edu">mhpatterson@sfasu.edu</a></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Credits:</th>
<th>Office Location/Hours:</th>
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</thead>
</table>
| 3 Semester Hours | Tuesdays 12:30-2:00 PM  
| | Wednesdays 3:00-4:00PM (Virtual)  
| | Thursdays 12:30-2:00 PM & 3:00-4:00PM  
| | **Available by appointment on any day** |

I. Course Description:

Continuation of ASL II. Includes the integration of ASL expressive and receptive skills using bilingual techniques. Also includes vocabulary expansion, idioms, manual and non-manual aspects of ASL, ASL linguistics, cross-cultural communication, and cultural knowledge. This class provides a practice-oriented approach to language acquisition, including the use of multimedia. Class will be conducted in ASL, no voice.

Prerequisites: B or better in both SPH 172 and SPH 272

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](http://www.sfasu.edu/education/about/accreditations/ncate/conceptual)):

- Academic excellence – consistently demonstrated through critical, reflective, and creative thinking which positively impacts the students the candidate will serve
- Life-long learning – displays commitment to continuing professional development, research, skills development, and staying abreast of the latest literature in the candidates’ chosen field
- Collaboration – applies skill in collaboration and shared decision-making during the academic career and during field experience
- Openness – consistently models openness to new ideas, to culturally diverse people, and to innovation and change.
- Integrity – models integrity, responsibility, diligence, and ethical behavior required for teaching in a deaf and hard of hearing classroom
- Service – actively participates in service that enriches the community, the profession, and the school

Program Learning Outcomes:
ASLTA (American Sign Language Teachers Association) Standards

- Proficiency in ASL (Area I)
  - Expressive Skills – Students will:
    - Satisfy the requirements of a broad variety of everyday, school, and work situations
    - Discuss concrete topics relating to particular interests and special fields of competence
    - Display ability to support opinions, explain in detail and hypothesize
    - Use communicative strategies, such as paraphrasing and circumlocution
    - Use differentiated vocabulary and visual-based intonation to communicate fine shades of meaning
    - Understand parts of signed reproductions which are conceptually abstract and linguistically complex, signed reproductions which treat unfamiliar topics or situations and signed reproductions which involves aspects of Deaf culture
    - Sign narratives and descriptions of a factual nature, drawing from personal experience, readings and other verbal or non-verbal stimuli
  - Receptive Skills – Students will:
    - Follow essential points of signed discourse in areas of special interest and knowledge
    - Understand the main ideas of most signing in ASL
    - Comprehend extended discourse of a general nature on a variety of topics beyond the immediate situation
    - Understand culturally implied meanings beyond the surface meanings of the message or statement

- Deaf Culture and Community (Area II)
  - Obtain an overview of the literature of Deaf people with an emphasis on contemporary writers/signers
  - Develop the ability to use the language in a manner considered culturally appropriate by native ASL signers

CEC/CED (Council on Exceptional Children/Council on Education of the Deaf) Standards

- DHHS57 – Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing (focus for this course is on ASL)

Texas Assessment of Sign Communication (TASC) Tasks

- Description
- Instruction
- Hypothetical Situation
- Problem Solving
- Supported Opinion

TASC Analytic Categories

- Range of Communication
• Comprehension
• Intelligibility
  o Fluency
  o Vocabulary/Grammar
  o Use of space

Student Learning Outcomes:

• Students will demonstrate an Intermediate level of proficiency when using ASL receptively and expressively
• Students will demonstrate an above average knowledge of Deaf culture and Deaf community.
• Students will demonstrate knowledge of English grammar by basing sign choices on ASL usage while maintaining the meaning and the intent of the original message.
• Students will demonstrate the ability to express and receive local variations of ASL signs.
• Be able to demonstrate the ability to use topicalization as a linguistic tool in ASL
• Be able to identify the linguistic properties using time indicators, pronominalization (After a noun is produced, the signer points to a space to signify that this space will now be used to represent the noun—person, place, or thing—- or location previously assigned to the noun.) classifiers, locatives, and pluralization in ASL
• Given the form parameters of all signs, students will be able to demonstrate competency in understanding the importance of handshape, orientation, movement, location and non-manual signals.
• Using signed ASL dialogues, short narratives, and stories, the students will demonstrate receptive competence.
• Be able to demonstrate receptive ASL abilities by reading information incorporating ASL, finger-spelled loan signs, and non-manual behaviors.
• Given information on ASL expressive signing, the students will demonstrate the ability to sign on video self-generated short stories incorporating ASL principles.
• Students will demonstrate the ability to use accurate signing concepts rather than relying on English coding.
• Contrast ASL sentence type as; basic statements, negative statements, yes/no questions, wh-questions, conditionals and rhetorical questions.

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.

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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

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

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!) I understand you are busy and “things come up”. However, I expect you in class. If you have 0-2 unexcused absences for the semester, you will not incur a penalty. Two points will be deducted from the final grade for each unexcused absence starting with the third unexcused absence and your first two absences will become retroactive. (Your third unexcused absence costs you 6 points and each subsequent absence is an additional two points.) A sign-in sheet will be utilized at each class period. No name, no credit.

Missing an exam:
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.

Feedback on Assignments:
If you would like feedback on any of your assignments prior to turning them in for a grade, you must notify me two days before the assignment is due. (For example: If the assignment is due on
Wednesday, I must be notified by Monday.) It is your responsibility to request feedback and adhere to the requirements of each assignment.

**Turning in Assignments:**
You are required to follow the requirements regarding the turning in of assignments that are required by 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.

**Late Work:**
Your assignments are due in by the date and time listed in the course calendar unless otherwise specified by me. If you feel that you are struggling to complete the assignments in this course, come and speak with me as soon as possible. Any assignments turned in late will be assessed a penalty of 10% of the total points for the assignment per class period after the assignment is due with the first penalty assessed immediately after it is due. For example, an assignment is due on Sunday by 11:59 and is not turned in until Friday of the same week. This assignment will lose 10% at midnight on Monday (1 minute after it was due), another 10% if not turned in on Tuesday, and an additional 10% on Thursday. This assignment has now lost 30% of the possible points and the highest grade (for a 100 point assignment) is 69.9%.

**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, will be considered unprofessional and may negatively impact your professional dispositions grade.

**Appropriate use of technology:**
Cell phones and other communication devices not required for disability purposes should be on vibrate and put away during class. Electronic devices that flash are not allowed in the classroom. Please turn off this feature or put them away to obscure the flashing upon entering the room. There is no exception to this policy. Failure to do so may result in removal from class. If you have an ongoing emergency, please inform your instructor at the start of class and take your calls outside of class. Failure to comply with this policy may result in removal from class.

**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.

**Video Recorded Assignments:**
When doing any recording of assignments for this class, make sure that you are not chewing gum and that your clothing is conducive to reading sign. Chewing gum in any of your recorded assignments will result in a reduction of your grade by 10%. Clothing that has stripes, large graphics, or other designs that interfere with reading signs will result in a reduction of your grade by 20%. When in doubt, ASK! You will need to make sure that your video has been uploaded to GoReact before it is due. This includes videos recorded in the lab. Failure to inform me of upload problems with GoReact prior to due date and time, will result in a lowering of your grade in accordance to the late assignments policy.
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. 

Advancing to ASL IV requires the following: A grade of “B” or better in ASL III. The course is heavily weighted on the final receptive test and expressive assessments or assignments. You may only register for ASL IV AFTER grades are submitted. 

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


c. Live Text 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 email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or email SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or email livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VIII. Assignments and Assessments

**Daily Grades: (10 @ 10 points each)**

- Completed at the beginning of class
- May or may not be announced ahead of time and cannot be made up unless absence falls under excused absence policy
- May include vocabulary or other information from any of the previous classes or fingerspelling that has or has not been covered in class

**Interaction Hours: (100 points)**

- 15 hours of ASL interaction is required over the semester
- 8 hours have set activities and due dates
  - Must be completed in the ASL lab with the language tutors, but may not be completed with peers or in the AARC for credit
  - Must be completed by date due or will not count
- 7 hours do not have set hours and are due by the final exam date
May be completed with peers, students in other ASL courses, in the ASL Lab, or in the AARC
May include working on homework, attending Deaf socials, or other practice that does not is not listed as a specific activity in your log

Signed Exams: (200 Points Each)
- Three major exams (including final exam)
  - Receptive Section Format:
    - Vocabulary embedded sentences
    - Each exam will contain old and new material, fingerspelling, and vocabulary from ASL I and II (each test comprehensive)
    - All tests will be signed and students are expected to write the intent and meaning using good English grammar.
    - Points are accrued through vocabulary recognition and connection of concepts expressed in English
    - Scratch paper will be allowed, but must be turned in prior to leaving the test session.
  - Expressive Section Format:
    - Administered on the same day during the same testing period as the receptive test
    - Wear clothing that conforms to the lab assignment policy
    - Will be given topic prior to test day, but previously written notes will not be allowed
    - Video Recorded Assignments policy must be followed for this part of the exam.
- Exams will include previously covered materials from ASL 1, 2, and 3 and will focus on the following units:
  - Module 1: Units 11 and 14
  - Module 2: Units 13 and 16
  - Module 3/Final Exam: Units 15 and 17

Expressive Labs: (3 @ 100 points)
- Video Recorded Assignments policy must be followed for this assignment.
- Approximately halfway through each module you will sign a narrative and upload it to GoReact.
- These narratives are designed to be a review of the vocabulary and concepts covered up to that point. They are a mid-module check.
- You are expected to practice your narrative prior to recording and record without notes or other assistance.
- Each lab has required time/activities listed in the interaction log that will help you prepare for your lab assignment.
- Submission of notes, outlines, pictures, etc. in which you outlined your narrative are required to be submitted to the appropriate dropbox on d2l by the lab assignment due date listed in the course calendar.
- Submission of areas of improvement are required to be submitted with notes, outlines, etc. by the lab assignment due date.
- Failure to submit any required lab assignment materials by the due date will result in a delay of your lab assignment grade (until all materials are submitted) and a late penalty to be assessed upon submission.

Deaf/ASL Literature Performance: (100 points)
- Video Recorded Assignments policy must be followed for this assignment
- Choose one of the following
- Single handshape story
- A-Z story
- ASL poem
- ASL song
- Minimum length of 2 minutes
- Description/lyrics must be submitted to d2l to receive grade for this assignment (late submission to d2l will result in entire assignment being considered late)
- Video must be submitted to GoReact by the date and time due

**IX: Evaluations and Assessments:**

Grades will be based on the following:

<table>
<thead>
<tr>
<th>Item</th>
<th>Value</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Expressive Exams (3)</td>
<td>150 pts each</td>
<td>450 points</td>
</tr>
<tr>
<td>Receptive Exams (3)</td>
<td>150 pts each</td>
<td>450 points</td>
</tr>
<tr>
<td>Expressive Labs (3)</td>
<td>100 pts each</td>
<td>300 points</td>
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<tr>
<td>Interaction Hours (15 hours)</td>
<td>100 pts</td>
<td>100 points</td>
</tr>
<tr>
<td>Daily Grades (10)</td>
<td>10 pts each</td>
<td>100 points</td>
</tr>
<tr>
<td>ASL Literature Performance</td>
<td>150 pts</td>
<td>150 points</td>
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**Total Points Possible for Semester** = 1550 points

**Grading Scale:**

A = 1550 – 1395  
B = 1394 – 1240  
C = 1239 – 1085  
D = 1084 – 930  
F = 929 and below
# X. Tentative Course Outline/Calendar (MW – Section 001)

<table>
<thead>
<tr>
<th>Date</th>
<th>In Class</th>
<th>Due</th>
<th>Topics</th>
</tr>
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<tbody>
<tr>
<td><strong>Tuesday, August 27th</strong></td>
<td>Syllabus, Module 1</td>
<td></td>
<td>Syllabus, States/Provinces, Bucket List, Knowledge/Abilities, Positive/Negative Reactions</td>
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<tr>
<td><strong>Thursday, August 29th</strong></td>
<td></td>
<td></td>
<td>Labor Day</td>
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<tr>
<td><strong>Tuesday, September 3rd</strong></td>
<td>Module 1</td>
<td></td>
<td>States/Provinces, Bucket List, Knowledge/Abilities, Positive/Negative Reactions</td>
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<tr>
<td><strong>Thursday, September 5th</strong></td>
<td>Module 1</td>
<td></td>
<td>Time, Ailments, Complaints, Suggestions, Remedies, Numbers</td>
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<tr>
<td><strong>Tuesday, September 10th</strong></td>
<td>Module 1</td>
<td></td>
<td>Time, Ailments, Complaints, Suggestions, Remedies, Numbers</td>
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<tr>
<td><strong>Thursday, September 12th</strong></td>
<td></td>
<td>Module 1 Lab Assignment due in GoReact and required materials uploaded to D2L Dropbox by 11:59</td>
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<tr>
<td><strong>Tuesday, September 17th</strong></td>
<td>Module 1</td>
<td></td>
<td>Time, Ailments, Complaints, Suggestions, Remedies, Numbers</td>
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<tr>
<td><strong>Thursday, September 19th</strong></td>
<td>Module 1</td>
<td></td>
<td>Good Person For..., Requests, Canceling/Declining/Inviting, First/Last Time</td>
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<tr>
<td><strong>Tuesday, September 24th</strong></td>
<td>Module 1</td>
<td></td>
<td>Good Person For..., Requests, Canceling/Declining/Inviting, First/Last Time</td>
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<tr>
<td><strong>Thursday, September 26th</strong></td>
<td>Module 1</td>
<td></td>
<td>Good Person For..., Requests, Canceling/Declining/Inviting, First/Last Time</td>
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<tr>
<td><strong>Tuesday, October 1st</strong></td>
<td>Module 1 Exam</td>
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<tr>
<td><strong>Thursday, October 3th</strong></td>
<td>Module 2</td>
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<td>House Descriptions, Building Materials/Materials, Rooms in a House</td>
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<td><strong>Tuesday, October 8th</strong></td>
<td>Module 2</td>
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<td>Furniture, Big Appliances, Accessories/Fixtures</td>
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<td><strong>Thursday, October 10th</strong></td>
<td>Module 2</td>
<td></td>
<td>Furniture, Big Appliances, Accessories/Fixtures</td>
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<td><strong>Tuesday, October 15th</strong></td>
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<td>Module 2 Lab Assignment due in GoReact and required materials uploaded to D2L Dropbox by 11:59</td>
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<tr>
<td><strong>Thursday, October 17th</strong></td>
<td>Module 2</td>
<td></td>
<td>Objects, Describing Objects, Classifiers</td>
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<tr>
<td><strong>Tuesday, October 22th</strong></td>
<td>Module 2</td>
<td></td>
<td>Objects, Describing Objects, Classifiers</td>
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<tr>
<td>Date</td>
<td>Module</td>
<td>Topic</td>
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<tr>
<td>Thursday, October 24th</td>
<td>Module 2</td>
<td>Objects, Describing Objects, Classifiers</td>
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<tr>
<td>Tuesday, October 29th</td>
<td>Module 2</td>
<td>Objects, Describing Objects, Classifiers</td>
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<tr>
<td>Thursday, October 31st</td>
<td>Module 2</td>
<td>Meals, Opinions of Food, Food-Related</td>
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<tr>
<td>Tuesday, November 5th</td>
<td>Module 2</td>
<td>Meals, Opinions of Food, Food-Related</td>
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<td>Thursday, November 7th</td>
<td>Module 2 Exam</td>
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<tr>
<td>Tuesday, November 12th</td>
<td>Module 3</td>
<td>Life Events, Nationalities, Time, Misc.</td>
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<tr>
<td>Thursday, November 14th</td>
<td>Module 3</td>
<td>Life Events, Nationalities, Time, Misc.</td>
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<tr>
<td>Tuesday, November 19th</td>
<td>Module 3</td>
<td>Weekend Activities, Events, Traveling, Seasons, Numbers, Time, Misc.</td>
<td></td>
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<tr>
<td>Thursday, November 21st</td>
<td>Module 3 Lab Assignment due in GoReact and required materials uploaded to D2L Dropbox by 11:59</td>
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<tr>
<td>Tuesday, November 26th</td>
<td>Deaf/ASL Literature Assignment due in GoReact and required materials uploaded to D2L Dropbox by 11:59</td>
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<tr>
<td>Thursday, November 28th</td>
<td>Module 3</td>
<td>Weekend Activities, Events, Traveling, Seasons, Numbers, Time, Misc.</td>
<td></td>
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<tr>
<td>Tuesday, December 3rd</td>
<td>Thanksgiving Holiday</td>
<td></td>
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<tr>
<td>December 10-14th</td>
<td>Module 3</td>
<td>Comments about Activities, Opinions</td>
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<td>Module 3</td>
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<td>Review</td>
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*Final Exam 4-6 PM*

*Due dates are tentative and subject to change
**Lab dates are tentative due to lab availability*