Stephen F. Austin State University / College of Education / Deaf and Hard of Hearing Program
American Sign Language IV (SPH 479.001) – 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 11:00-12:15 ECRC 213</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact Information:</th>
<th>Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td>936.468.1140</td>
<td><a href="mailto:mhpatterson@sfasu.edu">mhpatterson@sfasu.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits: 3 Semester Hours</th>
<th>Office Location/Hours:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Tuesdays 12:30-2:00 PM</td>
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<td></td>
<td>Wednesdays 3:00-4:00PM {Virtual}</td>
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<td></td>
<td>Thursdays 12:30-2:00 PM &amp; 3:00-4:00PM</td>
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<td><strong>Available by appointment on any day</strong></td>
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I. Course Description:

Continuation of ASL III. Continues vocabulary expansion, idioms, manual and non-manual aspects of ASL, ASL linguistics, cross-cultural communication, and cultural knowledge. At the conclusion of this course, students will be able to fluently communicate with native ASL signers. Class will be conducted in ASL, no voice.

Prerequisites: B or better in both SPH 172, SPH 272, and SPH 477

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 – 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
- DHH5S7 – 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
Student Learning Outcomes:

- Students will develop skills in using role shifting with spatial agreement, sequencing of classifiers, and timing of reactions to enhance telling of stories.
- Students will develop good interpretations of written information into ASL.
- Students will analyze facts for meaning and explain, rephrase, demonstrate, or draw conclusions to clearly present the fact in ASL.
- Students will give clear instructions or explanations using classifiers, “rule” related vocabulary, and various sentence types to explain cultural rules and rules of games.
- Students will use money-related signs (including banking) appropriately.
- Students will continue to expand vocabulary and grammatical structures needed to discuss various topics.
- Students will continue to develop conversational fluency to share opinions and discuss experiences.
- Students will use appropriate grammar structures, classifiers, and vocabulary to discuss health problems/conditions.

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](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](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.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

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.

VII. Readings – Required Texts

b. GoReact account ($19.95): http://community.goreact.com/entries/25045128-Getting-Started-Guide-Student (Link will be posted in D2L under GoReact topic in Syllabus module)

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

Receptive Quizzes:
- Completed during class.
- May or may not be announced ahead of time and cannot be made up unless absence falls under excused absence policy.
- Designed to test your comprehension of the material presented.
- May include comprehension questions based on story, translation of sentences or stories, etc.
- May be from course materials or instructor generated.

Expressive Quizzes:
- Completed during class.
- May or may not be announced ahead of time and cannot be made up unless absence falls under excused absence policy.
- Will be videotaped when possible.
- May involve signing in front of the class, signing one-on-one with instructor, signing with a small group, etc.
- May be from course materials or instructor generated.

Interaction Hours: (100 points)
- 15 hours of ASL interaction is required over the semester (you can do more, but make sure that you have the specified number of hours under each section by the due dates)
- 8 hours
  - Must be completed in the ASL lab with the language tutors, but may not be completed with peers or in the AARC for credit
  - Specified number of hours must be completed by date due. Hours completed after the deadline will not be counted toward the total.
    - 3 hours by Oct 3
    - 2 hours by Oct 31
    - 3 hours by Dec 16
- 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
  - Specified number of hours must be completed by date due. Hours completed after the deadline will not be counted toward the total.
    - 2.5 hours by Oct 3
    - 2 hours by Oct 31
- 2.5 hours by Dec 16

Expressive Exams 1 and 2:
- You are expected to follow the Video Recorded Assignments policy for these exams.
- Designed to prepare you for the Practice TASC which is given near the end of the semester
- Must be recorded in ASL lab with me
- You will get a signed prompt to which you will need to reply.
- Sign as much as you can, don’t worry about accuracy, just keep signing
- 4 minute video
- Each chapter/prompt will be scored as a separate exam.
- You will be scored based on the TASC analytic feedback categories (see rubrics in d2l):
  - Range of Communication
  - Comprehension
  - Intelligibility which includes subcategories of:
    - Fluency
    - Vocabulary/Grammar
    - Use of Space
- Over the course of the semester, you will sign a response to each of the categories included in the TASC. They are:
  - Description (Units 18 and/or 21)
    - Be able to describe familiar activities, events, etc.
  - Instruction (Unit 20)
    - “How to” questions
    - Be able to sign procedures or steps involved in various activities
  - Hypothetical situations (Unit 22)
    - Be able to project what would happen if a particular event occurred
    - Reflect and be creative
  - Problem Solving (Unit 23)
    - Be able to express a way in which you might be able to solve an imaginary situation
  - Supported Opinion (Unit 19)
    - You must take a position and then support your position
    - Topics are selected to be general and noncontroversial
    - Use your communication skills to be as persuasive as you can

Final Exam:
- You will present a 5-7 minute presentation on a health condition of your choosing in which you describe the following:
  - Symptoms
  - Normal process
  - Affected process
  - Causes
  - Treatment options
- You are expected to follow the Video Recorded Assignments policy for this exam
- You will need to prepare a brief PowerPoint to accompany your presentation that follows the guidelines for PowerPoint presentations. Your PowerPoint must be uploaded to D2L in order to receive your grade for this exam.
- You are expected to use the grammatical structures discussed in the chapter for your presentation (specific structures are listed on the rubric).
- You will be graded based on the Health Presentation rubric and PowerPoint checklist shown in D2L. Your grade will not be posted until all parts of this assignment are completed (presentation completed and PowerPoint uploaded to D2L.)

**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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<tbody>
<tr>
<td>Expressive Exams (7)</td>
<td>100 pts each</td>
<td>Rubric</td>
</tr>
<tr>
<td>Receptive Quizzes</td>
<td>25 pts each</td>
<td>% correct</td>
</tr>
<tr>
<td>Expressive Quizzes</td>
<td>25 pts each</td>
<td>Rubric, Checklist, or % correct (will depend on task)</td>
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<tr>
<td>Interaction Hours (15 hours)</td>
<td>100 pts</td>
<td>% completed according to guidelines</td>
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**Grading Scale:**

A = 90 – 100%  
B = 80 – 89%  
C = 70 – 79%  
D = 60 – 69%  
F = 59% and below
<table>
<thead>
<tr>
<th>Date</th>
<th>In Class</th>
<th>Due</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Syllabus, Introductions</td>
<td>Syllabus, Introductions</td>
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<tr>
<td><strong>Tuesday, August 27</strong></td>
<td>Unit 18 Lesson 1</td>
<td>Pass, Throw, &amp; Spill</td>
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<tr>
<td><strong>Thursday, August 29</strong></td>
<td>Labor Day</td>
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<tr>
<td><strong>Tuesday, September 3</strong></td>
<td>Unit 18 Lesson 2</td>
<td>Tripping &amp; Falling</td>
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<tr>
<td><strong>Thursday, September 5</strong></td>
<td>Unit 18 Lesson 3</td>
<td>Injuries &amp; Mishaps</td>
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<tr>
<td><strong>Tuesday, September 10</strong></td>
<td>Unit 18 Lesson 4</td>
<td>Kiss, Hug, &amp; Poke</td>
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<tr>
<td><strong>Thursday, September 12</strong></td>
<td>Unit 19 Lesson 1</td>
<td>Whole-Part</td>
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<td><strong>Tuesday, September 17</strong></td>
<td>Unit 19 Lesson 2</td>
<td>Listing</td>
<td></td>
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<tr>
<td><strong>Thursday, September 19</strong></td>
<td>Unit 19 Lesson 3</td>
<td>Comparisons</td>
<td></td>
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<tr>
<td><strong>Tuesday, September 24</strong></td>
<td>Unit 19 Lesson 4</td>
<td>Illustrate a Fact</td>
<td></td>
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<tr>
<td><strong>Thursday, September 26</strong></td>
<td>Expressive Exam 1</td>
<td>3 ASL lab and 2.5 someone who knows ASL lab hours due</td>
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<tr>
<td><strong>Tuesday, October 1</strong></td>
<td>Unit 20 Lesson 1</td>
<td>Rules We Live By</td>
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<tr>
<td><strong>Thursday, October 3</strong></td>
<td>Unit 20 Lesson 2</td>
<td>Card Games</td>
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<td><strong>Tuesday, October 8</strong></td>
<td>Unit 20 Lesson 3</td>
<td>Group Games</td>
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<td><strong>Thursday, October 10</strong></td>
<td>Unit 21 Lesson 1</td>
<td>Accidents involving Horses</td>
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<td><strong>Tuesday, October 15</strong></td>
<td>Unit 21 Lesson 2</td>
<td>Accidents involving Bicycles</td>
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<td><strong>Thursday, October 17</strong></td>
<td>Unit 21 Lesson 3</td>
<td>Accidents involving Automobiles</td>
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<tr>
<td><strong>Tuesday, October 22</strong></td>
<td>Review/Catch-up</td>
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<td></td>
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<tr>
<td><strong>Thursday, October 24</strong></td>
<td>Expressive Exam 2</td>
<td>2 ASL lab and 2 someone who knows ASL lab hours due</td>
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<tr>
<td><strong>Tuesday, October 29</strong></td>
<td>Unit 22 Lesson 1</td>
<td>Basic Money Vocabulary</td>
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<td><strong>Thursday, October 31</strong></td>
<td>Unit 22 Lesson 2</td>
<td>Discussing Banking</td>
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<tr>
<td>Date</td>
<td>Unit</td>
<td>Lesson</td>
<td>Topic</td>
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<td>Tuesday, November 5th</td>
<td>Unit 22</td>
<td>Lesson 3</td>
<td>Discussing Finances</td>
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<td>Thursday, November 7th</td>
<td>Unit 23</td>
<td>Lesson 1</td>
<td>Discussing Housing Situations</td>
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<td>Tuesday, November 12th</td>
<td>Unit 23</td>
<td>Lesson 2</td>
<td>Discussing Cars</td>
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<tr>
<td>Thursday, November 14th</td>
<td>Unit 23</td>
<td>Lesson 3</td>
<td>Discussing Major Decisions</td>
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<tr>
<td>Tuesday, November 19th</td>
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<td>Thanksgiving Holiday</td>
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<tr>
<td>Thursday, November 21st</td>
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<td></td>
<td>Review/Catch-up</td>
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<tr>
<td>Tuesday, November 26th</td>
<td>Unit 24</td>
<td>Lesson 1</td>
<td>Describing the Human Body</td>
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<tr>
<td>Thursday, November 28th</td>
<td>Unit 24</td>
<td>Lesson 2</td>
<td>Describing Symptoms, Causes, and Treatments</td>
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<tr>
<td>Tuesday, December 3rd</td>
<td>Preparation for Final Exam Presentation</td>
<td></td>
<td></td>
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<tr>
<td>December 10-14th</td>
<td></td>
<td></td>
<td>3 ASL lab and 2.5 someone who knows ASL lab hours due Final Exam 10:30 AM – 12:30 PM</td>
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</tbody>
</table>

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