Instructor: Deena Petersen, M.S., CCC/SLP  
Office: Human Services 205A
Office Phone: 468-1029
Email: petersend@sfasu.edu

Credits: 3 hours

Prerequisites: acceptance into the communication sciences and disorders undergraduate program with a minimum grade of C in CSDS 3310.

I. Course Description: Study of the development of literacy skills (reading and writing), classification and causes of reading disabilities, assessment and intervention of phonemic awareness, word recognition, and reading comprehension. Course also will include interventions for students with multiple or severe developmental impairments with a focus on children who use augmentative and alternative communication. Students must obtain a minimum grade of C to receive credit toward degree plan.

Credit Hour Statement: CSDS 3340 “Literacy and the SLP” (3 credits) typically meets twice each week (Tuesday/Thursday) in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading assignments from textbooks and journal articles, two outside of class projects, 2 exams, and a final examination. Students are required to present project 2 in small groups during class in addition to children at a local elementary school. These activities average at a minimum 5 hours of work each week to prepare outside of classroom hours.

This course follows a hybrid format in which you will attend <50% of the time face to face and the rest via Zoom or out of class assignment. You will be assigned a group and attend face to face the days designated and the other group will attend via Zoom. There will be days when one group will attend face to face, while the other group completes an outside of class assignment. See tentative class schedule for dates you will attend face to face, Zoom, or complete an outside of class assignment. In-class and out-of-class requirements are as follows:

- In-class time (1.25 hours weekly): You will have one 75-minute class each week in which we will meet face to face. You will participate in interactive lecture and complete brief quizzes and other assessments during these sessions.
- In-class replacement time (1.25 hours weekly): You will have one 75-minute class each week via Zoom or you will complete an out of class assignment. You will participate in interactive lecture with the face to face group some dates, or you will complete an assignment in place of the lecture.
- Out-of-class time (~5 hours weekly): Outside of class, expect to complete additional readings, projects, discussion posts or watch videos.
II. Intended Learning Outcomes/Goals/Objectives: (Program/ Student Learning Outcomes)
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.

This course also supports the objectives of the Department of Human Services:
The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

This course also supports the mission of the Speech-Language Pathology Program:
The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic diversity, emphasizes the importance of evidence based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one’s career.

This course also supports the Core Objectives/Outcomes of the THECB:
- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Program Learning Outcomes: This course supports the Speech-Language Pathology and Audiology program learning outcomes (PLOs) four and five. These competencies are measured by successful completion of all course requirements, including examinations and quizzes, group discussion and activities, written assignments, and projects:

1. The student will demonstrate knowledge of major anatomical structures utilized in the communication process.
2. The student will demonstrate knowledge of physiological processes utilized in communication.
3. The student will recognize and articulate the foundational skills related to normal speech and language development.
4. The student will demonstrate understanding of the process of assessing communication disorders.
5. The student will analyze, interpret, and synthesize evidence-based procedures in the treatment of communication disorders.
6. The student will demonstrate professional writing skills appropriate for clinical management.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association: Courses within the speech-language pathology program have been designed to ensure that students demonstrate required knowledge and ability as outlined in the Standards and Implementations for the Certificate of Clinical Competence in Speech-Language Pathology.

Standard IV-B: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must demonstrate the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: The applicant must demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: Receptive and expressive language in speaking, listening, reading, writing

Standard IV-D: The applicant must demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Student Learning Outcomes: At the end of this course, students will demonstrate an understanding of the following:
1. The student will describe the development of literacy skills: reading, writing, and spelling.
2. The student will compare different types of reading disabilities and possible causes.
3. The student will analyze and explain different types of the assessments for literacy skills.
4. The student will create phonological awareness activities to address rhyming, blending, segmentation, and manipulation.
5. The student will create a lesson plan for a therapy session incorporating literacy intervention techniques before/during/after shared story book reading and present to a small group.
6. The student will describe different literacy intervention techniques to use with students with multiple or severe developmental impairments.

These competencies are measured by successful completion (70% or above) of all course requirements including examinations, group discussion and activities, written assignments, and projects.

III. Course Assignments, Activities, Instructional Strategies, & use of Technology:
Reading Assignments: Text chapters that correspond to selected course topics/activities are listed on the course schedule, below. The listing is comprehensive and according to the date(s) the topic(s) will first be introduced. By completing the readings, you will be better prepared to contribute to class discussions, clarify answers to questions about topics you do not understand and complete outside assignments and scheduled examinations.
You will answer questions for the following readings:
  Articles 1 & 2: Narrow View of Reading Journal Article questions; Article 1 and assigned article
  (total= 50 points) Due: September 8th; Questions must be turned into Dropbox before the beginning
  of class.
  Article 3: Phonological Awareness and Beyond; Answer questions on handout in BRIGHTSPACE
  (25 points) Due: September 22nd; Questions must be turned into Dropbox before the beginning of
  class.

Examinations: There will be three scheduled examinations. Each exam may consist of multiple choice, fill in
the blank, and short answer items. Examination dates are listed on the course schedule below.

Class Projects/Presentations: There will be two projects and one group presentation. The due dates are
listed on the course schedule, below.

Project 1: Phonological Awareness Activities: (100 points) Prepare therapy activities for each phonological
awareness skill listed below (total of 4 activities). You will provide a written description of each activity and
produce a video explaining each activity using any manipulatives needed. Written descriptions and video should
be turned into Dropbox.
  1. Rhyming
  2. Blending
  3. Segmenting
  4. Manipulation (substitution)
Due: October 20th

Project 2: Literacy Based Therapy Session: (100 points) This is an individual project. Prepare one therapy
session incorporating shared storybook reading. Directions will be posted on Brightspace. Project will be turned
into Dropbox.
DUE: November 20th

Presentation: In class, use shared storybook reading format to present your book to a small group. Vary pitch,
vocal characteristics, volume, and pace when necessary. You will also present your language/literacy activity
that goes with the book. Presentation will count for 5 points on Project 1.

Participation: Successful class interactions depend on prepared and present communicators! You are
expected to attend each class and participate in all class discussions and activities. This includes actively
listening, asking and answering questions, expressing your opinion, contributing to written reflections throughout
class and for outside of class assignments, and accessing course material in Brightspace. Diversions due to cell
phones, visiting, on a website not related to class, or working on day planners, are not considered appropriate
and will be addressed as observed. Cell phones are to be turned on “silent” mode during class. Texting during
class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed. If you
are attending class via Zoom, expectations are the same. You are also expected to keep your video camera on
at all times, be in a setting without distractions, and be present during the whole class time just like you would be
face to face.

IV. Evaluation and Assessment:
GRADING: The student will have three exams over the material presented during the semester. The student will
also complete reading summaries, two projects, and one class presentation. The final examination (or third
exam) is not comprehensive and will cover the material from the last portion of the semester.

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<tr>
<th>Activity</th>
<th>Points</th>
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<tr>
<td>Three scheduled exams @ 100 points each</td>
<td>300</td>
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<tr>
<td>Article 1 &amp; 2 Questions</td>
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Article 3 Questions 25
Project 1 100
Project 2 100
Participation 50

Total 625 points

A 89.5-100%
B 79.5-89.4%
C 69.5-79.4%
D 59.5-69.4%
F 59.4% and below

Grade Calculation: (Points earned to date) \( \times \) 100 = (Grade)
(Points possible to date)

LATE POLICY: If you have written excused documentation of absence and Instructor determined it is adequate documentation for an excused absence, you must turn in assignment or take exam immediately upon return. If you turn in work late without an absence or documentation of absence, it may be turned in 1 day late with a 50% deduction. No late work will be accepted after that.

V. Tentative Course Outline/Calendar:

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<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>Complete Before Class</th>
<th>Face to Face</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Course; syllabus</td>
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<td>All Zoom</td>
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<td></td>
<td>Defining Literacy; Literacy Development</td>
<td>Kamhi &amp; Catts, p.3-4, 15-21; The Source for PA: p. 20-21; Pilgrim &amp; Martinez article</td>
<td>Group 1</td>
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<td>2</td>
<td>Emergent Literacy Class Activity</td>
<td>Literacy Development (cont.); Emergent Reading &amp; Writing (watch video before class)</td>
<td>Group 2 Group 1 will not attend via Zoom</td>
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<td>Group 1 will watch video on Emergent Reading &amp; Writing</td>
<td><strong>Journal article: Watson</strong></td>
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<td>3</td>
<td>Narrow View of Reading Discussion;</td>
<td>Narrow View of Reading Article #1 and assigned article located in Brightspace; <em>Article 1 &amp; 2 Questions Due in Dropbox by 2:00 pm</em></td>
<td>All Zoom</td>
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<td>Reading Disabilities &amp; Classification; Roles &amp; Responsibilities of SLPs</td>
<td>Kamhi &amp; Catts, p. 52-63, 65-67: Read Roles &amp; Responsibilities of SLPs</td>
<td>Group 2</td>
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<td>4</td>
<td>Causes of Reading Disabilities; Exam Review</td>
<td>Kamhi &amp; Catts Ch. 4</td>
<td>Group 1</td>
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<td>Exam #1</td>
<td>Study for exam</td>
<td>All face to face</td>
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<td>5</td>
<td><strong>Phonological Awareness and Word Recognition &amp; Instruction/Intervention</strong>&lt;br&gt;PA Class - Activity</td>
<td><strong>Journal Article: Schuele &amp; Boudreau; Erickson &amp; Koppenhaver, p. 36-48</strong>&lt;br&gt;(explicit &amp; embedded instruction - in Brightspace)&lt;br&gt;<strong>Article 3 Questions Due in Dropbox by 2:00 pm</strong></td>
<td>Group 2</td>
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<td><strong>Phonological Awareness and Word Recognition &amp; Instruction/Intervention (cont.)</strong>&lt;br&gt;PA Class Activity</td>
<td><strong>Group 1</strong></td>
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<td>6</td>
<td><strong>Assessment of Phonemic Awareness &amp; Word Recognition Skills</strong>&lt;br&gt;-</td>
<td><strong>Kamhi &amp; Catts, p. 117-123</strong></td>
<td>Group 2&lt;br&gt;<strong>Group 1 work on Project 1; will not meet via Zoom</strong></td>
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<td><strong>Assessment of Phonemic Awareness &amp; Word Recognition Skills</strong>&lt;br&gt;-</td>
<td><strong>Kamhi &amp; Catts, p. 117-123</strong></td>
<td>Group 1&lt;br&gt;<strong>Group 2 work on Project 1; will not meet via Zoom</strong></td>
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<td>7</td>
<td><strong>Reading Fluency; Exam Review</strong>&lt;br&gt;-</td>
<td><strong>Journal Article: Reutzel</strong></td>
<td>All Zoom</td>
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<td>Exam #2</td>
<td><strong>Study for exam</strong></td>
<td>All face to face</td>
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<td>8</td>
<td><strong>Work on Project 1</strong>&lt;br&gt;-</td>
<td><strong>Kamhi &amp; Catts, p.147-158</strong></td>
<td>Group 2</td>
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<td>9</td>
<td><strong>Text Comprehension-Microstructure</strong>&lt;br&gt;-</td>
<td><strong>Kamhi &amp; Catts, Ch. 7, Prath &amp; Palafox, p. 8-17, 46, 69-73</strong>&lt;br&gt;<strong>Project 1 DUE</strong></td>
<td>Group 1</td>
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<td><strong>Text Comprehension – Microstructure (cont.)/ Macrostructure</strong>&lt;br&gt;-</td>
<td><strong>Group 2</strong></td>
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<td>10</td>
<td><strong>Text Comprehension-Macrostructure</strong>&lt;br&gt;-</td>
<td><strong>Group 1</strong></td>
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<td><strong>Literacy Based Intervention (Research, Planning, Types of Predictable Books, Goals)</strong>&lt;br&gt;-</td>
<td><strong>Prath &amp; Palafox, p. 2-29; 68-77; 96-100; 152-192</strong></td>
<td>Group 2</td>
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<td>11</td>
<td><strong>Literacy Based Intervention (Pre, During, Post Activities)</strong>&lt;br&gt;-</td>
<td><strong>Prath &amp; Palafox, p. 30-67</strong></td>
<td>Group 1</td>
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<td><strong>Literacy Based Intervention (Templates)</strong>&lt;br&gt;-</td>
<td><strong>Prath &amp; Palafox, p. 101-149</strong></td>
<td>All Zoom</td>
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<td>12</td>
<td><strong>Writing and Spelling Intervention</strong>&lt;br&gt;-</td>
<td><strong>Kamhi &amp; Catts, p. 233-239</strong>&lt;br&gt;<strong>Journal article: Aker</strong></td>
<td>Group 2</td>
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<td><strong>Reading &amp; Writing Intervention for Students with Significant Disabilities</strong>&lt;br&gt;-</td>
<td><strong>Erickson &amp; Koppenhaver, p. 185-197 (in Brightspace)</strong></td>
<td>Group 1</td>
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<tr>
<td>13</td>
<td><strong>Project 2 Small group presentations</strong>&lt;br&gt;-</td>
<td><strong>Project 2 DUE November 20th</strong></td>
<td>Group 2</td>
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Project 2 Small group presentations; Project 2 DUE November 20th

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<td>14</td>
<td>Thanksgiving holiday- No Class</td>
<td>Group 1</td>
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<td>15</td>
<td>Wrap up &amp; Review; All Zoom</td>
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<td>16</td>
<td>Exam 3 – 1:30 All Zoom</td>
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Group 1- Last Names: A-Mai
Group 2- Last Names: May-W

VI. Readings- Required Text

Recommended Text

Other References:
Texas Education Agency (2009). Teaching literacy to students with significant disabilities. The University of North Carolina, Chapel Hill, NC.

Journal Articles:


VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education Electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning and accreditation; 2. Instruction evaluation purposes; and 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. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore your response is critical!

In the 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 rating 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:

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 (including the first 12 day attendance report) 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.

**Attendance policy for this course:** You will be responsible for signing in each class. If you forget to sign in during the class period, you will be considered absent. If you miss a class, it is your responsibility to obtain handouts and class notes from your peers. If you miss class during an exam or other assignment that a grade was given, you are responsible for providing written documentation for an excused absence upon return, so that you may make up the grade. For all make-ups, you are responsible for scheduling the make-up within one week of the missed class. Any student with no more than 1 unexcused absence throughout the semester will receive 5 points added to their total points (not grade) at the end of the semester. Documentation for excused absences must be received within one week of your absence in order to qualify for the extra credit.

**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, 468-3004/468-
1004 (TDD) 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. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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;
- 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 Semester Grades: Policy 5.5
Ordinarily 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 terms 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
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical
distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Respect for Diversity
The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

IX. Other Relevant Course Information:
Communication for this course will be done through Brightspace (https://Brightspace.sfasu.edu). Please check Brightspace often to get announcements, print out handouts, check your grades, etc.

If you have difficulty accessing Brightspace, contact Student Support – 498-1919.

For a quicker response to emails, please email me at petersend@sfasu.edu instead of through Brightspace. I will respond to emails/phone calls within 24-48 hours, Mon.-Fri.

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<tr>
<th>Group 1 Last Name: A-Mai</th>
<th>Group 1 Last Name: A-Mai</th>
<th>Group 2 Last Name: May-W</th>
<th>Group 2 Last Name: May-W</th>
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<tbody>
<tr>
<td>Zoom Dates</td>
<td>Face to Face Dates</td>
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<td>Week 1</td>
<td>8/25</td>
<td>8/27</td>
<td>8/25 &amp; 8/27</td>
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</table>

Highlighted dates indicate exam days where everyone will be required to come to campus while split into Group 1 and Group 2 and proctored in different classrooms to ensure social distancing protocols.