College of Education and Human Development
Division of Special Education and disAbility Research

Spring 2020
EDSE 115 001: American Sign Language (ASL) I
CRN: 12217, 4 – Credits

Instructor: Aja Puopolo	**Meeting Dates**: 1/21/2020 – 5/13/2020
Phone: 703-993-3601	**Meeting Day(s)**: Monday/Wednesday
E-Mail: apuopolo@gmu.edu	**Meeting Time(s)**: 4:30 pm – 6:20 pm
Office Hours: by appointment	**Meeting Location**: Fairfax, KH 15
Office Location: SUB 1, Suite 2500	**Other Phone**: NA

> ❖ Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): None
Co-requisite(s): None

Course Description
Focuses on introduction of American Sign Language (ASL) and Deaf culture. Teaches basic person-to-person conversational signing. Emphasizes development of expressive and receptive skills. Increases knowledge of ASL vocabulary and the syntax, semantics, and pragmatics of the language.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Course Delivery Method
Face to face
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments

4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes
Upon completion of this course, students will be able to:
1. Develop minimal ASL conversational skills and vocabulary to effectively communicate with members of the Deaf community in the United States (DH1S2, C1.1).
2. Introduce self and produce correct handshape form for letters and numbers, fingerspell names, ask yes/no questions (C1.1).
3. Narrate language and home background (C1.1).
4. Identify person and give information about that person (C1.1).
5. Describe residence, use contrastive structures, tell about living arrangements (C1.1).
6. Talk about family and family relationships, tell similarities and differences between self and sibling, discuss information about relationship, marital status, age, etc (C1.1).
7. Develop a basic awareness of language and culture alive in the Deaf community today (DH1S2, C2.1).

Professional Standards
Goals, objectives, and assignments in this class address NCATE Standard 1b/ Pedagogical Content Knowledge and 1c / Skills Professional and Pedagogical Knowledge and Skills, the Council for Exceptional Children (CEC) Knowledge and Skill Standards, the Council on Education of the Deaf, and the Virginia Department of Education teacher licensure competencies. Goals, objectives, and assignments in this class address the Council for Exceptional Children (CEC) Knowledge and the American Sign Language Teachers Association (ASLTA) competencies. Code for CEC Standards: DH = Deaf and Hard of Hearing; Code for ASLTA Standards: C1 = Communication, C2 = Culture, C3 = Connections, C4 = Comparisons, C5 = Communities.

Required Textbooks
Smith, C., Lentz, E., & Mikos, K. (2008). Signing naturally: Units 1-6 student set. San Diego, CA: Dawn Sign Press.

Recommended Textbooks
American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Required Resources
Newell, W., Sanders, C., Holcomb, B., Holcomb, S., Caccamise, F., Peterson, R. (2010). *ASL at Work: Student Text.* San Diego, CA: Dawn Sign Press.

For this course, the class will use the ASL lab to work on assignments from the *ASL at Work* textbooks. Students _do not need_ to purchase lab books. Books are available in the lab. Students will attend lab sessions during open hours to complete the assignments.

Sign up and register GoReact, $30 fee (invitation link will be sent via email and posted on Bb)
https://goreact.com

Laptop, tablet, or IPad for in-class assignments (instructor will announce additional dates when device are needed)

Whiteboard markers/white board (<u>required</u> for each class session, can be purchased at Dollar Tree)

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement
There is no required performance-based assessment for this course.

Assignments and/or Examinations
Performance-based Assessment (Tk20 submission required)
<u>*ASL I CLASS ASSIGNMENTS*</u>
• Syllabus Test (5pts): Students will review the syllabus and answer questions based on the content. Test will be available on Blackboard. Test allows multiple attempts.
Post: Blackboard (Bb)

• In-class Receptive Tests (40pts each, the 3rd is the final test worth 80 pts): There will be three receptive tests during the semester. Students will be assessed on their ability to understand what is being signed to them.
Post: In-class assignment, bring laptop/tablet/IPad

• Expressive Tests (40pts each): There will be two expressive video tests during the semester. Students will be assessed on their ability to express themselves in ASL. Students will sign a simple story using the vocabulary and grammar structures learned in class.
Post: GoReact
　　　　Test 1: *Your Autobiography*, page 90. Students will create a video describing their autobiography.
　　　　Test 2: *Your Narrative*, page 149. Students will create a video describing their narrative.
　　　　Final Assessment Video Sign Presentation (80 pts, See Assessment Rubric below): Cumulative. Students will prepare a video (outside of class) using the vocabulary and grammatical structures learned throughout the semester (based on the units and lessons in class) to express a narrative. The video should be approximately 5 minutes. A written script in Word document must be provided and submitted on Blackboard. The presentation must be cohesive and make sense (it does not have to be true).

Narrative: This will entail all elements from Expressive 1 and 2 tests (pg. 90 and 149). Students will add new elements from pg. 213-214 (this will serve as a model to help personalize the student's version). The more detailed information, the better! Do not overuse fingerspelling.
　　　　　　Post: Video in GoReact, Post: Script in Bb

• Written Final Exam (20 pts): Comprehensive short answer, multiple choice, and T/F questions based on information presented in class and in the required text.

Post: In-class Bb assignment

• Deaf Community Events (20 pts) Students are required to attend two (2) Deaf community events. Students can find events using the websites below.

> Fairfax ASL Social:
> https://www.facebook.com/groups/aslclub2015/
>
> ASL Dinner (MD/DC):
> http://asldinner.webs.com/
>
> ASL Bridge:
> https://www.meetup.com/ASLBridge/
>
> Silent Dinner-Alexandria/Woodbridge/Stafford:
> https://www.meetup.com/Silent-Dinner-Alexandria-Lorton-Woodbridge/
>
> Northern Virginia Resource Center for Deaf & Hard of Hearing Persons (click on community events calendar):
> https://nvrc.org/news/
>
> Gallaudet University:
> https://my.gallaudet.edu/calendar
>
> ASL Trivia (must be 21+ to participate):
> https://www.facebook.com/ASLTriviaDC/
>
> Deaf Coffee -Winchester
> https://happy.deafcoffee.com/listing-category/virginia/

Another option to finding an event is to google the following key words: Silent Dinner in (city, VA), Silent Supper in (city, VA), or Deaf Event in (city, VA).

The purpose of this activity is for students to practice their signing skills and to engage with the Deaf community. Captioned movies do not count toward a Deaf Community Event activity. It is the student's responsibility to find a Deaf event to attend. If students are unsure if the event is acceptable, please seek approval from instructor.

After the event, students will write a paper detailing their experience. The paper must be a <u>maximum</u> of one double spaced page for each event. Include a picture of the event space or ticket and a comprehensive and concise answer to each question below.

Please use the format below. Please use correct academic and well written English.

1. Name of the Deaf Community Event (Ex: The event I attended was called….)
2. When the event occurred (Ex: The event occurred on….)
3. The purpose of the event (Ex: the purpose of the event was to….)
4. Describe the people who attended. (Ex: The people attending the event were….)

5. What observations were made? (Ex: I observed….)
6. Describe the feelings evoked. (Ex: I felt….)
7. Thoughts and feeling toward this event (before and after) (Ex: Before attending the event, I thought/felt…. After the event, now I think/feel….)
8. What was learned from this experience? (Ex: From this experience, I have learned….)
9. Describe any differences between a hearing event and a Deaf event. (Ex: the difference between hearing events I have attended, and this event is….)
10. Other keen observations, thoughts or unanswered questions (Ex: Some other observations or thoughts I have are…. I also would like to know….)

Post: Attach a Word doc in Bb with ***both events*** included in ***one*** submission.

• **Homework and Self-Assessments** (65 pts): During each unit, it is expected that students watch the DVD and complete the activities and reading. Since the class moves quickly, it is recommended that students watch the DVD immediately prior to a unit, and again during a unit. **Post:** Bb, either upload picture of the completed pages from workbook or submit questions/answers in a Word document (submissions must be one attachment, <u>multiple files will not be accepted</u>). Handwritten assignments must be eligible. Points will be deducted for ineligible work.

*Unit 1 Homework
•   1:2 pg. 7 "Write the Number"
•   1:3 pg. 13 "Circle the Letter 2"
•   1:8 pg. 27 "Minidialogues 1-6"

*Unit 2 Homework
•   2:2 pg. 59 "Write the Number"
•   2:4 pg. 63 "Language Background"
•   2:6 pg. 69 "Who Enjoys What?"
•   2:9 pg. 80 "Names and Tidbits"

*Unit 3 Homework
•   3:5 pg. 120 "Minidialogues 1-3"
•   3:8 pg. 129 "How Many of What?"
•   3:10 pg. 134 "Expressing Needs" Minidialogues 1-3

*Unit 4 Homework
•   4:5 pg. 191 "Minidialogues" 1-3
•   4:7 pg. 198 "How Old?"
•   4:13 pg. 207 "David's Keys"

ASL LAB ASSIGNMENTS

Lab Homework: (55 pts.) Students will be required to attend the ASL Lab on a weekly basis. Lab prompts require students to copy *exactly* what the sign model is signing. Do not add, delete, or otherwise edit the prompt.
 Post: Video in GoReact, Workbook assignments in a Word doc/Pic in Blackboard. Either upload picture of the completed page from workbook or submit questions/answers in a Word doc (written and videos must be submitted in *one* attachment, *not* several files). Handwritten assignments *must* be eligible. Points will be deducted for ineligible work.

• Lab: Read pgs. 6-8, Answer questions #1-3 on pg. 18
• Lab: Read pgs. 10-12, Answer questions #4-8 on pg. 18
• Lab: Review Vocabulary, pgs. 19-21. Comprehension Practice 1.1 & 1.2, Answer questions pgs.15-16

- Lab: Expressive Practice Prompts pg. 17, #1-5
- Lab: Expressive Practice Prompts pg. 17, #6-10
- Lab: Read pg. 25. Practice Fingerspelling Drills on pgs. 26-27 (*no post required*)
- Lab: Read pgs. 34-45, Answer questions #1-8 on pg. 52
- Lab: Review Vocabulary, pgs. 53-56, Comprehension Practice 2.1 & 2.2, Answer questions pgs.49-50
- Lab: Expressive Practice Prompts pg. 51, #1-8
- Lab: Expressive Practice Prompts pg. 51, #9-16
- Lab: Read pgs. 62-75, Answer questions #1-11 on pg. 84
- Lab: Review Vocabulary, pgs. 86-93, Comprehension Practice 3.1, 3.2 & 3.3, Answer questions pgs. 79-81
- <u>Additional Lab Homework</u>: (10 pts.) Lab: Video, Numbers 1-100. No book required for this assignment.

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Video Submission Requirements, PLEASE READ: Any video assignment that does not meet the below criteria will result in a zero for the assignment.
1. Students must be in the center of the video where the instructor can see the top of student's head and the bottom of the student's chest area.
2. Background must be clean (one-colored wall) and free of "visual noise" (books, DVD's, TV running, kitchen items, dog appearing, etc.).
3. Wear only solid-colored shirts and free of logos. Shirt color should contrast skin tone. Avoid red, yellow, and orange shades. Tattoos should be covered, wear long-sleeved shirts.
4. Remove hats and excessive jewelry. Wedding rings and small earrings are acceptable.
5. If sitting, do not swivel.
6. Beds are not appropriate places to create videos.
7. All videos must be submitted in <u>one</u> continuous file except for lab assignments that require recordings to be paused.
8. Review videos before submitting. Each video must be good visual quality (no static).

College Wide Common Assessment (TK20 submission required)
NA

Performance-based Common Assignments (No Tk20 submission required)
NA

Course Policies and Expectations
Attendance/Participation

Class attendance and participation is required. In order to learn and develop expressive and receptive skills in ASL, students must be present and on time during instruction and participate in the discussions and small group work that occurs during the class period. In the event of an absence, please see the schedule for material covered in class, and obtain notes from classmates.

Students are allowed two absences without penalty. Each absence thereafter will have a 10% deduction from the total grade as shown below:
First absence – no penalty.
Second absence- no penalty.
Third absence – 10% deduction of the final grade.
Forth Absence – 20% deduction of the final grade.
Fifth absence – 30% deduction of the final grade.
Two (2) late arrivals/early departures will be equivalent to one absence which will be applied to the policy stated above.

• **No Voice Policy:** Our class has a **NO VOICE** policy. This class is a signing environment at all times for two reasons: (1) It is not considered inclusive to talk in front of a Deaf person and not make the information accessible. It is imperative that students develop the habit of signing when Deaf people are present. (2) This is an immersion class. Using ASL helps students develop their comprehension skills and their expressive skills quickly and effectively. Talking disrupts this process. If a fellow student asks for help, feel free to help by using signs previously learned or by writing back and forth. Part of the first class will be presented in voice but subsequent classes will be voice-off with **no whispering**. Some exceptions for voice-on will apply and will be explicitly announced.

***If voicing becomes a persistent problem, students will be asked to leave the class and it will count as an absence for the day. ***

Late Work

See schedule for due dates. Due dates are posted in the syllabus. All submissions are time-stamped in Bb and GoReact. Late submissions will receive a 10% deduction of the available points for each day thereafter. There are no exceptions.

Other Requirements
Use of devices in class is strictly prohibited (mobile phones, tablets, laptops, iPads, game systems, etc.) except for in-class assignments (see schedule for these dates).

Grading Scale

Assignments	Points
Syllabus Test	5
Receptive Tests 1 & 2	80 (40 each)
Expressive Tests 1 & 2	80 (40 each)
Deaf Community Reflection Paper	20
Lab Assignments	70
Final Video Sign Presentation	80
Receptive Test 3	80
Written Exam	20
Homework	65
TOTAL POINTS POSSIBLE	500

Grading Scale

A+	97-100
A	94-97
A-	90-93
B+	87-89
B	84-86
B-	81-83
C+	79-81
C	76-78
C-	74-75
D	70-73
F	Below 70

*Note: The George Mason University Honor Code will be strictly enforced (see https://oai.gmu.edu/ and https://catalog.gmu.edu/policies/honor-code-system/). Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted <u>must</u> be your own new, original work for this course or with proper citations.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

	Day	Class Topic	Reading/Assignments
Week 1	20- Jan	No class	• No class
	Jan -22	Introduction to Deaf Culture and Awareness Unit 1: Lessons 1 and 12	• Practice fingerspelling • Lab: Check out the ASL Lab, sign in, quickly review the book and assignments
Week 2	27- Jan	Unit 1: Lessons 1 and 12, Cont.	• Intro to Deaf Culture Pre-Quiz
	29- Jan	Unit 1: Lessons 2, 3, and 6	• Syllabus Test due by **Friday, 31-Jan @ midnight** • Lab: Read pgs. 6-8, Answer questions #1-3 on pg. 18 **due by Friday, 31-Jan @ midnight**
Week 3	3-Feb	Unit 1: Lessons 2, 3, and 6, Cont.	Review/practice
	5-Feb	Unit 1: Lessons 4, 7, 8, 9 and 10	• Lab: Read pgs. 10-12, Answer questions #4-8 on pg. 18 **due by Friday, 7-Feb @ midnight**
Week 4	10-Feb	Unit 1: Lessons 4, 7, 8, 9 and 10, Cont.	• Review/practice
	12- Feb	Unit 1: Review	• Unit 1 Homework **due by Friday, 14-Feb @ midnight** • Lab: Review Vocabulary, pgs. 19-21 Comprehension Practice 1.1 & 1.2, Answer questions pgs. 15-16 **due by Friday, 14-Feb @ midnight**
Week 5	17-Feb	Unit 2: Lessons 1, 2, 3, 4	• Review/practice
	19- Feb	Unit 2: Lessons 1, 2, 4, 6, 9, 11, and 12	• Lab: Expressive Practice Prompts pg. 17, #1-5 (Post on GoReact) **due by Friday, 21-Feb @ midnight**
Week 6	24- Feb	Unit 2: Lessons 1, 2, 4, 6, 9, 11, and 12, Cont.	• Review/practice
	26- Feb	Unit 2: Lessons 6, 9, 11, and 12	• Lab: Expressive Practice Prompts pg. 17, #6-10 (Post on GoReact) **due by Friday, 28-Feb @ midnight**
Week 7	2-March	Unit 2: Review	• Unit 2 Homework **due by Friday, 6-March @ midnight**
	4-March	Unit 2: Review and Test 1	• Receptive Test 1, in-class • Expressive Test 1 **due by Friday, 6-March @ midnight**
Week 8	9-March	**SPRING BREAK**	• Review and Practice
	11- March	**SPRING BREAK**	• Review and Practice • Lab: Video, Numbers 1-100 **due by Friday, 13-March @ midnight**
Week 9	16- March	Unit 3: Lessons 1, 5, 8, and 9	• Lab: Read pgs. 34-45, Answer questions on pg. 52 #1-8 **due by Friday, 20 March @ midnight**
	18- March	Unit 3: Lessons 1, 5, 8, and 9, Cont.	Review/practice
Week 10	23- March	Unit 3: Lessons 3, 6, 12, and 13	• Lab: Review Vocabulary, pgs. 53-56 Comprehension Practice 2.1 & 2.2, Answer questions pgs.49-50 **due by Friday, 27- March @ midnight**

	25-March	Unit 3: Lessons 3, 6, 12, and 13, Cont.	• Review/practice
Week 11	30-March	Unit 3: Lessons 2,3,6,10,13, and 14	• Lab: Expressive Practice Prompts pg. 51, #1-8 (Post on GoReact) **due by Friday, 3-April @ midnight**
	1-April	Unit 3: Lessons 2,3,6,10,13, and 14, Cont.	• Review/practice
Week 12	6-April	Unit 3: Review	• Lab: Expressive Practice Prompts pg. 51, #9-16 (Post on GoReact) **due by Friday, 10-April @ midnight**
	8-April	Unit 3: Review and Test 2	• Receptive Test 2, in-class • Expressive Test 2 **due by Friday, 10-April @ midnight** • Unit 3 Homework **due by Friday, 10-April @ midnight**
Week 13	13-April	Unit 4: Lessons 1, 4, 5, 7, 8, and 9	• Review/practice
	15-April	Unit 4: Lessons 1, 4, 5, 7, 8, and 9, Cont.	• Lab: Read pgs. 62-75, Answer questions #1-11 on pg. 84 **due by Friday, 17- April @ midnight**
Week 14	20-April	Unit 4: Lessons 11, 13, and 14	• Review/practice
	22-April	Unit 4: Lessons 11, 13, and 14, Cont.	• Lab: Review Vocabulary, pgs. 86-93, Comprehension Practice 3.1, 3.2 & 3.3, Answer questions pgs. 79-81 **due by Friday, 24- April @ midnight**
Week 15	27-April	Unit 1-4 Review and Catch up	• Review/practice
	29-April	Unit 1-4 Review and Catch up	• Unit 4 Homework **due by Friday, 1-May @ midnight**
Week 16	4-May	Review	• Review
Exam	6-May	Exam	• Receptive Test 3, in-class • Written Final (in-class) bring laptop • Final Sign Video Presentation and Script **due by SUNDAY, 10-May @ midnight** • Deaf Community Event Reflections **due by SUNDAY, 10- May @ midnight**

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies

• Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

• Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

• Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All

communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

- For additional information on the College of Education and Human Development, please visit our website http://cehd.gmu.edu/.

Appendix
Assessment Rubric(s)

Final Expressive Rubric	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
Vocabulary: Correct and accurate use of parameters, Vocabulary variety	Accurate, relevant use and wide variety of vocabulary used from all units studied, parameters are correct and accurate (20)	Generally accurate, relevant use of vocabulary from more than half the units studied, most parameters are correct and accurate (10)	Vocabulary inaccurate and used covers less than half the units studied, relevant variety is sparse, parameters are mostly incorrect or inaccurate
Non-manual Markers: Yes/No Questions, "Wh— "Questions, Location, Negation/Affirmation, Contrastive Structures, referents, appropriate and matching facial expressions	Non-manual markers are consistently accurate and appropriate; use precisely expresses intended meaning (20)	A variety of elements are used; errors do not compromise meaning; use demonstrates effort and thought (10)	Grammar elements are awkward and confusing; errors compromise meaning; effort and practice not evident
Sentence Structure: Use of Topic-Comment, Avoiding English word order	A variety of elements are used; solid knowledge of sentence types/structure is evident (20)	Sentence structure is generally accurate and appropriate; errors do not compromise the intended meaning; good effort (10)	Sentence structure is either incorrect or awkward; interferes with intended meaning; effort and practice not evident
Fluency: Smoothness and fluency of signs, Conceptually accurate ideas/messages, to include script	Rate of speed and expression is consistently appropriate, accurate, and smooth (20)	Rate of speed and expression is generally consistently appropriate, accurate, and smooth; errors do not compromise the intended meaning; good effort (10)	Rate of speed and expression is awkward; sometimes interferes with intended meaning; effort and practice not evident
TOTAL POINTS POSSIBLE = 80			

Go React Grading Key:
FE= FACIAL EXPRESSION
NMM=NON-MANUAL MARKER
FS=FINGERSPELLING
ER=ERROR REPEAT
PE=PRODUCTION ERROR (refers to parameters)
BS=BODY SHIFT/CONTRASTIVE STRUCTURE
TM= TOPIC MARKER

Due date	Assignment
Friday, Jan 31	Syllabus Test
Friday, Jan 31	Lab page 18 #1-3
Friday, Feb 7	Lab page 18 #4-8
Friday, Feb 14	Unit 1 Homework
Friday, Feb14	Lab pages 15-16
Friday, Feb 21	Lab Prompts page 17 #1-5
Friday, Feb 28	Lab Prompts page 17 #6-10
Wednesday, March 4	Receptive Test 1, in class
Friday, March 6	Unit 2 Homework
Friday, March 6	Expressive Test 1
Friday, March 13	Lab Video #1-100 (no book required)
Friday, March 20	Lab page 52 #1-8
Friday, March 27	Lab page 49-50
Friday, April 3	Lab prompt page 51 #1-8
Wednesday, April 8	Receptive Test 2, in class
Friday, April 10	Lab prompt page 51 #9-16
Friday, April 10	Unit 3 Homework
Friday, April 10	Expressive Test 2
Friday, April 17	Lab page 84 #1-11
Friday, April 24	Lab pages 79-81
Friday, May 1	Unit 4 Homework
Wednesday, May 6	Receptive Test 3 (Final), in class
Wednesday, May 6	Written Final
SUNDAY, May 10	Expressive Test 3 (Final Video Presentation)
SUNDAY, May 10	Deaf Community Reflection