



University of New Hampshire at Manchester
American Sign Language IV
Spring 2025
Syllabus



Course/Credits: ASL 532.M1: 4 credits

Classroom: Tuesday/Thursday: 1:10 pm – 3:00 pm, #504

Class Lab: ASL 532.LM1, Tuesdays: 3:10 -4:00 pm, #505

Senior Lecturer: Karen O'Hicks

Office: #354

Email: karen.ohicks@unh.edu or Canvas Inbox (preferred)

Course Description

This course is an introduction to the basic skills in production and comprehension of American Sign Language (ASL). It includes the manual alphabet and numbers. Develops conversational ability, culturally appropriate behaviors and exposes students to ASL grammar. For interpreting major, passing grade is B- and above.

Required Texts & Materials

1. *TRUE+WAY ASL: Units 13-15. 3rd Edition* (2021). **Registration in Canvas**
2. **GoReact-** www.Goreact.com- **Registration**

Recommended websites (no charge)

- English-to-ASL Dictionary, <http://lifeprint.com/dictionary.htm>
- Spread the sign, <http://www.spreadthesign.com/us/>

Handouts as assigned

- Students must use their **UNH email account only** for this class; if you do not have one, please see the Registration Office ASAP.
- **GoReact access** will be used in this class via canvas for uploading sign production videos and receiving evaluations on your ASL production in the ASL/English Interpreting Lab.

Course Level Outcomes

Upon successful completion of this course, students will:

1. Vocabulary Development

- a. Recognize and produce vocabulary items in each unit.
- b. Demonstrate comprehensive mastery of targeted vocabulary words drawn from class items, lectures, and videos.

2. Grammatical Features

- a. Demonstrate comprehensive mastery of target, content-specific commands, questions, and statements in ASL.
- b. Identify grammatical features within short dialogues in ASL directed by the professor.

3. Conversational and Communication Skills

- a. Demonstrate comprehension and conversation facilitating behaviors.
- b. Demonstrate comprehension and production of regulating behaviors (i.e. attention-getting techniques, turn-taking signals, and others)
- c. Comprehend short narratives and stories in ASL signed by the professor, Deaf ASL speakers, or ASL videos added by the professor.
- d. Demonstrate the ability to create, conduct and terminate a short content-specific conversation.

4. Cultural Awareness

- a. Analyze and critique competing perspectives of diverse Deaf Communities in the United States and Canada, ideas, aesthetic traditions, and cultural practices, and its history.
- b. Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures.
- c. Demonstrate the ability to reflect on and learn from classroom instruction and activities, fellow students, Deaf community members, and demonstrate a clear understanding of the fluency, attitudes, and beliefs required to be a successful second language learner in a global society

Students will be able to demonstrate the following learning outcomes following the ACTFL (American Council on the Teaching of Foreign Languages) and ASLTA (American Sign Language Teachers Association) language-specific standards for ASL:

ACTFL/ASLTA Standards	
1. Communication	
1.1	Interpersonal – Engage in one to one conversation and share basic information related to specific instructor-led common topics.
1.2	Interpretive – Comprehend messages in one to one conversation and through electronic means.
1.3	Presentational – Express oneself one to one and through electronic means.
2. Culture	
2.1	Gain knowledge and understanding of Deaf culture – Identify the beliefs, values and attitudes within Deaf culture.
2.2	Products of culture – Become familiar with basic products (ie, ASL poetry, ASL narrations, art made by Deaf people, etc.) related to Deaf culture and used by Deaf people.
3. Connection	
3.1	Making connections – Engage in one to one conversation to discuss other disciplines.
3.2	Acquiring information – Engage in one to one conversation to discuss viewpoints of Deaf people.
4. Comparison	
4.1	Language comparisons – Engage in one to one conversation comparing and contrasting ASL with English or another language.

4.2 Cultural comparisons – Engage in one to one conversation comparing Deaf culture with one’s own and other cultures.
5. Community
5.1 ASL class and community – Engage in one to one non-classroom conversational experiences with the Deaf community.
5.2 Lifelong learning – Engage in one to one conversation using ASL to access information about Deaf culture that will lead to lifelong learning experiences.

*Adopted from *Learning Outcomes for American Sign Language Skills Levels 1-4* (Kurz & Taylor, 2008)

TEACHING / LEARNING PHILOSOPHY

ASL Zone/Total Language Immersion: Because this course is being taught solely in American Sign Language (ASL), it is expected that you are to try to think and communicate only in ASL. This method is merely for you to excel. Please refrain from using spoken English in the class and respect your classmates who are trying to think and communicate in ASL only. Your support for your classmates, and mainly for yourself, in communication activities without vocal distractions (e.g., whispering) will be greatly appreciated. In the long run, you will find it very helpful. For continuous infractions of this simple rule, the teacher reserves the right to ask you to leave the classroom temporarily, until you are ready to comply with this Total Language Immersion goal.

COURSE REQUIREMENTS

ASL Language Laboratory: The ASL Language Laboratory is an excellent way to try out and practice different grammatical features and conversational skills you have learned in class, without fear of making errors. Various fun-filled natural communication activities and drills will be used to support you. PLEASE READ THE “ASL LAB RULES” via canvas.

Attendance/Participation: Attendance and participation in ASL classes or online and the ASL Language Laboratory or online are very important due to the visual nature of the language, not often found outside the classroom on the campus. Therefore, up to two (2) absences is acceptable, but each class absence above two absences will lower a student’s grade by part of a letter grade (e.g., A to A-; A- to B+, etc.) If you arrive in class after attendance has been taken, it will be your responsibility to report your arrival to your instructor at break time.

If you miss class due to compelling, non-academic circumstances, you can submit medical documentation to Stephanie Kirylych, Director of Academic Advising, at stephanie.kirylych@unh.edu. Stephanie will evaluate your documentation and, if compelling, notify me that a documented situation impacted your attendance. Once notified by Academic Advising, I will determine if an excused absence or other course accommodation is reasonable. Students should never submit medical documentation directly to course instructors.

Participation:

You are strongly encouraged to participate in one of the following three ways:

- a) Signing in ASL
- b) Using gestures and/or
- c) Typing on devices or writing on the piece of paper or on the board if you don’t know the particular ASL signs.

During each class, you will be given tasks that will help you try out your newly acquired communicative skills with your class peers. You are encouraged to participate with your classmates and ask your instructor questions during that time. ***Please do not use your voice during the class.*** Errors in signing and grammar made during class will not negatively affect your grade. Your grade on your ASL fluency is based solely on tests and quizzes. Tests and quizzes will be used as a measure of your accomplishment in ASL for this course.

NOTE: All written assignments will be submitted to Canvas and ASL Presentations will be submitted via GoReact

Course Grading System

Your comprehension and production skills will be evaluated regularly throughout the course in different ways as listed below.

Conversation Starter Discussions 5%

Watch the conversation starters. Pick a question to answer and type your response in the discussion board by the due date. Once you type your response, you will be able to see your classmates' responses. Feel free to post additional questions and comments to better understand the conversation starters.

Worksheets, Re-tell Assignments & Peer Observation Assignments (POA) 20%

Worksheets and Retell Video Assignments are designed to retain and reinforce what is learned in the classroom/Canvas. Complete the assigned workbook/video assignments by assigned due dates. The Story Comprehension is included.

Peer Observation Assignment (POA), at the end of each unit, you will be watching videos of proficient Deaf ASL signers signing something incorrectly. Try to identify the error by answering the questions by the due date.

Quizzes 20%

Quizzes are designed to cover content previously learned to ensure you are on the right pace in learning the material. Complete the assigned quizzes by the due dates.

Self-Observation Assessment Review (SOAR) 5%

At the end of each unit, you are to sign sentences in ASL. You are to record your work and submit your video by the due date. Complete the rubric by comparing your video with the proficient Deaf ASL signer, identifying areas you can improve and areas that you are doing well.

Unit Comprehension Tests (15%) & Unit Production Tests (30%)

The test will cover material presented up to this point in the course. They will include information from the lectures, vocabulary, conversation starter discussions, worksheets, and quizzes.

Lab Attendance & Participation 5%

Attending both the class and lab, as well as actively participating in discussions and activities, are essential components of the course. Full participation is expected from all students. The

instructor reserves the right to evaluate the level of engagement, and if attention or participation is deemed insufficient, attendance credit may be reduced to half.

Grading Criteria

ASL/English Interpreting Program's Grading System:

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
94↑	A	74↑	C
90↑	A-	70↑	C-
87↑	B+	67↑	D+
84↑	B	64↑	D
80↑	B-	60↑	D-
77↑	C+	<60	F

Units Sign Production Video Assignments: You will sign your Units 13 to 15 sign production video assignments in ASL on video outside of class during your own time as an at-home assignment. The video will have to be uploaded into GoReact.com, in order for your ASL professor to evaluate your sign production in these units' video assignments.

Good quality of video is needed in these video assignments. Video assignments that contain choppy or delayed footage will not be accepted by your professor.

- Videos cannot be choppy and delayed
- Videos are required to have good lighting

Practice in the Lab is not allowed, because you are expected to be ready before coming into the Lab. You will be video recorded on GoReact while you are signing your story. The purpose of these story signing assignments is to develop some ASL skills such as shoulder-shifting, eye gaze, role-shifting, space usage, non-manual signals, descriptions and vocabulary. **Video screen visibility needs to be about a foot above your head to your waist on the video.**

Cellphone and all of your personal items have to be left outside of the Lab when you are signing the stories inside the Lab due to distraction. The videos will be saved online and sent to your professor via GoReact. No USB flash drives or memory cards are needed. Due dates are shown on the course outline.

For Lab:

1. If you are more than 10 minutes late, you will be marked down to half for that day
2. Attending lab means being engaged in discussions and activities. Full participation is expected. The instructor has the authority to decide attention is lacking and reduce the attendance to half.

ASL TUTORING:

Being tutored by advanced ASL students often is very beneficial to your further learning of this visual language. Most beginning ASL students are unaccustomed to learning through a visual-manual mode. The tutors can relate to and understand your struggle. It should be noted that ASL vocabulary

(semantics) and grammar (syntax) are NOT equivalent to English, as is the case with French, Spanish, and other world signed and spoken languages. It takes a while to get used to receiving language input with your eyes ONLY (not your ears). Tutors can also act as liaisons to your eventual socializing in Deaf Community events.

Tutoring sessions can “break the ice” for you in using your new ASL fluency. You will be able to try out conversation starters you have learned in class with your tutor, such as greetings and introductions, while communicating solely in ASL. As you progress through the semester, you can also ad-lib dialogue and have basic conversations with your tutor in ASL.

Tutors will also assist you in fine-tuning your manual articulation, with correct a) handshapes, b) palm orientation, c) points of contact, d) movements, and e) grammatical facial inflections (that use the eyebrows and mouth, for example) which are used for asking questions, adverbs, and the like.

Tutors can also assist you in preparing for quizzes and tests.

ASL Tutor Link-

<https://manchester.unh.edu/academics/academic-services/center-academic-enrichment-cae>

When you go to this site, click "Make an appointment" and proceed from there.

Handbook in Student Rights, Rules and Responsibilities

[University Academic Integrity Policy](#)

Plagiarism Tutorial

[tutorial on plagiarism](#)

Academic Alerts

The University is invested in your academic success. If a faculty member is concerned about your academic behavior or performance, they may submit an academic alert. Academic alerts are not punitive. The goal is to provide you with support and resources to support your success. They act as an important check-in point and, if you receive an academic alert, you will receive an email to your UNH email address. It is strongly recommended that you meet with a professional advisor and connect with your instructor to discuss the reason for the alert.

Credit Hours defined: This syllabus reflects the federal definition of a credit hour, which entails a minimum 3 hours of engaged time per week per credit over a 15-week semester. Examples of engaged time include class time, assignments, examinations, laboratories, participation in course-related experiences (attending a talk or performance, speakers and events, fieldwork, etc.), conferences, and office hours. Student work reflects intended learning outcomes and is verified through evidence of student achievement. For more information, please see:

[Pp111_Policy_On_Credits-And-Degrees.pdf \(neche.org\)](#)

Extended Absence: If you miss more than one or two class sessions because of illness or other circumstances, reach out to Lisa Enright, Assistant Dean of Student Success, at lisa.enright@unh.edu to request a letter be sent to all your faculty.

If you are required to miss significant class time, you will be provided temporary academic supports so that you can continue to make satisfactory progress in this course.

- Class notes from a peer
- One-on-one meetings with instructor either during office hours or by appointment. In-person or virtual.
- Class powerpoint slides
- Handouts or other materials that are distributed

Library: The UNH Manchester librarians are available to assist you with the research process. Visit the library's website at <https://cps.unh.edu/library> to learn about library services and to search for reliable academic sources. You can contact the library at 603-641-4173 or at unhm.library@unh.edu.

The links below guide you to useful online library resources:

- Make a Research Appointment with a librarian: <https://libraryguides.unh.edu/remotearchive/researchhelp>
- Use the Library Search Box to find information: https://libraryguides.unh.edu/librarysearchbox_unhmanchester
- Reserve a Study Room: <https://cps.unh.edu/library/support-services>
- Discover resources for Citing Sources: <https://libraryguides.unh.edu/unhmcitingsources>
- Learn strategies for Evaluating Sources: <https://libraryguides.unh.edu/ENGL401UNHManchester/evaluatingresources>.

Center for Academic Enrichment: The Center for Academic Enrichment (CAE) professionals and peers are available to support all UNH Manchester students in maximizing their learning potential through individual in-person and online tutoring, in-class workshops, and study groups in math, writing, course content, study skills, time management, and personal statements. All students registered for UNH Manchester courses are entitled to one hour of individual tutoring, per course, per week. Appointments are available at <https://caetutor.unh.edu>; for more information, contact the CAE at (603) 641-4113, or unhm.cae@unh.edu.

Support Services - According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her/their disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) located on the Manchester campus in room 417 or sas.office@unh.edu.

Accommodation letters are created by SAS with the student. Please follow-up with your instructor as soon as possible to ensure timely implementation of the identified accommodations in the letter.

Faculty have an obligation to respond once they receive official notice of accommodations from SAS but are under no obligation to provide retroactive accommodations.

For more information refer to www.unh.edu/sas or contact SAS at 603.862.2607 or sas.office@unh.edu.

Emotional or mental health distress

In partnership with The Mental Health Center of Greater Manchester, UNH Manchester offers consultation visits on a walk-in basis and through telehealth appointments. Services include:

- Free confidential screening & consultation with a licensed mental health therapist.
- Referrals to mental health or substance misuse treatment. And assistance in understanding how to afford additional treatment (with or without insurance!) or find free services.

Students can schedule an appointment to meet with a mental health therapist through an online booking link located on the [UNH Manchester Student Wellness page](#).

If you would like to connect to counseling services directly, you may do so by contacting The Greater Manchester Mental Health Center at (603) 668 - 4111.

The National Suicide Prevention Lifeline provides 24/7, free and confidential support via phone or chat for people in distress, resources for you or your loved ones, and best practices for professionals. Call (800) 273-TALK (8255).

Confidentiality and Mandatory Reporting of Sexual Violence or Harassment –

The University of New Hampshire and its faculty are committed to assuring a safe and productive educational environment for all students and for the university as a whole. To this end, the university requires faculty members to report to the university's [Title IX Coordinator](#) (Bo Zaryckyj, Bo.Zaryckyj@unh.edu, 603-862-2930). Faculty, staff or students on the Manchester campus can also contact Lisa Enright, Deputy Title IX Coordinator (lisa.enright@unh.edu; 603-641-4336; Room 439) to report any incidents of sexual violence and harassment shared by students.

If you wish to speak to a confidential support service provider who does not have this reporting responsibility because their discussions with clients are subject to legal privilege, you can contact the [SHARPP Center for Interpersonal Violence Awareness, Prevention, and Advocacy](#) at (603) 862-7233, as well as, Caroline Young, SHARRP Center Advocacy Expanded Services Coordinator for UNH Manchester (caroline.young1@unh.edu; room 417; Available in person Mondays 9 am to 4-pm and available by appointment (in person and virtually) by emailing caroline.young1@unh.edu).

Individuals can also access Reach Crisis Services NH 603-668-2299 (24 hours), 77 Sundial Ave., Suite 306W, Manchester, NH.

For more information about what happens when you report, how the university treats your information once a report is made to the Title IX Coordinator, your rights and reporting options at UNH (including anonymous reporting options) please visit [student reporting options](#). The [uSafeUS app](#) is also available for students to keep reporting options and resources easily accessible on their phones.

Help us improve our campus and community climate. If you have observed or experienced an incident of bias, discrimination or harassment, please report the incident by contacting the Civil Rights & Equity Office at UNH.civilrights@unh.edu or TEL # (603) 862-2930 voice, or [visit the CREO website](#). Anonymous reports may be submitted.

Basic Needs and other resources

There are resources for students with food, housing, and financial insecurities. Faculty are encouraged to list these resources on their syllabus as part of general supports for students.

Basic Needs Support: Food, Housing, Financial.

Food Pantry: UNH Manchester Food Pantry- located in room 437, is open Tuesdays and Thursdays. Students can sign up for individual appointment times to shop the pantry throughout the academic year.

Civil Rights and Equity Office provides services for student who experience identity-based bias.

The SHARPP Center for Interpersonal Violence Awareness, Prevention, and Advocacy The SHARPP Center is a free and confidential resource for members of the UNH community who have been impacted by interpersonal violence (sexual assault, relationship abuse, stalking, and sexual harassment), regardless of where or when their experience occurred. Services are available to individuals who have directly experienced interpersonal violence as well as the family, friends, and loved ones who are supporting them. Services provided include support, crisis intervention, safety planning, and assistance understanding and navigating reporting, legal, and medical systems and processes. 24/7 Helpline: 603-862-SAFE (7233)

Quiet Rooms for Zoom use

1. Students can reserve a library study room. To do so, have them fill out the request form here: bit.ly/unhmroom
2. Students can use a dedicated room. Dedicated rooms do not have to be reserved and are as follows:
 - Rooms 115, 202, 501, & 573
 - Monday – Thursday 9:00am – 11:50am and 1:00pm – 3:50pm
 - Rooms 366 & 367
 - Monday – Thursday 9:00am -11:50am
 - Room 142
 - Monday – Thursday 1:00pm – 3:50pm
3. Students can reserve any of the dedicated rooms outside of the days/hours listed above by emailing unhm.registration@unh.edu

ASL Club:

This is a student-run extra-curricular activity, which ASL students of all different levels can join. You are encouraged to participate in their fun-filled ASL activities outside the classroom. Club activities include fieldtrips and various Deaf community events such as bowling, church services, museum visits, and interpreted plays. This is an excellent way for you to get moral support from your advanced ASL peers as mentors and to take advantage of opportunities to practice and improve your ASL fluency in natural communication environments. High ASL fluency is not required to participate. Interpretation into spoken English will be temporarily provided by advanced interpreting students until you are able to participate in the club meetings on your own.

For more information on club meetings and activities schedule via announcement in canvas and email, Flyers will be distributed.

HOW TO FIND INFORMATION ON DIFFERENT DEAF COMMUNITY EVENTS

There are different ways you can find out about Deaf Community events:

- Teacher/Lab distributed Deaf Community event announcement flyers
- See the ASL Club bulletin board, across from room #372, the ASL Tutoring Room.
- Facebook, by typing “Deaf,” and your state/town
- Subscribe to local Deaf Community event announcements at yahoo.com
 - a. NewHampDeafTerp@yahoogroups.com
 - b. ndhhs@yahoogroups.com
 - c. Mass_Deaf-Terp@yahoogroups.com
 - d. DeafVermont@yahoogroups.com

It is strongly recommended that you plan to attend events well in advance. This advanced planning gives students time to arrange carpools to these gatherings, which are often not found in your local neighborhood.

VOLUNTEER OPPORTUNITY:

Needless to say, while your classroom attendance/participation is an excellent opportunity to learn the visual-gestural language of the Deaf Community, to really enculturate well, one has to “be raised in the Deaf village,” so to speak. This comes from knowing, not only intellectually but instinctively, the norms and values of the Deaf Community. Cultural learning is intertwined with the language being studied.

From time to time, there are opportunities for you to volunteer with Deaf-related organizations and/or agencies and spend time within the Deaf Community. I will announce in class short-term opportunities (e.g. weekend, for a few days, and the like). If you are interested and want to make the short-term commitment, you are responsible for contacting the organization with the information given.

In addition, if you find volunteer opportunities yourself within the Deaf Community, please see me so that I can approve your volunteer placement. Monitoring of your participation will be based upon either submission of a short report or a private meeting with me. If needed, an interpreter will be provided. It is with sincere hope you will see how norms, values, and language come together as you progress in the American Sign Language class.

TENTATIVE SCHEDULE -Any changes to the plans will be announced by the instructor in advance and updated in the Course Outline (Live Doc) at the top of the Module.

Unit 13: Narrative Building Blocks

- 13.1 Describing Concepts
 - 13.1.1 Adjectives: Identifying Sizes
 - 13.1.2 Intensifiers: Adjectives and Adverbs
 - 13.1.3 Shape, Surface & Size
 - 13.1.4 Appearances
 - 13.1.5 Taste & Touch
 - 13.1.6 Feelings, Personality & Qualities
- 13.2 Onomatopoeia

- 13.2.1 Animal Noises
- 13.2.2 Action Sounds
- 13.2.3 Body & Bodily Functions
- 13.2.4 Visual Noises
- 13.2.5 Element Sounds
- 13.3 Different Shades of Colors
 - 13.3.1 Color Ranges
 - 13.3.2 Color Mixing
- 13.4 Opening & Closing
 - 13.4.1 Review: Time-related Non-manual Markers
 - 13.4.2 Past, Present & Future
 - 13.4.3 Telling a Short Story Using Time Expression

Unit 14: Narratives

- 14.1 Who did What to Whom?
 - 14.1.1 Directions: Sideways, Upwards & Downwards
 - 14.1.2 Location & Height of Giver & Receiver
 - 14.1.3 Indicating Verbs
 - 14.1.4 To + Adverbs
 - 14.1.5 To + Location
 - 14.1.5 Verbs that Cannot Change Direction
- 14.2 Constantly and Repeatedly
 - 14.2.1 Temporal Aspects
- 14.3 Becoming the Character
 - 14.3.1 Surrogates
 - 14.3.2 Personification
 - 14.3.3 Anthropomorphism
 - 14.3.4 Perspectives
- 14.4 Putting it all Together
 - 14.4.1 Story Structure
 - 14.4.2 Essential Components
 - 14.4.3 Types of Stories
 - 14.4.4 Deaf Narrative Themes

Unit 15: History

- 15.1 US & Canadian History
 - 15.1.1 Before 1400s
 - 15.1.2 1500s/16th Century
 - 15.1.3 1600s/17th Century
 - 15.1.4 1700s/18th Century
 - 15.1.5 1800s/19th Century
 - 15.1.6 1900s/20th Century
- 15.2 US & Canadian Deaf History
 - 15.2.1 1500s to 1700s
 - 15.2.2 1800s

- 15.2.3 1900 to 1959
- 15.2.4 1960 to 1990
- 15.2.5 1991 to Present
- 15.2.6 Technology
- 15.2.7 Exploring Deaf History Links
- 15.3 Breaking Records
 - 15.3.1 Firsts
 - 15.3.2 Incredible Records
 - 15.3.3 Biographies
 - 15.3.4 Deaf Biographies
- 15.4 Museums & Historical Tours
 - 15.4.1 Museum Terminology
 - 15.4.2 Museum Access
 - 15.4.3 Museum Tour Experience & Reaction

Week	Units
1- (Jan 21-Jan 23)	Tuesday- Syllabus, register TWA, GoReact & Review Unit 9-Unit 12 Thursday- Review Unit 9-Unit 12
2- (Jan 28- Jan 30)	<p style="text-align: center;">UNIT 13</p> Tuesday- Unit 13:1- Rationale, Snapshots, Lecture Video, Conversation Starter Discussion (due Tuesday before class) Thursday- Unit 13.1 Worksheets (due Thurs before class) Sunday- Unit 13.1 Quiz by midnight
3- (Feb 4- Feb 6)	Tuesday- Unit 13.2- Rationale, Snapshots, Lecture Video, Conversation Starter Discussion (due Tuesday before class) Thursday- Unit 13.2 Worksheets (due Thurs before class) Sunday- Unit 13.2 Quiz by midnight
4- (Feb 11- Feb 13)	Tuesday- Unit 13.3- Rationale, Snapshots, Lecture Video, Conversation Starter Discussion (due Tuesday before class) Thursday- Unit 13.3 Worksheets (due Thurs before class) Sunday- Unit 13.3 Quiz by midnight
5- (Feb 18- Feb 20)	Tuesday- Unit 13.4- Rationale, Snapshots, Lecture Video, Conversation Starter Discussion (due Tuesday before class) Thursday- Unit 13.4 Worksheets (due Thurs before class)

	Sunday - Unit 13.4 Quiz by midnight
6- (Feb 25- Feb 27)	<p>Tuesday- Unit 13 Review: POA, Story Comprehension & SOAR upload via GoReact before and in-class SOAR activity</p> <p style="text-align: center;">UNIT 14</p> <p>Thursday- Unit 14.1 Rationale, Snapshots, Lecture Video, Conversation Starter Discussion (due Thurs before class)</p> <p>Sunday- Unit 13 Comprehension and Production Tests due by midnight (March 2nd)</p>
7- (Mar 4- Mar 6)	<p>Tuesday- Unit 14.1 Worksheets & Unit 14.2- Rationale, Snapshots, Lecture Video, Conversation Starter Discussion (due Tuesday before class)</p> <p>Thursday- Unit 14.1 Quiz & Unit 14.2 Worksheets (due Thurs before class)</p> <p>Sunday- Unit 14.2 Quiz by midnight</p>
8- (Mar 11- Mar 13)	<p>Tuesday- Unit 14.3- Rationale, Snapshots, Lecture Video, Conversation Starter Discussion (due Tuesday before class)</p> <p>Thursday- Unit 14.3 Worksheets (due before Thurs class)</p> <p>Sunday – Unit 14.3 Quiz by midnight</p>
9-(Mar 18- Mar 20) Spring Break- no classes	<p>Tues- school closed</p> <p>Thurs- school closed</p>
10-(Mar 25- Mar 27)	<p>Tuesday- Unit 14.4- Rationale, Snapshots, Lecture Video, Conversation Starter Discussion (due Tuesday before class)</p> <p>Thursday- Unit 14.4 Worksheets (due before Thurs class)</p> <p>Sunday – Unit 14.4 Quiz by midnight</p>
11- (Apr 1- Apr 3)	<p>Tuesday- Unit 14 Review: POA, Story Comprehension & SOAR upload via GoReact before and in-class SOAR activity</p> <p style="text-align: center;">UNIT 15</p> <p>Thursday- Unit 15.1 Rationale, Snapshots, Lecture Video, Conversation Starter Discussion (due Thurs before class)</p> <p>Sunday- Unit 14 Comprehension and Production Tests due by midnight (April 6th)</p>

12- (Apr 8- Apr 10)	<p>Tuesday- Unit 15.1 Worksheets & Unit 15.2- Rationale, Snapshots, Lecture Video, Conversation Starter Discussion (due Tuesday before class)</p> <p>Thursday- Unit 15.1 Quiz & Unit 15.2 Worksheets (due Thurs before class)</p> <p>Sunday- Unit 15.2 Quiz by midnight</p>
13- (Apr 15- Apr 17)	<p>Tuesday- Unit 15.3- Rationale, Snapshots, Lecture Video, Conversation Starter Discussion (due Tuesday before class)</p> <p>Thursday- Unit 15.3 Worksheets (due before Thurs class)</p> <p>Sunday – Unit 15.3 Quiz by midnight</p>
14- (Apr 22- Apr 24)	<p>Tuesday- Unit 15.4- Rationale, Snapshots, Lecture Video, Conversation Starter Discussion (due Tuesday before class)</p> <p>Thursday- Unit 15.4 Worksheets (due before Thurs class)</p> <p>Sunday – Unit 15.4 Quiz by midnight</p>
<p>15- (Apr 29- May 1) Lab last session Apr 29</p> <p>Last Day of Class May 1</p>	<p>Tuesday- Unit 15 Review: POA, Story Comprehension & SOAR upload via GoReact before and in-class SOAR activity</p> <p>Thursday- Wrap Up Unit 15/TBA</p> <p>Sunday-</p>
<p>16- (May 7- May 13) Last day of all university-wide classes May 5th</p> <p>Final exam May 8th (Thursday)</p>	<p>Final Exam - Unit 15 Comprehension/Production Test due by May 8th</p>

THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS & SCHEDULE IN CANVAS, AS NECESSARY. STUDENTS WILL BE NOTIFIED VIA CANVAS AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.