Elementary Sign Language 1:

MLL 1901-03

Amy June Rowley
ME 2119
Class T/Th 12-1:50 pm
Email: amyjune.rowley@csueastbay.edu

American Sign Language Course

Course Description

This course will focus on the natural acquisition of American Sign Language as a conversational language. The development will focus on everyday communication practices as demonstrated by the American Deaf people. Aspects of Deaf Culture will be incorporated into class activities as appropriate to the content. This is a beginning level course and will be taught by a native user of ASL.

Knowledge Base

Over the past two decades, a great deal of research has been done on the structure of American Sign Language (ASL) and its unique grammar, vocabulary and idioms. It has been recognized by linguists as a language quite different than from English. Hands, bodies and facial expressions contribute to the grammar as well as to intonation, mood, and emphasis in place of the vocal intonations used by hearing persons. Mastery of this language by individuals who did not learn it in childhood is similar to the mastery of any other foreign language. Please be aware of the cultural and social values and traditions of the American Deaf community that have been documented and can differ. Accordingly, the goal of this course to develop in the use of the language, basic understanding of Deaf Culture, and the ability to interact with Deaf individuals on a beginning level.

Assignments:

Midterm - 40 pts
Final - 40 pts
Video Response - 10 pts
Deaf Event - 10 pts

Prerequisites: none

Book: Signing Naturally Student Workbook and DVD Unit 1-6
ISBN:
978-1-58121-210-5

amyjune.rowley@csueastbay.edu see board next to office at MB 2119 for Deaf Events
Course Objectives and Policies

Student will:

1. **Comprehension skills:** Understand the vocabulary introduced, recognize facial expressions in the context of ASL, and read beginning level finger spelling.

2. **Expressive skills:** Use the vocabulary introduced in a wide variety of situations in the Deaf community, clearly finger spell, use correct facial expressions in a given situation, demonstrate appropriate social behaviors within Deaf community, and establish and maintain basic social relationships in ASL.

3. **Knowledge:** Demonstrate understanding of information concerning the Deaf community, its behaviors, values and issues, and explain specific cultural and social values unique to American Deaf Culture.
   
   a. Introducing oneself and exchanging personal information
   b. Exchanging personal information
   c. Discussing living situations
   d. Share your own language background
   e. Tell your own narrative
   f. Short stories

**VOICING POLICY**

In order to maximize your learning potential, there will be no voicing allowed in class. American Sign Language is a unique language which does not have a spoken language to go with it. Using voice to understand or translate the language is not acceptable in class and should only be used outside of class. Students who continue to voice will be given a warning. After 2 warnings, the grading points will be lowered by 5 points for each offense.

We insist on maintaining a signing environment at all times in the classroom for two reasons: One, it is considered rude and insulting to talk in front of a Deaf Person and not make the information passing between you and the other person accessible. Since a good number of your teachers will be Deaf and your goal to get to know Deaf people in the community. It is imperative that you develop the habit of signing when Deaf people are present.

Secondly, this is an immersion class, which means only the target language is used. Using only ASL helps you to develop both your comprehension skills and hour expressive skills quickly and effectively. Taking disrupts this process and delays your language development. If a fellow student ask you for help, feel free to help by using signs you have learned or by writing back and forth. In this way, I can see what is being said and can join in to help, if need to be. Otherwise, If you do not understand, ASK! I'm willing to help you.

In keeping with the University values on sustainability, all papers will be submitted through blackboard using Turnitin- no printed papers please!

amyjune.rowley@ceucesslay.edu see board next to office at MB 2119 for Deaf Events
Specific Assignments:

**RESPONSE PAPER TO VIDEO & RESPONSE TO DEAF EVENT**

**Response Paper:** You will watch *What I Mean* to write a reaction on. Points to look for when writing your papers are:
- What kind of behavior do you notice that might not be common among hearing people, but is used in the Deaf community?
- What communication differences are noticeable other than the obvious, Deaf people use ASL and hearing people use spoken English.
- What differences do you notice related to attitude?
- State your personal opinion about the assignment.
- Include what information is new to you and what is not new to you.
- Include what part of the videotape you liked and what you did not like and why.
- Summarize some of the key points you found interesting and share your opinions about these points.

**Papers should be typed, double-spaced. Average length for this assignment is 2-3 pages.**

**Paper is due 1 week after the video is shown. MUST USE Turnitin via Blackboard.**

**Deaf Event:** You are expected to attend one activity in the community sponsored by an organization serving deaf people. Such events will be announced in the class. The purpose of this assignment is to allow you to begin interacting with deaf individuals and use your sign language skills, observe and identify cultural characteristics of this population, and develop connections with the deaf community. A written observation report is due within 10 days after the visit. The last day to turn in the paper report is Nov 22. Any of you, at the end of this quarter, not attending any activity, will receive an 0 for this category. Do not wait until the last minute to do your visit and turn in the report. Papers should be typed, double-spaced. Average length for this assignment is 2-3 pages. You must include in your observation two parts.
- a. A brief description of the event itself, who sponsored it, what it was about, who went, where it was, when it was, etc.
- b. Your experience/feeling of using or observing ASL at the event with whom, how much, for what, any problems, any situations worth mentioning.

**MUST USE Turnitin via Blackboard.**

*All Deaf event flyers will be posted on the board in the classroom or past at MB on board next to Professor's Office.*

*For any other Deaf events you may want to attend not posted, you need prior approval.*

---

**THAT DEAF GUY**

FOR MY CLASS REPORT, "WHY I AM UNIQUE," I'M GOING TO SHOW YOU, INSTEAD OF TELLING YOU.

CEDRIC, THAT'S AMAZING BUT THE STUDENTS AND I DON'T KNOW SIGN LANGUAGE.

WELL,... HERE'S MY TRANSCRIPT. YOU CAN MAKE COPIES.

BY MATT & KAY DAIGLE

amyjune.rowley@csuchannel.edu see board next to office at MB 2119 for Deaf Events
MIDTERM EXAM
This exam will consist of some written questions based on grammatical and cultural rules covered in the book. This will also focus on the receptive skills you have developed through this class. The materials covered in class and from the workbook and video/DVD are used to compile these exams. Exam will be both signed and written. The homework from the workbook will be very beneficial in helping you pass this exam. The exam will be on in late October around the 17-24. *tentative*

FINAL EXAM
For the final, the format is much different than the midterm. Towards the end of the quarter, you will be learning and practicing a story from the book. You will practice until you are comfortable with the story and you will upload the video to Blackboard in order to receive a grade. Either you record it on your own or use the cameras we have provided in class. Rubric will be shared later in the quarter.

DEAF EVENT
For your deaf event, two possibilities are recommended:

The first being soon may feel uncomfortable because you have not yet learned a lot to give you basic skills to communicate, however this is a very public event and may feel more comfortable to you if you aren't able to attend another event later in the quarter:

http://deafnation.com/dnexpo/pleasanton-ca/

The second is one of the most popular events of the year and by that time you should have enough basic skills to feel comfortable socializing and approaching people. It is also on a holiday when CSUEB is closed which makes it even more ideal. This is the event most students attend and you will really enjoy this- if you can clear your schedule for a few hours on this day, please do so!


If either event is not possible, please see the teacher or check out the deaf events board next to MB 2119.

California School for the Deaf in Fremont often has games that you can watch -

Or DCARA has community events for ASL Students- www.dcara.org

anyjune.rowley@csuestatebay.edu  see board next to office at MB 2119 for Deaf Events
COURSE DESCRIPTION:

This course is a continuation of MLL 1901. This course will focus on the natural acquisition of American Sign Language as a conversational language. Emphasis will be on increasing student communicative abilities. Course will focus on language functions such as family/friends, daily living/calendar activities, making requests, asking/telling about activities, giving directions making plans and telling short stories. Communicative functions, vocabulary, grammar and cultural aspects of the Deaf Community will be introduced and studied throughout the course. This is a beginning level course and will be taught by a native user of ASL.

OBJECTIVES:

Student will:

- Recognize and express spatial relationships.
- Use appropriate facial expressions and body movements.
- Respond to commands.
- Learn to visualize objects.
- Be more aware of communication functions, grammar, vocabulary, and cultural aspects of the Deaf community.
- Introduce oneself, exchange personal information and talk about surroundings.
- Tell where you live, talk about your family and tell about activities.
- Become competent in:
  - making plans
  - making requests
  - offering assistance
  - telling short stories
  - giving specific directions
  - identifying, describing places
  - expressing opinions and uncertainty
Assignments

All assignments must be submitted through blackboard. Papers need to be submitted through Turnitin which can be found under Course Materials on Blackboard. Videos must be uploaded through YouTube when submitting through Blackboard as well. Attachments are very time consuming to download and open and will not be accepted.

Attendances

Attendance is crucial to being able to keep up in class. Each student is allowed up to 2 absences throughout the quarter. However you want to use these absences is up to you. If you have a death in the family or are sick, it would be an ideal time to use these two absences. If you have used both absences up and then later an emergency comes up and you have to miss class again there will be no excuses accepted. Each additional absence after 2 will result in 4 points being deducted from your final grade points. For example, with 4 absences your deducted points will be 8 points subtracted from the possible 100 points, resulting in a minimum score of 92 points. Remember this does not reflect your score from tests, papers etc.

Exams

There will be 2 exams given in class. These exams will cover Unit 4/Unit 5 and Unit 6. Units 4/5 will be both written and expressive exams while Unit 6 will be an expressive exam only. The first two exams will consist of some written questions based on grammatical and cultural rules covered in the book. This will also focus on the receptive skills you have developed through this class. The materials covered in class and from the workbook and DVD are used to compile these exams.

Papers

These are 2 papers required. One related to the related to the video and one as a reflection of your deaf event OR community service.

<table>
<thead>
<tr>
<th>Exams (35 points each)</th>
<th>70</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework (Hammer Movie)</td>
<td>10</td>
</tr>
<tr>
<td>Video Paper (ASOR)</td>
<td>10</td>
</tr>
<tr>
<td>Deaf Event/Volunteer</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>
Voicing Policy

In order to maximize your learning potential, there will be no voicing allowed in class. American Sign Language is a unique language which does not have a spoken language to go with it. Using voice to understand or translate the language is not acceptable in class and should only be used outside of class. Students who continue to voice will be given a warning. After 2 warnings, the grading points will be lowered by 5 points for each offense.

We insist on maintaining a signing environment at all times in the classroom for two reasons: One, it is considered rude and insulting to talk in front of a Deaf Person and not make the information passing between you and the other person accessible. Since a good number of your teachers will be Deaf and your goal to get to know Deaf people in the community. It is imperative that you develop the habit of signing when Deaf people are present.

Secondly, this is an immersion class, which means only the target language is used. Using only ASL helps you to develop both your comprehension skills and your expressive skills quickly and effectively. Taking disrupts this process and delays your language development. If a fellow student asks for help, feel free to help by using signs you have learned or by writing back and forth. In this way, I can see what is being said and can join in to help, if need be. Otherwise, If you do not understand, ASK! I'm willing to help you.

Homework

For your homework grade, you are expected to watch The Hammer (found at the library media center or Netflix etc). You should pick a few topics from that movie you want to discuss— it should be something you learned or something you found interesting. I am not so much interested in a summary but an analysis and critique. You can submit through TURNITIN or you can sign your reaction and send it through youtube as an unlisted video. If you choose to do a paper, it should be no more than 2 pages typed, double-spaced. If you choose to film your reaction, then it should be approximately 2 minutes long.

Response Paper **BRING CLICKERS**

You will watch A Sign of Respect in class to write a reaction on. Points to look for when writing your papers are:

- What kind of behavior do you notice that might not be common among hearing people, but is used in the Deaf community?
- What communication differences are noticeable other than the obvious, Deaf people use ASL and hearing people use spoken English.
- What differences do you notice related to attitude?
- State your personal opinion about the assignment.
- Include what information is new to you and what is not new to you.
- Include what part of the videotape you liked and what you did not like and why.
- Summarize some of the key points you found interesting and share your opinions about these points.

Papers should be no more than 3 pages typed, double-spaced. Average length for this assignment is 2–3 pages. Paper is due 1 week after the video is shown.

<table>
<thead>
<tr>
<th>Grade</th>
<th>95-100 A</th>
<th>90-94 A-</th>
<th>86-89 B+</th>
<th>83-85 B</th>
<th>80-82 B-</th>
<th>76-79 C+</th>
<th>73-75 C</th>
<th>70-72 C-</th>
<th>66-69 D+</th>
<th>63-65 D</th>
<th>60-62 D-</th>
<th>0-59 F</th>
</tr>
</thead>
</table>
Deaf Event

You are expected to attend one activity in the community sponsored by an organization serving deaf people. Such events will be announced in the class. The purpose of this assignment is to allow you to begin interacting with deaf individuals and use your sign language skills, observe and identify cultural characteristics of this population, and develop connections with the deaf community. A written observation report is due within 10 days after the visit. The last day to turn in the paper report is March 4. Any of you, at the end of this quarter, not attending any activity will receive an 0 for this category. Do not wait until the last minute to do your visit and turn in the report. Papers should be typed, double-spaced. Average length for this assignment is 2 – 3 pages. You must include in your observation two parts.

a. a brief description of the event itself: who sponsored it, what it was about, who went, where it was, when it was, etc.

b. your experience/feeling of using or observing ASL at the event: with whom, how much, for what, any problems, any situations worth mentioning.

MUST USE Turnitin via Blackboard.

All Deaf event flyers will be posted on the board in the classroom or post at MB2119 on board next to Professor’s Office.

*For any other Deaf events you may want to attend not posted, you need prior approval.
Look them up online: www.dcara.org and for CSDF events: www.csdeagles.com

OR Community Service

Attendance at deaf events are often intrusive and neither benefit deaf people nor ASL students unless they are specifically designed for ASL students then this is not a genuine deaf event. Thus the service learning component satisfies the need for ASL students to have an opportunity to use ASL with someone and it gives a deaf community member a benefit for working with ASL students. If interested in Community Service, California School for the Deaf offers wonderful opportunities for our students to work with a variety of people at CSD. An application to become a volunteer is found online at: http://www.csdf.k12.ca.us/outreach/pdf/packets.pdf

For Community Service, students can submit a paper through Turnitin similar to a Deaf Event reaction paper. This paper should be due March 4th as well and describe your experience volunteering and what you did and who you volunteered for. Also explain how you felt and what was your overall reaction from using ASL with a Deaf Community member.

dates to remember
*tentative*

Feb 11 - Hammer paper DUE

Feb 18 - exam units 4/5

March 4 - event/community service paper DUE

March 18 - final exam DUE

**reaction paper to A Sign of Respect will be due 1 week after viewing**
Modern Languages and Literatures  
Elementary Sign Language 3  
190301 Tuesday and Thursday 10:00 am - 12:00 pm  
Classroom Location: Robinson 105 
Or  
190302 Tuesday and Thursday 12:00 – 2:00 pm  
Classroom Location: Robinson 113 

Office Hours: Monday, Wednesday and Friday  
11:45 am to 12:00 and 1:10 to 1:25 pm  
Tuesday and Thursday  
9:30 – 10 am and 2:00 – 3:00 pm  
Office Location: Music Building #2111  
David D. Fair, Instructor  
Email address: david.fair@csueastbay.edu

Course Description:  
This course will focus on the natural acquisition of American Sign Language as a  
conversational language. The development will focus on the everyday communication practices  
as demonstrated by the American Deaf people. Aspects of Deaf Culture will be incorporated  
into class activities as appropriate to the content. This is an advanced level course and will be  
taught by a native user of ASL.

Prerequisites: ASL 1901, 1902

Knowledge Base:  
Over the past two decades, a great deal of research has been done on the structure of  
American Sign Language (ASL) and its unique grammar, vocabulary and idioms. It has been  
recognized by linguists as a language quite different than from English. Hands, bodies and facial  
expressions contribute to the grammar as well as to intonation, mood, and emphasis in place of  
the vocal intonations used by hearing persons. Mastery of this language by individuals who did  
not learn it in childhood is similar to the mastery of any other foreign language. Please be aware  
of the cultural and social values and traditions of the American Deaf community that have been  
documented and can differ. Accordingly, the goal of this course to develop in the use of the  
language, basic understanding of Deaf Culture, and the ability to interact with Deaf individuals  
on a beginning level.

Objectives:  
Student will:
1. Comprehension skills: Understand the vocabulary introduced, recognize facial  
   expressions in the context of ASL, and read beginning level finger spelling.
2. **Expressive skills:** Use the vocabulary introduced in a wide variety of situations in the Deaf community, clearly finger spell, use correct facial expressions in a given situation, demonstrate appropriate social behaviors within Deaf community, and establish and maintain basic social relationships in ASL.

3. **Receptive skills:** Understand and answer the right basic questions in ASL, engage in conversation in ASL, and discuss varied topics in ASL.

4. **Knowledge:** Demonstrate understanding of information concerning the Deaf community, its behaviors, values and issues, and explain specific cultural and social values unique to American Deaf Culture.
   
a. Unit 8, Description of clothes and persons  
b. Unit 11, Attributing qualities to others  
c. Unit 10, Talking about family and occupations  
d. Unit 9, Making requests  
e. Unit 7, Giving directions  
f. Unit 12, Calendar

**Required Text:**
Signing Naturally Level 1 Student Workbook and DVD Units 7-12 by Smith, C., Lentz, E. M. & Mikos, K.

**Recommended Text:**
American Sign Language Handshape Dictionary, The by Tennant, Richard A. & Brown, Marianne Gluszak (ASL to English Dictionary) *not on reserve at bookstore*

**General Course Requirements:**
**Assignments:** Before the end of every unit, each student should complete the videotape, workbook and American Sign Language DVDs section pertaining to the unit being studied. Assignments to be handed in will be typed up. All assignments should reflect the best work from the student.

**Attendance and Participation:** Attendance is crucial to being able to keep up in class. Each student is allowed up to 2 excused absences throughout the quarter. However you want to use these absences is up to you. If you have a death in the family or are sick, it would be an ideal time to use these four absences. If you have used both absences up and then later an emergency comes up and you have to miss class again there will be no excuses accepted. Each additional absence after 2 will result in 5 points being deducted from your participation grade. Limited 4 absents for the quarter.

More than 10 minutes late to the class will be counted as one absent. If a student decides to leave early, the participation points will be deducted to 2.5 or less for your participation grade. If the
student is asked to leave due to behavior in class such as using voice, pager, cell phone, laptop, or doing homework, etc., he or she will receive 0 for the day.

By participation, it means you will pay attention to a signer, participate in the classroom activities, use no voice to help other student(s), and use ASL at all times in the class.

Voicing Policy: In order to maximize your learning potential, there will be no voicing allowed in class. American Sign Language is a unique language which does not have a spoken language to go with it. Using voice to understand or translate the language is not acceptable in class and should only be used outside of class. Students who continue to voice will be given no warning. The voicing student will be asked to leave the class and can return to the next class.

We insist on mainstaining a signing environment at all times in the classroom for three reasons: First, it is considered rude and insulting to talk in front of a Deaf Person and not make the information passing between you and the other person accessible. Since a good number of your teachers will be Deaf and your goal to get to know Deaf people in the community. It is imperative that you develop the habit of signing when Deaf people are present.

Second, this is an immersion class, which means only the target language is used. Using only ASL helps you to develop both your comprehension skills and your expressive skills quickly and effectively. Taking disrupts this process and delays your language development. If a fellow student asks you for help, feel free to help by using signs you have learned or by writing back and forth. In this way, I can see what is being said and can join in to help, if need to be. Otherwise, If you do not understand, ASK! I'm willing to help you.

Third, it will distract other students if you use voice, even if you whisper.

Specific Assignments:
Three Response Papers: You will watch three out of several videos to write a reaction on. Points to look for when writing your papers are:

- What kind of behavior do you notice that might not be common among hearing people, but is used in the Deaf community?
- What communication differences are noticeable other than the obvious, Deaf people use ASL and hearing people use spoken English.
- What differences do you notice related to attitude?
- State your personal opinion about the assignment.
- Include what information is new to you and what is not new to you.
- Include what part of the videotape you liked and what you did not like and why.
- Summarize some of the key points you found interesting and share your opinions about these points.

Papers should be typed, double-spaced. Average length for this assignment is 400-450 words. There may be more papers if there is a video or presentation during the class.
Paper is due on dates below under the Tentative Schedule by 11:59 pm. MUST USE Turnitin via Blackboard. You must use quotation marks and cite the works if you use a quote. The paper must be at least 90% originality. If the paper is not at least 90% original, has no quotation mark, and/or no citation, then it will be “0”.

**Being Deaf:** You are expected to be Deaf for the day (8 waking hours). The students must type a paper explaining his or her own experience on successful or failed communication, experience and interaction with the hearing people. Also how the students overcome or should have done with the obstacle they faced. The interaction must be done at home with family or friends (maximum of 3 hours), outside home such as restaurant, shopping, etc. (maximum of 3 hours), and TV, movie without captions and sounds for 2 hours. A total of 8 hours is required for the paper. The students must explain three areas of experience on the paper. The paper must be 400-450 words.

**Deaf Event:** You are expected to attend one activity in the community sponsored by an organization serving deaf people. Such events will be announced in the class. The purpose of this assignment is to allow you to begin interacting with deaf individuals and use your sign language skills, observe and identify cultural characteristics of this population, and develop connections with the deaf community. The last day to turn in the paper report is **May 19**. Any of you, at the end of this quarter, not attending any activity, will receive an 0 for this category. Do not wait until the last minute to do your visit and turn in the report. Papers should be typed, double-spaced. Average length for this assignment is 400-450 words. You must include two parts in your observation.

a. a brief description of the event itself:
   who sponsored it, what it was about, who went, where it was, when it was, etc.

b. your experience/feeling of using or observing ASL at the event:
   with whom, how much, for what, any problems, any situations worth mentioning.

MUST USE Turnitin via Blackboard.

*All Deaf event flyers will be posted on the board in the classroom or post at MB on board next to my and/or Professor Amy June Rowley’s Office.

*For any other Deaf events you may want to attend not posted, you need my prior approval.

Look them up on web page: www.dcara.org and for CSDF events: www.csdf.k12.ca.us

**Course Grade:**

One grade will be given based on student’s overall performance. The breakdown for the grades is as follows:

**Exams:** There will be 2 exams given in class (midterm and final exam). These exams will consist of some written questions based on grammatical and cultural rules covered in the book. This will also focus on the receptive skills you have developed through this class. The interviews will be conducted on one student to teacher basis. These exams will consist of signing
questions and/or statements both receptively and expressively. A sign-up sheet for a time slot will be distributed at least a week before each exam. The materials covered in class and from the workbook and video/DVD are used to compile these exams. Exams will be both signed and written.

**Homework:** Each unit has sections. Make sure you complete the questions or reading for each section. Due date for each section will be written on the board. The answers in the back of your workbook are for your use to check your work. They are not answers to every question in each section so you need to do all works in each section. The incomplete works will not be acceptable for the full credit of 5 points. Late works will be acceptable up to 1 week for partial credit. After 1 week, it will not be accepted even if you are absent on the day the late works are acceptable.

**Quiz:** There will be quiz after homework turned in. Sometimes it can be a pop quiz. Each student needs to prepare for the quiz by doing homework, read the information from the book or class, and learning signs. The quiz can be administered in two ways: questions in written or the teacher signs the questions. The students will write answers on a piece of paper. There will be no makeup quiz if a student is late, misses the class, or leaves the class early. Depending on how many quizzes given during the quarter, there may be up to two lower grades that will not count against your overall quiz grade.

**Papers:** These are 5 papers required. Three papers are related to the video; one as a reflection of your attendance at a deaf event; and one related to you “Being Deaf for the Day.” See above specific assignments. There may be more papers depending if we have a video or presentation during the class.

**Quizzes:** The quiz will be given in the class, either signing or writing questions or statements. They will be based on what you learn in the class or from the workbook. If you are late to the class and miss the quiz, absent from the class on the day the quiz is given, or leave early, there will be no make up for the quiz.

<table>
<thead>
<tr>
<th>Exams</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>25</td>
</tr>
<tr>
<td>Homework</td>
<td>15</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10</td>
</tr>
<tr>
<td>Papers</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Points – 100 possible points**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>86 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 85</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C+</td>
<td>76 – 79</td>
</tr>
</tbody>
</table>
73 - 75  
70 - 72  
66 - 69  
63 - 65  
60 - 62  
0 - 59  
C    
C-    
D+    
D    
D-    
F

_Tentative Schedule_

<table>
<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus</td>
<td>Video/Game</td>
</tr>
<tr>
<td>2</td>
<td>Unit 12</td>
<td>Unit 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video/Game</td>
</tr>
<tr>
<td>3</td>
<td>Unit 8 Video Paper</td>
<td>Unit 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video/Game</td>
</tr>
<tr>
<td>4</td>
<td>Unit 8</td>
<td>Unit 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video/Game</td>
</tr>
<tr>
<td>5</td>
<td>Unit 11</td>
<td>Unit 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video/Game</td>
</tr>
<tr>
<td>6</td>
<td>Midterm Video Paper</td>
<td>Midterm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video/Game</td>
</tr>
<tr>
<td>7</td>
<td>Unit 10</td>
<td>Unit 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video/Game</td>
</tr>
<tr>
<td>8</td>
<td>Unit 7 Deaf Event P</td>
<td>Unit 7 Being Deaf P</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video/Game</td>
</tr>
<tr>
<td>9</td>
<td>Unit 7</td>
<td>Unit 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video/Game</td>
</tr>
<tr>
<td>10</td>
<td>Unit 7 Video Paper</td>
<td>Unit 7-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review</td>
</tr>
<tr>
<td>10 am-12 pm</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>