I. Course Description:

Overview of instructional techniques and issues in the education of deaf and hard-of-hearing children. Prerequisite: B or better in SPH 477.

II. Intended Learning Outcomes/Goals/Objectives: (Program/Student Learning Outcomes)

CORE VALUES OF THE COLLEGE OF EDUCATION

This course reflects the following core values of the College of Education (see the COE Conceptual Framework at www.sfasu.edu/education/about/accreditations/ncate/conceptual):

- *Academic excellence through critical, reflective, and creative thinking* - While multiple choice tests measure knowledge, the signed assignments and essay questions on tests measure each candidate’s willingness to go beyond the knowledge presented in class and in the course readings.
- *Life-long learning* - At this introductory level, this course presents resources that can be used to continue learning about subjects covered during the course.
- *Collaboration and shared decision-making* - Participation in group activities will measure your collaborative skills.
- *Openness to new ideas, to culturally diverse people, and to innovation and change* - This course presents diverse communication modes and competing teaching methods.
- *Integrity, responsibility, diligence, and ethical behavior* - All work submitted must be your own. Dispositions checklists are used to measure integrity.
- *Service that enriches the community* - This course requires 10 hours of documented service or attendance at workshops.

Student Learning Outcomes:

- Demonstrate understanding of the competencies required for certification through examinations
• Acquire approximately 400 new ASL signs and demonstrate skill in using those signs during group discussions.
• Acquire novice-level skill or higher with one additional communication mode as demonstrated by the Modes project.
• Demonstrate commitment to the profession through professional development.
• Demonstrate skill in locating and analyzing peer reviewed journals through a research paper.
• Demonstrate skill in writing through a research paper.
• Demonstrate the dispositions of future deaf educators through group participation and feedback.
• Demonstrate critical thinking skills through research papers and essays.

Program Learning Outcomes:

• Certification knowledge:
  o The teacher candidate will demonstrate proficiency in each of the core areas of Deaf and Hard of Hearing certification as identified by the Texas Education Agency.
• Teaching Knowledge and Skills: The teacher candidate will demonstrate the knowledge and skills expected of beginning teachers during student teaching. The knowledge and skills are based on the council on Education of the Deaf (CED) objectives.
  o Development and Characteristics of Learners
  o Individual Learning Differences
  o Instructional Strategies
  o Learning Environments and Social Interactions
  o Instructional Planning
  o Assessment
  o Professional and Ethical Practice
  o Collaboration
• ASL Skills:
  o CED Standards: DH4S1: Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing
  o From the Joint CEC/CED standards and indicators (takes DH4S1) and expands upon it:
    ▪ '97 e.g., Indicators of language competence in ASL include (seeing and signing) and may be demonstrated by having lived and worked in areas of the U.S. where ASL is used. In all cases, indicators of language competency should include formal study of the language. Indicators of ASL language competence may be demonstrated in one of the following ways:
      • A standardized measure such as the ASLPI may be used
        o SFA uses the TASC
  • TASC indicators: Candidate who scores Level C or higher will:
    o Communicate as a partner in ASL in a clearly participatory manner.
o Initiate, sustain, and bring to closure a wide variety of communicative tasks including description, instructions, hypothetical situations, problem solving and supported opinion
o Demonstrate comprehension skills through understanding most of what an interviewer says.
o Demonstrate fluency in ASL by appropriately using signs and grammar in an understandable fashion at a pace that does not impede meaning.
o Demonstrate an adequate vocabulary for familiar topics and enough for unfamiliar topics to communicate with another individual.

III. Course Evaluations:

Near the conclusion of each semester, students electronically evaluate courses taken within the College of Education. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes;
3. Making decisions on faculty tenure, promotion, pay and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!"

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

IV. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.
**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/<http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

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

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

V. Class Policies

Attendance:
Attendance is IMPERATIVE for success in this course! Class discussion and participation is critical as well. Excessive absences will adversely affect your ability to perform well on exams. Make up work for in class activities will NOT be given for any absence not approved as an excused absence by the university. Additionally, excessive absences cheat you of your education (and money!) I understand you are busy and “things come up”. However, I expect you in class. Students with more than two absences will be deducted two (2) points from the final grade for each additional absence, on your third absences this
becomes retroactive and you will lose 6 points. A sign-in sheet will be utilized at each class period. No name, no credit.

**Participation:**
Successful class interactions depend on prepared and present communicators! You are expected to attend each class and to participate in all class discussions and activities. This includes actively listening, asking and answering questions, expressing your opinion. This class will be conducted in sign. Persistent use of your voice during class may result in your removal from class and an unexcused absence. Diversions due to personal notes, visiting, or working on day planners, are not considered appropriate professional behavior and will be addressed when observed. Texting during class (reading, composing, or sending messages) is NOT accepted and will be addressed as observed.

**Feedback on Assignments:**
If you would like feedback on any of your assignments prior to turning them in for a grade, you must notify me two days before the assignment is due. (For example: If the assignment is due on Wednesday, I must be notified by Monday.) It is your responsibility to request feedback and adhere to the requirements of each assignment.

**Turning in Assignments:**
You are required to follow the requirements regarding the turning in of assignments that are required by each assignment. Leaving an assignment with the secretary, with lab assistants, etc unless specifically told to do so, will not be accepted. You are responsible for turning in your assignments according to each assignment’s requirements. It is no one else’s responsibility to make sure that I receive your assignment.

**Late Work:**
Any assignment turned in after the due date will lose an equivalent of a letter grade for each week (week is calculated from the due date) after it is due. The first penalty will be assessed immediately after the assignment is due. For example, if the assignment is due at the beginning of class, any assignment turned in after papers have been collected can score no higher than a B. All other assignments are not eligible for late submission and will be given a zero if not completed or turned in on time. This policy does not apply to exams, quizzes, or chapter review presentations as those will not be accepted late and can only be made up if the conditions for make-up work are met as outlined in the attendance policy.

**Appropriate use of technology:**
Cell phones and other communication devices not required for disability purposes should be on vibrate and put away during class. Electronic devices that flash are not allowed in the classroom. Please turn off this feature or put them away to obscure the flashing upon entering the room. There is no exception to this policy. Failure to do so may result in removal from class. If you have an ongoing emergency, please inform your instructor at the start of class and take your calls outside of class. Failure to comply with this policy may result in removal from class.

**Technical Difficulties:**
Technical difficulties will not relieve you of your responsibility for turning in assignments or completing quizzes on time. There are only two locations that are known to be properly configured for using the study tools and completing the quizzes. The LINC lab is one and Infolab I is the other. Use other locations at your own risk. Attempt all assignments and quizzes early so you may seek help as needed. I suggest allowing a minimum of 24 hours.
VI. Readings – Required Texts  
   b. Selected handouts and online reading materials  
   c. Signed English or Signing Exact English dictionary or translator – there are dictionaries available at the campus library, itunes app ($), website ($)  
   d. PEPnet membership – free: [http://pepnet.org](http://pepnet.org)

VII. Assignments and Assessments

**Service Learning/Professional Development:** (100 points)  
- 10 hours of unpaid service:  
  - to Deaf Community and/or the field of Deaf Education OR Professional Development  
- In order to get credit for your hours, you must complete the following and turn in by date indicated on timeline:  
  - Reflection paper (one for each activity)  
    - a hardcopy must be turned in along with your log  
  - Signature of individual who presented/organized OR certificate of completion  
    - You will need to fill out the service log sheet for every activity  
- Suggested Activities (your hours must include activities from at least 2 different categories)  
  - Volunteer with the RDSPD in your hometown – may be done any time you visit home, including Spring or Easter break  
  - Recruit DHH majors  
  - PEPnet e-learning ([http://www.pepnet.org/e-learning](http://www.pepnet.org/e-learning))  
    - Online Notetaker  
    - QuickClasses (free 6-week courses)  
    - Just-in-time training  
    - Getting a job – results in a certificate  
  - Talking Hands participation in meetings and events  
  - Volunteer at SFA interaction events  
  - Teach ASL to students who need alternative communication  
  - Assisting in ASL classes  
  - Attend American Sign Language theatrical productions  
  - Attend Deaf Socials  
  - Attending workshops related to ASL and/or Deaf education

**Exams:** (150 Points Each)  
- Four major exams  
  - EXAM 1  
    - Chapters 5 & 6  
    - D2L  
    - Combination of multiple choice, T/F, matching, ordering, essays  
  - EXAM 2  
    - Policy Guidance, Bills of Rights (TX & NAD) and Chapters 8 & 14  
    - D2L  
    - Combination of multiple choice, T/F, matching, ordering, essays  
  - EXAM 3
- Chapters 10, 11, & 13
- D2L
- Combination of multiple choice, T/F, matching, ordering, essays
  - **EXAM 4/FINAL EXAM**
    - Cumulative – includes all chapters covered on previous exams as well as chapter 12
    - D2L
    - Combination of multiple choice, T/F, matching, ordering, essays
    - Major portion of Comprehensive exam taken during SPH 442.
      - Scoring 80% or better on SPH 442 final exam and SPH 471 final exam qualifies you for the TExES certification test

**Research Project:** (100 points each part – paper & presentation)

- You will work with a group of 3-4 students to research one of the state certification competencies listed below. Each competency may only be researched by one group.
  - Competency 2: The teacher understands and applies knowledge of the development of language and cognition among children who are deaf or hard of hearing
  - Competency 3: The teacher understands and applies knowledge of assessment and diagnosis in evaluating the strengths and needs of students who are deaf or hard of hearing
  - Competency 4: The teacher understands and applies knowledge of the individual student and understands placement procedures and program options to recommend program decisions for students who are deaf or hard-of-hearing.
  - Competency 5: The teacher understands and applies knowledge of principles and components of effective instructional delivery for students who are deaf or hard-of-hearing.
  - Competency 9: The teacher understands and applies knowledge of how to promote the functional living, social-interaction, and self-advocacy skills of students who are deaf or hard of hearing
  - Competency 13: The teacher understands and applies knowledge of the philosophical, historical and legal foundations of education for students who are deaf or hard-of-hearing.
  - Competency 15: The teacher understands and applies knowledge of how to establish partnerships with other school staff, professional organizations, and the community to enhance learning opportunities for students who are deaf or hard of hearing
- Divide the competency among the members of your group so that each person is researching and presenting on a different aspect. While some research may have some overlap, most of the research should not overlap. (When the entire group’s research is combined, the competency should be thoroughly covered.)
- Each individual will write a research paper over their assigned section. The paper should follow the guidelines below.
  - Paper should be approximately 5 pages in length. (Short papers are not likely to cover the material in sufficient depth for this assignment.)
  - Must include at least 3 peer-reviewed journals in addition to any other references that are utilized
    - Peer-reviewed journal examples are: American Annals of the Deaf, Volta Review, etc.
    - Other references may include textbooks, books, etc.
Use of APA format is required and scored. This is a good area to get feedback on prior to turning in your paper.

- Include a cover page (does not count in total page count)
- Running header
- DO NOT include abstract
- In-text citations
- Reference page (does not count in total page count)

Rough draft

- This must be a completed copy of your paper in order to get full credit. This means all requirements for the paper have been met (length, number of journal articles, cover page, header, citations, and reference page). Any missing requirements will result in a grade deduction.
- You will turn in a hard copy of your rough draft of this assignment to me on the date indicated on the syllabus.
- There will be a folder in the ASL lab for you to turn in your rough draft.
- I will not accept any rough drafts late.
- You will receive your rough draft back on the last class day before Spring Break (same day as Exam 2).

Final draft

- Due in hard copy and uploaded to d2l by the beginning of class on the date indicated on the course calendar.
- You will turn this paper in to me on the scheduled date. Any paper that is turned in after the 5 minute grace period will be assessed a late penalty.
- Failure to turn in a hard copy and/or upload paper to d2l by the time it is due will result in a late penalty being assessed.
- Failure to do either step (without previously discussing any issues with me) will result in a grade of a 0 being assigned.

As a group, you will present your competency to the class. Follow the guidelines below:

- Presentation should last approximately 25 minutes. Your competency should be thoroughly covered and presentations that are significantly less than 25 minutes will not be able to cover all necessary parts. Not covering all areas of your competency will result in a lowering of your grade.
- Each member must present their research and should have an equal part in the presentation. Not doing your part of the presentation may result in a deduction of points and if you do not present at all you will receive a grade of a 0.
- The use of presentation software (PowerPoint or Prezi) is required and presentation must be turned into the appropriate d2l dropbox before class on the day of group presentation. The group must have one cohesive presentation, but it may be organized by group member, information, etc. Presentations not uploaded to d2l on time will result in a lowering of the group grade. Only one member of the group must upload the presentation.
- References must be included in the PowerPoint and they must be in APA format. (You should be able to copy these directly from your paper.) I recommend sending in this part for feedback prior to turning it in. Any references not in APA format will result in a deduction of points. Also, not including any references or using references that were not included will result in a lowered grade and may result in a 0.
- Use points on your slides. I should be able to glance at the slide and see what you will be talking about. I should not have to read the slide. Points will be deducted for slides which contain full sentences, paragraphs, etc.
- I recommend adding pictures to your presentation. Make sure that the pictures support/enhance the information on the slide and do not detract. Videos may also be
used, but must be closed captioned and should be relevant and support/enhance the information you are sharing. Points will be deducted for any pictures or videos that are not relevant or detract from your presentation.

- You will need to dress in a professional manner on the day of your presentation. Blue jeans and a nice shirt are acceptable, but points will be deducted for unprofessional dress.
- Do not read your PowerPoint slide or your notes while giving your presentation. You have done the research and are familiar with the information. Glancing at notes or using notes to help remind you where you are is acceptable and the correct way to utilize notes. You will not lose points for using notes in this manner, but reading notes and/or slides (except in special circumstances) is not acceptable and points will be deducted if this occurs.
- Some of your grade is necessarily based upon the group as a whole, but your entire grade will not be based on your group’s performance. You as an individual will be graded on your dress, your use of notes, your ability to express the information in your section, and when possible your section of the slides.

**Dispositions Checklist:** (Pass/Fail)
- Used by the College of Education to ensure that all teacher candidates demonstrate behaviors and attitudes appropriate to field of education
- Your behavior in class and outside of class will impact your performance. Failure to complete assignments, participate in class, participate in group activities, and/or attend class regularly and on time may result in an unacceptable on your dispositions checklist.
- Score of “unacceptable” in any area of dispositions checklist may result in failing grade or a WH grade with requirement of completing remediation activities to address the weakness(es).

**Lab Assignments**
- General Recording Requirements:
  - When doing any recording of assignments for this class, make sure that you are not chewing gum and that your clothing is conducive to reading sign. Chewing gum in any of your recorded assignments will result in a reduction of your grade by 10%. Clothing that has stripes, large graphics, or other designs that interfere with reading signs will result in a reduction of your grade by 20%. When in doubt, ASK!
- Requirements specific to ASL Lab recording:
  - When recording in the lab, be respectful to the students that are working. Disrespect toward the lab assistants may result in a lowering of your grade.
  - Before you leave the lab, make sure that your video has been saved under my name, your name, and the correct assignment name. I do not want to have to go hunt for your assignment because you failed to complete this step and a lowering of your grade may result.
  - I will collect your videos from the lab after the due date.

**Modes Project:** (100 points each part – ASL & sim com)
- You will select 2 books from a list and present one in ASL and the other in Signed English or SEEII using simultaneous communication.
- The list of approved books can be located on d2l in the “Assignments” folder.
- You are responsible for selecting the books you will use for each part of the assignment.
- The books are located in a box in the ASL lab. I recommend that you look through the books before selecting which books you will use. The books will be available through the due date for this assignment. The books must remain in the ASL lab.
  - Printouts of the text of each of the stories will be available on d2l.
- **ASL story**
  - You may use any of the books for this part.
  - You are responsible for translating the story into ASL. I recommend working with the ASL lab assistants, the ASL AARC tutor, and/or your classmates to do this.
  - You must record your telling of the story in the ASL lab. Follow the lab policy as described above.
  - Before beginning your telling of the story, you must state your name and that you are signing in ASL followed by the title of the book. For this part, the title of the book should be fingerspelled. The exceptions to this are signs that are only translated one way, such as numbers and letters.
  - You will be graded on inclusion of main details of the story, accuracy of grammar used, fluency of signing, inclusion of and accuracy of facial expressions, semantically accurate sign choices, accuracy of signs, use of classifiers, complete thoughts, and use of space.
- **Simultaneous Communication story**
  - You must sign a story in either Signed English or SEEII and voice the story in English at the same time. (Exemptions to this requirement will be made on a case by case basis and must be agreed upon prior to recording. Any student (excluding those with previously discussed exemptions) who does not use either Signed English or SEEII for this part and/or who does not voice in English will have points deducted from their grade.)
  - You must select a book that makes use of the special characteristics of the sign system which you have chosen. This means that your book must have affixes, tense markers, plurals, etc. Not all books may meet this criteria.
  - You must record your telling of the story in the back room of the ASL lab. You must use the back room so that your voicing does not disturb others who are using the lab for recording or language practice. Follow the lab policy as described above.
  - Before beginning your telling of the story, you must state your name and the sign system which you are using followed by the title of the book.
  - I will use the text of the story which you select to grade you. I will look for correct signs used for each word from the story as well as inclusion of any grammatical markers required by the sign system which you choose.
- The only material that you will be allowed to take with you into the recording booth/room is the storybook itself. No other notes or materials may be taken in, so make sure that you are well prepared.
VIII: Evaluations and Assessments:

Grades will be based on the following:

<table>
<thead>
<tr>
<th>Item</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (4)</td>
<td>150 pts each</td>
<td>600 points</td>
</tr>
<tr>
<td>Research Paper</td>
<td>100 pts each</td>
<td>100 points</td>
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<td>Research Paper Rough Draft</td>
<td>25 pts</td>
<td>25 points</td>
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<tr>
<td>Research Presentation</td>
<td>100 pts each</td>
<td>100 points</td>
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<tr>
<td>Dispositions Checklist</td>
<td>Pass/Fail</td>
<td>Pass/Fail</td>
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<tr>
<td>Professional Development/Service Documentation (10 hrs)</td>
<td>10 pts/hour</td>
<td>100 points</td>
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<tr>
<td>Modes Project (2 parts)</td>
<td>100 pts each part</td>
<td>200 points</td>
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<tr>
<td><strong>Total Points Possible for Semester</strong></td>
<td></td>
<td><strong>1125</strong></td>
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**Grading Scale:**

A = 1125 – 1012.5  
B = 1011.5 – 900  
C = 899 – 787.5  
D = 786.5 – 675  
F = 674 and below

IX. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>In Class</th>
<th>Topics</th>
<th>Due Dates (all items due by 11:59pm unless otherwise noted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, Jan 20</td>
<td>Syllabus, Introductions</td>
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<tr>
<td>Mon, Jan 25</td>
<td>Ch. 5</td>
<td>Family Dynamics</td>
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<td>Wed, Jan 27</td>
<td>Ch. 5</td>
<td>Family Dynamics</td>
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<tr>
<td>Mon, Feb 1</td>
<td>Ch. 6</td>
<td>Components of Language</td>
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<td>Wed, Feb 3</td>
<td>Ch. 6</td>
<td>Stages of Language Development &amp; Impact of Prelingual Hearing Loss on Language Development</td>
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<td>Mon, Feb 8</td>
<td>Ch. 6</td>
<td>Modes of Communication</td>
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<td>Wed, Feb 10</td>
<td>Ch. 6</td>
<td>Finish any areas not completed &amp; review</td>
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<tr>
<td>Mon, Feb 15</td>
<td>Exam 1</td>
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<td>Wed, Feb 17</td>
<td>Ch. 8</td>
<td>Historical Overview</td>
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<td>Mon, Feb 22</td>
<td>Ch. 8</td>
<td>Historical Overview &amp; Educational Environments</td>
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<td>Wed, Feb 24</td>
<td>Ch. 8</td>
<td>Educational Environments</td>
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<td>Mon, Feb 29</td>
<td>Ch. 14</td>
<td>Master Teachers in Deaf Education</td>
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<td>Wed, March 2</td>
<td>Ch. 14</td>
<td>Educational Interpreters</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Description</td>
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<tr>
<td>Fri, March 4</td>
<td>Research paper rough draft due in hard copy in designated folder in ASL lab by 5pm</td>
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<tr>
<td>Mon, March 7</td>
<td>Bills of Rights (NAD &amp; TX) &amp; Policy</td>
<td>Bills of Rights of Deaf Children &amp; Policy Guidance</td>
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<tr>
<td>Wed, March 9</td>
<td>Exam 2</td>
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<tr>
<td>Mar 14-18</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>Mon, March 21</td>
<td>Groups 1-3 Presentations</td>
<td>(1) All research papers due in d2l and hard copy by the beginning of class &lt;br&gt; (2) PowerPoint for groups 1-3 due in d2l by the beginning of class</td>
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<tr>
<td>Wed, March 23</td>
<td>Groups 4-6 Presentations</td>
<td>PowerPoint for groups 4-6 due in d2l by the beginning of class</td>
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<tr>
<td>Mar 24-28 (@4pm)</td>
<td>Easter Break</td>
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<tr>
<td>Wed, March 30</td>
<td>Group 7 Presentation &amp; Ch. 10</td>
<td>Theory of Mind &amp; Memory Systems</td>
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<tr>
<td>Mon, April 4</td>
<td>Ch. 10</td>
<td>Intellectual Functioning</td>
<td></td>
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<tr>
<td>Wed, April 6</td>
<td>Ch. 10</td>
<td>Feuerstein's View, Incorporating Thinking Skills</td>
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<tr>
<td>Mon, April 11</td>
<td>Ch. 11</td>
<td>Self-Concept and Identity &amp; Impact of Culture</td>
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<tr>
<td>Wed, April 13</td>
<td>Ch. 11</td>
<td>School Settings</td>
<td></td>
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<tr>
<td>Mon, April 18</td>
<td>Ch. 13</td>
<td>Cognitive/Intellectual Additional Disabilities</td>
<td></td>
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<tr>
<td>Wed, April 20</td>
<td>Ch. 13</td>
<td>Physical Additional Disabilities</td>
<td></td>
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<tr>
<td>Mon, April 25</td>
<td>Exam 3</td>
<td></td>
<td></td>
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<tr>
<td>Wed, April 27</td>
<td>Ch. 12</td>
<td>Post-secondary Opportunities (Work &amp; Education) &amp; Vocational Rehabilitation</td>
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<tr>
<td>Fri, April 29</td>
<td>Modes project due</td>
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<tr>
<td>Mon, May 2</td>
<td>Review</td>
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<tr>
<td>Wed, May 4</td>
<td>Review</td>
<td></td>
<td></td>
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<tr>
<td>Fri, May 6</td>
<td>Service learning log and reflections due in designated folder in ASL lab by 5pm</td>
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<tr>
<td>Fri, May 13</td>
<td>Final Exam 10:30-12:20</td>
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</tbody>
</table>

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