



COLLEGE OF FINE ARTS & COMMUNICATION  
**LAMAR UNIVERSITY**™

LAMAR UNIVERSITY  
Department of Deaf Studies and Deaf Education  
SYLLABUS FOR DSDE 1374-02  
INTRODUCTION TO DEAF STUDIES  
Fall 2017

**Instructor:** Dr. Amber Marchut  
**Office Hours:** M-Th, 1-2pm  
**Office Location:** Communication Building, Room #109-F  
**Email:** amarchut@lamar.edu  
**Video Phone:** 409-242-6521  
**Class Time:** T/TH 9:35am – 10:55am  
**Class Location:** Galloway 137

**COURSE DESCRIPTION:**

Historical and current trends about the American Deaf community, their culture, and the education of deaf youth.

**REQUIRED TEXTS/MATERIALS:**

- Leigh, I., Andrews, J., & Harris, R. (2018). *Deaf Culture: Exploring Deaf Communities in the United States*. San Diego, CA: Plural Publishing INC.
- Specific articles to be read (provided by the instructor)

**Introduction to Deaf Studies**

**Texas Teachers Certification (TEA) Standards.**

This course addresses the following Texas State Educator Standards for American Sign Language (ASL) Standards I, II, III, and IV.

1.3k, 1.4k, 2.1k, 2.3k, 2.4k, 5.1k, 5.2k, 5.3k, 5.4k, 6.1k, 6.2k, 6.3k, 6.4k, 6.5k, 6.6k, 6.9k  
2.3s, 3.6s, 3.10s, 5.1s, 5.3s, 6.4s, and 6.5s

For a complete listing of standards and applications, see:

<http://www.tea.state.tx.us/index2.aspx?id=5938&menuid=2147483671&menuid2=794>

**LEARNING OBJECTIVES:**

- Discuss the history of the Deaf American people.
- Discuss the language and literature used by the Deaf Americans.
- Describe the culture used by the Deaf Americans (e.g. comparing between Deaf and hearing cultures).
- Describe audism.

- Discuss relevant issues that support and/or oppose the Deaf Americans such as technology and bio-ethics.
- Be able to educate others regarding content in Deaf studies

**COURSE GRADING SYSTEM:**

1.) Attendance and participation	10%	100 points
2.) Weekly reflections	20%	200 points (10 out of 14 will be graded. 20 points each)
3.) Hot topic discussion (groups of 2)	20%	200 points
4.) Research paper	20%	200 points
5.) Deaf event reports	10%	100 points (50 points each)
6.) Final Project	20%	200 points
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TOTAL = 100% 1000		

**1.) ATTENDANCE AND PARTICIPATION:**

Attendance at each class meeting is crucial. You need to come to class prepared and on time. A 5-minute leeway is provided, but past that, two tardiness will result in an unexcused absence. Faculty reserves the right to accept or deny reasons provided regarding absences and tardiness. You should not make travel or employment plans that interfere with classes. If you know you will be absent from class, make arrangements for a classmate to take notes and collect handouts for you. Presentations and activities will be a part of this course. You will be expected to participate and contribute in the work you do individually, with a partner, and/or to any group activities. Individual contributions to class discussion will also be expected and will result from your reading and class assignments. You will be expected to come to class prepared. Peer participation with activities demonstrated by classmates will be expected as a part of the course.

**2.) WEEKLY REFLECTIONS:**

A weekly reflection is required and due dates are provided on the last two pages of the syllabus. They are due every Sunday by 11:59pm. The reflection is on the assigned readings for the upcoming week. The goal is for you to digest what you have read, prepare for the class, and for me to see what you have learned and to adjust my teaching accordingly. Be sure to include specific information from the assigned readings. Ideas for how to reflect: What have you learned from the assigned reading? How has the reading expanded your horizons? What kind of applications can you make to your future career or life? Are there similarities or differences to your experiences? If so, what are they? Each reflection is to be uploaded to Blackboard, and they need to be 1-2 pages long, double spaced, font of Times New Roman, size 12, the margins are to be 1” inch on all edges (usually the default). If you use headings or images, be sure to adjust so that your typed portion is at least one page long. If this adjustment is not made, this will result in less points for the reflection. Refer to the rubric for how each reflection will be graded.

**Rubric for weekly reflections:**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Reflective thinking</b>	The reflection explains the student's thinking and learning processes, as well as implications for future learning.	The reflection explains the student's thinking about her/his own learning processes.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process.	The reflection does not address the student's thinking and/or learning.
<b>Analysis</b>	The reflection is an in-depth analysis of the learning experience, the value of derived learning to self or others, and the enhancement of the student's appreciation for the discipline.	The reflection is an analysis of the learning experience and the value of the derived learning to self or others.	The reflection attempts to analyze the learning experiences but the value of the learning to the student or others is vague and/or unclear.	The reflection does not move beyond a description of the learning experience.
<b>Making Connections</b>	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences, and/or future goals.	The reflection articulates connections between this learning experience and content from other courses, past learning, life experiences, and/or future goals.	The reflection attempt to articulate connections between this learning experience and content from other courses, past learning, life experiences, and/or future goals, but the connection is vague and/or unclear.	The reflection does not articulate any connection to other learning or experiences.
<b>Grammar mechanics</b>	At most one grammatical errors	2-4 grammatical errors	5-7 grammatical errors	8 or more grammatical errors

**3.) HOT TOPIC DISCUSSION:**

You and another person will select a chapter and discuss a relevant current topic from news or social media with the class for 30 minutes. A presentation and an activity are required, but the length of time of each does not matter as long as the total is 30 minutes. It is important to consider how to make the topic interesting and engage the class. You will need to obtain the instructor’s approval for the topic at least one week in advance. The presentation and activity need to be uploaded to Blackboard by 12pm the day before your assigned hot topic discussion. Also, there will be a peer evaluation and this will count towards your grade for this assignment. This will help the instructor to grade more fairly.

**Rubric: 50 points total then quadrupled**

	1-3	4-7	8-10
Organization	Students are unorganized and fumble while presenting.	Students are organized and presentation runs smoothly.	Students are not only organized, but at ease in front of the class and the lesson runs without a hitch.
Critical Thinking	Students do not call upon the class to think critically or participate in any meaningful way.	Students call upon the class to participate, but they pose questions where the answers are obvious or do not involve a lot of thinking.	Students push their peers to think critically and analytically about the topic and there is active participation from the class.
Active Involvement	Students lecture the class; there is no chance for participation or active learning.	Students do have some lecture (less than 5 minutes), but most of the time the students are engaged and actively working.	Students get their peers actively working and thinking and participating for the entire lesson.
Adding to knowledge	Students do not add anything to what we have already covered in class	Students add a bit to what the class already knows about the topic.	Students expand on the topic or in class discussion in ways that are interesting and memorable.
Layout of presentation and activity	It is unclear how the presentation and activity are set up, and the audience is unable to follow	There are some gaps or confusion about the process of how the presentation and activity are connected or how they flow.	The presentation and the activity are easy to follow and makes sense logically. The audience is able to follow without confusion

\*note: if the time spent on the presentation and activity is under 30 minutes, points will be taken off the overall grade.

**4.) RESEARCH PAPER AND ROUND TABLE DISCUSSION:**

This assignment is set up so that you can explore an area of interest related to this course. You will need to obtain the instructor’s approval at least three weeks in advance for the topic you choose. Topics can range from an individual or event contributing to Deaf studies, controversial issues (oralism/bilingualism, bioethics), to parents’ perspectives about raising a deaf person. Your paper needs to be at least 4 pages long, double spaced, font of Times New Roman, size 12, the margins are to be 1” inch on all edges (usually the default). If you use headings or images, be sure to adjust so that your typed portion is at least 4 page

long. If this adjustment is not made, this will result in less points for the paper. You will need three references, and be sure to use APA formatting. The cover page and the reference page will not count to the 4-page requirements. The references need to be primary and reliable sources (not blog, video, PowerPoint or Prezi presentation, or sensational news). Also, a class will be dedicated for a round table discussion. Each group will consist of 4-5 people and all of you will share your research paper and discuss them together. Refer to the rubric for how your paper and group discussion will be graded.

**Rubric for research paper: Total of 80 points then doubled to 160 for total points**

	9-10	7-8	5-6	3-4	1-2
<b>Thesis</b>	clearly stated and appropriately focused	clearly stated but focus could have been sharper	thesis phrasing too simple, lacks complexity; or, not clearly worded	thesis lacks a clear objective and/or does not “fit” content of essay	thesis not evident
<b>Supporting Research</b>	thorough and relevant	less thorough but still substantial and relevant	adequate; relevance made clear	insufficient ; relevance not always made clear	irrelevant, missing, or relies on assertion rather than research
<b>Focus &amp; Content</b>	sharp, distinct focus; balanced, substantial, specific, and/or illustrative content; sophisticated, mature ideas are particularly well-developed	Clear focus; specific, illustrative, and balanced content	adequate focus, but unbalanced content; more analysis needed	essay contains too much research information without analysis or commentary	absence of focus and relevant content; content doesn’t “fit” thesis
<b>Organization</b>	obviously controlled and/or subtle organization; strong topic sentences	logical and appropriate organization; clear topic sentences	organization attempted, but unclear or inappropriate topic sentences	inconsistent organization	absence of planned organization
<b>Style</b>	writer’s voice is strong; precision in tone, sentence structure, and word choice	precision and variety in sentence structure and word choice	limited, but mostly correct, sentence structure variety and word choice	several awkward and/or unclear sentences; problems with word choice	no apparent control over sentence structure and word choice
<b>Mechanics &amp; Usage</b>	free of mechanical and usage errors	few mechanical and usage errors	some mechanical and usage errors, but not severe enough to interfere significantly with writer’s purpose	mechanical and usage errors which interfere with writer’s purpose	mechanical and usage errors that significantly interfere with the writer’s purpose

<b>APA: In-Text Citations</b>	All three sources are accurately documented in the proper APA format	all three sources are documented, but a few are not in the desired format	most sources are documented, but many are not in the desired format	several sources lack proper documentation	sources are not accurately documented, and APA format is not attempted or followed properly
<b>APA: Works Cited Page</b>	all three sources on Works Cited page follow proper APA format	most sources on Works Cited page follow proper APA format		few of the sources on Works Cited page follow proper APA format	none the sources on Works Cited page follow proper APA format

**Rubric for round table discussion: Total points of 10 then doubled for total points of 60**

	<b>7-10</b>	<b>5-6</b>	<b>3-4</b>	<b>1-2</b>
<b>Information</b>	All information presented in the discussion was clear, accurate and thorough.	Most information presented in the discussion was clear, accurate and thorough.	Most information presented in the discussion was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
<b>Preparation</b>	Student is well-prepared and answers questions thoroughly and in depth.	Student is well prepared but does not answer questions thoroughly and in depth.	Student is somewhat prepared and does not provide in depth or thorough responses.	Student did not come prepared for the group discussion.
<b>Materials</b>	Student brings handouts or presentation to discuss research paper. Handouts and presentations are well-prepared and easy to follow.	Students brings some materials to discuss research paper, and they are adequately prepared and well prepared.	Students brings some materials to discuss research paper, and they are not adequately prepared and well prepared.	Student does not bring any material to the group discussion

**5.) DEAF EVENTS:**

**Deaf Event Reports:** Students learning a foreign language and Deaf Studies need opportunities to interact with users of that language and culture outside the classroom setting. You are required to attend 2 different Deaf events, which will be held at Lamar, as well as throughout the Golden Triangle. Students are to attend 2 events (staying a minimum of **2 hours** per event) and type 1-2 pages, double spaced, describing their experiences at these events.

Your paper should include the following:

- Name of Event
- Location of Event
- Date of Event
- Hours you Attended
- Describe the event
- What did you observe? Cultural behaviors, how people interacted, etc
- How do your observations relate to what you are learning in class?
- Additional comments or questions

**Rubric for Deaf event report: total of 50 points**

	<b>8-10</b>	<b>6-7</b>	<b>4-5</b>	<b>1-3</b>
<b>Organization</b>	Good organization, logical sequence which reader can follow. Good beginning and end.	Organized, can be followed.	Some organization, start and end are unclear.	Not organized, sequence difficult to follow or do not make sense.
<b>Content/ explanation of event</b>	Student includes very detailed explanation of entire event.	Content covered but not in great detail.	Some content is lacking.	Student did not cover required content.
<b>Observations</b>	Student includes detailed and in depth perspective and thoughts about the event	Student includes some in depth perspective and thoughts but not detailed.	Superficial perspective and thoughts	Did not cover.
<b>Grammar and Spelling</b>	All grammar and spelling is correct.	Only one or two errors.	More than two errors.	Too many errors.
<b>Make connections to course content</b>	Written content is connected to course content	There is some connection between written content and course content	There is an unclear connection between written content and course content	No connection

**6.) FINAL PROJECT:**

Imagine you need to share what you have learned with someone such as a parent, friend, child, or spouse about what you have learned in this course. Ideally, this person should be clueless about Deaf studies. Use this project as a tool to educate this specific person. The tool can be a brochure, booklet, PowerPoint presentation, poster, or video. This is an opportunity for you to be as creative as you want. You will discuss this tool during the day of the final exam with your classmates. This should be 3-5 minutes long. Refer to the rubric for how your project will be graded.

**Rubric for final project: total points of 100 then doubled**

Criteria	16-20	11-15	6-10	1-5
<b>Content</b>	Accurate and detailed information  Information adequately supports purpose of visual	Accurate information for almost all subject matter  Information is mostly adequate and supportive of visual's purpose	Lacking accurate information  Inadequate information is not clearly supportive of visual's purpose	Information is not accurate  Information does not support the visual's purpose
<b>Focus</b>	All illustrations complement purpose of visual	Most illustrations complement purpose of visual	Few illustrations complement purpose of visual	Illustrations do not complement purpose of visual
<b>Visual Appeal</b>	Outstanding use of color, design, and space  Original and creative design  Overall design is pleasing and harmonious	Adequate use of color, design, and space  Design is adequate  Overall design is mostly pleasing and harmonious	Inappropriate use of color, design, and space  Design lacks creativity  Lack of harmonious design in presentation	Little attempt to use color, design and space appropriately  Design is dull  Project has sloppy appearance
<b>Expression</b>	The information is expressed in depth and thoroughness	The information is adequately expressed	The information is not inadequately expressed	The information is lacking

<b>Mechanics</b>	Free of grammatical errors  Words are legible and pertinent to topic	Mostly free of grammatical errors Most words are legible and pertinent to topic	Frequent grammatical errors Excess glue, torn edges, and mark-outs  Presentation is illegible and confusing	Too many grammatical errors  Distractive elements make illustration ineffective
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**LATE ASSIGNMENTS:**

Generally late assignments are not accepted. Students should discuss specific needs with the professor. All due dates for assignments will be outlined by the Instructor or found on Blackboard.

**COURSE POLICIES:**

You are responsible for knowing the policies and procedures below. You can pick up a copy of the Student Handbook at a student center or access it online from our web page <http://lamar.edu>. Please take special note of the following: *Policies on Academic Dishonesty, Prohibited Acts, Unattended Children, Children in the Classroom, and Student Discipline Policy.*

**Classroom Policies:**

**Cell Phones and Electronic Devices**

All electronic devices, including cell phones, which produce noise or other distractions, are not to be operated during classes. **Please be courteous to others and your instructor by turning cell phones off or setting them on silent.** You should not leave class to respond to calls with the exception of an emergency. Laptop usage will not be needed and may affect your participation grade. Instructor will email and post the notes on the Blackboard.

**Academic Honesty and Plagiarism**

Teacher education students are expected to conduct themselves in a professional manner both in classes and in field placements. **Academic dishonesty will NOT be tolerated on tests or out-of-class assignments.** You are expected to do your own work. Paraphrasing the West Point Honor Code ... a Lamar University student will not lie, cheat, or tolerate those who do. Academic dishonesty will not be tolerated on tests or any out-of-class assignments. **Should you be found responsible for a dishonest incident, you WILL receive a grade of “F” on the assignment and/or a reduction of the grade for the course.** If you do not consent to the findings and/or the penalty, you must file an appeal with the department chairperson within five days. Please check the Lamar University Handbook and Undergrad Catalog for policies on academic dishonesty.

**Drop/Add/Withdraw**

It is the student's responsibility to make sure he/she is officially enrolled in this course. If, at any point, you decide to drop this class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop the course will earn an "F" as the semester grade.

**Course Evaluation**

Instruction as well as student performance is subject to evaluation. Academic departments have policies and procedures that will be conducted as indicated by the Course Grading System.

**Disabilities Statement:** Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or [drc@lamar.edu](mailto:drc@lamar.edu) to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

**Submission of Assignments:** Assignments are due on the date designated. The instructor reserves the right to decide which assignment(s) may be accepted late. If special circumstances occur, any accepted late assignments should be submitted by the following class meeting and will be penalized one letter grade.

**Tardiness:** A five-minute leeway will be allowed for students traveling across campus. Tardiness will affect participation grade.

**Late Assignments:** Generally late assignments are not accepted. Students should discuss specific needs with the professor. All due dates for assignments will be outlined by the Instructor or found on Blackboard.

**Course Evaluations:** Lamar University encourages students to evaluate the online courses they take and the instruction they receive via and contract with a national company, [OnlineCourseEvaluations.com](http://OnlineCourseEvaluations.com). LU faculty and administrators developed the evaluation instruments. Evaluation windows for fall and spring courses open two weeks before the final examination period and close at the end of the last day of classes. Students will be notified of the specific dates at their LAMAR e-mail addresses. If course evaluations are given during summers, mini semesters, and other compressed terms evaluation windows are extended past the last class.

Evaluations are completely anonymous, and neither LU faculty nor LU administrators have the ability to determine the name of any student who completes a specific evaluation form. The primary purpose of course evaluation is the improvement of instruction. After the semester has ended and grades have been awarded, the professor can access the results of my course evaluations, to include all student comments. Analysis of the data and student comments and suggestions are often used to make changes in course content and delivery. The results of

course evaluations are also used by chairs and deans as one factor in divisions involving merit pay, tenure, and promotion. Both the administration and teaching faculty take your input via course evaluations very seriously, and you are encouraged to participate in this process. Any questions or comments you have about the process should be addressed to Dr. Tom Matthews, University Assessment Coordinator, at 409-880-2385 or [tom.matthews@lamar.edu](mailto:tom.matthews@lamar.edu).

### **Sexual Harassment**

In accordance with administrative policy, sexual harassment is reprehensible and will not be tolerated by the university. Behavior in this course must conform to the university policy.

### **Blackboard**

Your Lamar email address will be the official method of electronic communication for this class. You should plan on utilizing Blackboard for class announcements.

### **Professionalism**

Professionalism and collegiality are important factors in teaching.

### **Syllabus Information**

#### Emergency Procedures

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at:

<http://www.lamar.edu/about-lu/administration/risk-management/index.html>. Following are procedures for the first two:

#### **Severe Weather:**

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.

#### **Violence/Active Shooter (CADD):**

- **CALL** - 8-3-1-1 from a campus phone (880-8311 from a cell phone). Note: Calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch rather than University Police.
- **AVOID**- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY**- Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

### **IMPORTANT DATES:**

August 28	First day of class for the Fall semester
September 04	Labor Day Holiday
September 05	Application for December 2017 graduation begins
September 13	12 <sup>th</sup> class day – Last day for full refund only on dropped courses (not withdraw)
September 25	20 <sup>th</sup> class day – Final non-payment purge after 5 PM
September 29	Last day drop or withdraw without academic penalty (by 5pm)
November 03	Last day drop or withdraw with academic penalty (by 5pm)
November 07	Last day for undergraduates to apply/pay for Dec 2017 graduation
November 23-24	<b>Thanksgiving Holiday</b>
December 04	Last MWF class day for Fall 2017 (no exams or assignments)
December 06	Final examinations begin at 5 PM for night classes

### Tentative schedule

Class Date	Topic	Assignments
August 29		
August 31	Syllabus / pre-assessment / Chapter 1: Deaf Culture: Yesterday and Today	Read chapter 1 before next class
September 5	Chapter 2: Causes of Being Deaf and Auditory Innovations	Weekly reflection on chapter 2 due Sunday, Sept 3 by 11:59pm
September 7	Chapter 2: Causes of Being Deaf and Auditory Innovations	
September 12	Chapter 3: Signed Languages and Learning	Weekly reflection chapter 3 due Sunday, Sept 10 by 11:59pm
September 14	Chapter 3: Signed Languages and Learning	
September 19	Chapter 4: Deaf Education and Deaf Culture	Weekly reflection on chapter 4 due Sunday, Sept 17 by 11:59pm

September 21	Chapter 4: Deaf Education and Deaf Culture	
September 26	Chapter 5: How Deaf Children Think, Learn, and Read	Weekly reflection on chapter 5 due Sunday, Sept 24 by 11:59pm
September 28	Chapter 5: How Deaf Children Think, Learn, and Read	
October 3	Chapter 6: Deaf Lives, Technology, Arts, and Career Opportunities	Weekly reflection on chapter 6 due Sunday, Oct 1 by 11:59pm
October 5	Chapter 6: Deaf Lives, Technology, Arts, and Career Opportunities	
October 10	Chapter 7: Navigating Deaf and Hearing Worlds	Weekly reflection on chapter 7 due Sunday, Oct 8 by 11:59pm
October 12	Chapter 7: Navigating Deaf and Hearing Worlds	First Deaf event report due by 11:59 on Oct 12
October 17	Chapter 8: Technology and Accessibility	Weekly reflection on chapter 8 due Sunday, Sept Oct 15
October 19	Chapter 8: Technology and Accessibility	Email instructor for approval on research paper topic
October 24	Chapter 9: Arts, Literature, and Media	Weekly reflection on chapter 9 due Sunday, Oct 22 by 11:59pm
October 26	Chapter 9: Arts, Literature, and Media	
October 31	Chapter 10: Advocating and Career Opportunities	Weekly reflection on Ch 10 due Sunday, Oct 29 by 11:59pm
November 2	Chapter 10: Advocating and Career Opportunities	
November 7	Chapter 11: Final thoughts	Weekly reflection on Ch 11 due Sunday, Nov 5 by 11:59pm
November 9	Chapter 11: Final thoughts	Research paper due
November 14	Group discussion on research paper	
November 16	Clark, D. (2015). <i>Exploring the Presence of a Deaf American Culture</i>	Weekly reflection on Clark (2015) due Sunday, Nov14 by 11:59pm

	<i>Life Script</i> . Washington, DC: Gallaudet University.	
November 21	Clark, D. (2015). <i>Exploring the Presence of a Deaf American Culture Life Script</i> . Washington, DC: Gallaudet University.	
November 23	Thanksgiving break – no class	
November 28	Clark, D., Wolsey, J., Snuggs, C. & Mark, L. (2016). <i>Life Scripts and Life Stories of Oral Deaf Individuals</i> . New York: Springer.	Weekly reflection on Clark, Wolsey, Snuggs and Mark (2016) due Sunday, Nov 26 by 11:59pm
November 30	Clark, D., Wolsey, J., Snuggs, C. & Mark, L. (2016). <i>Life Scripts and Life Stories of Oral Deaf Individuals</i> . New York: Springer.	Second Deaf event report due Dec 5 by 11:59pm
December 5	DeafCrit	Weekly reflection on DeafCrit due Sunday, Dec 3 by 11:59pm
December 12	Final exam, 8:00-10:30	Present on final project