

**ASL 1110-10984 American Sign Language 1**

Spring 2025  
Section RLNA

**GENERAL INFORMATION**

Contact Information

**Instructor:** Ralena McDevitt  
**Office:** HPNP, 2<sup>nd</sup> Floor, Room 2126  
**Email Contact:** ralenamcdevitt@ufl.edu  
**Phone Contact:** 352-505-7471 VP relay  
**Office Hours:** By appointment only

Basic Course Information

Section RLNA: M, T, W, R | Period 3 (9:35AM-10:25AM) COMM-007

**COURSE DESCRIPTION:**

This course is an introduction to the basic skills in developing production and comprehension skills in American Sign Language (ASL). Students will learn ASL vocabulary, structure, and grammar. Course content also includes the manual alphabet and numbers. Students will develop basic conversational abilities, culturally appropriate behaviors, and learn about the culture and history of Deaf communities.

**COURSE OUTLINE:**

Unit 1: Welcome to the Deaf World  
Unit 2: Academics  
Unit 3: Family and Relationships  
Unit 4: Residences and Communities

**REQUIRED TEXTS/MATERIALS:**

Purple Moontower. (2021). *TRUE+WAY ASL Student eWorkbook Units 1-4* (3rd ed.).

*\*Purchase the eworkbooks on Canvas. UF bookstore doesn't have them.*

## **COURSE RATIONALE/OBJECTIVES:**

This course helps you develop the study skills needed to learn a language and to review and practice what you are learning in your language class. This may include lectures, small group activities, use of electronic media, going to ASL Lab, and Deaf events. You will be encouraged to practice your receptive and expressive skills so that you can have a positive experience with your language course. Students are expected to come to class well prepared to participate in daily discussions. The grammatical structures will be discussed in class and students must work in pairs and small groups. Active participation in group work is required for the class's success.

## **ASL 1: Student Learning Outcomes**

### **Course Level Outcomes:**

At the end of this course the students should be able to do the following:

#### **1. Vocabulary Development**

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

#### **2. Grammatical Features**

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

#### **3. Conversational and Communication Skills**

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

#### **4. Cultural Awareness**

- a. Analyze and critique competing perspectives of diverse Deaf Communities in the United States and Canada, ideas, aesthetic traditions, and cultural practices, and its history.
- b. Compare, contrast, and interpret differences and commonalities among Deaf and hearing cultures.

## **ACADEMIC REQUIREMENTS AND COURSE GRADING SYSTEM:**

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

### **Conversation Starter Worksheets 5%**

Watch all conversation starters and answer the questions by the due date. **(You will have 2 attempts.)**

### **Worksheets 5%**

Worksheets are designed to retain and reinforce what is learned in the classroom. Complete the assigned workbook assignments by the due dates. **(You will have 2 attempts.)**

### **Peer Observation Assignments (POA) 5%**

At the end of each unit, you will be watching videos of proficient Deaf ASL signers signing something incorrectly. Try to identify the error by answering the questions by the due date. **(You will have 2 attempts.)**

### **Self-Observation Assessment Review/Peer Review (SOAR) 10%**

At the end of each unit, you will sign five sentences using proper ASL grammar. Watch the provided Deaf ASL signer videos to practice, assess your skills, and prepare for recording your own. Complete a self-assessment rubric and collaborate with an assigned partner on Canvas to exchange constructive feedback. Follow the Canvas instructions for details.

### **Quizzes 5%**

Quizzes assess your understanding of the material and must be completed by the due dates. No make-ups are allowed except for in extreme circumstances. **You have one attempt per quiz.**

**Syllabus Quiz:** Complete this quiz to confirm your understanding of course expectations, policies, and deadlines. You cannot proceed with assignments until they are completed. Follow the Canvas instructions.

### **Video Reflection Summary Assignments/Deaf Community Event 10%**

Write a 250-word reflection after watching a video and submit it by the due date. Detailed instructions are on Canvas.

Attend one Deaf Community event during the semester, with event details posted on Signing Gator's Facebook, Instagram, and Canvas Announcements. For unlisted events, get approval from your professor. Notify me early if scheduling conflicts arise, as this assignment cannot be replaced.

**Note: UF Signing Gator game/movie night is not considered a Deaf Community event.**

### **Unit Comprehension Tests 10%**

The test will cover material presented up to this point in the course. They will include information from the lectures, vocabulary, conversation starter discussions, worksheets, and quizzes. There will be *no make-up* for the test except under the circumstances I deem to be extreme or unique. **You will complete this test in class, and you must bring your tablet/laptop.**

### **Unit Story Comprehension Tests 5%**

At the end of each unit, you will watch a story and answer questions about the story by the due date. There will be *no make-up* for the test except under the circumstances I deem to be extreme or unique. **You will complete this test in class, and you must bring your tablet/laptop.**

### **Unit Production Tests 45%**

The test will cover material presented up to this point in the course. They will include information from the lectures, vocabulary, conversation starter discussions, worksheets, and quizzes. You will translate the English sentences into ASL. Practice your signing before recording yourself and submit your video before the due date. **DO NOT** copy-sign or you will receive a zero grade. Any

content recorded beyond the required time will not be graded and will receive zero points. There will be *no make-up* for the test except under the circumstances I deem to be extreme or unique. **You will complete this test outside of the class.**

\*If you maintain a 95% grade by April 20<sup>th</sup>, you don't have to take the last unit's video production test.

**Rubric for Production Test:**

<p><b>5 to &gt;4.0 pts</b>  <b>Full Marks</b>          *Raised eyebrows at the beginning of the phrase.          *Followed ASL sentence structure (TOSVQ). *Used the correct handshape, movement, location, and palm orientation for each sign. Used grammatical markers properly.</p>	<p><b>4 to &gt;3.0 pts</b>  <b>1-2 Errors</b>          Missed some of the following:          Followed ASL grammatical structures (OSV).          Used the correct handshape, movement, location, and palm orientation for each sign.          Used appropriate grammatical markers-raised eyebrows, furrowed eyebrows, or neutral.</p>	<p><b>3 to &gt;2.0 pts</b>  <b>3-4 Errors</b>          Missed some of the following:          Followed ASL grammatical structures (OSV).          Used the correct handshape, movement, location, and palm orientation for each sign.          Used appropriate grammatical markers-raised eyebrows, furrowed eyebrows, or neutral.</p>	<p><b>2 to &gt;1.0 pts</b>  <b>5- 6 Errors</b>          Missed some of the following:          Followed ASL grammatical structures (OSV).          Used the correct handshape, movement, location, and palm orientation for each sign.          Used appropriate grammatical markers-raised eyebrows, furrowed eyebrows, or neutral.</p>	<p><b>1 to &gt;0 pts</b>  <b>6 or more Errors</b>          Did not do the following:          Followed ASL grammatical structures (OSV).          Used the correct handshape, movement, location, and palm orientation for each sign.          Used appropriate grammatical markers-raised eyebrows, furrowed eyebrows, or neutral.</p>	<p>5 points each sentence/  <b>25 points total</b></p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------

**Exercises from the TWA (True+Way ASL) student ebooks** will be assigned each week. Students will be prepared to demonstrate their receptive and expressive sign skills during the class and video assignments.

Two points will be deducted for any late submissions. Any late submissions will not be accepted after **Sunday, April 20th.**

**PROTOCOL FOR PRODUCTION OF MEDIA**

When producing visual material, by signing or interpreting, the student must be aware of the procedures that will **enhance** the production:

- **Backgrounds** should be a **solid** color that contrasts with a student's skin color. **NO lights, ceiling fans, and/or window behind you.**
- **Color of clothes** should be a **solid** color that contrasts with a student's skin color.
- Light skinned students wear darker **solid** color tops.
- Darker-skinned students wear lighter **solid** color tops.

- Tops should have sleeves; midriff should not be showing, low cut or sleeveless tops not permitted.
- Tops should not have distractions: buttons, emblems, and graphics.

**Distractions**

- Hair should be out of the face. Do not wear a hat.
- Do **NOT** sign into the BEDROOM/BATHROOM. Please record yourself in a room with a neat background. Also, do not involve children or someone that is not involved or pets in the video assignment.
- Jewelry should not be distracting dangling earrings, shiny necklaces, and sparkly pins.
- Gum chewing is not permitted.

Make sure you follow the instructions for each video project on Canvas.

**DO NOT** copy-sign! This means watching and copying a video while recording yourself. You may have your ASL translation (ASL gloss) in front of you to help you remember. The purpose of the video assignments is for you to show your signing skills. Practice first before you record yourself.

If students do not follow the protocol, this will result in points being deducted from the final grade of the material produced.

**Course Grading System**

<b>ASSIGNMENT</b>	<b>POSSIBLE PERCENT</b>
<b>Conversation Starter Worksheets</b>	<b>5%</b>
<b>Peer Observation Assignments (POA)</b>	<b>5%</b>
<b>Worksheet Assignments</b>	<b>5%</b>
<b>Self-Observation Assessment Review (SOAR) video assignments/Peer Review</b>	<b>10%</b>
<b>Quizzes</b>	<b>5%</b>
<b>Video Reflection Summary (3) Deaf Community Presentation (1)</b>	<b>10%</b>
<b>Unit Story Comprehension Tests</b>	<b>5%</b>
<b>Unit Comprehension Tests</b>	<b>10%</b>
<b>Unit Production Tests</b>	<b>45%</b>
<b>Total</b>	<b>100%</b>

**GRADING SCALE:**

% of pts	93-100	90-92	87-89	83-86	80-82	77-79	70-76	67-69	63-66	60-62	Below 60
# of pts	558-600	540-557	522-539	498-521	480-497	462-479	402-461	378-401	360-377	300-314	Below 360
Letter grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher. In addition, the Bachelor of Health Science and Bachelor of Public Health Programs do not use C- grades.

**\*No S/U for this course, only letter grade.**

**\*No grades will be rounded off. No extra credit will be given.**

More information on UF grading policy may be found at:

[UF Grading Policies](#)

[SLHS Undergraduate Courses Catalog](#)

## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Class Policy**

No cell phones should ring, vibrate, or otherwise signal from the moment you enter the classroom; they should be turned off. Other personal electronic devices such as laptops, iPads, iPods should also be turned off.

Full participation is expected from the beginning to the end of the session, including paying attention visually and actively always signing.

**ASL Zone:** This classroom is ASL Zone, avoid voicing or extreme English mouthing during class time. Once the professor enters the classroom, please silence yourself and sign with your class peers. Talking without signing in the presence of a Deaf professor or any Deaf person is considered rude in the Deaf culture. Write notes to each other if you must or SIGN! The **NO VOICE** rule will be enforced from the beginning until the end of the class.

**The ASL class is a visual modality environment;** therefore, please dress appropriately (Tank tops and midriffs are not permitted) for easy sign viewing (solid contrasting tops, muted makeup, jewelry, etc.) for any lesson. And everyone must follow the basic ASL cultural rules of *eye contact* and *always signing* in the classroom and around any Deaf signers.

If any of the requests are not followed, you will be asked to leave the class.

McDevitt ASL 1110 (RLNA)

## **Policy Related to Make up Exams or Other Work**

Any requests for make-up due to technical issues MUST be accompanied by the UF Computing help desk: [Computing Help Desk](#) . You MUST e-mail me within 24 hours of the technical difficulty if you wish to request make-up.

## **Policy Related to Required Class Attendance**

Attendance is not mandatory or graded but is highly encouraged, as class may cover material not available on Canvas. Attendance will be tracked on Mondays through Wednesdays to assist in determining eligibility for letters of recommendation. On Thursdays, you can schedule a Zoom appointment with your professor for additional practice. Requirements for class attendance and make-up exams and other work in this course are consistent with university policies. [Click here to read the university attendance policies.](#)

## **Policy Related to Guests Attending Class:**

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair, or their designee (e.g., instructors) may grant a student permission to bring a guest(s) for two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Students are responsible for course material regardless of attendance.

## **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code”.**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: [Click here to read the Student Conduct Code](#)

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Sometimes the teacher may conduct informal surveys to evaluate the class's progress. This does not substitute for the formal online evaluations which must still be done.

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office within the first week of class or as soon as you believe you might be eligible for accommodation. The Dean of Students' Office will provide documentation of accommodation for you, which you must then give to me as the instructor of the course to receive accommodation. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodation to assist students with their coursework. More information can be found here: [Disability Resource Center](#)

### **Student Health and Wellness**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services. The center offers a variety of support services such as psychological assessment, intervention, and assistance for math and test anxiety. Online and in person assistance is available.

*U Matter We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room/Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

*GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, [GatorWell website](#) or call 352-273-4450.

*Crisis Center-Alachua County:* Call 352-264-6789 or [visit Crisis Center-Alachua County website](#)

Do not wait until you reach a crisis to come in and talk with them. They have helped many students through stressful situations impacting their academic performance. You are not alone so please do not be afraid to ask for assistance.

## **Academic Resources**

E-learning technical support: Visit the [UF Computing Help Desk](#) or call 352-392-4357 or via email at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)

[Career Connections Center](#) : Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage](#) for more information.

## **Inclusive Learning Environment**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect the diversity of background, experience, and opinion, where every individual feels valued. We believe in and promote openness and tolerance of differences in

ethnicity and culture, and we respect differing personal, spiritual, religious, and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students with and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to nondiscrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for the inclusive learning environment, please see your instructor or refer to the Center for Inclusion & Multicultural Engagement website: <https://multicultural.ufl.edu/>

See the schedule on the last page.

## **IMPORTANT DATES:**

Monday, January 20<sup>th</sup> MLK Day- College **CLOSED**

February 17<sup>th</sup>-no class

March 17<sup>th</sup>-21st Spring Break (no class)

## **Course Calendar Spring 2025**

*Instructor reserves the right to make changes to the syllabus and the assignment due dates.*

<b>Week</b>	<b>Unit</b>
<b>1</b> 1/13-1/16	<b>Welcome!</b> Syllabus Review & Parameters of ASL <b>Unit 1: Welcome to the Deaf World!</b> <b>Unit 1.1</b> Snapshot, Discussion, Worksheet, and Quiz Visual Gesture Communication (VGC)  *You must complete the Syllabus Quiz before proceeding with the assignments.  <b>Thursday-class</b>
<b>2</b> 1/20-1/23	<b>Unit 1.2 &amp; 1.3</b> Snapshot, Discussion & Worksheets, and Quiz <b>(Monday, MLK Day, no class)</b> <b>Thursday-class</b>
<b>3</b> 1/27-1/30	<b>Unit 1.4 &amp; 1.5</b> Snapshot, Discussion & Worksheets, POA, and Quiz <b>SOAR/Peer Review:</b> your video is due on Thursday the 30 <sup>th</sup> , the peer review feedback is due on Sunday, February 2 <sup>nd</sup>
<b>4</b> 2/3-2/6	<b>Unit 1 Review</b> <b>Unit 1 Test:</b> Story Comprehension, Comprehension, & Production <ul style="list-style-type: none"><li>○ *Test in class on Tuesday-please bring your tablet/laptop</li><li>○ *Production test will be open on Tuesday at 5pm and due on Wednesday at 11:59pm; you will complete this test outside of the class.</li></ul> <b>Video Reflection Summary Due</b>
<b>5</b> 2/10-2/13	<b>Unit 2: Academics</b> <b>Unit 2.1 &amp; 2.2</b> Snapshot, Discussion & Worksheets, and Quiz

<p><b>6</b> 2/17-2/20</p>	<p><b>Unit 2.3 Snapshot, Discussion &amp; Worksheets, and Quiz</b></p> <p><b><i>Monday-no class</i></b></p>
<p><b>7</b> 2/24-2/27</p>	<p><b>Unit 2.4 &amp; 2.5 Snapshot, Discussion &amp; Worksheets, POA, and Quiz</b></p> <p><b>SOAR/Peer Review:</b> your video is due on Thursday the 27<sup>th</sup>, the peer review feedback is due on Sunday, March 2<sup>nd</sup></p>
<p><b>8</b> 3/3-3/6</p>	<p><b>Unit 2 Review</b></p> <p><b>Unit 2 Test:</b> Story Comprehension, Comprehension, &amp; Production</p> <ul style="list-style-type: none"> <li>○ *Test in class on Tuesday-please bring your tablet/laptop</li> <li>○ *Production test will be open on Tuesday at 5pm and due on Wednesday at 11:59pm; you will complete this test outside of the class.</li> </ul> <p><b>Video Reflection Summary Due</b></p>
<p><b>9</b> 3/10-3/13</p>	<p><b>Unit 3: Family and Relationships</b></p> <p><b>Unit 3.1 &amp; 3.2 Snapshot, Discussion &amp; Worksheets, and Quiz</b></p>
<p><b>10</b> 3/17-3/20</p>	<p><b>Spring Break!</b></p>
<p><b>11</b> 3/24-3/27</p>	<p><b>Unit 3.3 &amp; 3.4 Snapshot, Discussion &amp; Worksheets, and Quiz</b></p> <p><b>SOAR/Peer Review:</b> your video is due on Thursday the 27<sup>th</sup>, the peer review feedback is due on Sunday, March 30<sup>th</sup></p>
<p><b>12</b> 3/31-4/3</p>	<p><b>Unit 3 Review</b></p> <p><b>Unit 3 Test:</b> Story Comprehension, Comprehension, &amp; Production</p> <ul style="list-style-type: none"> <li>○ *Test in class on Tuesday-please bring your tablet/laptop</li> <li>○ *Production test will be open on Tuesday at 5pm and due on Wednesday at 11:59pm; you will complete this test outside of the class.</li> </ul> <p><b>Video Reflection Summary Due</b></p>

<p><b>13</b> 4/7-4/10</p>	<p><b>Unit 4: Residences and Communities</b></p> <p><b>Unit 4.1 &amp; 4.2 Snapshot, Discussion &amp; Worksheets, and Quiz</b></p>
<p><b>14</b> 4/14-4/17</p>	<p><b>Unit 4.3 &amp; 4.4 Snapshot, Discussion &amp; Worksheets, POA, and Quiz</b></p> <p><b>SOAR/Peer Review:</b> your video is due on Thursday the 17<sup>th</sup>, the peer review feedback is due on Sunday, April 20<sup>th</sup></p> <p><b>Deaf Community Event Summary Due</b></p>
<p><b>15</b> 4/21-4/24</p>	<p><b>Unit 4 Review</b></p> <p><b>Unit 4 Test:</b> Story Comprehension, Comprehension, &amp; Production</p> <ul style="list-style-type: none"> <li>○ *Test in class on Tuesday-please bring your tablet/laptop</li> <li>○ *Production test will be open on Tuesday at 5pm and due on Wednesday at 11:59pm; you will complete this test outside of the class.</li> </ul>
<p><b>16</b> 4/28-5/1</p>	<p><b>No final exam!</b></p> <p><b>Grading week!</b></p> <p><b>Grades are due May 5<sup>th</sup>.</b></p>