

# WORL 201-01 Syllabus Introduction to American Sign Language

Spring 2019

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**Course Description:** This is an intermediate course on American Sign Language and Deaf culture that continues instruction from WORL 102. Emphasis is placed on further developing proficiency to transition to the ACTFL Intermediate High level and also involvement in the Deaf community. Attendance to five Deaf community events is required for this course. Prerequisite: WORL 102 ASL.

**Silent Time:** This course uses as much instruction in immersion in the target language as optimal to maximize exposure and engender conversational fluency, but certain linguistic and cultural aspects will be explicated in spoken English lectures, and students will have a specified time to ask questions in spoken English. Spoken language is not to be used during immersive discussions in ASL or “silent time” upon beginning each class session.

**Course Student Learning Outcomes:** Upon completion of this course, students will be able to:

- Demonstrate proficiency at the ACTFL Intermediate High level
- Create original sentences in ASL to hold simple conversations in informal, familiar situations and be understood by a sympathetic addressee
- Begin to create paragraph level of text type while conversing in ASL
- Begin to narrate and describe in major time frames and deal effectively with unanticipated complications in signed conversations
- Describe the fundamental properties of ASL poetry and compose a simple poem in ASL

**Foreign Language Core Student Learning Outcomes:** Students who meet the Foreign Language Core requirement will be able to:

- Demonstrate development of linguistic skills in all four areas of the language of concentration; listening, speaking, reading, and writing sufficient to achieve the Intermediate Low level according to the ACTFL proficiency guidelines for western languages, and the Novice High level for non-western languages
- Demonstrate that they have familiarized themselves with the fundamental grammatical concepts needed to enhance the previously mentioned four linguistic skills
- Demonstrate acquisition of cultural, historical and geographical knowledge associated with the language
- Interact with native speakers of the language
- Demonstrate enhanced grammatical knowledge of English by comparing it with the target language

### Required Texts:

- None other than Internet access

**Attendance Policy:** The importance of attendance cannot be overstated, as most of the learning and practice will occur in class. Absence from class that is not prearranged prior to the day of class will result in losing points for participation and losing the opportunity to take quizzes and tests. Students should also be mentally present and thus are not to use electronics during class except to record demonstrations as stipulated below. Check in with the instructor prior to the day of absence if you are going to miss class to attend extracurricular activities and want to request limited accommodation.

**Grading Criteria:** Students earn points for participation in class (for which attendance is requisite), in particular, using the target language during silent time. Students lose points by using spoken English during silent time.

Students are required to attend at least five Deaf community events during the term and type 250-word reports on their experience at each of the events for a total of five reports. Students are encouraged to attend additional Deaf community events to develop fluency. Reports on Deaf community events are due **Monday, April 29<sup>th</sup>**, but may be turned in early.

Unless otherwise specified, homework assignments are due the following class meeting. Assignments and due dates are listed on this syllabus. Some of the homework consists of reading, and quizzes will be given on the reading the following class meeting. Other assignments are project based or require minimal research and should be typed unless specified to be handwritten.

A	93% - 100%
A-	90% - 92%
B+	87% - 89%
B	83% - 86%
B-	80% - 82%
C+	77% - 79%
C	73% - 76%
C-	70% - 72%
D+	67% - 69%
D	63% - 66%
D-	60% - 62%
F	0% - 59%

**Late work:** Assignments are due when collected in class. Late work can only earn a maximum of 50% credit.

**Revisions & Retakes:** Test and quizzes are administered in class and cannot be retaken or taken at a later date. Homework assignments cannot be revised for additional credit. The final exam also cannot be retaken or taken at a later date.

**Extensions:** Students who are absent from class may email homework to turn it in on time. Students should request extensions on homework prior to the day it is due.

**Grade Weighting:**

- Participation to develop skill:
  - In-class and silent-time participation: 35%
  - Attendance to five Deaf community events & accompanying reports: 20%
- Demonstration of skill development:
  - Receptive and expressive skills and knowledge of the language and culture based on assignments and quizzes: 35%
  - Receptive and expressive skills based on the final exam: 10%

**Academic Misconduct Policy:** Pacific University has no tolerance for academic misconduct/cheating. It is university policy that all acts of misconduct and dishonesty be reported to the Associate Dean for Student Academic Affairs. Sanctions that may be imposed for such misconduct range from an “F” for the assignment, an “F” for the course, and suspension or dismissal from the university. Forms of academic misconduct include but are not limited to plagiarism, fabrication, cheating, tampering with grades, forging signatures, and using electronic information resources in violation of acceptable use policies.

**Learning Support Services for Students with Disabilities:** If you have documented challenges that will impede your learning in any way, please contact our LSS office in Clark Hall (ext.2717; lss@pacificu.edu). LSS staff will meet with students, review the documentation of their disabilities, and discuss the services that Pacific offers and any appropriate ADA accommodations for specific courses.

**Tutoring Services:** CLASS (Center for Learning and Student Success) is located on the 2<sup>nd</sup>-floor of the Tran Library. The center focuses on delivering one-on-one and group tutoring services for foreign languages, math and science courses, and writing skills in all subjects. Students should consult with the center’s director and look for campus advertisements regarding tutoring available for other subjects. Day and evening hours.

**Unauthorized Recordings:** Students are prohibited from making audio and/or visual recordings of lectures or presentations without prior consent of the instructor or presenter.

**Office Hours & Location:** I will be in the UC lounge area Mondays & Wednesdays 3:30 p.m. – 4:15 p.m. and Thursdays 2:45 p.m. – 3:30 p.m. If you wish to meet privately, please set an appointment with me to meet in my office, Carnegie Hall 103. I want to make myself available as much as possible to help students. The best way to contact me is email. Please do not hesitate to contact me by email, text, or call if you have any questions or need help, and I will get back to you as soon as I can.

**Class Time & Place:**

Section 201-01 Monday, Wednesday, Friday 2:15 p.m. – 3:20 p.m.; Berglund Hall, Room LL19

**Course Schedule:****Supplementary Assignments****Homework Assignment 0.1: Original Character**

Draw a full-color illustration of the character the class developed to demonstrate comprehension. Your work will be graded on how well you include all the details developed in class. This may be done digitally or hand drawn.

**Homework Assignment 0.2: Original Story**

Draw full-color illustrations in comic form of the story the class developed [using this template](#) to demonstrate comprehension of the story. This may be done digitally or hand drawn.

Panel 1: Show the character faced with the problem

Panel 2: Show the character trying and failing to solve the problem

Panel 3: Show the character trying again to solve the problem

Panel 4: Show the character at the end of the story

**Homework Assignment 0.3: Webcomic**

Submit a suggestion to the online story on the class website of either what the character should do or what should happen next

**Homework Assignment 0.4: Movie Making**

Perform well the tasks of the job assigned you to help make a movie based on the story developed in class:

Pre-production: making props or sets or bringing costumes to class for production

Post-production: video editing

**Classroom Roles:**

Recorder: writes down new signs that come up in class

Scribe: writes lists on the whiteboard as needed

**Movie Production:**

Lead Actor

Supporting Actors

Camera Operator

Narrator: instructor

Voice Interpreter

Director

Clapboard

**Week 1:****Monday, January 28<sup>th</sup>**

In class:

What are you looking forward to this semester?

Review self-introductions: student interview

Non-targeted Instruction: lecture on language acquisition

Review college majors

Story Listening

Homework Assignment 1.1: Deaf Community Events (20% of semester grade)

- Attend at least five [Deaf community events](#) this term
- Type a 250-word report on your experience at each event for a total of five reports

Due Monday, April 29<sup>th</sup>

Homework Assignment 1.2: Read the Syllabus

- Read and familiarize yourself with the course syllabus

Quiz on reading

Due Wednesday, January 30<sup>th</sup>

**Wednesday, January 30<sup>th</sup>**

In class:

Imagine if...

Review how to ask for clarification and repetition

Quiz on the reading

Story Listening

Character/Story Creation

Game: 20 Questions

Homework Assignment 1.3: Assigned from [Supplementary Assignments](#)

Due Friday, February 1<sup>st</sup>

**Friday, February 1<sup>st</sup>**

In class:

Weekend Plans

Which is worse?

Review ASL Parameters

Story Listening

Character/Story Creation

Game: Deaf musical chairs

Homework Assignment 1.4: Assigned from [Supplementary Assignments](#)

Due Monday, February 4<sup>th</sup>

**Week 2:****Monday, February 4<sup>th</sup>**

In class:

Weekend Review

Review topic-comment structure

Story Listening

Character/Story Creation

Game: Apples to Apples

Homework Assignment 2.1: Assigned from [Supplementary Assignments](#)

Due Wednesday, February 6<sup>th</sup>

**Wednesday, February 6<sup>th</sup>**

In class:

Imagine if...

Review MCEs/PSE/ASL continuum

Story Listening

Character/Story Creation

Game: Role Playing Game

Homework Assignment 2.2: Assigned from [Supplementary Assignments](#)

Due Friday, February 8<sup>th</sup>

**Friday, February 8<sup>th</sup>**

In class:

Weekend Plans

Review role shifting

Story Listening

Character/Story Creation

Game: Relay Race

Homework Assignment 2.3: Assigned from [Supplementary Assignments](#)

Due Monday, February 11<sup>th</sup>

**Week 3:****Monday, February 11<sup>th</sup>**

In class:

Weekend Review

Review indexing

Story Listening

Character/Story Creation

Game: Relative Insanity

Homework Assignment 3.1: Assigned from [Supplementary Assignments](#)

Due Wednesday, February 13<sup>th</sup>

**Wednesday, February 13<sup>th</sup>**

In class:

Imagine if...

Story Listening

Character/Story Creation

Game: Guess Who

Homework Assignment 3.2: Assigned from [Supplementary Assignments](#)

Due Friday, February 15<sup>th</sup>

**Friday, February 15<sup>th</sup>**

In class:

Weekend Plans

Which is worse?

Story Listening

Character/Story Creation

Demonstration of signing for take-home, expressive test 1 of 5

Game: Tic Tac Throw

Homework Assignment 3.3: Take-home, Expressive Test 1 of 5: Project-based Learning

Record and share with the instructor a video of you signing the following:

Identify a problem in either the Deaf community or the Pacific University community.

Describe your understanding of the nature of the problem. Explain how this problem affects members of the community. Explain what efforts have been made so far to address this issue and how successful those efforts have been.

See also expressive test 3 of 5 in week 7 for a denouement for this project. Preparatory to that test, research possible solutions to the problem in our community that you identified. If the problem is small enough, attempt to implement efforts to solve or mitigate the problem, and report the results of your efforts. If the problem is of a larger scope, research and propose feasible solutions.

Due Monday, February 18<sup>th</sup>



**Week 4:****Monday, February 18<sup>th</sup>**

In class:

Weekend Review

Review the history of ASL

Story Listening

Character/Story Creation

Game: Cards Against Humanity

Homework Assignment 4.1: Assigned from [Supplementary Assignments](#)

Due Wednesday, February 20<sup>th</sup>

**Wednesday, February 20<sup>th</sup>**

In class:

Imagine if...

Review contrastive structure

Story Listening

Character/Story Creation

Game: 20 Questions

Homework Assignment 4.2: Assigned from [Supplementary Assignments](#)

Due Friday, February 22<sup>nd</sup>

**Friday, February 22<sup>nd</sup>**

In class:

Weekend Plans

Review the Americans with Disabilities Act

Story Listening

Character/Story Creation

Game: Deaf musical chairs

Homework Assignment 4.3: Assigned from [Supplementary Assignments](#)

Due Monday, February 25<sup>th</sup>

**Week 5:****Monday, February 25<sup>th</sup>**

In class:

Weekend Review

Review pronouns with stunning slideshow

Story Listening

Character/Story Creation

Game: Apples to Apples

Homework Assignment 5.1: Assigned from [Supplementary Assignments](#)

Due Wednesday, February 27<sup>th</sup>

**Wednesday, February 27<sup>th</sup>**

In class:

Imagine if...

Story Listening

Character/Story Creation

Demonstration of signing for take-home, expressive test 2 of 5

Game: Role Playing Game

Homework Assignment 5.2: Take-home, Expressive Test 2 of 5: Sharing about Hobbies

Record and share with the instructor a video of you signing the following:

Tell me about one of your favorite hobbies. Describe how you become interested in it.

Explain on a basic level about the hobby and why you enjoy it. Give tips on how one can get started in that hobby.

Due Friday, March 1<sup>st</sup>

**Friday, March 1<sup>st</sup>**

In class:

Weekend Plans

Which is worse?

Review Deaf appropriateness

Story Listening

Character/Story Creation

Game: Relay Race

Homework Assignment 5.3: Deaf Appropriate Attire

- Read [this article about interpreter professionalism](#)
- Come to class dressed like a professional ASL interpreter. In addition to dressing in business attire, your clothes should not distract from your sign language, such as having a black shirt.



Yes



Nope

Due Monday, March 4<sup>th</sup>

**Week 6:****Monday, March 4<sup>th</sup>**

In class:

Weekend Review

Review Deaf inappropriateness

Discuss Reading

Story Listening

Character/Story Creation

Game: Relative Insanity

**Homework Assignment 6.1: Deaf Inappropriate Attire**

Come to class dressed as an obviously fake interpreter, wearing something that *is* school appropriate but inappropriate for an interpreter, i.e. something that distracts from your sign language, such as a shirt that has a big logo, overly bright colors, or a distracting pattern.

Due Wednesday, March 6<sup>th</sup>**Wednesday, March 6<sup>th</sup>**

In class:

Imagine if...

Review cultural terms

Story Listening

Character/Story Creation

Game: Guess Who

Homework Assignment 6.2: Assigned from [Supplementary Assignments](#)Due Friday, March 8<sup>th</sup>**Friday, March 8<sup>th</sup>**

In class:

Weekend Plans

Which is worse?

Story Listening  
Character/Story Creation  
Game: Tic Tac Throw

Homework Assignment 6.3: Assigned from [Supplementary Assignments](#)  
Due Monday, March 11<sup>th</sup>

**Week 7:**
**Monday, March 11<sup>th</sup>**

In class:  
 Weekend Review  
 Story Listening  
 Character/Story Creation  
 Game: Cards Against Humanity

Homework Assignment 7.1: Assigned from [Supplementary Assignments](#)  
 Due Wednesday, March 13<sup>th</sup>

**Wednesday, March 13<sup>th</sup>**

In class:  
 Imagine if...  
 Story Listening  
 Character/Story Creation  
 Game: 20 Questions

Homework Assignment 7.2: Assigned from [Supplementary Assignments](#)  
 Due Friday, March 15<sup>th</sup>

**Friday, March 15<sup>th</sup>**

In class:  
 Weekend Plans  
 Story Listening  
 Character/Story Creation  
 Demonstration of signing for take-home, expressive test 3 of 5  
 Game: Deaf musical chairs

Homework Assignment 7.3: Take-home, Expressive Test 3 of 5: Project-based Learning  
 Record and share with the instructor a video of you signing the following:  
 Report the results of your research and/or efforts to address the problem in our community that you identified as part of expressive test 1 of 5 in week 3.

You were to identify a problem in either the Deaf community or the Pacific University community. Then, you were to research possible solutions to the problem. If the problem is small enough, you were to attempt to implement efforts to solve or mitigate the problem, and report the results of your efforts. If the problem is of a larger scope, you were to research and propose feasible solutions.

Due Monday, March 18<sup>th</sup>

**Week 8:****Monday, March 18<sup>th</sup>**

In class:

Weekend Review

Review classifiers

Story Listening

Character/Story Creation

Game: Apples to Apples

Homework Assignment 8.1: Assigned from [Supplementary Assignments](#)Due Wednesday, March 20<sup>th</sup>**Wednesday, March 20<sup>th</sup>**

In class:

Imagine if...

Review ASL phrases

Story Listening

Character/Story Creation

Game: Role Playing Game

Homework Assignment 8.2: Assigned from [Supplementary Assignments](#)Due Friday, March 22<sup>nd</sup>**Friday, March 22<sup>nd</sup>**

In class:

Spring Break Plans

Which is worse?

Story Listening

Character/Story Creation

Game: Relay Race

Homework Assignment 8.3: Assigned from [Supplementary Assignments](#)Due Monday, April 1<sup>st</sup>**Spring Break:**No classes March 25<sup>th</sup> – 29<sup>th</sup> inclusive

**Week 9:**
**Monday, April 1<sup>st</sup>**

In class:

Spring Break Report

Review Temporal Inflection

Introduce ASL Poetry: Pot, Gun Fighter, Train, Checkmate

Story Listening

Character/Story Creation

Game: Relative Insanity

Homework Assignment 9.1: Find an ASL Poem

Identify an ASL poem online. Send the instructor a link to the poem.

Due Wednesday, April 4<sup>th</sup>

**Wednesday, April 3<sup>rd</sup>**

In class:

Imagine if...

Review gloss

ASL Poetry: Clayton Valli, Rabbit

Story Listening

Character/Story Creation

Game: Guess Who

Homework Assignment 9.2: Assigned from [Supplementary Assignments](#)

Due Friday, April 5<sup>th</sup>

**Friday, April 5<sup>th</sup>**

In class:

Weekend Plans

Which is worse?

ASL Poetry: Cow and Rooster, Bridge, Flash

Demonstration of signing for take-home, expressive test 4 of 5

Story Listening

Character/Story Creation

Game: Tic Tac Throw

Homework Assignment 9.3: Take-home, Expressive Test 4 of 5: Perform an existing ASL poem

Choose an existing ASL poem you like. Study how to perform the poem adroitly. Record and share with the instructor a video of you signing the poem.

Due Monday, April 8<sup>th</sup>



**Week 10:****Monday, April 8<sup>th</sup>**

In class:

Weekend Review

Review large numbers: The Price is Right

ASL Poetry: Hands, At the Park, Tears of Life

Introduce Homework

Story Listening

Character/Story Creation

Game: Cards Against Humanity

Homework Assignment 10.1: Create your own, original ASL poem

1. Compose your own ASL poem using one of the forms we have studied:
  - ABC story (e.g. ["Gun Fighter"](#), ["Train"](#) )
  - Number pattern (e.g. "Rabbit")
  - Acrostic (e.g. "Flash", "Flower")
  - Limiting the number of hand shapes used in a story (e.g. ["Cow and Rooster"](#))
  - A poem that manipulates one of the other parameters of ASL (palm orientation, location, movement, facial expression) or the [number of hands used](#)
2. Type out your poem in ASL gloss. For example, you could type it in list form as follows:
  - A: hat
  - B: looking at the horizon
  - C: searching
  - D: person approaches
  - etc.

Note that ASL poetry uses classifiers a lot to show the action of stories.

**Due Friday, April 12<sup>th</sup>**

**Wednesday, April 10<sup>th</sup>**

In class:

Imagine if...

ASL Poetry: How is your poem coming along?

Story Listening

Character/Story Creation

Game: 20 Questions

Homework Assignment 10.1: Create your own, original ASL poem

Continue to work on your own ASL poem preparatory to signing it in class Friday.

**Due Friday, April 12<sup>th</sup>**

**Friday, April 12<sup>th</sup>**

In class:

Weekend Plans

Which is worse?

Share our poetic creations with each other

Story Listening

Character/Story Creation

Game: Deaf musical chairs

Homework Assignment 10.3: Assigned from [Supplementary Assignments](#)

Due Monday, April 15<sup>th</sup>

**Week 11:****Monday, April 15<sup>th</sup>**

In class:

Weekend Review

Review Directional Inflection

Story Listening

Character/Story Creation

Game: Apples to Apples

Homework Assignment 11.1: Assigned from [Supplementary Assignments](#)

Due Wednesday, April 17<sup>th</sup>

**Wednesday, April 17<sup>th</sup>**

In class:

Imagine if...

Story Listening

Character/Story Creation

Game: Multiplayer Role Playing Game

Homework Assignment 11.2: Assigned from [Supplementary Assignments](#)

Due Friday, April 19<sup>th</sup>

**Friday, April 19<sup>th</sup>**

In class:

Weekend Plans

Demonstration of signing for take-home, expressive test 5 of 5

Story Listening

Character/Story Creation

Game: Relay Race

Homework Assignment 11.3: Take-home, Expressive Test 5 of 5: Perform your ASL poem

Record and share with the instructor a video of you signing your own, original ASL poem.

Due Monday, April 22<sup>nd</sup>

**Week 12:****Monday, April 22<sup>nd</sup>**

In class:

Weekend Review

Review animals

Story Listening

Character/Story Creation

Game: Relative Insanity

Homework Assignment 12.1: Assigned from [Supplementary Assignments](#)

Due Friday, April 26<sup>th</sup>

**Wednesday, April 24<sup>th</sup>**

Senior Projects Day: No class

**Friday, April 26<sup>th</sup>**

In class:

Weekend Plans

Introduce Homework

Story Listening

Character/Story Creation

Game: Tic Tac Throw

Homework Assignment 1.1: Deaf Community Events (20% of semester grade)

- Attend at least five [Deaf community events](#) this term
- Type a 250-word report on your experience at each event for a total of five reports

Due Monday, April 29<sup>th</sup>

**Week 13:****Monday, April 29<sup>th</sup>**

In class:

Weekend Review

Turn in Reports ☺

Introduce Homework

Story Listening

Character/Story Creation

Game: Cards Against Humanity

Homework Assignment 13.1: Course Evaluation

Complete the course evaluation emailed to you by the university.

Due Wednesday, May 1<sup>st</sup>

**Wednesday, May 1<sup>st</sup>**

In class:

Imagine if...

Story Listening

Character/Story Creation

Game: 20 Questions

Homework Assignment 13.2: Assigned from [Supplementary Assignments](#)

Due Wednesday, May 3<sup>rd</sup>

**Friday, May 3<sup>rd</sup>**

In class:

What you want to talk about

Which is worse?

Story Listening

Character/Story Creation

Game: Deaf musical chairs

Homework Assignment: None

Due Monday, May 6<sup>th</sup>

**Week 14:****Monday, May 6<sup>th</sup>**

In class:

Review for final exam

Homework Assignment 14.1: All Good Things

[Study for the final exam](#) ahead of time. Don't cram.**Wednesday, May 8<sup>th</sup>**

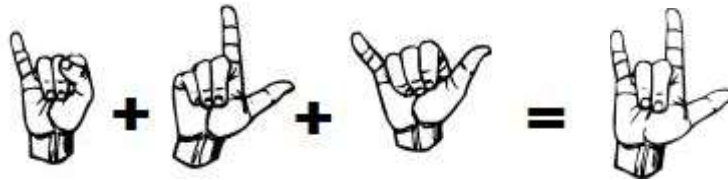
Reading Day: No class

**Friday, May 10<sup>th</sup>**

No class

**Week 15:****Monday, May 13<sup>th</sup>**

Final Exam in classroom (Berglund Hall, Room LL19) 8:30 a.m. – 11:00 a.m.

**Undergraduate Academic Calendar**Forest Grove Campus  
2018-2019

## 2019 SPRING SEMESTER

## JANUARY

January TBA International Student Orientation

January TBA New Student Orientation

January 28 First day of courses

## FEBRUARY

February 1 Last day to add 1st half semester courses

February 1 Last day to drop 1st half semester courses with no record

February 1 Last day for initial registration for new students, or those readmitting or returning from leave of absence

February 8 Last day to add full semester courses  
February 8 Last day to drop full semester courses with no record  
February 26 Last day to withdraw from 1st half semester courses

### MARCH

March 13 Last day of 1st half semester courses  
March 14-20 Final Examinations for 1st half semester courses  
March 14 First day of 2nd half semester courses  
March 20 Last day to add 2nd half semester courses  
March 20 Last day to drop 2nd half semester courses with no record  
March 25-29 Spring Break (no courses held)

### APRIL

April 1 Advising Begins for current students for Summer Term and Fall Semester  
April 12 Last day to withdraw from full semester courses  
April 19 Last day to withdraw from 2nd half semester courses  
April 19 Advising Ends for current students for Summer Term and Fall Semester  
April 24 Senior Projects Day (no courses held)

### MAY

May 7 Last day of courses  
May 8 Reading Day  
May 9-11 Final Examinations  
May 13-14 Final Examinations  
May 18 Commencement

### 2019 SUMMER TERM

#### MAY

May 20 First day of courses for Term I  
May 27 Memorial Day Holiday (no courses held) Courses conclude on the date printed in the schedule

#### JUNE

June 17 First day of courses for Term II Courses conclude on the date printed in the schedule

#### JULY

July 4 Independence Day Holiday (no courses held)  
July 15 First day of courses for Term III Courses conclude on the date printed in the schedule