Course Code & Title: HKSL 1000 - CC01 Hong Kong Sign Language I

Language of Instruction: Hong Kong Sign Language Units: 3

Course Description

This course introduces basic communication in Hong Kong Sign Language. The course adopts an interactive approach, and learners are systematically guided to acquire the language for effective communication in everyday situations. Emphasis will be placed on the essential grammar of the Hong Kong Sign Language. It also offers a general introduction to the culture and customs of the local Deaf community.

Important message:
Face-to-face teaching is ideal for a majority of learning activities for this course. However, teaching sign language face-to-face has a lot of obstacles to overcome in view of the COVID-19 situation because sign language employs the visual-gestural modality for communication, as opposed to auditory-oral for speech. Your hands, your face and your body are all important for full expression of and communication in Hong Kong Sign Language. In executing precaution measures that are highly recommended for protection of everyone in the classroom from COVID-19, including putting on face masks in classrooms and maintaining social distancing in classrooms, learning activities would be difficult to arrange to ensure you have good access to Hong Kong Sign Language. Online teaching will therefore be adopted for this course presently. If the pandemic situation allows and the above mentioned precaution measures uplifted, face-to-face teaching might be adopted.

Learning Outcomes

By the end of this course, HKSL I students should have achieved linguistic competence in Hong Kong Sign Language at the A1 level according to the Common European Framework of Reference for Languages (CEFR). In CEFR, there are Generic Intended Learning Outcomes (GILOs): Comprehension skills, Production skills and Signed Interaction skills at CEFR A1 Level.

Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, including
  - introducing themselves and others (CILO1);
  - asking and answering questions about personal details, like where they live, people they know and things they have (CILO2).
- develop communication skills to interact in a simple way provided the other person communicates slowly and clearly and is prepared to help (CILO3).

Content, CILOs and Teaching & Learning Activities

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Speech Acts</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
</tr>
</thead>
</table>
| Welcome | ● Greetings  
  ● Introducing yourself and others  
  ● Communicating ideas with facial expressions and gesture | CILO1,2 |                                           |
| Unit 1 | Getting to know each other | • Introducing yourself and others  
• Exchanging personal information | Grammar:  
• Declarative sentences  
• Wh-questions  
• Wh-pronouns  
• Basic word order | CILO₁,₂ | • Practice Instruction  
• Peer-group learning  
• Small group discussion  
• Inquiry Method  
• Group reflection  
• Self-assessment and peer assessment |  
Culture: Name Sign |
| --- | --- | --- | --- | --- | --- | --- |
| Unit 2 | Socializing with friends | • Making and accepting invitations  
• Asking for and telling about your interests  
• Talking about similarities and differences | Grammar:  
• Personal pronouns  
• Demonstrative pronouns | CILO₁,₂,₃ |  
• Practice Instruction  
• Peer-group learning  
• Small group discussion  
• Inquiry Method  
• Group reflection  
• Self-assessment and peer assessment |  
Culture: Deaf Etiquette A |
| Unit 3 | Arranging Activities | • Expressing possibility, ability, permission and obligation | Grammar:  
• Modal verbs | CILO₁,₂,₃ |  
• Practice Instruction  
• Peer-group learning  
• Small group discussion  
• Inquiry Method  
• Group reflection  
• Self-assessment and peer assessment |  
Culture: Deaf Etiquette B |
| Unit 4 | Your family | • Talking about your family members  
• Asking and confirming information  
• Responding to questions | Grammar:  
• Yes-no questions (non-manual yes-no question marker) | CILO₁,₂,₃ |  
• Practice Instruction  
• Peer-group learning  
• Small group discussion  
• Inquiry Method  
• Group reflection  
• Self-assessment and peer assessment |  
Culture: Deaf Etiquette C |

| Learning Activities |
| Interactive class work* | Attending cultural events | Projects | Web-based teaching | Homework / Self-study |
| (hr) in / out class | (hr) in / out class | (hr) in / out class | (hr) in / out class | (hr) in / out class |
| 30 | 6 | 6 | 10-15 | 42 |
| M | O | M | O | M/O |

M = Mandatory activity in the course / O = Optional activity  
* Interactive classwork focuses on student-centered activities as pair work, group work, role-playing and student-teacher interaction.  
^ Under online-teaching mode, instructors will recommend live-broadcasted activities, webinars, online workshops for students to attend so that they can get connected to the other deaf signers from the local deaf community.  
# Web-based teaching and learning are mainly arranged on the e-learning platform of the course. Students are also encouraged to look for sign language channels available on various social media networks.
## Assessment Scheme

<table>
<thead>
<tr>
<th>Task nature</th>
<th>Description</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation</strong></td>
<td>Each student should submit two reflections journals (in written Chinese/English) in response to videos selected by instructors on topics related to deaf awareness.</td>
<td>15 %</td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td>Part 1: Comprehension (20%) Two comprehension tasks will be required. Students will watch a video and then provide short answers to questions in signing. Part 2: Production (30%) - Individual task: Students will make a signed video on the topic “Me and my best friend” - Group task: Two students will form a group and produce a signed video of a dialogue created on their own. All signed answers must be recorded on videos and should meet the required specification. Details of the specification will be announced in class.</td>
<td>50 %</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td>Part 1: Signed Interaction (15%) - Each student will make a 1-to-1 signed conversation with the instructor for 5-10 minutes. Part 2: Comprehension (20%) - Test content based on the whole course. Students will provide their answers on paper. Remarks: Part 1 and Part 2 will be held on different dates.</td>
<td>35 %</td>
</tr>
</tbody>
</table>

**Total** 100 %

### Notes:
- You are required to arrive on time. Students arriving after first 10 minutes are considered to be late.
- You are required to attend at least 75% of the class. Treat 75% attendance as the minimum, not the maximum.
- The success of your own learning will highly depend on your attendance.
- **Should you miss more than 25% of the class, you will automatically fail the course.**
- If you are unable to attend, get informed about what content and homework you missed and make it up yourself.

### Grade Descriptors:

<table>
<thead>
<tr>
<th>Skills</th>
<th>A / A-</th>
<th>B+ / B</th>
<th>B- / C+ / C</th>
<th>C- / D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reference</strong></td>
<td>Excellent</td>
<td>Good</td>
<td>Adequate</td>
<td>Unsatisfactory</td>
<td>Fail</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Student demonstrates excellent understanding of everyday expressions and very basic phrases.</td>
<td>Student demonstrates that he/she can, with little effort, understand and use familiar everyday expressions and very basic phrases.</td>
<td>Student demonstrates only adequate understanding of everyday expressions and very basic phrases.</td>
<td>Student demonstrates less than satisfactory understanding of everyday expressions and very basic phrases.</td>
<td>Student fails to demonstrate minimally adequate understanding of familiar everyday expressions and very basic phrases.</td>
</tr>
<tr>
<td><strong>Production</strong></td>
<td><strong>Interaction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates excellent ability to use everyday expressions and very basic phrases, introduce him/herself and others, and answer questions about personal details.</td>
<td>Student demonstrates excellent ability to interact in a simple way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates ability to use everyday expressions and very basic phrases, introduce him/herself and others, and answer questions about personal details.</td>
<td>Student demonstrates ability to interact in a simple way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates just adequate ability to use everyday expressions and very basic phrases, introduce him/herself and others, and answer questions about personal details.</td>
<td>Student demonstrates just adequate ability to interact in a simple way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrates less than satisfactory ability to use everyday expressions and very basic phrases, introduce him/herself and others, and answer questions about personal details.</td>
<td>Student demonstrates less than satisfactory ability to interact in a simple way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student fails to demonstrate minimally adequate ability to use everyday expressions and very basic phrases, introduce him/herself and others, and answer questions about personal details.</td>
<td>Student fails to demonstrate minimally adequate ability to interact in a simple way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Learning Resources

### Course Materials
- Blackboard for submission of video assignments

### IT Resources
For learning Hong Kong Sign Language:
- Hong Kong Sign Language Browser: [http://www.cslds.org/hkoslbrowser/](http://www.cslds.org/hkoslbrowser/)
- HKSL Sex Education Website: [http://www.cslds.org/sex_edu/](http://www.cslds.org/sex_edu/)

For learning about the deaf communities:

For learning about the deaf communities and learning Hong Kong Sign Language:
- HKSL from Deaf Star: [https://www.youtube.com/channel/UCvpDm8qD1HKDGMoz6ntzg7Q/videos](https://www.youtube.com/channel/UCvpDm8qD1HKDGMoz6ntzg7Q/videos)
- Focus Deaf: [https://www.youtube.com/user/focusdeaf/videos](https://www.youtube.com/user/focusdeaf/videos)

### Recommended Materials:
- 陳意軒、路駿怡、沈栢基。2013。《我的聾人朋友》。香港：圓桌精英有限公司。

### Recommended Activities:
Attend local Deaf events organized by the local Deaf community, deaf organizations, etc.

### Schedule (Subject to changes):

Note: Online teaching will be adopted for this course presently. If the pandemic situation allows and the above mentioned precaution measures uplifted, face-to-face teaching might be adopted.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Content</th>
<th>Hand in Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>8/9 (Tue)</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>15/9 (Tue)</td>
<td>Unit 1</td>
<td>Assignment 1 (Comprehension task)</td>
</tr>
<tr>
<td>Week 3</td>
<td>22/9 (Tue)</td>
<td>Unit 1</td>
<td>Assignment 2 (Production task)</td>
</tr>
<tr>
<td>Week 4</td>
<td>29/9 (Tue)</td>
<td>Unit 1-2</td>
<td>Assignment 3 (Comprehension task)</td>
</tr>
<tr>
<td>Week 5</td>
<td>6/10 (Tue)</td>
<td>Unit 2</td>
<td>Assignment 4 (Production task)</td>
</tr>
<tr>
<td>Week 6</td>
<td>13/10 (Tue)</td>
<td>Unit 2</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>20/10 (Tue)</td>
<td>Unit 3</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>27/10 (Tue)</td>
<td>Unit 3</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>3/11 (Tue)</td>
<td>Unit 3-4</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>10/11 (Tue)</td>
<td>Unit 4</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>17/11 (Tue)</td>
<td>Unit 4</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>24/11 (Tue)</td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>1/12 (Tue)</td>
<td>Review</td>
<td>Assignment 4 (Production task)</td>
</tr>
</tbody>
</table>
Class sections and teachers’ contact details:

<table>
<thead>
<tr>
<th>Class</th>
<th>Time</th>
<th>Classroom</th>
<th>No of weeks</th>
<th>Teacher</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>HKSL1000C</td>
<td>2:30am-5:15pm</td>
<td>ZOOM meeting</td>
<td>13</td>
<td>Lo Chun Yi Connie</td>
<td><a href="mailto:lcyc20@gmail.com">lcyc20@gmail.com</a>, <a href="mailto:connie_cslds@cuhk.edu.hk">connie_cslds@cuhk.edu.hk</a></td>
</tr>
</tbody>
</table>

For further information and inquiries you are welcome to contact:

<table>
<thead>
<tr>
<th>Contact</th>
<th>Telephone</th>
<th>Email</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lo Chun Yi Connie</td>
<td>9205198</td>
<td><a href="mailto:lcyc20@gmail.com">lcyc20@gmail.com</a>, <a href="mailto:connie_cslds@cuhk.edu.hk">connie_cslds@cuhk.edu.hk</a></td>
<td>The Centre for Sign Linguistics and Deaf Studies, Room 203, Academic Building #2, The Chinese University of Hong Kong Shatin, New Territories Hong Kong</td>
</tr>
<tr>
<td>Lee Yin Fai Jafi</td>
<td></td>
<td><a href="mailto:jafi_cslds@cuhk.edu.hk">jafi_cslds@cuhk.edu.hk</a></td>
<td>The Centre for Sign Linguistics and Deaf Studies, Room 203, Academic Building #2, The Chinese University of Hong Kong Shatin, New Territories Hong Kong</td>
</tr>
<tr>
<td>General Office</td>
<td>3943 7110</td>
<td><a href="mailto:lin@cuhk.edu.hk">lin@cuhk.edu.hk</a></td>
<td>Rm G17, KKL Building</td>
</tr>
</tbody>
</table>

Office Hours:
Monday to Thursday:
8:45am to 1:00pm and 2:00pm to 5:30pm
Friday:
8:45am to 1:00pm and 2:00pm to 5:45pm

Academic Honesty and Plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at [http://www.cuhk.edu.hk/policy/academicichonesty/](http://www.cuhk.edu.hk/policy/academicichonesty/).

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students’ uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

Feedback for Evaluation

Our language programme highly values students’ feedback and comments and is happy to use them for reflection on our teaching and improvement. Students are very welcome to provide comments and feedback on the course any time to their course teacher or the course level coordinator through email or in personal conversation. In addition, students’ feedbacks will be collected in the middle of the term through an open-end questionnaire and the teacher will discuss the feedbacks in class and make improvements if necessary. The course will also follow the university’s course evaluation exercise at the end of the term, and students’ feedbacks will be used for future course planning and teaching.