



Term 2, 2020 - 2021

Course Code & Title:	HKSL3000 Hong Kong Sign Language IV	
Language of Instruction: Hong Kong Sign Language	Units: 3	

Course Description

This course covers the intermediate level of Hong Kong Sign Language. It aims at strengthening students' skills of comprehension and expression in a variety of communicative tasks and situations. Students will continue to acquire vocabulary and grammatical constructions through exposure to situational dialogues and interactive activities. Topics include 1) types of classifiers and their uses to describe and compare the appearances of objects/persons 2) use of space and classifiers to talk about actions, narrate a series of events and describe the locations of objects in space. Selected topics on various aspects of Deaf culture and customs will be introduced to enhance students' understanding 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. **Mixed-mode 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.**

Learning Outcomes

Upon completion of this course, students will develop Hong Kong Sign Language proficiency at B1 level in the Common European Framework of Reference for Languages (CEFR). CEFR profiles a learner's language proficiency in a number of illustrative descriptors in six levels (A1, A2, B1, B2, C1, C2). The descriptors covers language skills of production, comprehension, signed interaction, processing text, pragmatic competencies, thematic development, and qualitative factors. Acquiring the skills at B1 level, students will be independent users of Hong Kong Sign Language, being able to use the language to

- understand the main points when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.
- deal with most situations likely to arise where the sign language is used.
- produce simple connected text on topics which are familiar or of personal interest.
- describe their experiences, events, dreams, hopes and ambitions.
- show briefly their reasons and explanations for their opinions and plans.

Course Content

Lesson	Speech Acts	Grammar	Culture
Unit 13 I lost my belonging	<ul style="list-style-type: none"> Describing an object, including its size, shape, and colour Asking and answering factual question in an interview Saying words of comfort Discussing functions of smartphones 	<ul style="list-style-type: none"> Size-and-shape-specifier classifiers Locative constructions 	<ul style="list-style-type: none"> How to use technology in a Deaf-friendly way
Unit 14 Cooking	<ul style="list-style-type: none"> Giving steps-by-steps instructions Following instructions Explaining how to use tools 	<ul style="list-style-type: none"> Handling classifiers Lexicalized classifier predicates 	<ul style="list-style-type: none"> How to order food in a restaurant
Unit 15 What happened?	<ul style="list-style-type: none"> Telling about an unfortunate incident Describing an incident of conflicts Expressing dissatisfaction Saying words of comfort 	<ul style="list-style-type: none"> Semantic classifiers Simultaneous constructions 	<ul style="list-style-type: none"> How technology helps Deaf community connect
Unit 16 Home	<ul style="list-style-type: none"> Describing the location of different places Giving people directions to a place Describing a room and its objects Telling people how to find an object in a room 	<ul style="list-style-type: none"> Classifier predicates Simultaneous constructions 	<ul style="list-style-type: none"> Deaf space

Learning Activities									
Interactive class work* (hr) in /out class		Attending cultural events (hr) in /out class		Projects (hr) in /out class		Web-based teaching (hr) in /out class		Homework / Self-study (hr) in /out class	
30		6		3	3	6	15-20		39
M		M		M	M	M	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.

Assessment Scheme		
Task nature	Description	Weight
Participation	Punctuality, active participation in class activities, and participation in at least two deaf events i.e. activities organized by Deaf people or for Deaf people. Submission of reflection journals (in signing) after attending Deaf events is required. A list of suggested/sample Deaf events and the format of the reflection journal will be announced in class. In case of unavailability of suitable cultural events, students will be required to watch videos selected by the instructor on topics related to deaf awareness.	15 %
Assignments	<p>Assignment 1 and 2: Comprehension (20%) Two comprehension tasks will be required. In each task, students will watch a video and then provide short signed answers to questions.</p> <p>Assignment 3 and 4: Production (30%) Students will make a signed video on an assigned topic.</p> <p>All signed answers must be recorded on videos. Specification of the</p>	50 %

	videos will be announced in class.	
Final examination	<p>Part 1: Signed Interaction (15%) Each student will make a one-to-one signed conversation with the instructor / another student for 5-10 minutes.</p> <p>Part 2: Comprehension (20%) Test content based on the whole course. Students will provide their answers on paper instead of on videos.</p> <p>Remarks: Part 1 and Part 2 will be held on different dates.</p>	35 %
Total		100 %

Notes:

- You are required to arrive on time (10 minutes). 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:

Skills	A / A-	B+ / B	B- / C+ / C	C- / D	F
Reference	Excellent	Good	Adequate	Unsatisfactory	Fail
Comprehension	Student demonstrates effortless understanding of the main points when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.	Student demonstrates that he/she can, with little effort, understand the main points when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.	Student demonstrates minimal understanding of the main points when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.	Student demonstrates less than satisfactory understanding of the main points even when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.	Student fails to demonstrate minimally adequate understanding of the main points when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.
Production	Student demonstrates excellent ability to produce simple connected text on topics, which are familiar, or of personal interest; can proficiently describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for	Student demonstrates ability to produce simple connected text on topics, which are familiar, or of personal interest; can proficiently describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for	Student demonstrates just adequate ability to produce simple connected text on topics, which are familiar, or of personal interest; can proficiently describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for	Student demonstrates less than satisfactory ability to produce simple connected text on topics, which are familiar, or of personal interest; describe experiences and events, dreams, hopes and ambitions; and give reasons and explanations for opinions and	Student fails to demonstrate minimally adequate ability to produce simple connected text on topics, which are familiar, or of personal interest; describe experiences and events, dreams, hopes and ambitions; and give reasons and explanations for opinions and

	opinions and plans.	opinions and plans.	opinions and plans.	plans.	plans.
Interaction	Student demonstrates excellent ability to deal with most situations likely to arise where the sign language is used.	Student demonstrates ability to deal with most situations likely to arise where the sign language is used.	Student demonstrates just adequate ability to deal with most situations likely to arise where the sign language is used.	Student demonstrates less than satisfactory ability to deal with most situations likely to arise where the sign language is used.	Student fails to demonstrate minimally adequate ability to deal with most situations likely to arise where the sign language is used.

Learning Resources

Course Materials

- Hong Kong Sign Language 4 online: http://www.cslds.org/hksl_book/
- Blackboard: <https://blackboard.cuhk.edu.hk/>

IT Resources

For learning Hong Kong Sign Language

- 香港手語瀏覽器 Hong Kong Sign Language Browser: <http://www.cslds.org/hkslbrowser/>
- 香港手語性教育網站 HKSL Sex Education Website: http://www.cslds.org/sex_edu/
- 醫療手語支援平台: http://cslds.org/medical_databank/
- Asian SignBank: <http://cslds.org/asiansignbank/>

For learning about the deaf communities:

- 聾人博物館 Deaf Museum 2017: <https://www.facebook.com/deafmuseum2017/>

For learning about the deaf communities and learning Hong Kong Sign Language:

- 香港手語來自聾星 HKSL from Deaf Star: <https://www.youtube.com/channel/UCvpDm8qD1HKDGMoz6ntzg7Q/videos>
- Focus Deaf: <https://www.youtube.com/user/focusdeaf/videos>
- 災難應變醫護及救援人員手語應用課程: <https://www.hkjcdpri.org.hk/zh/d12-1-災難應變醫護及救援人員手語應用課程>

Recommended Reading Materials

- Tang, G. (Ed.). (2007). Hong Kong Sign Language: A trilingual dictionary with linguistic descriptions. Hong Kong: The Chinese University Press
- Sze, Felix, Connie Lo, Lisa Lo & Kenny Chu. 2013. Historical development of Hong Kong Sign Language. Sign Language Studies, 13(2), 155-185.
- 陳意軒、路駿怡、沈栢基。2013。〈我的聾人朋友〉。《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: Mixed-mode 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.

Week	Date	Content	Hand in Assignments	Mode of teaching
Week 1	13/1 (Wed)	Introduction		Online by Zoom
Week 2	20/1 (Wed)	Unit 13		Online by Zoom
Week 3	27/1 (Wed)	Unit 13		Face to face
Week 4	3/2 (Wed)	Unit 13 & 14	Assignment 1 (Comprehension task)	Online by Zoom
Week 5	10/2 (Wed)	Unit 14		Face to face
<i>Week 6</i>	<i>17/2 (Wed)</i>	<i>Lunar New Year</i>		
Week 7	24/2 (Wed)	Unit 14		Online by Zoom
Week 8	3/3 (Wed)	Unit 15		Face to face
Week 9	10/3 (Wed)	Unit 15	Assignment 2	Online by Zoom

			(Production task)	
Week 10	17/3 (Wed)	Unit 15 & 16		Online by Zoom
Week 11	24/3 (Wed)	Unit 16		Face to face
<i>Week 12</i>	<i>31/3 (Wed)</i>	<i>Reading week</i>		
<i>Week 13</i>	<i>7/4 (Wed)</i>	<i>Reading week</i>		
Week 14	14/4 (Wed)	Unit 16	Assignment 3 (Comprehension task)	Face to face
Week 15	21/4 (Wed)	Review, Final Examination (Comprehension)	Assignment 4 (Comprehension task) Reflection 1 & 2	Online by Zoom
Week 16	26 or 27/4 (Mon or Tue)	Make up class		Online by Zoom
	(TBC)	Final Examination (Signed Interaction)		Online by Zoom

Class sections and teachers' contact details:

Class	Time	Classroom	No of weeks	Teacher	Email
HKSL3000	14:30-17:15	Face to Face / ZOOM meeting room	13	Lo Chun Yi Connie	connie_cslds@cuhk.edu.hk lcyc20@gmail.com

For further information and inquiries you are welcome to contact:

Contact	Telephone	Email	Office
Lo Chun Yi Connie	9020 5198 (WhatsApp)	lcyc20@gmail.com connie_cslds@cuhk.edu.hk	The Centre for Sign Linguistics and Deaf Studies, Room 203, Academic Building No. 2, The Chinese University of Hong Kong Shatin, New Territories Hong Kong
Lee Yin Fai Jafi (Course Coordinator)		jafi_cslds@cuhk.edu.hk	The Centre for Sign Linguistics and Deaf Studies, Room 203, Academic Building No. 2, The Chinese University of Hong Kong Shatin, New Territories Hong Kong
General Office	3943 7110	lin@cuhk.edu.hk	Rm G17, Leung Kau Kui Building 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/academichonesty/>.

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.