The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
First Term, 2023-2024

Course Code: BMBL1001
Course Title: Introduction to Sign Language and Bimodal Bilingualism

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Course Overview: This course introduces some fundamental concepts surrounding sign language research especially how its findings gradually transform our understanding about the nature of sign language and the people who use it in a variety of sociolinguistic contexts. Key concepts to be discussed are sign language and gesture, natural sign language versus manually coded spoken language, sign language structure, deafness and sign language, deaf culture, legal recognition of sign language, sign language acquisition, and unimodal bilingualism and bimodal bilingualism.

Learning Outcomes:
Students completing this course will achieve a basic understanding that:

1. Sign language enjoys the same linguistic status as spoken language in human communication;
2. There is a continuum of signing varieties adopted by hearing and deaf individuals in society;
3. Sign language transmission through generations is necessitated by a Deaf Community with members who take sign language as a primary means of communication and an expression of their identity; and
4. Sign language is acquirable by children, deaf or hearing, and supports their language, cognitive and emotional development.

List of Topics

Topic	Contents/fundamental concepts
Hearing loss	Loss of hearing due to genetic or pathological causes, leading to different types and degree of hearing loss
Sign Language	A visual-gestural language used in Deaf communication
Signing as a system of communication	Signing is a cover term which includes use of a natural sign language, manually coded spoken language, fingerspelling, cued speech, tactile signing, etc.
Linguistic properties of sign language	Natural sign languages have a grammatical system that can be systematically investigated using theories of linguistics.
Sign language and deaf culture	Sign language is said to reflect a form of culture manifested by one's acceptance about deafness and sign language
Sign language acquisition	The processes of acquiring sign language by Deaf or Hearing individuals are said to be similar to those demonstrated by hearing children acquiring spoken languages
Bimodal bilingualism	A relatively new concept in Sign Linguistics which captures the phenomenon of signing deaf children or hearing children of Deaf parents acquiring and possessing knowledge of two language systems, a sign language, and a spoken language, simultaneously. This concept now surfaces in research on deaf education, bilingual acquisition, and bilingual processing.

<u>Learning activities</u>

Lectures (hr) in class	Interactive tutorials & report back sections (hr) in class	Report writing (hr) out class	Oral Presentations (hr) in class	Extra-curricular activities (hr) Out class	Readings (hr) out class	Total
20	20	20	1	5	30	96
M	M	M	M	M	M	M

M: Mandatory activity in the course   O: Optional activity   NA: Not applicable

Assessment scheme

Task nature	Description	Weight

Exploring the world of sign language and deaf people	This exercise aims to familiarize students with organizations involving deaf people and sign language in different countries.
	
	Students, working in groups (6-8 students each), browse the internet to identify a website of an organization, study it carefully, and present the search results in class. Since the choice of a country /website is on a first come first served basis, students must announce it on Blackboard.
	
	A. Group Presentation (10 min)
	Please indicate on the second slide of the ppt the names of the students responsible for the following tasks:
	    1. Identifying a website and selecting crucial information for presentation (2-3x)
	    2. Preparing a ppt (2-3x)
	    3. Presenting the information in class (1-2x)
	    4. Designing short quiz: 4 questions & answers (1x)
	
	Please upload the ppt to Blackboard 1 day before the presentation
	
	<u>Assessment scheme</u>
	Group presentation 10% (PPT contents, organization & presentation: 7% + Oral presentation: 3%)
	
	B. Individual report
	Write a summary (500 words) about the organization and critically assess (300 words) how it has enhanced your understanding of sign language and deaf community.
	
	<u>Assessment scheme</u>
	Summary: 4%
	Critical analysis: 4%
	Language & presentation: 2%
		Total: 25%
		10% group presentation
		
		5% quiz (individual)
		10% individual report

Focused discussion	The topic for class presentation is based on the book '*Legal Recognition of Sign Languages: Advocacy and Outcomes around the World*' edited by Maartje De Meulder, Joseph J. Murray, Rachel L. McKee and published by Multilingual Matters in 2019.
	
	Groups of 6-8 students choose a chapter from the book and prepare a ppt for presentation. Since the choice of a book chapter is on a first come first served basis, students must announce it on Blackboard.
	
	(A) Group Presentation (20 min)
	Please indicate on the second slide of the ppt the names of the students responsible for the following tasks:
	    1. Identifying a website and selecting crucial information for presentation (2-3x)
	    2. Preparing a ppt (2-3x)
	    3. Presenting the information in class (1-2x)
		Total: 35%
		
		15% group presentation
		
		5% quiz (individual)
		15% individual report

	4. Designing short quiz: 4 questions & answers (1x) Please upload the ppt to Blackboard <u>1 day</u> before the presentation <u>Assessment scheme</u> PPT contents, organization & presentation: 10% Critical analysis of the situation: 5% (B) Individual report Students uploads the report to Blackboard no later than the 2nd of December, 2023. <u>Assessment Scheme</u> Summary: 10% Critical analysis: 5% Write a summary (800 words) about the book chapter of your choice and critically assess (200-400 words) to what extent the country has been successful in legalizing sign language.	
Mid-term	Students answer short questions (based on the lecture's readings)	15% (individual)
Final exam	Students answer essay questions <u>Assessment scheme</u> 1. Summary of contents: 10% 2. Synthesis of information and argumentation: 10% 3. Organization and language: 5%	25% (individual)

Grade descriptors

A: Outstanding
➢Outstanding performance on all learning outcomes;
➢Competent in theorization, generalization, hypothesization, and reflection upon issues;
➢Skilled in creating, hypotheses and generating proposals to tackle issues with unanticipated extension.

A-: Excellent
➢Generally outstanding performance on all (or almost all) learning outcomes;
➢ Skilled in comparing and contrasting arguments, explaining causes, analyzing and relating concepts to general theories;
➢Good at applying issues to relevant social contexts and predicting logically related outcomes.

B: Good
➢Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensate for less satisfactory performance on others, resulting in overall substantial performance;
➢Able to enumerate, describe, list, and clarify concepts and topics;
➢Capable of examining a topic from multiple perspectives.

C: Fair
➢Satisfactory performance on a majority of learning outcomes, possibly with a few weaknesses;
➢Able to state, recognize, recall, and tell single points of topics of discussion.
D: Inadequate

➢Barely satisfactory performance on a number of learning outcomes;
➢Barely able to state, recognize, recall, and tell single points of topics of discussion.

F: Fail
➢Unsatisfactory performance on a number of learning outcomes, or failure to meet the specified assessment requirements;

➢Missing the points.

Resources
I. General
1. There will be course handouts and reading materials to enhance understanding of the fundamental concepts.
2. Films and documentaries about deafness and sign language to stimulate students' critical analysis of the Deaf situation.

II Textbooks
There is no textbook for this course, but introductory books on sign linguistics are included in the reading list below.

Hill, J., Lillo-Martin, D., Wood, S. (2019). *Sign Languages: Structure and Contexts.* Routledge.

Baker, Anne, van den Bogaerde, Beppie; Pfau, Roland; Schermer, Trude. (eds). 2016. *The Linguistics of Sign Languages: An introduction*. John Benjamins.

Johnston, Trevor. Schembri, Adam. 2007. Australian Sign Language: An introduction to sign language linguistics. Cambridge: Cambridge University Press. (CU Library electronic copy)

Sutton-Spence, R., Woll, B. 1998. *The Linguistics of British Sign Language: an introduction.* Cambridge: Cambridge University Press.

III. Recommended readings: all recommended readings are found in the lecture outline

IV. Journals
1.   Sign Language Studies (http://gupress.gallaudet.edu/SLS.html)
        Sign Language Studies (2012, Vol 4) special issue on 'language policy'
        Sign Language Studies (2015, Vol 4) special issue on 'linguistic human rights'
2.   Sign Language and Linguistics (https://benjamins.com/#catalog/journals/sll/main)
3.   Deaf Studies and Deaf Education (http://jdsde.oxfordjournals.org)
4.   Speech, Language and Hearing Research (http://jslhr.pubs.asha.org)
5.   Bilingual Education and Bilingualism
(http://www.tandfonline.com/toc/rbeb20/current#.Usn5tqVmsWY)
6. Deafness and Education International (https://browzine.com/libraries/946/journals/36380/issues/current)

V. References

Calloway, A. (2000). *Deaf Children in China.* Gallaudet University Press.
UL   HV2888 .C35 2000, Online access is available

Cintas, J.D., Orero, P., Remael, A. (2007, eds.). Media for all: Subtitling for the Deaf, Audio Description, and Sign Language. *Approaches to Translation Studies*. Amsterdam/New York: Rodopi.
UL   HV2380 .M43 2007 no online access

Eldredge, B.K. (2017). *My Mother made me Deaf.* Gallaudet University Press.
Online access is available

Fox, M. (2009). *Talking hands: What Sign Language Reveals About the Mind*. New York: Simon & Schuster Paperbacks.

UL Reserve 2 hours   P117 .F69 2007

Glickman, N.S. (2013). *Deaf Mental Health Care*. Routledge.
Online access is available

Golden-Meadow, S. (2005). *The Resilience of Language: What Gesture Creation in Deaf Children Can Tell Us About How All Children Learn Language*. Psychology Press.
Online access is available

Groce, Nora Ellen. (1988). *Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's. Vineyard*. Harvard University Press.
UL   HV2561.M49 G76   Online access is available

H-DirksenL., Bauman & Murray, J. (eds.) (2014). Deaf Gains: Raising the Stakes for Human Diversity. University of Minnesota Press.
UL   HV2380 .D425 2014 Online access is available

Holcomb, T. K. (2013). *Introduction to American Deaf culture*. Oxford, NY: Oxford University Press.
UL Reserve 2 hours   HV2545 .H65 2013

Ladd, P. (2003). *Understanding Deaf culture: In search of Deafhood*. Clevedon, UK: Multilingual Matters.
UL   HV2380 .L26 2003 Online access is available

Marschark, M., Knoors, H. (2020). The Oxford Handbook of Deafness in Learning and Cognition. NY: Oxford University Press.
E-copy request available at UL

Marschark, M., Hauser, P. (2014). How Deaf Children Learn: What Parents and Teachers Need to Know. NY: Oxford University Press.
UL   HV2391 .M257 2012, online access available

Knoors, H., Marschark, M. (2014). Teaching Deaf Learners: Psychological and Developmental Foundations. NY: Oxford University Press.
UL   HV2430 .K57 2014, online access available

Lane, Harlan. (1999). *The Masks of Benevolence.* DawnSignPress.
UL   HV2537 .L36 1992

Leigh, I. (2009). A Lens on Deaf Identities. *Oxford Press Scholarship Online* (https://www-oxfordscholarshipcom.easyaccess2.lib.cuhk.edu.hk/view/10.1093/acprof:oso/9780195320664.001.0001/acprof-9780195320664).
UL   WV270 .L35 2009

Leigh, I., Andrews, J. (2017, 2nd Edition). *Deaf people and Society: Psychological, Sociological and Educational Perspectives*. Routledge.
Online access is available

Lindgren, K.A., DeLuca, D., Napoli, D.J. (2008). Signs and Voices: Deaf Culture, Identity, Language and Arts. Gallaudet University Press.
UL   HV2545 .S54 2008

Marschark, M., Hauser, P. (2012). How Deaf Children Learn: What Parents and Teachers Need to Know. Oxford University Press.
UL   HV2391 .M257 2012, Online access is available

Monaghan, L., Schmaling, C., Nakamura, K., Turners, G.H. (2003). *Many Ways to be Deaf: International Variation in Deaf Communities*. Gallaudet University Press.
UL   HV2395 .M36 2003, Online access is available

Morris, W. (2008). *Theology without words: Theology in the Deaf Community*. Ashgate Publishing Ltd.
Chung Chi Library   CC   BV4463 .M67 2008

Nakamura, K. (2006). *Deaf in Japan: Signing and the Politics of Identity.* Cornell University Press.
UL   HV2883 .N35 2006

Padden, C., & Humphries, T. (2005). *Inside Deaf Culture*. Harvard University Press.
UL Reserve 2 hours   HV2545 .P35 2005, Online access is available

Ryan, D., Schuhman, J.S. (2002, eds.) *Deaf People in Hitler's Europe*. Gallaudet University Press.
UL   HV2746 .D43 2002, Online access is available

VI. Multimedia and internet resources
i) Some Useful Websites
1. HKSL Browser http://www.cslds.org/hkslbrowser/index.jsp?lang=en
2. Asian Sign Bank http://www.cslds.org/asiansignbank/
3. Centre for Sign Linguistics and Deaf Studies http://www.cslds.org/v3/

ii) Ted talks & video documentaries on deaf studies
General
1. "Opening our Ears to the Deaf" by Pamela Weisman, 2013
https://www.youtube.com/watch?v=Z6srfOyIVpQ
2. I'm deaf, but we can still talk" by Rebekah Afari, 2018
https://www.youtube.com/watch?v=M3f_mENOQaE&t=9s
3. "Bridging the gap between the deaf and hearing community" by Roos Wattel, 2018
https://www.youtube.com/watch?v=gxxMXhqgARI

Deaf education
1. "Making Education Accessible to Deaf Children" by Nyle DiMarco, 2018
https://www.youtube.com/watch?v=U_Q7axl4oXY&t=271s
2. "Using sign language morphology to unlock science education" by Gary Quinn, 2018
https://www.youtube.com/watch?v=XNj6DMzcrCw

Deaf culture
1. "Protecting and Interpreting Deaf Culture by| Glenna Cooper, 2017
https://www.youtube.com/watch?v=io7z5PftOU4
2. "Deaf ideology" by Marika Kovacs-Houlihan, 2015
https://www.youtube.com/watch?v=pLBw9nYI_Ks
3. Deaf parents and hearing children
https://www.youtube.com/watch?v=4r_S5WzsM48
4. Deaf family and deaf members
https://www.youtube.com/watch?v=5yS6bgMIwgI

Deaf and hearing worlds
1. "Not the hearing or Deaf world" by Heather Artinian, 2013
https://www.youtube.com/watch?v=jhm5OaXJVMQ
(based on a documentary Sound & Fury https://www.youtube.com/watch?v=nuhUOCewyKA&t=61s)
2. "Navigating deafness in a hearing world" by Rachel Kolb, 2013
https://www.youtube.com/watch?v=uKKpjvPd6Xo

Audism

1. Effects of Linguisticism and Audism on the developing Deaf person" Peter Hauser, 2015
https://www.youtube.com/watch?v=73zUW76OOxg&t=7s&pbjreload=10

VII. Exploring sign language and deaf situations
World Federation of the Deaf http://wfdeaf.org/
- Organization, functions, and events
- How it collaborates with the UN in fleshing out human rights and rights of sign language
- How it promotes the importance of Rights to Deaf people globally
*Under WFD, there are many links of local deaf organizations

United Nations
-United Nations Convention on the Rights of Persons with Disabilities
https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html
-United Nations Economic and Social Affairs – Disability
*UN's declaration. https://wfdeaf.org/news/un-23-sept-as-international-day-of-sign-languages/
*2018 – marks its first International Day of Sign languages.
https://www.un.org/development/desa/disabilities/news/dspd/international-day-sign-languages.html
*United Nations International Sign Language Day. https://www.un.org/en/observances/sign-languages-day
-United Nations Human Rights (office of high commissioner)
* https://www.ohchr.org/en/human-rights/universal-declaration/udhr-sign-languages
*importance of sign languages to foster human rights. https://www.ohchr.org/en/2021/09/importance-sign-languages-foster-human-rights-ohchr-perspective
- UN News: Global perspective human stories.
* https://news.un.org/en/story/2019/09/1047012
* https://news.un.org/en/story/2021/03/1086212
* https://news.un.org/en/story/2022/03/1113182

Unicef
-UNICEF's guidance for SL in deaf education
* https://www.unicef.org/esa/documents/guidance-sign-language-deaf-childrens-education-and-its-use-accessible
* https://www.unicef.org/supply/stories/unicef-supplies-hundreds-children-life-changing-hearing-aids
* https://www.unicef.org/zimbabwe/stories/her-mark-overcome-hearing-impairment-and-achieve-athletic-dream
* https://www.unicef.org/lac/media/23201/file/A%20house%20with%20many%20windows.pdf
*Butan. https://www.unicef.org/bhutan/stories/deaf-students-construct-first-sign-language-bhutan
Africa. https://www.un.org/development/desa/disabilities/news/dspd/international-day-sign-languages.html

Educational institutions
-Gallaudet University, US. https://gallaudet.edu/life/bilingual-advantage/
-Laurent Clerc National Deaf Education Center. https://clerccenter.gallaudet.edu
-National Technical Institute for the Deaf, RIT https://www.rit.edu/ntid/
-Ratchasuda College of Mahidol University
https://rs.mahidol.ac.th/about_faculty/staff_rs/department_of_deaf_studies/department_of_deaf_studies-62.html
-天津理工大學聾人工學院 https://ylr.tjut.edu.cn/

*Schools for the Deaf in different countries

Sign Language Assessment
-Sign language and Common European Framework of Reference languages. https://www.ecml.at/ECML-Programme/Programme2012-2015/ProSign/tabid/1752/Default.aspx
- Portal of sign language assessment. http://www.signlang-assessment.info/home-en.html

Sign Interpretation

-World Association of Sign Language Interpreters
*Organization and events. https://wasli.org/
*UNs' official language? https://www.passblue.com/2021/03/12/the-un-should-adopt-a-seventh-official-language-for-the-deaf/

Feedback for evaluation:

1. There will be a midterm evaluation for the instructor to obtain feedback from the students
2. There is an end-of-term course evaluation
3. Students are encouraged to discuss with the instructor regarding the conduct of the lessons.

Course schedule

Week	Date	Topics & Readings
Week 1	6 Sept	**Lecture: Misconceptions about deafness and sign language** *1. Misconceptions about deafness & Sign Language* https://signsoflifeasl.wordpress.com/2013/02/26/audism/ http://carolafinch.hubpages.com/hub/Myths-and-Misconceptions-About-Deaf-People https://www.youtube.com/watch?v=RHoIRuo0ng4 *2. Deaf parents who don't sign to their children* https://www.youtube.com/watch?v=RHoIRuo0ng4 *Dirksen, H., Bauman, L., Murray, J. 2012. Deaf studies in the 21ˢᵗ Century: Deaf gain and the future of human diversity. In Marschark, M., Spencer, Patricia Elizabeth (eds.) The Oxford Handbook of Deaf Studies, Language and Education, Vol.2, Oxford University Press.*
Week 2	13 Sept	**Lecture: Signing varieties, language contact and standardization** *Chan Yi Hin, Anita Yu On Lam, Aaron Wong Yiu Leung (2022) Translanguaging in Hong Kong Deaf Signers: Translating Meaning from Written Chinese. Sign Language Studies, Volume 22, Number 3, pp. 430-483* **Tutorial: Ted talk & discussion**
Week 3	20 Sept	**Lecture: Sign Language Structure** McWhorter, J. 2022. Spoken and sign language emergence: A comparison. *Languages*7: 184. https://doi.org/ 10.3390/languages7030184 **Tutorial: Ted talk & discussion**
Week 4	27 Sept	**Lecture: Deaf community** *Sze, F., Lo, C., Lo, L., & Chu, K. 2013. Historical development of Hong Kong Sign Language. Sign Language Studies, Vol.13 #2, 155-185.*

		Tutorial: Ted talk & discussion
Week 5	4 Oct	**Exploring the world of sign language and deaf people** **Group presentation**
Week 6	11 Oct	**Lecture: Legal recognition of sign language** *De Meulder, M. & Murray, J.J. 2017. Buttering their bread on both sides: The recognition of sign language and the aspirations of deaf communities. Language Problems and Language Planning 41:2, 136-158, John Benjamins.kust* **Tutorial: Ted talk & discussion**
Week 7	18 Oct	**Mid Term Test** (5 papers)
Week 8	25 Oct	**Lecture: Gesture and Iconicity in sign language** *Klima, E., & Bellugi, U. 1979. Iconicity in signs and signing. The Signs of Language, Cambridge Mass.: Harvard University Press.* **Group Presentation**
Week 9	1 Nov	**Lecture: Language attitudes** Joseph Hill, 2015. Language ideologies, policies and attitudes towards signed languages. In Bayley, R.(ed).et.al *The Oxford Handbook of Sociolinguistics*, pp.680-698. **Group Presentation**
Week 10	8 Nov	**Lecture: Sign language acquisition** Senghas, A., Coppola,M. (2001) Children creating language: How Nicaraguan Sign Language acquire a spatial grammar. Psychological Science, DOI: 10.1111/1467-9280.00359. **Group Presentation**
Week 11	15 Nov	**Lecture: Sign bilingualism in deaf education`** *Beppie van den Bogaerde, Buré & Fortgens, C. 2016. Bilingualism and deaf education. In Baker, Anne, van den Bogaerde, Beppie; Pfau, Roland; Schermer, Trude. (eds). 2016. The Linguistics of Sign Languages: An introduction. John Benjamins, Chapter 14: Bilingualism and Deaf Education, pp.325-336.* **Group Presentation**

Week 12	22 Nov	**Lecture: Sign Interpretation** *Lisa M. Prinzi* (2023). *Deaf Student–Interpreter Relationships and Feedback Practices in K-12 Mainstream Deaf Education. Journal of Deaf Studies and Deaf Education, 28, 68-83.* **Group Presentation**
Week 13	29 Nov	**Group Presentation (2-3x)**

Instructor & Tutors	
Name:	Gladys Tang
Office Location:	G2, K.K. Leung Building, CUHK Centre for Sign Linguistics and Deaf Studies, CUHK
Telephone:	Tel. 3943-7008/39431488
Email:	Email: gtang@cuhk.edu.hk
Teaching Venue & Time	Day: Wednesday Time: 9:30am – 12:15pm Venue: ARC_G024 (Lee Shau Kee Architecture Building)

Teaching Assistant/Tutor:	
Name:	Sun Yao
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Telephone:	
Email:	1155111425@link..cuhk.edu.hk

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 on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide (https://veriguide1.cse.cuhk.edu.hk/cuhk/), 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.