

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
First Term, 2024-2025

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

Course Overview:

Although sign language research has a very short history of development compared with spoken languages, it has attracted the attention of not only linguists, but also sociologists, computer engineers, educators, psychologists, hearing/speech/language clinicians, neuroscientists, etc. creating many opportunities for interdisciplinary collaboration with groundbreaking results.

To appreciate how this powerful impact of sign language research came about, students are introduced to some basic concepts about the nature of sign language, including deafness and sign language, oral and sign language, natural sign language versus manually coded spoken language, sign language and gesture, sign language grammar, Deaf community and Deaf Culture, legal recognition of sign language, sign language acquisition, and unimodal bilingualism versus bimodal bilingualism. An appreciation of these concepts lay the foundation of any interdisciplinary endeavor potentially benefitting the society and understanding of the humankind.

Learning Outcomes:

Students completing this course will achieve a basic understanding that:

- Sign language enjoys the same linguistic status as spoken language in human communication
- Sign language isn't gesture although it has a strong association with gesture
- Signing varieties exist naturally reflecting how people with different social backgrounds use the language in communication
- Learning of sign language is neither restricted to hearing loss children or adults nor confined to deaf schools
- Sign language can be acquired by humans across the age span

List of Topics:

Keywords	Descriptions
Hearing loss	Loss of hearing due to genetic or pathological causes, leading to different types and degree of hearing loss
Signing	It is a cover term for manual communication in the visual modality, which may include both natural and non-natural forms of signing the latter of which could be manually coded spoken language, fingerspelling, cued speech, tactile signing, etc.
Linguistic properties of sign language	Natural sign languages of Deaf communities have a grammar which can be investigated systematically at different linguistic levels and using similar linguistic theories
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

Learning Activities:

Lectures	Interactive tutorials & report back sections	Report writing	Focused Discussion	Extra-curricular activities	Readings	Total
(hr) in class	(hr) in class	(hr) out class	(hr) in class	(hr) Out class	(hr) out class	
20	10	20	3	5	30	88
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
<p>Exploring the world of sign languages and Deaf Communities</p>	<p>This exercise aims to familiarize students with the deaf and sign language situations in different parts of the world.</p> <p>3 students working as a group conduct internet search to identify websites or any resources relevant for the topic chosen, study them carefully, and present the search results in a ppt.</p> <p>Group ppt (32 slides max, including a front slide for the title and a slide for work organization purposes such as a summary of who is responsible for which slides).</p> <p>Groups will be assigned which ppts to review to prepare for the forum discussion the following week. Questions may cover clarifications, views on the situations or additional information to enrich the class' understanding of the situation. Depending on the arrangement, each group may need to review more than one ppt.</p> <p>Assessment scheme (A) Group ppt (Total: 10%) PPT contents (7%) Organization & presentation (3%) (B) Individual report (Total: 20%) Summary: 8% Critical analysis: 8% Language & presentation: 4%</p> <p>Write a summary introducing the deaf situation of a country/organization/deaf & sign language issue.. etc. identified through internet search and/or any resources (800 words).</p> <p>Critically assess how the search has enhanced your understanding of the topic in question, what knowledge you have gained and what concerns are brought to your mind when you review the contents (300 words). If you were given a chance to explore one of the concerns further, which one would you choose and why (300 words).</p> <p>Date of submission of the ppt: at the end of the forum preparation session (i.e.1 week before the focused discussion)</p> <p>Date of submission of the individual report: on the day of the focused discussion (Marks will be deducted for late submissions)</p>	<p>Total: 30%</p> <p>10% group ppt 20% individual report</p>
<p>Focused discussion & participation</p>	<p>Groups of students will be given one week to preview the ppts assigned to them to prepare for the focused discussion</p>	<p>Group report Total: 10%</p>

	<p>Groups of students take turn to pose questions to the ppt creators, for clarifications, for their views and opinions, for exchanges of views and opinions ...etc.</p> <p>After the discussion, they write a group report (500 words) in the form of a press release (i.e. what they have learnt from the discussion).</p> <p>Date of submission: 1 week after the focused discussion. (Marks will be deducted for late submissions).</p>	
Reading Report	<p>Individual students pick two required readings and write a summary (600 words each) about the issues discussed.</p> <p>Assessment scheme (15% each)</p> <ol style="list-style-type: none"> 1. Summary of contents: 7% 2. Synthesis of information and argumentation: 5% 3. Organization and language: 3% <p>Date of submission: 1 week after the final examination. (Marks will be deducted for late submissions).</p>	15% x 2 = 30% (individual)
On-site final exam	<p>Answering 3 essay questions based on the required readings</p> <p>Assessment scheme</p> <ol style="list-style-type: none"> 1. Summary of contents: 15% 2. Synthesis of information and argumentation: 9% 3. Organization and language: 6% 	30% (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:**General**

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

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.

Recommended readingsJournals

- 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'
- Sign Language and Linguistics (<https://benjamins.com/#catalog/journals/sll/main>)
- Deaf Studies and Deaf Education (<http://jdsde.oxfordjournals.org>)
- Speech, Language and Hearing Research (<http://jslhr.pubs.asha.org>)
- Bilingual Education and Bilingualism (<http://www.tandfonline.com/toc/rbeb20/current#.Usn5tqVmsWY>)
- Deafness and Education International (<https://browzine.com/libraries/946/journals/36380/issues/current>)

References

- Thoutenhoofd, E. D., & Lyngbäck, L. A. (2023). Bimodal-Bilingual Teacher Training in Sweden. *Sign Language Studies*, 23(4), 555–576. <https://doi.org/10.1353/sls.2023.a905539>
- Lucas, C., Bayley, R., Hill, J., & McCaskill, C. (2022). Segregation and desegregation of the Southern schools for the deaf: The relationship between language policy and dialect development. *Language*. <https://doi.org/10.1353/lan.0.0274>
- Woll, B. (2019). Applied Linguistics from the Perspective of Sign Language and Deaf Studies. In C. Wright, L. Harvey, & J. Simpson (Eds.), *Voices and Practices in Applied Linguistics: Diversifying a Discipline* (pp. 51–70). White Rose University Press. <http://www.jstor.org/stable/j.ctvs09r4p.6>
- Mori, S., & Sugimoto, A. (2019). Progress and problems in the campaign for sign language recognition in Japan. In *Multilingual Matters eBooks* (pp. 104–118). <https://doi.org/10.21832/9781788924016-008>
- Caldwell, H. B. (2022). Sign and spoken language processing differences in the brain: A brief review of recent research. *Annals of Neurosciences*, 29(1), 62–70. <https://doi.org/10.1177/09727531211070538>
- Keck, T., & Wolgemuth, K. S. (2020). American Sign Language phonological awareness and English reading abilities: continuing to explore new relationships. *Sign Language Studies*, 20(2), 334–354. <https://doi.org/10.1353/sls.2020.0004>
- Kusters, A. (2021). International Sign and American Sign Language as Different Types of Global Deaf Lingua Franca. *Sign Language Studies*, 21(4), 391–426. <https://doi.org/10.1353/sls.2021.0005>
- McWhorter, J. (2022). Spoken and Sign Language Emergence: A Comparison. *Languages (Basel)*, 7(3), 184. <https://doi.org/10.3390/languages7030184>
- Reagan, T. (2021). Historical Linguistics and the Case for Sign Language Families. *Sign Language Studies*, 21(4), 427–454. <https://doi.org/10.1353/sls.2021.0006>
- 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, N.E. (1988). *Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard*.

Harvard University Press.

UL HV2561.M49 G76 Online access is available

H-Dirksen, L., 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 Ed). *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 Univeristy Press.

UL HV2545 .S54 2008

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

Multimedia and internet resources

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/>

Ted talks & YouTubes on sign language and 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=gxxMXhggARI>
4. Why students should learn ASL
https://www.ted.com/talks/breese_tierney_why_students_should_learn_american_sign_language?subtile=en
5. 3 things you need to hear about sign language
https://www.ted.com/talks/mitya_morovov_3_things_you_need_to_hear_about_sign_language?subtile=en

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=uKKpjuPd6Xo>

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>

Exploring sign languages 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/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>

Education institutes for the deaf and hard-of-hearing

- 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/departement_of_deaf_studies/departement_of_deaf_studies-62.html
- 天津理工大學聾人工學院 <https://ylr.tjut.edu.cn/>

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 (WASLI)
 - *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	4 Sept	<p>Hearing loss and misconceptions about deafness and sign language</p> <p>Youtube for hearing loss: https://www.youtube.com/watch?v=ni83PWMLHgE</p> <p>Youtube for 10 common misconceptions https://www.youtube.com/watch?v=TUojNsjZ34Y</p> <p>Other helpful Youtubes: GU & NAD bust misconceptions https://www.youtube.com/watch?v=RHoIRuo0ng4</p>
Week 2	11 Sept	<p>Lecture: Signing varieties, language contact and standardization</p> <p>*De Quadros, R-M., Rathmann, C. 2021. Sign Language Standardization, Ch 29 <i>Cambridge Handbook of Language Standardization, Cambridge University Press.</i></p> <p>Adam, R. 2015. Standardization of Sign Languages. <i>Sign Language Studies</i> 15 (4): 432–45.</p> <p>Post-lecture task: Learning sign language varieties</p>
Week 3	18 Sept	Holiday – The day following the Chinese Mid-Autumn Festival

Week 4	25 Sept	<p>Lecture: Gesture & iconicity in sign language</p> <p>*Wilcox, S. 2004. Gesture and language: crosslinguistic and historical data from sign languages. <i>Gesture 4:1 (2004)</i>, 43–73.</p> <p>Klima, E., & Bellugi, U. 1979. Iconicity in signs and signing. <i>In The Signs of Language, Cambridge Mass.: Harvard University Press.</i></p> <p>Post-lecture task: Watch a Ted talk by Ben Lewis “Understanding humankind through gesture. https://www.youtube.com/watch?v=GcWpUNMyMDg</p>
Week 5	2 Oct	<p>Lecture: Do sign languages have a grammar?</p> <p>*McWhorter, J. 2022. Spoken and sign language emergence: A comparison. <i>Languages</i>, 184. https://doi.org/10.3390/languages7030184</p> <p>Lillo-Martin, D. & Gajewski, J. 2014. One grammar or two? Sign Languages and the Nature of Human Language. <i>Wiley Interdisciplinary Review of Cognitive Science</i>, 5(4): 387–401. doi: 10.1002/wcs.1297.</p> <p>Post-lecture tasks:</p> <ol style="list-style-type: none"> 1. Identify partners (3 members max) to prepare for the Deaf Exploration project. 2. Identify a deaf situation of a country
Week 6	9 Oct	<p>Lecture: Deaf community, deaf identity and deaf culture</p> <p>*Chan Y-H., Yu O-L., Wong Y-L. 2022. Translanguaging in Hong Kong Deaf Signers: Translating Meaning from Written Chinese. <i>Sign Language Studies</i>, Volume 22, Number 3, pp. 430-483</p> <p>Sze, F., Lo, C., Lo, L., & Chu, K. 2013. Historical development of Hong Kong Sign Language. <i>Sign Language Studies</i>, Vol.13 #2, 155-185.</p> <p>Post-lecture tasks:</p> <p>Work in groups to scan the information and determine the scope of presentation</p>
Week 7	16 Oct	<p>Forum Preparation</p> <p>Create a ppt and submit it to Blackboard at the end of the session.</p> <p>(Check the assessment scheme for details)</p>
Week 8	23 Oct	<p>Forum: World of Sign Languages and Deaf Communities Focussed Discussion</p> <p>Submission of individual reports</p>
Week 9	30 Oct	<p>Lecture: Language attitudes</p> <p>*Joseph Hill, 2015. Language ideologies, policies and attitudes towards signed languages. In Bayley, R.(ed). et al. <i>The Oxford Handbook of Sociolinguistics</i>, pp.680-698.</p> <p>Krausneker, V. 2015. Ideologies and Attitudes toward Sign Languages: An Approximation, <i>Sign Language Studies</i>, Vol. 15, No. 4</p>

		<p>Post-lecture task: Watch a Ted talk by Glenna Cooper’s Protecting and interpreting deaf culture. https://www.youtube.com/watch?v=io7z5PftOU4</p>
Week 10	6 Nov	<p>Lecture: Research on sign language acquisition and implications</p> <p>*Pontecorvo, E., Higgins, M., Mora, J., Lieberman, A., Pyers, J., Caselli, N.K., 2022. Learning a Sign Language Does Not Hinder Acquisition of a Spoken Language. <i>Journal of Speech, Language, and Hearing Research</i>. doi.org/10.1044/2022_JSLHR-22-00505</p> <p>Lillo-Martin, D., Henner, J., 2021. Acquisition of Sign Languages <i>Annual Review of Linguistics</i>. 7:395–419.</p> <p>Post-lecture task: Watch a Ted Talk by Casie Lucas-Szumigala’s ASL & English: Bridges to language acquisition infants & toddlers.</p>
Week 11	13 Nov	<p>Lecture: Legal recognition of sign language</p> <p>*De Meulder, M. & Murray, J.J. 2017. Buttering their bread on both sides: The recognition of sign language and the aspirations of deaf communities. <i>Language Problems and Language Planning</i> 41:2, 136-158, John Benjamins.</p> <p>De Meulder, M., Murray, J.J., McKee, R.L. 2019. Epilogue: Claiming Multiple Positionalities: Lessons from the First Two Decades of Sign Language Recognition. In <i>The Legal Recognition of Sign Languages: Advocacy and Outcomes Around the World</i>, De Meulder, M., Murray, J.J., McKee, R.L (eds). Multilingual Matters</p> <p>Post-lecture task: Watch a You Tube on Law and Sign Language https://www.youtube.com/watch?v=Z7mZwoJ639w</p>
Week 12	20 Nov	<p>Lecture: Sign interpretation & machine translation</p> <p>*Sze et al. 2022. The provision of sign interpretation in Asia. The provision of sign language interpretation in Asia. In Stone, C., Adam, R., de Quadros, R., Rathmann, C., (eds.) <i>The Routledge Handbook of Sign Language Translation and Interpreting</i>. Routledge.</p> <p>Lisa M. Prinzi (2023). Deaf Student–Interpreter Relationships and Feedback Practices in K-12 Mainstream Deaf Education. <i>Journal of Deaf Studies and Deaf Education</i>, 28, 68-83.</p> <p>Post-lecture task: Watch a Ted Talk on ‘How to work with a sign language interpreter in 5 easy steps. https://www.youtube.com/watch?v=cfIc8sgqkBA</p>
Week 13	27 Nov	<p>Final Exam (Pencil and Paper test)</p> <p>4 Dec : Submission of the reading report</p>

Instructor & Tutors	
Name:	Gladys Tang
Office Location:	G2, K.K. Leung Building, CUHK Centre for Sign Linguistics and Deaf Studies, CUHK
Telephone:	Tel. 3943-7008/3943-1488
Email:	Email: gtang@cuhk.edu.hk
Teaching Venue & Time	Day: Wednesday Time: 9:30am – 12:15pm Venue: ARC_G04 (Lee Shau Kee Architecture Building)

Teaching Assistant/Tutor:	
Name:	Mandy Tang
Office Location:	Room 203, Centre for Sign Linguistics and Deaf Studies, CUHK
Telephone:	64634577 (whatsapp only)
Email:	mandy_csls@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.

In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents. 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.

Students are fully aware that their work may be investigated by AI content detection software to determine originality.

Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

Use of generative AI tools

Use of AI tools is allowed with explicit acknowledgement and proper citation

Permission is given to students resorting to AI-driven softwares to facilitate:

- a. reading comprehension of journal papers
- b. grammar checks on writing outputs

AI-driven softwares to compose reports and essays are **DISALLOWED**.

--- End ---