

The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
First Term, 2024-25

<p>Course Code: BMBL3001 Title in English: Sign Language in Education Title in Chinese: 手語與教育</p>
<p>Course Description: This course explores the impact of sign linguistics research on the shaping of new directions in education, in particular, the issue of language in education and the benefits of sign language in educating students with diverse needs. Factors to be covered include society's perception about sign language in bilingual education, attitudes towards the use of oral, written as well as the various modes of signing in different educational settings, code choice, code switching and code blending in bimodal bilingual communication. The impacts of sign language learning on children's language, literacy, cognitive and psychosocial development will also be discussed.</p>

Learning outcomes

<p>Students completing this course should be able to:</p> <ol style="list-style-type: none"> 1. Understand the history of sign language in educating deaf students, especially the rise of sign bilingualism in education because of the growing evidence from sign linguistics research. 2. Demonstrate critical thinking towards the controversy between oralism and manualism in deaf education. 3. Critically evaluate the different modes of education, especially the issues surrounding the deployment of two languages (e.g. Makaton, Total Communication, Bimodal Bilingual Education) in classroom teaching. 4. Understand the latest developments of educating typical and atypical children using a sign bilingual approach. 5. Understand how sign language and gestures can be incorporated in classroom teaching for different subject content like English, mathematics, and general studies, etc.

Course syllabus

Topic	Contents/fundamental concepts
Sign Language	A visual-spatial language adopted by members of the Deaf community in daily interactions. It consists of a grammatical system which reflects universal principles of linguistic organization that shows differences when compared with the grammar of the society's spoken language.
Sign bilingual education	An approach, which supports the use of natural sign language in educating deaf students as their first language, and the written mode of spoken language as second language. The approach is now extended to other populations such as hearing infants, children with special educational needs such as AD/HD, ASD, etc.
Diverse abilities	Usually referring to individuals in society or educational settings that demonstrate different sensory, physical, intellectual or psychosocial development.
Code choice	It refers to the choice of a language code by individuals in communication; it is a reflection of the instinctive abilities of bilinguals/multilinguals due to their multiple language competence.

Course components (Teaching modes and Learning activities)

Teaching Modes and Learning Activities	
On-site face-to-face (please specify if it is hybrid, i.e. some students will attend the activities elsewhere)	Percentage of time
Lectures (hybrid <i>yes/no</i>)	40%
Interactive tutorial (hybrid <i>yes/no</i>)	16%
Experiential activities (hybrid <i>yes/no</i>)	6%
Experience sharing from guest speakers (hybrid <i>yes/no</i>)	6%

<i>Project discussion (hybrid yes/no)</i>	3%
<i>Project presentation (hybrid yes/no)</i>	5%
Online asynchronous	
<i>Micromodules</i>	10%
<i>Assigned reading</i>	10%
Out-of-classroom	
<i>School visit</i>	4%
Total:	100%

Assessment type, percentage and rubrics

Task Nature	Purpose	Learning outcomes	Percentage
<i>Class participation</i>	To encourage active participation in class activities, including lectures, experiential activities, guest sharing and project presentations	1. Students are able to participate actively in class: raising questions and expressing their opinions and comments with good integration of the knowledge they learn in the course.	10%
<i>Reading-based assignment</i>	To facilitate students' self-learning and development of basic research skills	1. Based on an assigned journal paper or book chapter, students are able to identify the major content and arguments of the paper and rephrase them precisely and concisely in a powerpoint with at most 10 slides (10%). 2. Students are able to illustrate some major contents with different visual organization frameworks or infographics (5%) 3. Students are able to present clearly and manage class discussions effectively (5%).	20%
<i>Writing a 1000-word report on students' critical reflections in the experiential learning activities and guests' sharing arranged in class</i>	To encourage critical reflection on the experiential activities and guests' sharing Students are required to select one activity or sharing and write a 1000-word critical reflection on its impact to participants.	1. Students are able to summarize their observations and organize their ideas in a logical and systematic way (5%) <i>*Briefly summarize the experiential learning activity or the guests' sharing, and your major observations.</i> 2. Students are able to provide critical reflections and insights on the selected experiential activity or sharing (5%) <i>*Discuss what you have learned from the experiential activity or the guests' sharing including which incidence or the guests' experience has impacted you most and how the experience has changed your attitude towards deafness, deaf culture, deaf education or sign language in education.</i>	10%
<i>Attending a 2-hour mid-term examination</i>	To evaluate students' understanding and comprehension of major course content delivered through course lectures, micro-modules and assigned readings for the first seven lectures.	1. Understand the major concepts of the first seven lectures. 2. Comprehend the required readings and understand the major concepts brought out by the authors.	20%

<p><i>Developing a term project that adopts a problem-based learning approach to investigating an issue relating to the concepts of sign language in education</i></p>	<p>To evaluate how well the students can understand the concepts taught in the course and develop a project to investigate how empirical findings from sign language and deaf education research potentially resolve or address their identified problems or issues.</p>	<p><u>Project presentation (10%)</u></p> <ol style="list-style-type: none"> 1. Organize the content of the presentations systematically with a comprehensive literature review and critical analysis of their data (5%) 2. Present their ideas clearly with effective language use and handling of discussions (5%) <p><u>Written report* (30%)</u></p> <ol style="list-style-type: none"> 1. Explain the background of the project clearly and discuss the major concepts based on comprehensive literature review (5%): *With reference to the reviewed literature, you have to firstly describe the background and rationale of your study and define the major research questions. 2. Analyze their findings and discuss thoroughly the results and observations (10%): *You are required to justify your adopted methodology and report your key findings and observations with good reference. 3. Provide authentic and original recommendations according to the analysis based on Hong Kong context (10%) 4. Organize their ideas systematically and express their ideas clearly (5%) <p>*Word limit: 3000 words (1-inch margins, font 12, Times New Roman, double-spaced).</p>	<p>40%</p>
--	--	---	------------

Grade Descriptors

A	<p>Outstanding</p> <ul style="list-style-type: none"> ➤ Outstanding performance on all learning outcomes; ➤ Competent in theorisation, generalisation, hypothesization, and reflection upon issues; ➤ Skilled in creating, hypotheses and generating proposals to tackle issues with unanticipated extension.
A-	<p>Excellent</p> <ul style="list-style-type: none"> ➤ 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	<p>Good</p> <ul style="list-style-type: none"> ➤ 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	<p>Fair</p> <ul style="list-style-type: none"> ➤ 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	<p>Inadequate</p> <ul style="list-style-type: none"> ➤ Barely satisfactory performance on a number of learning outcomes; ➤ Barely able to state, recognize, recall, and tell single points of topics of discussion.
F	<p>Fail</p> <ul style="list-style-type: none"> ➤ Unsatisfactory performance on a number of learning outcomes, or failure to meet the specified assessment requirements; ➤ Missing the points.

Required and recommended readings

Required readings:

Archbold, S., & Mayer, C. (2012). Deaf education: the impact of cochlear implantation? *Deafness and Education International*, 14(1), 2-15. <https://doi.org/10.1179/1557069X12Y.0000000003>

Capirci, O., Cattani, A., Rossini, P., & Volterra, V. (1998). Teaching sign language to hearing children as a possible factor in cognitive enhancement. *Journal of Deaf Studies and Deaf Education*, 3(2), 135-142.

Dunst, C., Meter, D., & Hamby, D.W. (2011). Influences of sign and oral language interventions on the speech and oral language production of young children with disabilities. *CELL reviews*, 4(4), 1-20.

Hall, M. L., Eigsti, I-M., Bortfeld, H., & Lillo-Martin, D. (2017). Auditory deprivation does not impair executive function, but language deprivation might: Evidence from a parent-report measure in deaf native signing children. *Journal of Deaf Studies and Deaf Education*, 22, 9–21.

Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D.J., Rathmann, C., & Smith, S.R. (2012). Language acquisition for deaf children: reducing the harms of zero tolerance to the use of alternative approaches. *Harm Reduction Journal*, 9(16). <https://doi.org/10.1186/1477-7517-9-16>

Lau, T. H. M., Lee, K. Y. S., Lam, E. Y. C., Lam, J. H. S., Yiu, C. K. M., & Tang, G. W. L. (2019). Oral language performance of deaf and hard-of-hearing students in mainstream schools. *The Journal of Deaf Studies and Deaf Education*, 24(4), 448- 458. <http://doi.org/10.1093/deafed/enz012>

Mayor, C. (2015) Rethinking Total Communication: Looking back, moving forward. In Marschark, M. & Spencer, P. (Eds.). *The Oxford Handbook of Deaf Studies in Language* (pp. 32-44). Oxford University Press.

Mueller, V.; Sepulveda, A.; Rodriguez, S. (2014). "The effects of baby sign training on development". *Early Child Development and Care*, 184 (8), 1178-1191.

Plaza-Putz, C. (2012). Deaf education and bilingualism. In Pfau, R., Steinbach, M., & Woll, B. (Eds.) *Sign language: An International Handbook* (pp. 949-979). *De Gruyter*.

Tang, G.W.L., Yiu, C.K.M., Lee, K.Y.S., Li, J., Li, Q., Ho, C.C.M., & Lam, D.C.F. (2022). Two Languages are Better than One: Establishing Inclusive Education for the Deaf and Hard-of-Hearing Children in Hong Kong Using a Sign Bilingualism and Co-enrollment Approach. *BrainChild*, 21(1), 9-30.

Van Gent, T. (2016). Mental Health Problems of Deaf Children and Adolescents. In M. Marschark, V. Lampropoulou, & E.K. Skordilis (Eds.) *Diversity in Deaf Education*, (pp. 381-416). Oxford University Press.

Yiu, C. K-M. (2024). Measuring academic attainment and progress of deaf and hard of hearing students in Sign Bilingualism and Co-enrollment (SLCO) classrooms: A case study, *Deafness and Education International*, 26(1), 90–124. <https://doi.org/10.1080/14643154.2024.2303198>

Recommended Readings:

A. Journals

1. Journal of Sign Language Studies (<http://gupress.gallaudet.edu/SLS.html>)
2. Journal of Sign Language and Linguistics (<https://benjamins.com/#catalog/journals/sll/main>)
3. Journal of Deaf Studies and Deaf Education (<http://jdsde.oxfordjournals.org>)
4. Journal of Speech, Language and Hearing Research (<http://jslhr.pubs.asha.org>)
5. Journal of Bilingual Education and Bilingualism (<http://www.tandfonline.com/toc/rbeb20/current#.Usn5tqVmsWY>)

B. Books

- Marschark, M., Knoors, H., & Antia, S. (Eds). (2019). *Co-enrollment Education for Deaf and Hard-of-hearing Learners*. Oxford University Press.
- Marschark, M., Tang, G., & Knoors H. (Eds). (2014). *Bilingualism and Bilingual Education*. Oxford University Press.
- Pickersgill, M., & Gregory, S. (1998) *Sign Bilingualism: A Model*. LASER.
- Plaza-Putx, C., & Morales-López, E. (Eds). (2008). *Sign Bilingualism*. John Benjamins.
- Swanwick, R. (2016). *Languages and Linguaging in Deaf Education: A Framework for Pedagogy*. Oxford University Press.

C. Journal Papers/Book Chapters

- Adam, B. (2012). Language contact and borrowing. In Pfau, R., Steinbach, M., & Woll, B. (Eds.), *Sign language: An International Handbook* (pp. 841-861), Mouton de Gruyter.
- Baker, C. (2001). *Foundations of Bilingual Education and Bilingualism*, Multilingual Matters.
- Bauman, H-D. L. (Ed). (2008). *Open Your Eyes, Deaf Studies Talking*, University of Minnesota Press.
- Benitez-Burraco, A. (2015). A biolinguistic approach to sign language. In Marschark, M. & Spencer, P. (Eds.), *The Oxford Handbook of Deaf Studies in Language* (pp. 256-272). Oxford University Press.
- Bonvillian, J. D., Nelson, K. E., & Milnes Rhyne, J. (1981). Sign language and autism. *Journal of Autism and Developmental Disorders*, 11(1), 125-137.
- Campbell, R, MacSweeney, M., & Waters, D. (2007). Sign language and the brain: A review. *Journal of Deaf Studies and Deaf Education*, 13(1), 3-20.
- Corina, D. (2015). Neurolingusitic studies on sign language bilingualism. In Marschark, M. & Spencer, P. (Eds.). *The Oxford Handbook of Deaf Studies in Language* (pp. 276 -287). Oxford University Press.
- Goldin-Meadow, S. (2012). Homesign: Gesture to language. In Pfau, R., Steinbach, M., & Woll, B. (Eds.) *Sign Language: An International Handbook* (pp. 601-625). Mouton de Gruyter.
- Knoors, H., & Marschark, M. (2015). Cognitive profiles of deaf children. In *Teaching Deaf Learners* (pp. 107-131). Oxford University Press.
- Marschark, M. (2010). Communication with deaf children. In *Raising and Educating a Deaf Child* (2nd ed., pp. 63-91). Oxford University Press.
- Mayer, C., & Leigh, G. (2010). The changing context for sign bilingual education programs: issues in language and the development of literacy. *International Journal of Bilingual Education and Bilingualism*, 13(2), 175-186.
- Mayer, C., Trezek, B. J., & Hancock, G. R. (2021). Reading achievement of deaf students: Challenging the fourth grade ceiling. *The Journal of Deaf Studies and Deaf Education*, 26(3), 427–437.
- Murray, J.J., Snoddon, K., De Meulder, M., & Underwood, K. (2018). Intersectional inclusion for deaf learners: moving beyond General Comment #4 on Article 24 of the United Nations Convention on the Rights of Persons with Disabilities. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2018.1482013>
- National Deaf Children's Society (2022) Deaf-friendly early education and childcare: for practitioners working with children in the early years. Retrieved from: <https://www.ndcs.org.uk/?returnUri=%2fdocuments-and-resources%2fdeaf-friendly-early-education-and-childcare%2f#logIn-overlay>
- Shield, A., Meier, R. P., & Tager-Flusberg, H. (2015).The use of sign language pronouns by native-signing children with autism. *Journal of Autism and Developmental Disorders*, 45(7), 2128-2145.

Spencer, P. E., & Marschark, M. (2010). *Evidence-based Practice in Educating Deaf and Hard-of-Hearing Students*. Oxford University Press.

Tang, G. (2015). Hong Kong Sign Language. In Wang, S-Y. & Sun, C.F. (Eds.), *The Oxford Handbook of Chinese Linguistics* (pp. 710-728). Oxford University Press.

Tang, G., Li, Q., Li, J., & Yiu, K-M. C. (2023) Chinese grammatical development of d/Deaf and hard-of-hearing children in a sign bilingualism and co-enrollment program. *American Annals of the Deaf*, 167(5), 675–699. <http://doi.org/10.1353/aad.2023.0007>

Tang, G. & Yiu, C. K-M. (2016). Developing sign bilingualism in a co-enrollment school environment: A Hong Kong case study. In Marschark, M., & Spencer, P. (Eds.), *The Oxford Handbook of Deaf Studies in Language* (pp.197-217). Oxford University Press.

Thierfelder, P., Tang, G., & Li, J. (2023). The acquisition of Hong Kong Sign Language in deaf and hard-of-hearing children: A longitudinal study of sign language development in a bimodal bilingual co-enrollment programme. *Deafness & Education International*, 26(1), 6–36. <https://doi.org/10.1080/14643154.2023.2292860>

Woll, B., & Ladd, P. (2003). Deaf Communities. In *Handbook of Deaf Studies and Deaf Education* (Vol. 1, pp. 151-163). Oxford University Press.

Yiu, K-M., & Tang, G. (2014). Social integration of deaf and hard-of-hearing students in a sign bilingual and co-enrollment environment. In Marschark, M., Knoors, H., & Tang, G. (Eds.), *Bilingualism and Bilingual Deaf Education* (pp. 342-367). Oxford University Press.

Yiu, C. K-M., Tang, G. & Ho, C. C-M. (2019) Essential Ingredients for Sign Bilingualism and Co-Enrollment Education in the Hong Kong Context. In M. Marschark, S. Antia, & H. Knoors (Eds.), *Co-Enrollment in Deaf Education*. (pp 83-106). Oxford University Press.

Feedback for evaluation

1. There will be a mid-term evaluation with the students to obtain students' feedback.
2. There is an end-of-term course evaluation.

Course schedule

Week	Date	Topic	Required readings (for tutorial presentation)
1	4-Sep	<ol style="list-style-type: none"> 1. Course briefing 2. Auditory system, causes of hearing loss, and different types of hearing devices 3. Experiential activity: audiological testing 	<i>For reference only:</i> National Deaf Children's Society (2022) Deaf-friendly early education and childcare: for practitioners working with children in the early years. Retrieved from: https://www.ndcs.org.uk/?returnUri=%2fdocuments-and-resources%2fdeaf-friendly-early-education-and-childcare%2f#logIn-overlay
2	11-Sep	<ol style="list-style-type: none"> 1. Sign Language in education: A historical perspective 2. Guest sharing: Deaf student in different education settings 	<i>For reference only:</i> Mayor, C. (2015) Rethinking Total Communication: Looking back, moving forward. In Marschark, M. & Spencer, P. (Eds.). <i>The Oxford Handbook of Deaf Studies in Language</i> (pp. 32-44). Oxford University Press.
3	18-Sep	Holiday – The day following the Chinese Mid-Autumn	

4	25-Sep	<ol style="list-style-type: none"> 1. Language of communication in the classroom 2. Experiential activity: Speech reading, and deaf literacy 3. Tutorial presentation: Group 1 	<p>Lau, T. H. M., Lee, K. Y. S., Lam, E. Y. C., Lam, J. H. S., Yiu, C. K. M., & Tang, G. W. L. (2019). Oral language performance of deaf and hard-of-hearing students in mainstream schools. <i>The Journal of Deaf Studies and Deaf Education</i>, 24(4), 448- 458. http://doi.org/10.1093/deafed/enz012</p>
5	2-Oct	<ol style="list-style-type: none"> 1. Changing contexts of sign bilingual education in the 21st century 2. Tutorial presentation: Group 2 	<p>Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D.J., Rathmann, C., & Smith, S.R. (2012). Language acquisition for deaf children: reducing the harms of zero tolerance to the use of alternative approaches. <i>Harm Reduction Journal</i>, 9(16). https://doi.org/10.1186/1477-7517-9-16</p>
6	9-Oct	<ol style="list-style-type: none"> 1. Sign Bilingual Education 2. Experiential activity: Sign language as academic language 3. Tutorial presentation: Group 3 	<p>Plaza-Pust, C. (2012). Deaf education and bilingualism. In Pfau, R., Steinbach, M., & Woll, B. (Eds.) <i>Sign language: An International Handbook</i> (pp. 949-979). De Gruyter.</p>
7	16-Oct	<ol style="list-style-type: none"> 1. Co-enrollment education: on latest development 2. Guest sharing: Parent of deaf child 3. Tutorial presentation: Group 4 	<p>Tang, G.W.L., Yiu, C.K.M., Lee, K.Y.S., Li, J., Li, Q., Ho, C.C.M., & Lam, D.C.F. (2022). Two Languages are Better than One: Establishing Inclusive Education for the Deaf and Hard-of-Hearing Children in Hong Kong Using a Sign Bilingualism and Co-enrollment Approach. <i>BrainChild</i>, 21(1), 9-30.</p>
8	23-Oct	<ol style="list-style-type: none"> 1. Co-enrollment education: on research finding 2. Experiential activity: Speech-to-text 3. Tutorial presentation: Group 5 	<p>Capirci, O., Cattani, A., Rossini, P., & Volterra, V. (1998). Teaching sign language to hearing children as a possible factor in cognitive enhancement. <i>Journal of Deaf Studies and Deaf Education</i>, 3(2), 135-142.</p>
From 30 Oct 2024 onward		Term project consultation will be arranged with individual groups.	
9	30-Oct	<ol style="list-style-type: none"> 1. Sign language and cognitive development 2. Mid-Term Exam 3. Tutorial presentation: Group 6 	<p>Hall, M. L., Eigsti, I-M., Bortfeld, H., & Lillo-Martin, D. (2017). Auditory deprivation does not impair executive function, but language deprivation might: Evidence from a parent-report measure in deaf native signing children. <i>Journal of Deaf Studies and Deaf Education</i>, 22, 9–21.</p>
10	6-Nov	<ol style="list-style-type: none"> 1. Sign language and psychosocial development 2. Guest sharing: CODA 3. Tutorial presentation: Group 7 	<p>Van Gent, T. (2016). Mental Health Problems of Deaf Children and Adolescents. In M. Marschark, V. Lampropoulou, & E.K. Skordilis (Eds.) <i>Diversity in Deaf Education</i>, (pp. 381-416). Oxford University Press.</p>
11	13-Nov	<ol style="list-style-type: none"> 1. Beyond Deaf Education: Sign Language for Typically Developing Children and Infants 2. Guest sharing: baby signing 3. Tutorial presentation: Group 8 	<p>Mueller, V.; Sepulveda, A.; Rodriguez, S. (2014). "The effects of baby sign training on development". <i>Early Child Development and Care</i>, 184 (8), 1178-1191.</p>
12	20-Nov	<ol style="list-style-type: none"> 1. Beyond Deaf Education: Sign Language for children with Autistic Syndrome Disorders (ASD) or Intellectual Disabilities (ID) 2. Guest sharing: Sign language for atypical students 3. Tutorial presentation: Group 9 	<p>Dunst, C., Meter, D., & Hamby, D.W. (2011). Influences of sign and oral language interventions on the speech and oral language production of young children with disabilities. <i>CELL reviews</i>, 4(4), 1-20.</p>
13	27-Nov	Project Presentations	-

Teachers' or TA's contact details

Professor/Lecturer/Instructor:	
Name:	Dr. YIU Kun Man, Chris
Office Location:	Rm 104, Centre for Sign Linguistics and Deaf Studies, Academic Building #2
Telephone:	9789-8927
Email:	chrisyiu_cslds@cuhk.edu.hk
Teaching Venue:	ERB706
ResearchGate	https://www.researchgate.net/profile/Chris-Yiu-2/research

Teaching Assistant/Tutor:	
Name:	Ms. Irene Xu Yue
Office Location:	Rm 104, Centre for Sign Linguistics and Deaf Studies, Academic Building #2
Telephone:	3943 4178
Email:	irenexuy@link.cuhk.edu.hk
Teaching Venue:	ERB706

A facility for posting course announcements

Blackboard and WhatsApp will be used to communicate with the students, distribute the reading materials, course handouts, and other learning materials.

Details of course website

The website of the Centre for Sign Linguistics and Deaf Studies (CSLDS), The Chinese University of Hong Kong will be introduced to the students for their reference. (<http://www.cslds.org/v4/>)

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 the 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 Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

All use of AI tools is prohibited in assignments and assessment tasks

For assignments and assessment tasks that count towards the final course grades, students are not allowed to submit work which is produced with the collaboration of or supported by the use of any generative AI tools (e.g. ChatGPT)*.

Any breach of the regulations will be considered an act of academic dishonesty and will be handled according to the University's Procedures for Handling Cases of Academic Dishonesty.

In case of queries, students should seek advice from the course teacher.

--- End ---