

**Course Outline  
2025-2026**

<b>Course Code</b>	<b>LING5403</b>
<b>English Title</b>	<b>Language Acquisition of Deaf Children</b>
<b>Chinese Title</b>	<b>聋童语言习得</b>

**Course description**

This course explores how deaf children acquire spoken language and signed language in both monolingual and bimodal bilingual contexts. In the Chinese context, the focus is on how deaf children learn the sound segments, tones, and grammar of Cantonese and Mandarin. The acquisition of signed language will also be examined, with reference to bimodal bilingualism as demonstrated in specific structural aspects of signed and spoken language. The course also covers important concepts in the theory of language acquisition, such as language input, critical periods, delayed input and language deprivation.

**Learning outcomes**

Students can:

- Compare and contrast the different ways in which deaf children access the grammar of natural languages, either through the auditory/oral or the visual/spatial modality,
- The complex situations in which deaf children acquire spoken and signed language,
- Effects of linguistic input and critical period on language acquisition,
- Crosslinguistic interaction in bimodal bilingualism, and
- Develop a research framework to investigate deaf children’s language acquisition.

**Course syllabus**

<b>Topics</b>	<b>Contents/fundamental concepts</b>
Signed language development	Levels of description: Phonological knowledge Morphological knowledge Syntactic knowledge Non-manuals
Spoken language development	Levels of description: Speech perception and production Grammatical knowledge Vocabulary and literacy
Critical Period	It refers to the period during which children are said to be sensitive to linguistic data for language acquisition. Language acquisition beyond this period displays diverse ultimate attainment.
Impoverished Input	Linguistic data that is supposedly sensitive enough to trigger language acquisition is neither perceived nor processed efficiently. Alternatively, the so-called language data that deaf children are exposed to does not reflect natural language properties.
Sign bilingualism vs bimodal bilingualism	Sign bilingualism refers to a form of education philosophy for the deaf that promotes the use of sign language in education to nurture the ‘L1’ acquisition of deaf and hard-of-hearing children. Subsequent exposure to spoken language in the education process is taken to be their L2 acquisition. On the other hand, bimodal

bilingualism has a much stronger linguistic orientation that promotes early and simultaneous exposure to both sign language and spoken language for deaf children, achieving bilingualism with knowledge of two languages for them to function flexibly in two modalities.

### Course components

On-site face-to-face	Percentage of time
Lectures	27 hours
Focused Discussions	6 hours
Workshops	6 hours
	Total: 39 hours
<b>Out-of-classroom</b>	
Readings & report preparation	30hours
Presentation Preparation	16 hours
Data Processing	10 hours
Term Paper Preparation	20 hours
Final Exam Preparation	10 hours
	Total: 96 hours
	Grand Total: 135 hours

### Assessment

Components	Weight	AI use (see Appendix 2)
Focused Discussion  (1 presentation + 1 report 1000-1200 words)	40% (15% presentation + 25% report)  <b>Presentation</b> <b>Aim: Train students in identifying crucial info in academic papers, organizing and presenting the info in class, leading class discussions and writing a critique of the paper.</b>  Contents of the ppt: Backgrounds of research, motivation, research questions, methodology, findings, results and discussion, and students' critical evaluation of the study  Students are expected to prepare questions to lead class discussion  Total # of slides = 16 1 motivation* + 13 summary + 2 critical analysis  *Motivation for developing the theme of the presentation	<b>AI use: Approach 3</b> <b>(Use with explicit acknowledgement &amp; justifications; AI writing index required before submission)</b>  (State "no use of AI" and skip this section if students decide not to use AI for this piece of work)

	<p><u>Assessment - oral presentation (15%)</u> Summary of literature, research questions, methodology and findings 10% Style of resentation: 5%</p> <p><u>Assessment – Individual report writing (25%):</u> Synthesis of information and argumentation 10% Critical evaluation 15%</p>	
1 workshop report (1000-1200 words)	<p>40%</p> <p><b>Aim: Train students in reviewing the literature to prepare for a research project, then in scanning, processing and describing child data. The last step is to write a technical report on the research project</b></p> <p>Individual report <u>Assessment</u> Clear understanding of the backgrounds of the study 15% Systematic data presentation and description 10% Insightful interpretation and argumentation: 10% Critical evaluation on the study 5%</p>	AI use: Approach 1 (i.e. no AI use)
Final Exam	<p>20%</p> <p><b>Aim: Assessing students’ general understanding of the required readings.</b></p> <p><b>Format: Multiple-choice questions + short questions</b></p>	AI use: Approach 1

<b>Grade Performance Descriptors</b>	
Outstanding A	<ul style="list-style-type: none"> <li>➤ Outstanding performance in all learning outcomes;</li> <li>➤ Competent in theorization, generalization, hypothesis formation, and reflection upon issues;</li> <li>➤ Skilled in creating hypotheses and generating proposals to tackle issues with unanticipated extension.</li> </ul>
Excellent A-	<ul style="list-style-type: none"> <li>➤ Generally outstanding performance on all (or almost all) learning outcomes;</li> <li>➤ Skilled in comparing and contrasting arguments, explaining causes, analyzing and relating concepts to general theories; and</li> <li>➤ Good at applying issues to relevant social contexts and predicting logically related outcomes</li> </ul>
Good B+	<ul style="list-style-type: none"> <li>➤ Substantial performance on all learning outcomes, or high performance on</li> </ul>

	<p>some learning outcomes which compensate for less satisfactory performance on others, resulting in overall substantial performance;</p> <ul style="list-style-type: none"> <li>➤ Able to enumerate, describe, list, and clarify concepts and topics; and</li> <li>➤ Capable of examining a topic from multiple perspectives.</li> </ul>
Satisfactory B/B-	<ul style="list-style-type: none"> <li>➤ Satisfactory performance on most learning outcomes, possibly with a few weaknesses; and</li> <li>➤ Able to state, recognize, recall, and tell single points of topics of discussion.</li> </ul>
Less than satisfactory C+/C	<ul style="list-style-type: none"> <li>➤ Satisfactory performance on some learning outcomes only; and</li> <li>➤ Show difficulty in stating and recognizing main arguments in the topics of discussion.</li> </ul>
Inadequate C-/D	<ul style="list-style-type: none"> <li>➤ Barely satisfactory performance on quite several learning outcomes; and</li> <li>➤ Barely able to recognize and state arguments in topics of discussion.</li> </ul>
Fail F	<ul style="list-style-type: none"> <li>➤ Unsatisfactory performance on several learning outcomes, or failure to meet the specified assessment requirements;</li> <li>➤ Missing the points.</li> </ul>

## Learning Resources

### General

- This course does not come with a required textbook, but there is a variety of learning resources to support students in preparing for class presentation materials, workshop reports, and term papers, etc.
- Lectures come with a handout to assist understanding. Required readings will be posted on BB.
- YouTubes, TedTalks, movies and documentaries to stimulate students' critical analysis of how deaf children acquire language will be provided.

### Journals

- 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>)

### HK- internet resources

- HKSL Browser <http://www.cslds.org/hkslbrowser/index.jsp?lang=en>
- Asian Sign Bank <http://www.cslds.org/asiansignbank/>
- Centre for Sign Linguistics and Deaf Studies <http://www.cslds.org/v3/>
- Language Acquisition of Deaf Children <http://www.cslds.org/acquisition/en-us/Home>

## Feedback for evaluation

Students are encouraged to email the instructor on course matters. The university's Early Feedback Collection System to share their feedback in the middle of the semester with the instructor is available.

## Course schedule

	Date	Topic
Week 1	Jan 14	Language Development of DHH children: An introduction
Week 2	Jan 21	Spoken language: Speech perception and production
Week 3	Jan 28	Spoken language: Vocabulary development
Week 4	Feb 4	Spoken language: Morphological and Syntactic development
Week 5	Feb 11	Spoken language: Narrative development
	Feb 18	CYN- no class
Week 6	Feb 25	Focused Discussion: Narrative development of DHH children (I)
Week 7	Mar 4	Sign language: Phonological development
Week 8	Mar 11	Sign language: Morphological development
Week 9	Mar 18	Sign language: Syntactic development
Week 10	Mar 25	Sign language: Narrative Development
Week 11	Apr 1	Focused Discussion: Narrative development of DHH children (II)
Week 12	Apr 8	Theories of language acquisition in the Deaf context
Week 13	Apr 15	Data Analysis Workshop: Narrative development of HK's DHH children
Week 14	Apr 22	Data Analysis Workshop: Narrative development of HK's DHH children
Week 15	April 28	Onsite Final Examination Submit the workshop report on 29 Apr

### Required Readings:

#### Jan 14: Language Development of DHH children: An Introduction

\*Lillo-Martin, D., Gagne, D., Chen-Pichler, D. 2022. Lessons to be learned from bimodal bilingualism. *Hrvat Rev Rehabil Istraz* . 2022 ; 58(Spec Iss): 83–97. doi:10.31299/hrri.58.si.4.

#### Jan 21: Spoken language: Speech perception and production

\*Guo, S-Y & Chung, I-Ho. 2025. Developmental Characteristics of Phonological Awareness in Hearing-Impaired Preschool Children with Cochlear Implants in China. *Disabilities* 2025, 5, 63. <https://doi.org/10.3390/disabilities5030063>

Xu et al. 2023. Tone perception development in Mandarin-speaking children with cochlear implants, *International Journal of Pediatric Otorhinolaryngology*, <https://doi.org/10.1016/j.ijporl.2023.111444>.

#### Jan 28: Spoken language: Vocabulary development

\*Xu, L., Luo, J-F., Wang, M., Xie, D-Z., Chao, X-H., Li, J-M., Liu, X-Q., He, S-M., Spencer, L., Guo, L-Y. 2021. Vocabulary Growth in Mandarin-speaking children with bilateral CI, Bimodal Stimulation, or Unilateral CI, during the 1<sup>st</sup> year after activation. *Journal of Speech, Language and Hearing Research*. [https://doi.org/10.1044/2021\\_JSLHR-21-00454](https://doi.org/10.1044/2021_JSLHR-21-00454)

Li, Q., Tang, G. 2020. Chinese vocabulary development of deaf and hearing children in a sign bilingualism and co-enrollment program in Hong Kong. In Wang, L., Andrews, J-F. (Eds) *Multiple Pathways to Literacy*, Gallaudet University Press.

Chen, Y., Wong, L., Zhu, S-F., Xi, X. 2017. Vocabulary development in Mandarin-speaking children with cochlear implants and its relationship with speech perception abilities. *Journal of Deaf Studies and Deaf Education*, 60: 243-355. <http://dx.doi.org/10.1016/j.ridd.2016.10.010>)

#### **Feb 4: Spoken language: Morphological and Syntactic development**

\*Wu Y., et al. 2025. Syntactic structural development in Chinese deaf children aged 4–7 years with cochlear implants. *Journal of Child Language*, 1–22, doi:10.1017/S0305000924000680

Cheng, Qi. et al. 2024. Resolving syntactic-semantic conflicts: comprehension and processing patterns by deaf Chinese readers. *Journal of Deaf Studies and Deaf Education*, 29:396-411.

#### **Feb 11: Spoken language: Narrative development**

\*Puhlman, K., Sabatino, L., DeLuca, Z-W., Decker, L. 2025. The story so far: scoping review of narratives in deaf children. *Journal of Deaf Studies and Deaf Education*. *Journal of Deaf Studies and Deaf Education*, 30:268–279, <https://doi.org/10.1093/jdsade/enae052>

Gagarina et. al. 2019 Multilingual Assessment Instrument for Narratives (Based on English)

#### **Feb 18: Focused Discussion Narrative Development of DHH Children – Spoken Language**

Kawar et al. 2023. Evaluation devices in the narratives of deaf/hard of hearing and hearing Arabic-speaking adolescents. *International Journal of Language and Communication Disorders*. DOI: 10.1111/1460-6984.12938

Hardebeck et. al. 2024. Narrative and related spoken language skills-a comparison between German speaking children who are hard-of-hearing and children with typical hearing. *Front. Commun.* 9:1473075. doi: 10.3389/fcomm.2024.1473075

Yu, et al. 2025. How much does syntactic complexity contribute to the oral narrative performance of prelingually deaf Mandarin-speaking children with CI. *Journal of Speech, Language, and Hearing Research*. 1–21 , [https://doi.org/10.1044/2025\\_JSLHR-25-00333](https://doi.org/10.1044/2025_JSLHR-25-00333).

~~Raymond & Spencer 2021. The effect of narrative language intervention on the language skills of children with hearing loss. *Perspectives of the ASHA Special Interest Group*, Vol. 6 (384–396).~~

Walker et al. 2023. Story Generation and Narrative Retells in Children Who Are Hard of Hearing and Hearing Children *Journal of Speech, Language, and Hearing Research* Vol. 66 3550–3573. [https://doi.org/10.1044/2023\\_JSLHR-23-00084](https://doi.org/10.1044/2023_JSLHR-23-00084)

#### **March 4: Sign Language: Phonological Development**

\*Holcomb, L., Golos, D., Moses, A., Broadrick, A. 2022. Enriching Deaf Children’s American Sign Language Phonological Awareness: A Quasi-Experimental Study. *Journal of Deaf Studies and Deaf Education*, 26–36, <https://doi.org/10.1093/deafed/enab028>

Gu S, Chen Pichler D, Kozak LV and Lillo-Martin. D. 2022. Phonological development in American Sign Language-signing children: Insights from pseudosign repetition tasks. *Front. Psychol.* 13:921047. doi: 10.3389/fpsyg.2022.921047.

#### **March 11: Sign Language: Morphological Development**

\*Tang, G., Lam, S., Sze, F., Lau, P., & Lee, J. 2008. Acquiring verb agreement in HKSL: Optional or Obligatory? *Proceedings of the 9th Theoretical Issues in Sign Language Research*

Conference, Universidade Federal de Santa Catarina, Florianopolis, Brazil, pp. 613-638. Brazil: Editorial Arara Azul.

Conlin-Luippold, F., Hoffmeister, R. 2013. Learning to count spatially: the acquisition of plurality in ASL verbs of Location.

### **March 18: Sign Language Syntactic Development**

\*Tang, G. & Li, J. 2018. Acquisition of classifier constructions in HKSL by bimodal bilingual deaf children of hearing parents. Volume 9 <https://doi.org/10.3389/fpsyg.2018.01148>

Thierfelder, P., Tang, G., Jia, Li. 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 and Education International*.  
<https://doi.org/10.1080/14643154.2023.2292860>

Hall ML, Ferreira VS, Mayberry RI. 2015. Syntactic Priming in American Sign Language. *PLoS ONE* 10(3): e0119611. doi:10.1371/journal.pone.0119611

Krebs, J. et al. 2020. Age of sign language acquisition has lifelong effect on syntactic preferences in sign language users. *International Journal of Behavioral Development*. Vol. 45(5) 397–408, DOI: 10.1177/0165025420958193

### **March 25: Sign Language Narrative Development**

\*Pietarinen, H. & Kanto K. 2025. The macrostructure of narratives produced by children acquiring Finish Sign Language. *Journal of Deaf Studies and Deaf Education*. 30: 158–168  
<https://doi.org/10.1093/jdsade/enae049>.

### **April 1: Focused Discussion: Narrative Development of DHH Children – Sign Language**

Rathmann et. al. 2007. Narrative Structure and Narrative Development in Deaf Children. *Deafness & Education International*, 9:4, 187-196, DOI: 10.1179/146431507790559932

Morgan, G. 2005. Development of Narrative skills in British Sign Language.  
<https://doi.org/10.1093/acprof:oso/9780195180947.003.0013>

Deborah Chen Pichler 2021. Challenging the oral-only narrative: Enhancing early signed input for deaf children with hearing parents. In *Hrvatska revija za rehabilitacijska istraživanja 2022, Vol 58, (Special Issue) Sign Language, Deaf Culture, and Bilingual Education str. 6-26*.

Sümer, B & Özyürek, A. 2022. Language Use in Deaf Children With Early-Signing Versus Late-Signing Deaf Parents. *Frontiers in Communication*. 6:804900. doi: 10.3389/fcomm.2021.804900

Frederiksen, A-T & Mayberry, R. 2025. Limits to resilience: investing narratives in ASL signers who acquired their first language in adolescence. *Language Learning and Development*. 21/4, <https://doi.org/10.1080/15475441.2025.2529901>.

### **April 8: Theories of Language Acquisition in the Deaf Context**

\*Dostal, H. et al. 2025. A Scoping Review of Literacy Interventions Using Signed Languages for School-Age Deaf Students. *Behavioural Sciences* 15(8), 1104. <https://doi.org/10.3390/bs15081104>.

Zhang, et al. 2023. Sign language in d/deaf students' spoken/written language development: A research synthesis and meta-analysis of cross-linguistic correlation coefficients. *Review of Education*. 2024;12:e70016, <https://doi.org/10.1002/rev3.70016>.

Goodwin, C., Lillo-Martin, D. 2023. Deaf and hearing ASL-English bilinguals: typical bilingual language development. *Journal of Deaf Studies and Deaf Education*. <https://doi.org/10.1093/deafed/enad026>

Hoffmeister, et. al. 2021. Deaf Children’s ASL Vocabulary and ASL Syntax Knowledge Supports English Knowledge, *Journal of Deaf Studies and Deaf Education*, 2022, 37–47, <https://doi.org/10.1093/deafed/enab032>

**Contact details for teacher(s) & TA(s)**

<b>Instructor &amp; Tutors</b>	
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: 6:30am – 9:15pm Venue: WMY505

<b>Teaching Assistant/Tutor:</b>	
Name:	CHEN Qingyi
Office Location:	G28, K.K. Leung Building, CUHK
Telephone:	3943-0672
Email:	qingyichen@cuhk.edu.hk

**Use of Artificial Intelligence (AI) tools in teaching, learning and assessments (see Appendix 2)**

### **Use of AI tools**

Please check the use of AI tools with the different task components under “Assessment”

Approach 1 - Prohibit all use of AI tools; or

Approach 2 - Use only with prior permission; or

Approach 3 - Use only with explicit acknowledgement; or

Approach 4 - Use is freely permitted without acknowledgement

### **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.

## Guideline on sharing lecture recordings

Attention is drawn to the following:

- The copyright of any lecture recordings shared in the course, whether they are produced by teachers, students, or peer note-takers, belongs to the University.
- Students should not share these recordings with others without obtaining prior written consent from the teacher(s).

## Appendix 2. CUHK Guidelines for the use of AI tools

### **Examples of information for each of the four approaches on the use of AI tools to be included in the course outline**

#### **Approach 1 – Prohibit all use of AI tools**

In assessing the level of achievement of learning outcomes and students' performance, students are expected to produce their own work independently without any collaboration with the use of AI tools.

#### **All use of AI tools is prohibited**

In any kind of learning activity or assessment that will be counted towards the final course grades (or used for evaluating attainment of the desired learning outcomes), students are not allowed to submit work which is produced with the collaboration of or supported by the use of any AI tools (e.g. ChatGPT)\*.

Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts 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.

\* Teachers may add examples of AI tools relevant to their disciplines.

#### **Approach 2 – Use only with prior permission**

If teachers find it appropriate for students to use AI tools in some scenarios or some learning activities and / or assessments but not in others, students should be clearly informed of (1) which AI tools are allowed; (2) when, how and why these tools can / cannot be used; and (3) how the tools should be cited and acknowledged. Students should be helped to understand the appropriate uses of these tools and the limits of such usage.

#### **Use of some AI tools is allowed**

Students may use some AI tools in some learning activities and/or assessments on the following conditions:

The AI tools to be used are restricted to the following tools: (*Specify the AI tools that are allowed. Teachers may also specify which AI tools are not allowed*) ;

The specified AI tools will only be allowed for the following types of learning activities and/or assessments: (*Specify the learning activities and/or assessments*)

Collaboration of AI tools is only allowed for the following purposes/tasks: (*Specify the purposes/tasks for which the AI tools can be used or used with certain restrictions, if any*);

The input contributed by the AI tools are properly acknowledged and cited; and

The input together with the prompts used to elicit the AI responses should be highlighted or included as appendices wherever appropriate.

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

### **Acknowledging support from AI tools**

Students are required to acknowledge all functional uses of an AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

An example of acknowledgement

*'I acknowledge the use of (name of AI tool – e.g. ChatGPT (<https://chat.openai.com/>) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).*

An example of citation

OpenAI. (2023). *ChatGPT* (Mar 20 version). <https://chat.openai.com/chat>

(Students are reminded that due to the rapid developments of AI tools, some citation formats may be updated regularly.)

An example of including texts generated by an AI tool in their work

"The following text was generated by an AI tool/language model (ChatGPT):"

[Insert the text generated by ChatGPT here.]

An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool

"[The prompt], as generated by an AI language model (ChatGPT):"

[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty which will be handled in accordance with the University's *Procedures for Handling Cases of Academic Dishonesty*.

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.

### **Approach 3 - Use only with explicit acknowledgement**

In courses where students are allowed or expected to collaborate with or use AI tools for learning activities and / or assessments, students should be reminded to make explicit acknowledgement of the use of these tools. Teachers may show students examples regarding how to acknowledge and make citations. Students should also be helped to understand the appropriate uses of these tools and the limits of such usage.

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

Students may use some AI tools in some learning activities and/or assessments on the condition that they make explicit acknowledgement and proper citations of the input from AI tools.

##### **Acknowledging support from AI tools**

Students are required to acknowledge all functional uses of an AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

An example of acknowledgement

*I acknowledge the use of (name of AI tool – e.g. ChatGPT (<https://chat.openai.com/>)) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).*

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An example of including texts generated by an AI tool in their work

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[Insert the text generated by ChatGPT here.]

An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool

"[The prompt], as generated by an AI language model (ChatGPT):"  
[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of

academic dishonesty which will be handled in accordance with the University's *Procedures for Handling Cases of Academic Dishonesty*.

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.

#### **Approach 4 – Use of AI tools is freely permitted without acknowledgement**

In courses where students are allowed or expected to frequently collaborate with or use AI tools when engaging in learning activities and/or assessments, teachers may decide that students are not required to acknowledge and cite explicitly the use of these tools. Details on which AI tools are to be used should be stated clearly in the course outline. Students should also be reminded of the limitations and appropriate uses of these tools.

#### **Use of some AI tools is allowed with no acknowledgement**

Students may use the following AI tools in some learning activities and/or assessments: (*Specify the AI tools that are allowed*).

Students are reminded to learn and use AI tools responsibly and ethically and be aware of the limitations.

Improper/unauthorized use of AI tools in learning activities and assessments will constitute acts of academic dishonesty which will be handled in accordance with the University's *Procedures for Handling Cases of Academic Dishonesty*.