The Chinese University of Hong Kong

Course Outline: AY2026-2027 T1

Course code: BMBL1001
Course Title: Introduction to Sign Language and Bimodal Bilingualism
手語及雙渠道雙語概論

Course Description:
Although sign language research has a relatively short history compared to that of spoken languages, it has garnered interest not only from linguists but also from sociologists, computer engineers, educators, psychologists, speech and language clinicians, neuroscientists, and many others, leading to numerous opportunities for interdisciplinary collaboration with groundbreaking outcomes.

To understand how the significant impact of sign language research has developed until today, students are introduced to fundamental concepts about hearing loss and deafness, spoken and signed language comparison, natural sign language versus manually coded spoken language, sign language and gesture, sign language structure, Deaf community and Deaf Culture, legal recognition of sign language, sign language acquisition, and unimodal bilingualism versus bimodal bilingualism. An understanding of these concepts forms the basis of any interdisciplinary effort that could potentially benefit society and enhance our understanding of humanity.

Learning outcomes
Students can:
- Compare to what extent different countries around the world support the development and use of sign language across social domains;
- Achieve a basic understanding of the natural language status of sign language by appreciating the fact that it has a grammar;
- Compare the characteristics of signed and spoken languages despite being transmitted in different modalities;
- Generalise the research findings on gesture in sign language to understand how iconicity significantly influences the linguistic structure of sign language;
- Generalise the findings on sign language acquisition in deaf children and other populations to recognise the potential advantages of learning sign language across the lifespan.

Course syllabus

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	Natural sign languages of Deaf communities have a grammar which can be

properties of sign language	investigated systematically at different linguistic levels 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

Course components

Teaching Modes and Learning Activities	
On-site face-to-face	**Percentage of time**
Lectures	24 hrs
Interactive tutorials	12hrs
	sub-total:36
Online asynchronous	
Browsing websites, watching SL-related multimedia resources	25hrs sub-total: 25
Out-of-classroom	
Reading research papers & taking notes	20hrs
Preparing a reading report	10hrs
Group discussion and presentation preparation	20hrs sub-total: 50
	total: 111 hours

Assessment

Components	Aims & Description of Activities	Weight
Understanding sign language and deaf worlds	**Aim: Students familiarize themselves with the deaf and sign language situations in different parts of the world using internet search** 2-3 students form a Group (A) <u>Preparing a ppt for presentation</u> 1: Identify a relevant topic (prior approval required) 2: Conduct an internet search to identify some websites for interesting information 3: Summarise the findings and present them in a ppt (15 max+4 slides) • 1 slide stating the motivation for choosing a specific topic • 1 slide showing the group's critical evaluation on the deaf / SL situation, and offering different viewpoints if any. • 1 slide showing the links of the source materials • 1 slide showing who is responsible for which section. If the entire group tackles the ppt together, indicate % of effort from the initial search to the ppt output of each member. 4: Present the findings in class and respond to queries (B) <u>Group interview</u> To facilitate discussion during the presentations, groups of students take turn to review a ppt assigned to them and prepare 3 questions (C) <u>Individual report</u> • Summarize what you have learnt from the presentation of the group you are assigned to interview and state to what extent this learning activity has shaped new thinkings (600 words). • Critically evaluate the deaf / SL situations (300 words) <u>Assessment scheme</u> • Group ppt: Content organization & presentation (15%) • Group interview: (5%) • Individual report (20%) a. Summary: 10% b. Critical analysis: 5%	PPT presentation 15% Group interview: 5% Individual report: 20% Total: 40% AI use: Approach 3 (use of AI with due acknowledgement)

	c. Language & presentation: 5% Submission dates: • PPTs must be submitted to BB one week before the presentation. • Group interview questions must be submitted to BB on Monday, 2 days before the presentation • Individual reports must be submitted to BB one week after the presentation **Please read the ***Late Submission Policy*** carefully	
Mid-term	**Aim: To monitor students' understanding of general concepts about sign language and the deaf worlds** Mid-term quiz consists of short questions based on the required readings ****Please read the *Make-up Test Arrangements* carefully**	20% (individual) AI use: Approach 1 (i.e. no AI use)
Final Examination	**Aim: To gauge students' understanding of the impact of sign linguistics** <u>Assessment scheme</u> 1. Synthesis of information (15%) 2. Argumentation (15%) 3. Organization and language: (10%) ****Please read the Policy for *Make-up Test Arrangements* carefully**	40% (individual) AI use: Approach 1 (i.e. no AI use)

Late submission policy

Timeline for making requests:	Students with valid reasons for late assignment submission must submit a formal request **by email**, including supporting documentation, to the course teacher **at least 5 working days or 7 calendar days** before the original deadline.
Supporting documents:	Submit extension requests, accompanied by valid and official supporting documents, to the course teacher **by email** for approval.
Penalty:	Unless an official extension is approved and properly documented, late assignment submissions may incur a penalty. Late submission will receive a 5% mark deduction from the full mark of the assignment per day. **No marks will be given for late submissions beyond 5 working days or 7 calendar days.**

Remarks:	Late requests or those without valid reasons and supporting documents will not be accepted.

Make-up Test Arrangements

Timeline for making requests:	Students seeking permission to be absent from an assessment and requesting a make-up arrangement must submit a written application (i.e., email) to the course teacher **5 working days or 7 calendar days before the scheduled test date**, accompanied by appropriate supporting documentation.
Supporting documents:	1. **For medical and/or other health reasons**: Students must submit their request together with a valid medical certificate, issued and signed by a registered medical practitioner, explicitly recommending **sick leave** for the exact date or period of the relevant assessment. **Attendance certificates will NOT be accepted.** 2. **For other compelling reasons/events**: Students must provide official documentation, such as invitation letters from competition organisers, interview invitation letters or emails from employers, or external examination schedules, clearly stating that the event **cannot be rescheduled**. These documents will serve as supporting evidence for consideration by the course teacher.
Timeline for conducting make-up tests:	All approved make-up arrangements must be completed **within 5 working days or 7 calendar days** following the date of the originally scheduled examination for the entire class.
Penalty:	A penalty of a **5% deduction** from the full mark of the test/examination will be applied, **regardless of the reason** for the absence.
Remarks:	1. Late submissions or requests that do not include valid supporting documents will NOT be considered. 2. Students who are absent from any examination without prior approval will receive a failing grade for that test/examination.

Assessment rubrics

Grade Performance Descriptors	
Outstanding A	➢ Outstanding performance in all learning outcomes; ➢ Competent in theorization, generalization, hypothesis formation, and reflection upon issues; ➢ Skilled in creating hypotheses and generating proposals to tackle issues with unanticipated extension.
Excellent A-	➢ 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; and ➢ Good at applying issues to relevant social contexts and predicting logically related outcomes

Good B+	➢ 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; and ➢ Capable of examining a topic from multiple perspectives.
Satisfactory B/B-	➢ Satisfactory performance on most learning outcomes, possibly with a few weaknesses; and ➢ Able to state, recognize, recall, and tell single points of topics of discussion.
Less than satisfactory C+/C	➢ Satisfactory performance on some learning outcomes only; and ➢ Show difficulty in stating and recognizing main arguments in the topics of discussion.
Inadequate C-/D	➢ Barely satisfactory performance on quite several learning outcomes; and ➢ Barely able to recognize and state arguments in topics of discussion.
Fail F	➢ Unsatisfactory performance on several learning outcomes, or failure to meet the specified assessment requirements; ➢ Missing the points.

Learning resources

General

- This course does not come with a required textbook, but there is a variety of learning resources to support (a) internet search, (b) the preparation of the reading report.
- 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 the deaf / sign language.

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

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/

Important organizations

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'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 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/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/)

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

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

Course schedule

Week	Date	Topics & Readings
Week 1	9 Sept	**Hearing loss and misconceptions about deafness and sign language** Youtube for hearing loss: https://www.youtube.com/watch?v=ni83PWMLHgE Youtube for 10 common misconceptions https://www.youtube.com/watch?v=TUojNsjZ34Y
Week 2	16 Sept	**Gesture & iconicity in sign language** Fenlon et al. 2019. Comparing sign language and gesture: insights from pointing. Glossa: A Journal of General Linguistics 4(1). 1-26. DOI: https://doi.org/10.5334/gjgl.499 Tutorial: Preparing for "Understanding SL and deaf worlds" Finding partners, identifying a topic and browsing relevant websites
Week 3	23 Sept	**Signing varieties, language contact and standardization** Schembri et. al. (2026) Introduction to Sign Linguistics, Ch. 2 'Sign Languages in Social Context' De Quadros, R-M., Rathmann, C. 2021. Sign Language Standardization, Ch 29 *Cambridge Handbook of Language Standardization, Cambridge University Press.* Post-lecture activities: • Watch WFD's position on the standardization of sign languages? https://wfdeaf.org/wfd-statement-on-standardized-sign-language/ • Preparing for "Understanding SL and deaf worlds" & compiling a ppt for presentation
Week 4	30 Sept	**Deaf community, deaf identity and deaf culture** Sze, F., Lo, C., Lo, L., & Chu, K. 2013. Historical development of Hong Kong Sign Language. *Sign Language Studies,* Vol.13 #2, 155-185. Post-lecture activities: • Watch a Ted Talk by Greg Bland "I'm Deaf & that gives me a major advantage!" What is deaf gain? https://www.ted.com/talks/i_m_deaf_that_gives_me_a_major_advantage_in_life_here_s_why • Preparing for "Understanding SL and deaf worlds" & compiling a ppt for presentation

Week 5	7 Oct	**Language attitudes** Noschese, Emily Jo. 2025. Attitudes and ideologies of deaf signers towards ASL structure. *Linguistics and Education*, https://doi.org/10.1016/j.linged.2025.101410 Post-lecture activities: • Watch a Ted Talk by Glenna Cooper's Protecting and interpreting deaf culture. https://www.youtube.com/watch?v=io7z5PftOU4 • Preparing for "Understanding SL and deaf worlds" & compiling a ppt for presentation Submit the ppt of the group presentation for Forums I & II to BB no later than 23:59pm on this day. Submit questions for the group interviews on 12th Oct for Forum I and 19th Oct for Forum II
Week 6	14 Oct	**Forum 1: World of Sign Languages and Deaf Communities** Focussed Discussion
Week 7	21 Oct	**Forum 2: World of Sign Languages and Deaf Communities** Focussed Discussion
Week 8	28 Oct	Mid term Questions are based on the 5 readings of Week 2, 3, 4, 5
Week 9	4 Nov	**Why study the linguistics of sign language?** Schembri et. al. (2026) Introduction to Sign Linguistics, Ch. 1 'Sign Languages and Linguistics' Schembri et. al. (2026) Introduction to Sign Linguistics, Ch. 10 'Issues in the study of Sign Languages' Post-lecture activity: • Learning how to use ELAN to study sign language characteristics
Week 10	11 Nov	**Sign language structure (I)** Schembri et. al. (2026) Introduction to Sign Linguistics, Ch. 4 'The Building Blocks of Signs'

		Tutorial : group work
Week 11	18 Nov	**Sign language structure (II)** Schembri et. al. (2026) Introduction to Sign Linguistics, Ch. 6 'The Vocabulary of Sign Languages' Tutorial: group work
Week 12	25 Nov	**Sign language structure (III)** Schembri et. al. (2026) Introduction to Sign Linguistics, Ch. 7 'The Structure of Sentences in Sign Language' Tutorial: Group work
Week 13	2 Dec	**Final Exam** Questions are based on the 5 readings of Weeks 9,10, 11 & 12

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

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: 2:30pm – 5:15pm Venue: WMY508

Teaching Assistant/Tutor:	
Name:	Mandy Tang
Office Location:	Room 203, Centre for Sign Linguistics and Deaf Studies, CUHK
Telephone:	
Email:	mandy_cslds@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:

1. 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*) ;
2. 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*)
3. 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*);
4. The input contributed by the AI tools are properly acknowledged and cited; and
5. 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.

i. 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.).

ii. 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.)

iii. 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.]

iv. 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.

i. 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.).

ii. 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.)

iii. 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.]

iv. 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.*