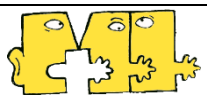
The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
First Term, 2026-27

Course Code & Title:	**HKSL1003 C01 Hong Kong Sign Language I & II** 
Language of Instruction: Hong Kong Sign Language	**Units: 6**

Course Description
This course covers the full syllabi of Hong Kong Sign Language I and Hong Kong Sign Language II. It adopts a communicative approach, and learners are systematically guided to acquire the language for effective communication in everyday situations. Through exposure to situational dialogues and interactive activities, students will acquire a more in-depth understanding of Hong Kong Sign Language with respect to its vocabulary and grammatical constructions, as well as the culture and customs of the local Deaf community.

Learning Outcomes

Upon completion of this course, students will develop Hong Kong Sign Language proficiency at A2 level in the Common European Framework of Reference for Languages (CEFR). CEFR profiles a learner's language proficiency in a number of illustrative descriptors in six levels (A1, A2, B1, B2, C1, C2). The descriptors cover language skills of production, comprehension, signed interaction, processing text, pragmatic competencies, thematic development, and qualitative factors. Acquiring the skills at A1 and A2 levels, students will be basic users of Hong Kong Sign Language, being able to use the language to

- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, including
  - introducing themselves and others ($CILO_1$);
  - asking and answering questions about personal details, like where they live, people they know and things they have ($CILO_2$).
- interact in a simple way, provided the other person communicates slowly and clearly and is prepared to help ($CILO_3$).
- understand sentences and frequently-used expressions related to areas of most immediate relevance, including basic personal and family information, clothing, weather, transport, local geography, education ($CILO_4$).
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters ($CILO_5$).
- describe in simple terms aspects of his/ her background, immediate environment and matters in areas of immediate need ($CILO_6$).

Course Syllabus

Lesson	Speech Acts	Grammar	Culture
Unit 1 Getting to know each other	• Introducing yourself and others • Exchanging personal information	• Declarative sentences • Wh-questions	• Name Sign
Unit 2 Socializing with friends	• Introducing others • Asking and telling about your interests	• Personal pronouns • Demonstrative pronouns	• Deaf Etiquette A
Unit 3 Arranging Activities	• Making and accepting invitations • Expressing ability and permission	• Modal verbs	• Deaf Etiquette B

Unit 4 Your family	• Talking about your family • Asking and confirming information	• Yes-no questions (non-manual yes-no question marker)	• Deaf Etiquette C
Unit 5 Describing people	• Describing a person including appearance, body shape and size, and character	• Adjectives with lexical non-manual expressions • Degree marking on adjectives	• Why do Deaf people use facial expression?
Unit 6 Clothing	• Talking about clothes and shoes e.g. types, colors, and patterns • Discussing clothing for different occasions and activities	• Word order of adjectives and nouns	• How being able to recognize and describe a person's facial features and body figure is important in making a conversation?
Unit 7 Seasons	• Talking about the weather • Discussing activities and clothing in different seasons	• Non-manual expressions as adverbials of degree • Events occurring or repeating over a period of time	• What a Deaf person wears can cause difficulties in signing?
Unit 8 Transport	• Asking for directions to get to a place • Giving directions to get to a place	• Predicate classifiers for transport • Connecting clauses	• Can Deaf people drive?

Course Components									
Teaching Mode									
On-site face-to-face interactive classwork: 100% (with online assessment activities)									
Learning Activities									
Interactive class work* (hr) in /out class		**Attending cultural events^ (hr) in /out class**		**Projects (hr) in /out class**		**Web-based teaching# (hr) in /out class**		**Homework / Self-study (hr) in /out class**	
66			12			12	30-46		78
M			M			M	M/O		M/O

M = Mandatory activity in the course / O = Optional activity
* Interactive classwork focuses on student-centered activities such as pair work, group work, role-playing and student-teacher interaction.
#Web-based teaching and learning are mainly arranged on the e-learning platform of the course. Students are also encouraged to look for sign language channels available on various social media networks.

Assessment Type		
Task nature	**Description**	**Percentage**
Participation	Punctuality and active in-class participation (10%) Participation in teacher-recommended out-class activities/exercises with accompanying reflection report (5%).	15%

Assignments	Comprehension (20%) Eight comprehension tasks will be required. In each task, students will watch a video and then answer a set of multiple-choice questions. Production (10%) Students will make a signed video on an assigned topic. All signed answers must be recorded on videos and should meet the required specifications. Details of the specifications will be announced in class.	30 %
Project	Two students will form a group and produce a signed video of a dialogue created on their own. Each group will show the first cut in class to collect feedback from the instructor and fellow students. A final cut should be submitted for grading.	20%
Mid-Term Exam	Part 1: Interaction (5%) Each student will make a one-to-one signed conversation with the instructor for 5-8 minutes. Part 2: Comprehension (10%) Test content will be based on the whole course. Students will watch two videos and answer multiple-choice questions.	15%
Final Exam	Part 1: Interaction (10%) Each student will make a one-to-one signed conversation with the instructor for 5-8 minutes. Part 2: Comprehension (10%) Test content will be based on the whole course. Students will watch two videos and answer multiple-choice questions. Remarks: Part 1 and Part 2 will be held on different dates.	20%
	Total	**100 %**

Notes:

- Students are required to arrive on time. **If you are late (for more than 15 minutes from the beginning of the class) two times without a valid reason, it will be considered as one absence.**
- Students are required to attend at least 75% of the class. Treat 75% attendance as the minimum, not the maximum.
- **Should a student miss more than 25% of the class, he/she will automatically fail the course.**
- If a student is unable to attend, he/she should review the content and homework that are missed and make them up him/her-self.
- **For late submissions of assessment tasks and missed tests, please refer to the *Late Submission Policy* and *Make-up Test Arrangements* for details on arrangements and penalties (if applicable).**

Assessment rubrics
Please refer to the rubrics (Reflective Journals, Assignments (Production), Project and Final Exam (Signed Interaction) released on Blackboard.

Late submission policy		
Assessment task	**Extension allowed (Y/N)**	**Descriptions of Late submission policy**
1. Reflective Journal	Y	Students with valid reasons for late assignment submission must submit a formal request **by email**, including supporting documentation, to the course teacher **at least 1 calendar day** before the original deadline. Students must submit the assignment within 3 calendar days after the original deadline.
2. Assignments	Y	

3. Project	Y	Unless an extension is granted, late submissions will result in **a deduction of 10% of the marks awarded per day**. Only unforeseen or exceptional circumstances beyond a student's control will be considered.

Make-up Test Arrangements		
Assessment test	**Makeup allowed (Y/N)**	**Description of Makeup arrangement and penalty (if any)**
1. Mid-Term	Y	Students must submit a **written application** to the course teacher **on or before the scheduled test date**, together with appropriate supporting documentation, to be considered for a make-up test. **A penalty of 20% deduction** from the full mark of the test will be applied, **regardless of the reason** for the absence. Only **one make-up test** will be scheduled for the entire class, to be held within **7 calendar days** after the originally scheduled examination date. Students who are absent from any examination without prior approval will receive a failing grade for that examination. Late submissions or requests that do not include valid supporting documents will NOT be considered. Remarks: Other penalties apply for being **late for the examination scheduled for the original date.** ***A penalty of 20% deduction*** *from the full mark of the test will be applied.*
1. Final Exam	Y	

Learning Resources

Required Readings and Course Materials:

Course Materials

- Hong Kong Sign Language 1 & 2 online: http://www.cslds.org/hksl_book/
- Blackboard: https://blackboard.cuhk.edu.hk/

IT Resources

For learning Hong Kong Sign Language

- 香港手語瀏覽器 Hong Kong Sign Language Browser: http://www.cslds.org/hkslbrowser/
- 手語村手冊 Sign town Handbook: https://handbook.sign.town/zh-hk/feed?sl=HKSL
- 香港手語性教育網站 HKSL Sex Education Website: http://www.cslds.org/sex_edu/
- 醫療手語支援平台 HKSL Medical Databank: http://cslds.org/medical_databank/
- 精神健康手語平台 Mental Health Databank: http://cslds.org/mental_health_databank/
- 香港法律手語平台 Hong Kong Legal Sign Language Databank: http://cslds.org/legal_databank/
- Asian SignBank: http://cslds.org/asiansignbank/

For learning about the deaf communities:

- 聾人博物館 Deaf Museum 2017: https://www.facebook.com/deafmuseum2017/

For learning about the deaf communities and learning Hong Kong Sign Language:

- 香港手語來自聾星 HKSL from Deaf Star: https://www.youtube.com/channel/UCvpDm8qD1HKDGMoz6ntzg7Q/videos
- Focus Deaf: https://www.youtube.com/user/focusdeaf/videos

Recommended Materials:

- Tang, G. (Ed.). (2007). Hong Kong Sign Language: A trilingual dictionary with linguistic descriptions. Hong Kong: The Chinese University Press
- Sze, Felix, Connie Lo, Lisa Lo & Kenny Chu. 2013. Historical development of Hong Kong Sign Language. Sign Language Studies, 13(2), 155-185.

- 陳意軒、路駿怡、 沈栢基。2013。<我的聾人朋友>。《圓桌精英有限公司》。

Recommended Activities:
Attend local Deaf events organized by the local Deaf community, deaf organizations, etc.

Assessment Rubrics					
General Grade Descriptors:					
Skills	**A / A-**	**B+ / B**	**B- / C+ / C**	**C- / D**	**F**
Reference	**Excellent**	**Good**	**Adequate**	**Unsatisfactory**	**Fail**
Comprehension	Student demonstrates excellent understanding of everyday expressions and very basic phrases. Student also demonstrates effortless understanding of sentences and frequently-used expressions related to areas of most immediate relevance (e.g. basic personal and family information, clothing, weather, transport, local geography, education).	Student demonstrates that he/she can, with little effort, understand and use familiar everyday expressions and very basic phrases. Student also demonstrates that he/she can, with little effort, understand sentences and frequently-used expressions related to areas of most immediate relevance (e.g. basic personal and family information, clothing, weather, transport, local geography, education).	Student demonstrates only adequate understanding of everyday expressions and very basic phrases. Student also demonstrates minimal understanding of sentences and frequently-used expressions related to areas of most immediate relevance (e.g. basic personal and family information, clothing, weather, transport, local geography, education).	Student demonstrates less than satisfactory understanding of everyday expressions and very basic phrases. Student also demonstrates less than satisfactory understanding of sentences and frequently-used expressions related to areas of most immediate relevance (e.g. basic personal and family information, clothing, weather, transport, local geography, education).	Student fails to demonstrate minimally adequate understanding of familiar everyday expressions and very basic phrases. Student also fails to demonstrate minimally adequate understanding of sentences and frequently-used expressions related to areas of most immediate relevance (e.g. basic personal and family information, clothing, weather, transport, local geography, education).
Production	Student demonstrates excellent ability to use everyday expressions and very basic phrases, introduce him/herself and others, and answer questions about personal details. Student also demonstrates excellent ability to describe, in simple terms, aspects of his/her	Student demonstrates ability to use everyday expressions and very basic phrases, introduce him/herself and others, and answer questions about personal details. Student also demonstrates ability to describe, in simple terms, aspects of his/her	Student demonstrates just adequate ability to use everyday expressions and very basic phrases, introduce him/herself and others, and answer questions about personal details. Student also demonstrates just adequate ability to describe, in simple terms,	Student demonstrates less than satisfactory ability to use everyday expressions and very basic phrases, introduce him/herself and others, and answer questions about personal details. Student also demonstrates less than satisfactory ability to	Student fails to demonstrate minimally adequate ability to use everyday expressions and very basic phrases, introduce him/herself and others, and answer questions about personal details. Student also fails to demonstrate minimally adequate ability to describe, in

	background, immediate environment and matters in areas of immediate need.	background, immediate environment and matters in areas of immediate need.	aspects of his/her background, immediate environment and matters in areas of immediate need.	describe, in simple terms, aspects of his/her background, immediate environment and matters in areas of immediate need.	simple terms, aspects of his/her background, immediate environment and matters in areas of immediate need.
Interaction	Student demonstrates excellent ability to interact in a simple way. Student also demonstrates excellent ability to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	Student demonstrates ability to interact in a simple way. Student also demonstrates ability to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	Student demonstrates just adequate ability to interact in a simple way. Student also demonstrates just adequate ability to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	Student demonstrates less than satisfactory ability to interact in a simple way. Student also demonstrates less than satisfactory ability to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	Student fails to demonstrate minimally adequate ability to interact in a simple way. Student also fails to demonstrate minimally adequate ability to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

Course Schedule (Subject to changes):

Week	Date	Content	Hand in Assignments	Venue
Week 1	8/9 (Tue)	Introduction & Unit 1		CKB UG03
	10/9 (Thu)	Unit 1		LHC 101
Week 2	15/9 (Tue)	Unit 1 & 2		CKB UG03
	17/9 (Thu)	Unit 2		LHC 101
Week 3	22/9 (Tue)	Unit 2	Comprehension (Unit 1)	CKB UG03
	24/9 (Thu)	Unit 3		LHC 101
Week 4	29/9 (Tue)	Unit 3	Comprehension (Unit 2)	CKB UG03
	1/10 (Thu)	*National Day*		
Week 5	6/10 (Tue)	Unit 3 & 4	Comprehension (Unit 3)	CKB UG03
	8/10 (Thu)	Unit 4		LHC 101
Week 6	13/10 (Tue)	Unit 4	Comprehension (Unit 4)	CKB UG03
	15/10 (Thu)			LHC 101
Week 7	20/10 (Tue)	Review & Feedback	Production	CKB UG03
	22/10 (Thu)	Mid-term Exam (Comprehension) Mid-term Exam (Interaction)		LHC 101
Week 8	27/10 (Tue)	Unit 5		CKB UG03
	29/10 (Thu)	Unit 5		LHC 101
Week 9	3/11 (Tue)	Unit 5 & 6	Comprehension (Unit 5)	CKB UG03
	5/11 (Thu)	Unit 6		LHC 101
Week 10	10/11 (Tue)	Unit 6	Comprehension (Unit 6)	CKB UG03
	12/11 (Thu)	*Congregation*		
Week 11	17/11 (Tue)	Unit 7	Comprehension (Unit 7)	CKB UG03
	19/11 (Thu)	Unit 7		LHC 101
Week 12	24/11 (Tue)	Unit 7 & 8	Project (Draft)	CKB UG03

	26/11 (Thu)	Unit 8		LHC 101
Week 13	1/12 (Tue)	Unit 8	Comprehension (Unit 8)	CKB UG03
	3/12 (Thu)	Review & Feedback		LHC 101
Week 14	8/12 (Tue)	Final Exam (Comprehension)	Project (Final) Reflection journal	CKB UG03
	(TBC)	Final Exam (Signed Interaction)		(TBC)

Class sections and teachers' contact details:

Class	Time	Classroom	No of weeks	Teacher	Email
HKSL1003 C01	Tue 2:30pm-5:15pm Thu 2:30pm-5:15pm	CKB UG03 (Tue) LHC 101 (Thu)	14	Yu On Lam Anita	anita_cslds@cuhk.edu.hk

For further information and inquiries you are welcome to contact:

Contact	Telephone	Email	Office
Yu On Lam Anita		anita_cslds@cuhk.edu.hk	The Centre for Sign Linguistics and Deaf Studies, Room 203, Academic Building No. 2, The Chinese University of Hong Kong Shatin, New Territories Hong Kong
Lee Yin Fai Jafi (Course Coordinator)	3943 1491	jafi_cslds@cuhk.edu.hk	The Centre for Sign Linguistics and Deaf Studies, Room 104, Academic Building No. 2, **Office Hours:** Monday to Thursday: 9:00am to 1:00pm and 2:00pm to 6:00pm Friday: 9:00am to 1:00pm and 2:00pm to 5:30pm

Details of course website
Hong Kong Sign Language Minor: https://ling.cuhk.edu.hk/programmes/undergraduate-programme/hong-kong-sign-language/

Feedback for Evaluation
Our language programme highly values students' feedback and comments and is happy to use them for reflection on our teaching and improvement. Students are very welcome to provide comments and feedback on the course at any time to their course teacher or the course level coordinator through email or in personal conversation. In addition, students' feedback will be collected in the middle of the term through an open-ended questionnaire and the teacher will discuss the feedback in class and make improvements if necessary. The course will also follow the university's course evaluation exercise at the end of the term, and students' feedback will be used for future course planning and teaching.

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 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.

Guideline on sharing lecture recordings

1. **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.**
2. **Students should not share these recordings with others without obtaining prior written consent from the teacher(s).**

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