First Term, 2026-27

Course Code & Title:	**HKSL2001 C01 Hong Kong Sign Language III**
Language of Instruction: Hong Kong Sign Language	**Units: 3**

Course Description

This course adopts a communicative approach to teaching communication in Hong Kong Sign Language. It aims to strengthen students' comprehension and expression skills in various communicative tasks and situations. Students will learn to express simple descriptions or comments on familiar topics, personal interests, and personal experiences. They will continue to acquire vocabulary and grammatical constructions through exposure to situational dialogues and interactive activities. Selected topics on Deaf culture and customs will be introduced in class or out-of-class activities to enhance students' understanding of the local Deaf community.

Learning Outcomes

Upon completion of this course, students will be approaching Hong Kong Sign Language proficiency at B1 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. Developing the skills at B1 level, students will become independent users of Hong Kong Sign Language, learning to use the language to

- understand the main points when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc ($CILO_1$).
- deal with most situations likely to arise where the sign language is used ($CILO_2$).
- produce simple connected text on topics which are familiar or of personal interest ($CILO_3$).
- describe their experiences, events, dreams, hopes and ambitions ($CILO_4$).
- show briefly their reasons and explanations for their opinions and plans ($CILO_5$).

Course Syllabus

Lesson	Speech Acts	Grammar	Culture
Unit 9 Food and drink	• Telling people what you eat • Commenting on food • Instructing how to cook • Planning a meal	• Modifying nouns • Listing	• Deaf dining etiquette
Unit 10 Vacation	• Talking about vacation plans • Describing overseas travelling experiences • Making recommendations on places to visit • Asking for and give information on price	• Temporal adverbials for time point, duration, and frequency	• Are sign languages the same across the world?
Unit 11 Who is better?	• Comparing several people in a group • Describing changes of a person • Expressing opinions on people's strengths	• Comparative constructions: use of signing space and agreement marking of FARE-MORE-THAN	• Being straightforward

		• Superlative constructions	
Unit 12 Getting things done	• Making requests for things or actions • Asking for and give information on price • Talking about colours and sizes of clothing and belongings • Arranging payment and delivery • Talking about daily life and regular duties	• Superlative constructions • Modulation of agreement verbs with singular subjects/objects • Modulation of agreement verbs with plural subjects/objects	• Natural signing vs Signed Chinese

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**	
30			6	3	3	6	15-20		39
M			M	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 participation in class activities (10%) Participation in at least one Deaf event i.e. an activity organized by Deaf people or for Deaf people (5%) After attending a face-to-face/online Deaf event, each student will submit one signed reflection video. A list of suggested/sample Deaf events and the format of the reflection journal will be announced in class. In case of unavailability of suitable cultural events, students will be required to watch videos selected by the instructor on topics related to Deaf awareness.	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 %
Final examination	Part 1: Signed Interaction (15%) Each student will make a one-to-one signed conversation with the instructor / another student for 5-10 minutes.	35 %

	Part 2: Comprehension (20%) 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.	
	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**. Upon approval, students must submit the assignment **within 3 calendar days after the original deadline**. Unless an extension is granted, late submissions will result in **a penalty of a 10% deduction from the final marks awarded**. Only unforeseen or exceptional circumstances beyond a student's control will be considered for a penalty waiver.
2. Assignments	Y	
3. Project	Y	

Make-up Test Arrangements		
Assessment test	**Makeup allowed (Y/N)**	**Description of Makeup arrangement and penalty (if any)**
1. Exam	Y	To be considered for a make-up examination, students must submit a **written application** to the course teacher **on or before** the scheduled exam date, together with appropriate supporting documentation. Late submissions or requests that do not include valid supporting documents will NOT be considered. Students who are absent from any examination without prior approval will receive a failing grade for that examination. Only **one make-up examination** will be scheduled for the entire class, to be held within **7 calendar days** after the originally scheduled exam date.

		Regardless of the reason for the absence, **a 20% deduction from the final marks awarded** in the make-up exam will be applied. Remarks: A penalty of a 20% deduction from the final marks awarded will be applied to students who are late for the examination, **whether on the originally scheduled date or the make-up examination date**.

Learning Resources
Required Readings and Course Materials:
Course Materials ● Hong Kong Sign Language 3 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: 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 ● 聲語寶寶成長路 Baby Hearing Loss: http://cslds.org/babyhearingloss/language-development/ ● Focus Deaf: https://www.youtube.com/user/focusdeaf/videos
Recommended Reading 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.

Grade Descriptors

General Grade Descriptors:					
Skills	**A / A-**	**B+ / B**	**B- / C+ / C**	**C- / D**	**F**
Reference	**Excellent**	**Good**	**Adequate**	**Unsatisfactory**	**Fail**
Comprehension	Student demonstrates effortless understanding of the main points when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.	Student demonstrates that he/she can, with little effort, understand the main points when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.	Student demonstrates minimal understanding of the main points when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.	Student demonstrates less than satisfactory understanding of the main points even when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.	Student fails to demonstrate minimally adequate understanding of the main points when a clear locally-used signing variation is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.
Production	Student demonstrates excellent ability to produce simple connected text on topics, which are familiar, or of personal interest; can proficiently describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	Student demonstrates ability to produce simple connected text on topics, which are familiar, or of personal interest; can proficiently describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	Student demonstrates just adequate ability to produce simple connected text on topics, which are familiar, or of personal interest; can proficiently describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	Student demonstrates less than satisfactory ability to produce simple connected text on topics, which are familiar, or of personal interest; describe experiences and events, dreams, hopes and ambitions; and give reasons and explanations for opinions and plans.	Student fails to demonstrate minimally adequate ability to produce simple connected text on topics, which are familiar, or of personal interest; describe experiences and events, dreams, hopes and ambitions; and give reasons and explanations for opinions and plans.
Interaction	Student demonstrates excellent ability to deal with most situations likely to arise where the sign language is used.	Student demonstrates ability to deal with most situations likely to arise where the sign language is used.	Student demonstrates just adequate ability to deal with most situations likely to arise where the sign language is used.	Student demonstrates less than satisfactory ability to deal with most situations likely to arise where the sign language is used.	Student fails to demonstrate minimally adequate ability to deal with most situations likely to arise where the sign language is used.

Course Schedule (Subject to changes):

Week	Date	Content	Hand in Assignments	Venue
Week 1	10/9 (Thu)	Introduction & Unit 9		UCC 206
Week 2	17/9 (Thu)	Unit 9		UCC 206
Week 3	24/9 (Thu)	Unit 9 & 10		UCC 206
Week 4	*1/10 (Thu)*	*National Day*		
Week 5	8/10 (Thu)	Unit 10	Comprehension (Unit 9)	UCC 206
Week 6	15/10 (Thu)	Unit 10		UCC 206
Week 7	22/10 (Thu)	Unit 11	Comprehension (Unit 10)	UCC 206
Week 8	29/10 (Thu)	Unit 11		UCC 206
Week 9	5/11 (Thu)	Unit 11 & 12	Production Comprehension (Unit 11)	UCC 206
Week 10	*12/11 (Thu)*	*Congregation*		
Week 11	19/11 (Thu)	Unit 12		UCC 206
Week 12	26/11 (Thu)	Unit 12	Project (Draft)	UCC 206
Week 13	3/12 (Thu)	Feedback & Review	Comprehension (Unit 12)	UCC 206
Week 14	7/12 (Mon)	Final Exam (Comprehension)	Project (Final)	TBC
	10/12 (Thu)	Final Exam (Signed Interaction)	Reflective Journal	

Class sections and teachers' contact details:

Class	Time	Classroom	No of weeks	Teacher	Email
HKSL2001 C01	14:30-17:15	UCC 206	13	Ricky Sung	ricky_cslds@cuhk.edu.hk

For further information and inquiries you are welcome to contact:

Contact	Telephone	Email	Office
Sung Leung Sing Ricky		ricky_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
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' feedbacks will be collected in the middle of the term through an open-ended questionnaire and the teacher will discuss the feedbacks 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' feedbacks 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).

--- End ---