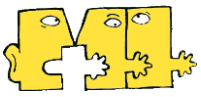
The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
First Term, 2026-27

Course Code & Title:	**HKSL 3001 AC01 Hong Kong Sign Language V** 
Language of Instruction: Hong Kong Sign Language	**Units: 3**

Course Description
This course adopts a communicative approach to sign language teaching. This course emphasizes developing the skills for expressing personal opinions and arguments. Students will strengthen their comprehension of complex sign language texts on both concrete and abstract topics. They will learn to command a larger vocabulary and complex sign language structures. Students are encouraged to analyze selected issues in the local Deaf community and the world.

Learning Outcomes
Upon completion of this course, students will be approaching Hong Kong Sign Language proficiency at B2 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 B2 level, students will become independent users of Hong Kong Sign Language, learning to use the language to • understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization ($CILO_1$). • interact with a degree of fluency and spontaneity that makes regular interaction with native/proficient signers quite possible without strain for either party ($CILO_2$). • produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options ($CILO_3$).

Course Syllabus			
Lesson	**Speech Acts**	**Grammar**	**Culture**
Unit 17 Navigating in the city	• Asking for and giving directions • Describing the location of different places	• Token space • Classifier predicates • Locative constructions	• Signing space
Unit 18 Team work	• Planning on division of labour • Planning on sports team positions • Inviting others to make suggestions or comments • Making recommendations • Expressing agreement and disagreement • Seeking someone's approval • Reporting to someone on a plan and a decision	• Incorporating numbers in semantic classifiers	• Deaf sports competition
Unit 19 Planning a trip	• Requesting a change of plans • Expressing uncertainty and concerns • Making suggestions • Talking about possibilities • Insisting on an idea or suggestion • Rejecting people's suggestions and making counter-proposals	• Incorporating numbers in verbs	• How to communicate with signers of other languages

Unit 20 Recycling	• Talking about materials and their characteristics • Describing the change of shapes of objects • Describing the cause, process and end state • Warning about some bad consequences	• Size-and-shape-specifier classifier with changing shape	• How is sign language different from pantomime

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 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%
Final Exam	Part 1: Signed Interaction (15%) Each student will make a one-to-one signed conversation with the instructor/another student for 5-10 minutes. 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.	35%
	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 5 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
- 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.

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 effortless understanding of the main ideas of complex text on both concrete and abstract topics.	Student demonstrates that he/she can, with little effort, understand the main ideas of complex text on both concrete and abstract topics.	Student demonstrates minimal understanding of the main ideas of complex text on both concrete and abstract topics.	Student demonstrates less than satisfactory understanding of the main ideas of complex text on both concrete and abstract topics.	Student fails to demonstrate minimally adequate understanding of the main ideas of complex text on both concrete and abstract topics.
Production	Student demonstrates excellent ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the	Student demonstrates ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and	Student demonstrates just adequate ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the	Student demonstrates less than satisfactory ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the	Student fails to demonstrate minimally adequate ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue

	advantages and disadvantages of various options.	disadvantages of various options.	advantages and disadvantages of various options.	advantages and disadvantages of various options.	giving the advantages and disadvantages of various options.
Interaction	Student demonstrates excellent ability to interact with a degree of fluency and spontaneity that makes regular interaction with native/proficient signers quite possible without strain for either party.	Student demonstrates ability to interact with a degree of fluency and spontaneity that makes regular interaction with native/proficient signers quite possible without strain for either party.	Student demonstrates just adequate ability to interact with a degree of fluency and spontaneity that makes regular interaction with native/proficient signers quite possible without strain for either party.	Student demonstrates less than satisfactory ability to interact with a degree of fluency and spontaneity that makes regular interaction with native/proficient signers quite possible without strain for either party.	Student fails to demonstrate minimally adequate ability to interact with a degree of fluency and spontaneity that makes regular interaction with native/proficient signers quite possible without strain for either party.

Course Schedule (Subject to changes):

Week	Date	Content	Hand in Assignments	Mode of teaching
Week 1	8/9 (Tue)	Introduction, Review & Unit 17		LHC 106
Week 2	15/9 (Tue)	Unit 17		LHC 106
Week 3	22/9 (Tue)	Unit 17 & 18		LHC 106
Week 4	29/9 (Tue)	Unit 18	Comprehension (Unit 17)	LHC 106
Week 5	6/10 (Tue)	Unit 18		LHC 106
Week 6	13/10 (Tue)	Unit 19	Comprehension (Unit 18)	LHC 106
Week 7	20/10 (Tue)	Unit 19		LHC 106
Week 8	27/10 (Tue)	Unit 19 & 20	Production	LHC 106
Week 9	3/11 (Tue)	Unit 20	Comprehension (Unit 19)	LHC 106
Week 10	10/11 (Tue)	Unit 20		LHC 106
Week 11	17/11 (Tue)	Review	Comprehension (Unit 20) Project (Draft)	LHC 106
Week 12	24/11 (Tue)	Feedback		LHC 106
Week 13	1/12 (Tue)	Final Exam (Comprehension)	Project (Final)	LHC 106
Week 14	8/12 (Tue)	Final Exam (Signed Interaction)	Reflection journal	(TBC)

Class sections and teachers' contact details:

Class	Time	Classroom	No of weeks	Teacher	Email
HKSL 3001 AC01	10:30am-1:15pm	LHC 106	14	Yu Wai Lam Brenda	brenda_cslds@cuhk.edu.hk

For further information and inquiries you are welcome to contact:

Contact	Telephone	Email	Office
Yu Wai Lam Brenda		brenda_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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