



Summer Session, 2021-2022

Course Code & Title:	HKSL3050-AC01 Hong Kong Sign Language III & IV	
Language of Instruction: Hong Kong Sign Language	Units: 6	

Course Description

This is a summer intensive Hong Kong Sign Language course, covering the full syllabi of HKSL 2001 and 3000. This course covers the intermediate level of Hong Kong Sign Language. It aims at strengthening students' skills of comprehension and expression in a variety of communicative tasks and situations. Students will continue to acquire vocabulary and grammatical constructions through exposure to situational dialogues and interactive activities. Topics include 1) adjectives and modifiers with non-manual expressions and manual markers; 2) comparative and superlative expressions; 3) modulation on the verbs and time phrases to express time, temporal meanings (i.e. aspect) and person agreements. 4) types of classifiers and their uses to describe and compare the appearances of objects/persons 5) use of space and classifiers to talk about actions, narrate a series of events and describe the locations of objects in space. Selected topics on various aspects of Deaf culture and customs will be introduced to enhance students' understanding of the local Deaf community.

Important message:

Face-to-face teaching is ideal for a majority of learning activities for this course. However, teaching sign language face-to-face has a lot of obstacles to overcome in view of the COVID-19 situation because sign language employs the visual-gestural modality for communication, as opposed to auditory-oral for speech. Your hands, your face and your body are all important for full expression of and communication in Hong Kong Sign Language. In executing precaution measures that are highly recommended for protection of everyone in the classroom from COVID-19, including putting on face masks in classrooms and maintaining social distancing in classrooms, learning activities would be difficult to arrange to ensure you have good access to Hong Kong Sign Language. **Online teaching will therefore be adopted for this course presently. If the pandemic situation allows and the above mentioned precaution measures uplifted, face-to-face teaching might be adopted.**

Learning Outcomes

Upon completion of this course, students will develop 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 covers language skills of production, comprehension, signed interaction, processing text, pragmatic competencies, thematic development, and qualitative factors. Acquiring the skills at B1 level, students will be independent users of Hong Kong Sign Language, being able 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.
- deal with most situations likely to arise where the sign language is used.
- produce simple connected text on topics which are familiar or of personal interest.
- describe their experiences, events, dreams, hopes and ambitions.
- show briefly their reasons and explanations for their opinions and plans.

Course Content			
Lesson	Speech Acts	Grammar	Culture
Unit 9 Food and drink	<ul style="list-style-type: none"> Telling people what you eat Commenting on food Instructing how to cook Planning a meal 	<ul style="list-style-type: none"> Modifying nouns Listing 	<ul style="list-style-type: none"> Deaf dining etiquette
Unit 10 Vacation	<ul style="list-style-type: none"> Talking about vacation plans Describing overseas travelling experiences Making recommendations on places to visit Asking for and give information on price 	<ul style="list-style-type: none"> Temporal adverbials for time point, duration, and frequency 	<ul style="list-style-type: none"> Are sign languages the same across the world?
Unit 11 Who is better?	<ul style="list-style-type: none"> Comparing several people in a group Describing changes of a person Expressing opinions on people's strengths 	<ul style="list-style-type: none"> Comparative constructions: use of signing space and agreement marking of FARE-MORE-THAN Superlative constructions 	<ul style="list-style-type: none"> Being straightforward
Unit 12 Getting things done	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Superlative constructions Modulation of agreement verbs with singular subjects/objects Modulation of agreement verbs with plural subjects/objects 	<ul style="list-style-type: none"> Natural signing vs Signed Chinese
Unit 13 I lost my belonging	<ul style="list-style-type: none"> Describing an object, including its size, shape, and colour Asking and answering factual question in an interview Saying words of comfort Discussing functions of smartphones 	<ul style="list-style-type: none"> Size-and-shape-specifier classifiers Locative constructions 	<ul style="list-style-type: none"> How to use technology in a Deaf-friendly way
Unit 14 Cooking	<ul style="list-style-type: none"> Giving steps-by-steps instructions Following instructions Explaining how to use tools 	<ul style="list-style-type: none"> Handling classifiers Lexicalized classifier predicates 	<ul style="list-style-type: none"> How to order food in a restaurant
Unit 15 What happened?	<ul style="list-style-type: none"> Telling about an unfortunate incident Describing an incident of conflicts Expressing dissatisfaction Saying words of comfort 	<ul style="list-style-type: none"> Semantic classifiers Simultaneous constructions 	<ul style="list-style-type: none"> How technology helps Deaf community connect
Unit 16 Home	<ul style="list-style-type: none"> Describing the location of different places Giving people directions to a place Describing a room and its objects Telling people how to find an object in a room 	<ul style="list-style-type: none"> Classifier predicates Simultaneous constructions 	<ul style="list-style-type: none"> Deaf space

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 as pair work, group work, role-playing and student-teacher interaction.

^Under online-teaching mode, instructors will recommend live-broadcasted activities, webinars, online workshops for students to attend so that they can get connected to the other deaf signers from the local deaf community.

#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 Scheme		
Task nature	Description	Weight
Participation	Punctuality and active participation in classes, teacher-recommended activities and out class exercises.	10 %
Assignments	<p>Comprehension (20%) Eight comprehension tasks will be required. In each task, students will watch a video and then answer multiple-choice questions.</p> <p>Production (10%) Students will make a signed video on an assigned topic.</p> <p>Interaction (10%) Two students will form a group and produce a signed video of a dialogue on an assigned topic.</p> <p>All signed answers must be recorded on videos and should meet the required specification. Details of the specification will be announced in class.</p>	40 %
Mid-term Exam	<p>Production Students will make a signed monologue on an assigned topic.</p>	15%
Final Exam	<p>Part 1: Interaction (15%) Each student will make a one-to-one signed conversation with the instructor for 5-8 minutes.</p> <p>Part 2: Comprehension (20%) Test content will be based on the whole course. Students will watch two videos and answer multiple-choice questions.</p> <p>Remarks: Part 1 and Part 2 will be held on different dates.</p>	35%
Total		100 %

Notes:

- You are required to arrive on time (10 minutes). Students arriving after first 10 minutes are considered to be late.
- You are required to attend at least 75% of the class. Treat 75% attendance as the minimum, not the maximum.
- The success of your own learning will highly depend on your attendance.
- **Should you miss more than 25% of the class, you will automatically fail the course.**
- If you are unable to attend, get informed about what content and homework you missed and make it up yourself.

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.

Learning Resources

Course Materials

- Hong Kong Sign Language 3 and 4 online: http://www.csls.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/>
- 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/
- 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>
- 災難應變醫護及救援人員手語應用課程: <https://www.hkjc.dpri.org.hk/zh/d12-1-災難應變醫護及救援人員手語應用課程>

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.

Schedule (Subject to changes):

Day	Date	Content	Hand in Assignments
Day 1	16/5 (Mon)	Introduction	
Day 2	17/5 (Tue)	Unit 9	
Day 3	23/5 (Mon)	Unit 9	
Day 4	24/5 (Tue)	Unit 9 & 10	Assignment 1 - Comprehension (Unit 9)
Day 5	25/5 (Wed)	Unit 10	
Day 6	26/5 (Thu)	Unit 10	
Day 7	27/5 (Fri)	Unit 11	Assignment 2 - Comprehension (Unit 10)
Day 8	30/5 (Mon)	Unit 11	
Day 9	31/5 (Tue)	Unit 11 & 12	Assignment 3 - Comprehension (Unit 11)
Day 10	1/6 (Wed)	Unit 12	
Day 11	2/6 (Thu)	Unit 12	Assignment 4 - Interaction
	<i>3/6 (Fri)</i>	<i>Holiday – Tuen Ng Festival</i>	
Day 12	6/6 (Mon)	Review	Assignment 5 - Comprehension (Unit 12)
Day 13	7/6 (Tue)	Feedback (Interaction)	
Day 14	8/6 (Wed)	Mid-term Exam	
Day 15	9/6 (Thu)	Unit 13	
Day 16	10/6 (Fri)	Unit 13	
Day 17	13/6 (Mon)	Unit 13 & 14	Assignment 6 - Comprehension (Unit 13)
Day 18	14/6 (Tue)	Unit 14	
Day 19	15/6 (Wed)	Unit 14	Assignment 7 - Comprehension (Unit 14)
Day 20	16/6 (Thu)	Unit 15	
Day 21	17/6 (Fri)	Unit 15	
Day 22	20/6 (Mon)	Unit 15 & 16	Assignment 8 - Comprehension (Unit 15)
Day 23	21/6 (Tue)	Unit 16	
Day 24	22/6 (Wed)	Unit 16	Assignment 9 - Production
Day 25	23/6 (Thu)	Review	Assignment 10 - Comprehension (Unit 16)
Day 26	24/6 (Fri)	Feedback (Production)	
Day 27	27/6 (Mon)	Final Exam (Comprehension)	
Day 28	28/6 (Tue)	Final Exam (Signed Interaction)	

Class sections and teachers' contact details

Class	Time	Classroom	No of days	Teacher	Email
HKSL3050A	9:30-12:15	ZOOM meeting room	28	Lo Chun Yi Connie	connie_cslds@cuhk.edu.hk

For further information and inquiries you are welcome to contact

Contact	Telephone	Email	Office
Lo Chun Yi Connie	90205198	connie_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)		jafi_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
General Office	3943 7110	lin@cuhk.edu.hk	Rm G17, Leung Kau Kui Building Office Hours: Monday to Thursday: 8:45am to 1:00pm and 2:00pm to 5:30pm Friday: 8:45am to 1:00pm and 2:00pm to 5:45pm

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. For group projects, all students of the same group should be asked to sign the declaration.

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. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

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 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-end 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.