



Term 1, 2023-2024

<b>Course Code &amp; Title:</b>	<b>HKSL 3001BC01 Hong Kong Sign Language V</b>	
<b>Language of Instruction:</b> Hong Kong Sign Language	<b>Units: 3</b>	

<b>Course Description</b>
This course adopts a communicative approach to sign language teaching. This course emphasizes developing the skills for expressing personal opinions and arguments. Students will learn to command a larger vocabulary and complex sign language structures. Students are encouraged to analyze some selected deaf issues in the local community and the world.

<b>Learning Outcomes</b>
<p>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 covers language skills of production, comprehension, signed interaction, processing text, pragmatic competencies, thematic development, and qualitative factors. Developing the skills at B2 level, students will be becoming independent users of Hong Kong Sign Language, learning to use the language to</p> <ul style="list-style-type: none"> <li>• understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.</li> <li>• interact with a degree of fluency and spontaneity that makes regular interaction with native/proficient signers quite possible without strain for either party.</li> <li>• 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.</li> </ul>

<b>Course Content</b>			
<b>Lesson</b>	<b>Speech Acts</b>	<b>Grammar</b>	<b>Culture</b>
Unit 17 Navigating in the city	<ul style="list-style-type: none"> <li>• Asking for and giving directions</li> <li>• Describing the location of different places</li> </ul>	<ul style="list-style-type: none"> <li>• Token space</li> <li>• Classifier predicates</li> <li>• Locative constructions</li> </ul>	<ul style="list-style-type: none"> <li>• Signing space</li> </ul>
Unit 18 Team work	<ul style="list-style-type: none"> <li>• Planning on division of labour</li> <li>• Planning on sports team positions</li> <li>• Inviting others to make suggestions or comments</li> <li>• Making recommendations</li> <li>• Expressing agreement and disagreement</li> <li>• Seeking someone's approval</li> <li>• Reporting to someone on a plan and a decision</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporating numbers in semantic classifiers</li> </ul>	<ul style="list-style-type: none"> <li>• Deaf sports competition</li> </ul>
Unit 19 Planning a trip	<ul style="list-style-type: none"> <li>• Requesting a change of plans</li> <li>• Expressing uncertainty and concerns</li> <li>• Making suggestions</li> <li>• Talking about possibilities</li> <li>• Insisting on an idea or suggestion</li> <li>• Rejecting people's suggestion and</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporating numbers in verbs</li> </ul>	<ul style="list-style-type: none"> <li>• How to communicate with signers of other languages</li> </ul>

	making counter-proposal		
Unit 20 Recycling	<ul style="list-style-type: none"> <li>Talking about materials and their characteristics</li> <li>Describing the change of shapes of objects</li> <li>Describing the cause, process and end state</li> <li>Warning about some bad consequences</li> </ul>	<ul style="list-style-type: none"> <li>Size-and-shape-specifier classifier with changing shape</li> </ul>	<ul style="list-style-type: none"> <li>How is sign language different from pantomime</li> </ul>

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
M	M	M	M	M	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.

Assessment Scheme		
Task nature	Description	Weight
Participation	Punctuality, active participation in class activities (10%)  Active reflection on student's own signing (5%) Students will submit one signed video of reflection journal. The specification of the reflection journal will be announced in class.	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 specification. Details of the specification 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 feedbacks 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%
<b>Total</b>		<b>100 %</b>

**Notes:**

- You are required to arrive on time. Students arriving after the first 10 minutes are considered to be late.
- You are required to attend at least 75% of the classes. 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:**

<b>Skills</b>	<b>A / A-</b>	<b>B+ / B</b>	<b>B- / C+ / C</b>	<b>C- / D</b>	<b>F</b>
<b>Reference</b>	<b>Excellent</b>	<b>Good</b>	<b>Adequate</b>	<b>Unsatisfactory</b>	<b>Fail</b>
<b>Comprehension</b>	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.
<b>Production</b>	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 advantages and disadvantages of various options.	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 disadvantages of various options.	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 advantages and disadvantages of various options.	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 advantages and disadvantages of various options.	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 giving the advantages and disadvantages of various options.
<b>Interaction</b>	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.

**Learning Resources**

**Course Materials**

- Hong Kong Sign Language 5 online: [http://www.cslds.org/hksl\\_book/](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/>
- 香港手語性教育網站 HKSL Sex Education Website: [http://www.cslds.org/sex\\_edu/](http://www.cslds.org/sex_edu/)
- 醫療手語支援平台: [http://cslds.org/medical\\_databank/](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>

### 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):

Week	Date	Content	Hand in Assignments	Mode of teaching
Week 1	7/9 (Thu)	Introduction, Review, Unit 17		YIA 406
Week 2	14/9 (Thu)	Unit 17		YIA 406
Week 3	21/9 (Thu)	Unit 17		YIA 406
Week 4	28/9 (Thu)	Unit 18	Comprehension (Unit 17)	YIA 406
Week 5	5/10 (Thu)	Unit 18		YIA 406
Week 6	12/10 (Thu)	Unit 18, 19		YIA 406
Week 7	19/10 (Thu)	Unit 19	Comprehension (Unit 18)	YIA 406
Week 8	26/10 (Thu)	Unit 19	Production	YIA 406
Week 9	2/11 (Thu)	Unit 20	Comprehension (Unit 19),	YIA 406
Week 10	9/11 (Thu)	Congregation		
Week 11	16/11 (Thu)	Unit 20	Project (Draft)	YIA 406
Week 12	23/11 (Thu)	Unit 20, Feedback		YIA 406
Week 13	30/11 (Thu)	Final Exam (Comprehension)	Comprehension (Unit 20)	(TBC)
Week 14	7/12 (Thu)	Final Exam (Signed Interaction)	Reflection journal, Project (Final)	(TBC)

### Class sections and teachers' contact details:

Class	Time	Classroom	No of weeks	Teacher	Email
HKSL3001B	14:30-17:15	Yasumoto Int'l Acad Park 406	14	Chu Kwan Ngai Kenny	<a href="mailto:cslds_kennychu@cuhk.edu.hk">cslds_kennychu@cuhk.edu.hk</a>

### For further information and inquiries you are welcome to contact:

Contact	Telephone	Email	Office
Chu Kwan Ngai Kenny	9507 8919 (WhatsApp)	<a href="mailto:cslds_kennychu@cuhk.edu.hk">cslds_kennychu@cuhk.edu.hk</a>	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 <b>Office Hours:</b> 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.