Department of Linguistics and Modern Languages
The Chinese University of Hong Kong

Term 2, 2024-2025

Course Code & Title:	HKSL 3002B C01 Hong Kong Sign Language VI	
Language of Instruction: Hong Kong Sign Language		**Units: 3**

Course Description
This course is the continuation of HKSL3001. This course adopts a communicative approach to sign language teaching. This course emphasizes developing the skills for expressing personal opinions and constructing longer narratives, helping students to become independent users of the language. 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.

Learning Outcomes
Upon completion of this course, students will develop 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. Acquiring the skills at B2 level, students will be independent users of Hong Kong Sign Language, being able 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. • interact with a degree of fluency and spontaneity that makes regular interaction with native/proficient signers quite possible without strain for either party. • 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.

Course Syllabus			
Lesson	**Speech Acts**	**Grammar**	**Culture**
Unit 21 Daily life	• Making recommendation • Rejecting suggestion and giving reason for it • Offering to help • Describing travelling experience	• Non-manual features as adverbials of manner	• The "Deaf Goodbye"
Unit 22 What happened?	• Describing unfortunate incidents • Expressing frustration • Saying words of comfort	• Continuative, unrealized inceptive, and completive aspects	• Swearword… or not?
Unit 23 Telling stories	• Telling fables • Locating events in time • Expressing thoughts and actions of multiple characters • Stating the lesson of a story	• Role-shifting	• Deaf jokes
Unit 24 Accident	• Reporting on an incident as an eyewitness • Talking about an overhead burglary • Describing a scene • Expressing opinions	• Switching between token space and surrogate space	• Vivid storytelling

	• Asking for further information and elaboration of details		

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%) Active reflection on student's own signing (5%) Students will submit a reflection at the end of the term discussing in what ways their signing skills have improved in this course.	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	Students will make a signed video on an assigned topic. Students 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 around 10 minutes. Part 2: Comprehension (20%) Test content 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 missed tests, make-up tests will not be arranged unless the student can provide an official supporting document, such as a medical certificate.**

Learning Resources
Required Readings and Course Materials:
Course Materials
● Hong Kong Sign Language 6 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/   ● 精神健康手語平台 HKSL Mental Health Databank: http://cslds.org/mental_health_databank/   ● 醫療手語支援平台 HKSL 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   ● 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	Student demonstrates ability to produce clear, detailed text on a wide range of subjects and	Student demonstrates just adequate ability to produce clear, detailed text on a wide range of	Student demonstrates less than satisfactory ability to produce clear, detailed text on a wide range of	Student fails to demonstrate minimally adequate ability to produce clear, detailed text on a

	subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	wide range of subjects and explain a viewpoint on a topical issue 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	Venue
Week 1	9/1 (Thu)	Introduction & Unit 21		ELB 306
Week 2	16/1 (Thu)	Unit 21		ELB 306
Week 3	23/1 (Thu)	Unit 21 & 22		ELB 306
Week 4	*30/1 (Thu)*	*Public holiday – Lunar New Year*		
Week 5	6/2 (Thu)	Unit 22	Comprehension (Unit 21)	ELB 306
Week 6	13/2 (Thu)	Unit 22		ELB 306
Week 7	20/2 (Thu)	Unit 23	Comprehension (Unit 22)	ELB 306
Week 8	27/2 (Thu)	Unit 23		ELB 306
Week 9	*6/3 (Thu)*	*Reading Week*		
Week 10	13/3 (Thu)	Unit 23 & 24		ELB 306
Week 11	20/3 (Thu)	Unit 24	Comprehension (Unit 23) Production	ELB 306
Week 12	27/3 (Thu)	Unit 24		ELB 306
Week 13	3/4 (Thu)	Review	Comprehension (Unit 24) Project (Draft)	ELB 306
Week 14	10/4 (Thu)	Feedback		ELB 306
Week 15	17/4 (Thu)	Final Exam (Comprehension)	Project (Final)	ELB 306
Week 16	24/4 (Thu)	Final Exam (Signed Interaction)	Reflection journal	(TBC)

Class sections and teachers' contact details:

Class	Time	Classroom	No of weeks	Teacher	Email
HKSL3002B C01	2:30pm-5:15pm	ELB 306	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 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

Details of Course Website
CUHK Blackboard: https://blackboard.cuhk.edu.hk

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