



Term 2, 2025-2026

Course Code & Title:	HKSL2002 C01 Hong Kong Sign Language IV	
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 continues to strengthen students' skills of comprehension and expression in a variety of communicative tasks and situations. Students will learn to express simple descriptions or comments on selected topics like personal experiences or plans. They will also learn to comprehend complex sign language texts on both concrete and abstract topics. 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 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 <ul style="list-style-type: none"> ● 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 Syllabus			
Lesson	Speech Acts	Grammar	Culture
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
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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 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 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. 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 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	
<ul style="list-style-type: none"> ● Hong Kong Sign Language 4 online: http://www.cslds.org/hksl_book/ ● Blackboard: https://blackboard.cuhk.edu.hk/ 	
IT Resources	
For learning Hong Kong Sign Language:	
<ul style="list-style-type: none"> ● 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:	
<ul style="list-style-type: none"> ● 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:	
<ul style="list-style-type: none"> ● 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	
<ul style="list-style-type: none"> ● 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
<i>Reference</i>	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	Venus
Week 1	6/1 (Tue)	Introduction & Unit 13		LHC G03
Week 2	13/1 (Tue)	Unit 13		LHC G03
Week 3	20/1 (Tue)	Unit 13 & 14		LHC G03
Week 4	27/1 (Tue)	Unit 14	Comprehension (Unit 13)	LHC G03
Week 5	3/2 (Tue)	Unit 14		LHC G03
Week 6	10/2 (Tue)	Unit 15	Comprehension (Unit 14)	LHC G03
Week 7	17/2 (Tue)	<i>Public holiday – Lunar New Year</i>		
Week 8	24/2 (Tue)	Unit 15		LHC G03
Week 9	3/3 (Tue)	<i>Reading Week</i>		
Week 10	10/3 (Tue)	Unit 15 & 16	Production	LHC G03
Week 11	17/3 (Tue)	Unit 16	Comprehension (Unit 15)	LHC G03
Week 12	24/3 (Tue)	Unit 16	Project (Draft)	LHC G03
Week 13	3/31 (Tue)	Review & Feedback	Comprehension (Unit 16)	LHC G03
Week 14	7/4 (Tue)	<i>Public holiday – The day following Easter Monday</i>		
Week 15	14/4 (Tue)	Final Exam (Comprehension)	Project (Final)	LHC G03
Week 16	21/4 (Tue)	Final Exam (Signed Interaction)	Reflection journal	(TBC)

Class sections and teachers' contact details:

Class	Time	Classroom	No of weeks	Teacher	Email
HKSL2002 C01	2:30pm-5:15pm	LHC G03	16	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/academic honesty/>.

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