



Term 2, 2025-2026

<b>Course Code &amp; Title:</b>	<b>HKSL 3002 AC01 Hong Kong Sign Language VI</b>	
<b>Language of Instruction: Hong Kong Sign Language</b>	<b>Units: 3</b>	

<b>Course Description</b>
This course adopts a communicative approach to sign language teaching. It continues to train students' comprehension and expressive skills with emphasis on narration of personal experiences and short stories. Students will learn to command more vocabulary and complex sign language structures. Students are encouraged to analyze selected issues in the local Deaf community and the world.

<b>Learning Outcomes</b>
<p>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</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 Syllabus</b>			
<b>Lesson</b>	<b>Speech Acts</b>	<b>Grammar</b>	<b>Culture</b>
Unit 21 Daily life	<ul style="list-style-type: none"> <li>• Making recommendation</li> <li>• Rejecting suggestion and giving reason for it</li> <li>• Offering to help</li> <li>• Describing travelling experience</li> </ul>	<ul style="list-style-type: none"> <li>• Non-manual features as adverbials of manner</li> </ul>	<ul style="list-style-type: none"> <li>• The "Deaf Goodbye"</li> </ul>
Unit 22 What happened?	<ul style="list-style-type: none"> <li>• Describing unfortunate incidents</li> <li>• Expressing frustration</li> <li>• Saying words of comfort</li> </ul>	<ul style="list-style-type: none"> <li>• Continuative, unrealized inceptive, and completive aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Swearword... or not?</li> </ul>
Unit 23 Telling stories	<ul style="list-style-type: none"> <li>• Telling fables</li> <li>• Locating events in time</li> <li>• Expressing thoughts and actions of multiple characters</li> <li>• Stating the lesson of a story</li> </ul>	<ul style="list-style-type: none"> <li>• Role-shifting</li> </ul>	<ul style="list-style-type: none"> <li>• Deaf jokes</li> </ul>
Unit 24 Accident	<ul style="list-style-type: none"> <li>• Reporting on an incident as an eyewitness</li> <li>• Talking about an overhead burglary</li> <li>• Describing a scene</li> <li>• Expressing opinions</li> <li>• Asking for further information and</li> </ul>	<ul style="list-style-type: none"> <li>• Switching between token space and surrogate space</li> </ul>	<ul style="list-style-type: none"> <li>• Vivid storytelling</li> </ul>

	elaboration of details		
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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	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.  <b>Remarks: Part 1 and Part 2 will be held on different dates.</b>	35%
<b>Total</b>		<b>100%</b>

**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/](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/](http://www.cslds.org/sex_edu/)
- 醫療手語支援平台 HKSL Medical Databank: [http://cslds.org/medical\\_databank/](http://cslds.org/medical_databank/)
- 精神健康手語平台 HKSL Mental Health Databank: [http://cslds.org/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/](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
<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	Student demonstrates ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue	Student demonstrates just adequate ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a	Student demonstrates less than satisfactory ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a	Student fails to demonstrate minimally adequate ability to produce clear, detailed text on a wide range of subjects and explain a

	topical issue giving the advantages and disadvantages of various options.	giving the advantages and disadvantages of various options.	topical issue giving the advantages and disadvantages of various options.	topical issue giving the advantages and disadvantages of various options.	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.

**Course Schedule (Subject to changes):**

Week	Date	Content	Hand in Assignments	Venus
Week 1	8/1 (Thu)	Introduction & Unit 21		YIA 406
Week 2	15/1 (Thu)	Unit 21		YIA 406
Week 3	22/1 (Thu)	Unit 21 & 22		YIA 406
Week 4	29/1 (Thu)	Unit 22	Comprehension (Unit 21)	YIA 406
Week 5	5/2 (Thu)	Unit 22		YIA 406
Week 6	12/2 (Thu)	Unit 23	Comprehension (Unit 22)	YIA 406
<i>Week 7</i>	<i>19/2 (Thu)</i>	<i>Public holidays – Lunar New Year</i>		
Week 8	26/2 (Thu)	Unit 23		YIA 406
<i>Week 9</i>	<i>5/3 (Thu)</i>	<i>Reading Week</i>		
Week 10	12/3 (Thu)	Unit 23 & 24	Production	YIA 406
Week 11	19/3 (Thu)	Unit 24	Comprehension (Unit 23)	YIA 406
Week 12	26/3 (Thu)	Unit 24	Project (Draft)	YIA 406
Week 13	2/4 (Thu)	Review	Comprehension (Unit 24)	YIA 406
Week 14	9/4 (Thu)	Feedback		YIA 406
Week 15	16/4 (Thu)	Final Exam (Comprehension)	Project (Final)	YIA 406
Week 16	(TBC)	Final Exam (Signed Interaction)	Reflection journal	(TBC)

**Class sections and teachers' contact details:**

Class	Time	Classroom	No of weeks	Teacher	Email
HKSL3002 AC01	10:30am-1:15pm	YIA 406	16	Yu Wai Lam Brenda	<a href="mailto:brenda_cslds@cuhk.edu.hk">brenda_cslds@cuhk.edu.hk</a>

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

Contact	Telephone	Email	Office
Yu Wai Lam Brenda		<a href="mailto:brenda_cslds@cuhk.edu.hk">brenda_cslds@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)	3943 1491	<a href="mailto:jafi_cslds@cuhk.edu.hk">jafi_cslds@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
General Office	3943 7110	<a href="mailto:lin@cuhk.edu.hk">lin@cuhk.edu.hk</a>	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

#### 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