

**The Chinese University of Hong Kong
Department of Linguistics and Modern Languages
First Term, 2020-2021**

<p>Course Code: BMBL1001 Course Title: Sign Language and Bimodal Bilingualism</p>

Course Overview: This course introduces the history of sign language research and how the findings gradually transform our understanding of sign language in human cognition and interaction under different sociolinguistic contexts. Key concepts to be discussed are sign language and gesture, natural sign language versus manually coded spoken language, sign language and spoken language grammars, deafness and sign language, sign language acquisition, unimodal bilingualism and bimodal bilingualism.

Learning Outcomes:

Students completing this course will achieve a basic understanding that:

1. Sign language enjoys the same linguistic status as spoken language in human interaction;
2. There is a continuum of signing varieties adopted by hearing and deaf individuals in society in relative degrees;
3. Sign language transmission through generations is necessitated by a Deaf Community with members who take sign language as a primary means of communication; and
4. Sign language is acquirable by children, deaf or hearing, and supports their language, cognitive and emotional development.

List of Topics

Topic	Contents/fundamental concepts
Hearing loss	Loss of hearing due to genetic or pathological causes, leading to different types and degree of hearing loss
Sign Language	A visual-gestural language used in Deaf communication
Signing as a system of communication	Signing is a cover term which includes use of a natural sign language, manually coded spoken language, fingerspelling, cued speech, tactile signing,..etc.
Linguistic properties of sign language	Natural sign languages have a grammatical system that can be systematically investigated based on theories of linguistics.
Sign language and deaf culture	Oralism, Audism, Cochlear implants, Communication issues, Deaf Culture
Sign language acquisition	The processes of acquiring sign language by Deaf or Hearing individuals are said to be similar to those demonstrated by hearing children acquiring spoken languages
Bimodal bilingualism	A relatively new concept in Sign Linguistics which captures the phenomenon that signing deaf people or hearing children of Deaf parents possess knowledge of

	two language systems, hence various theories pertaining to bilingualism applies.
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Learning activities:

Web based lectures (hr) in class	Interactive tutorials (hr) in class	Report writing (hr) out class	Oral Presentations (hr) in class	Extra-curricular activities (hr) Out class	Readings (hr) out class	Total
20	15	20	2	5	30	92
M	M	M	M	M	M	M

M: Mandatory activity in the course O: Optional activity NA: Not applicable

Assessment scheme

Task nature	Description	Weight
Internet search on sign language and deafness in the world	<p>This exercise aims to familiarize students with the sign language and deafness situations in the world. Students, working in pairs, identify a city/country through internet search and analyze the sign language and deafness situation there.</p> <p>Since the choice of city/country is on a first come first serve basis, students must announce it on Blackboard once a choice is made so no other groups will repeat the same choice.</p> <p>Go to Group > Internet Search : SL& D (announcement) > Group Discussion Board > Create Forum</p> <p>Presentation (10 min) Please upload the ppt to Blackboard 1 day before the presentation</p> <p>Go to Group > Internet Search : SL& D ppts > add file</p> <p>Assessment scheme: 1. PPT organization (10%) : richness in contents and systematic presentation of data and facts 2. Oral presentation (5%) : clear presentation</p>	Total: 15% (group)
Focused Topic	<p>The focused topic for class discussion is ‘Legal Recognition of Sign Languages’. Each students will be assigned a paper to read thoroughly, prepare a detailed written report (2500 words) and a ppt for presentation.</p> <p>Assessment Scheme: Report (25%), ppt (5%) and presentation (5%)</p> <p>Go to Group> Focused Topic 1/2 > Discussion Board > Create Forum</p> <p>Please upload the ppt to Blackboard 1 day before the presentation</p>	35% (individual)

	<p>Go to Group > Focused Topic 1/2 ppts > Add File</p> <p>(2) Students synthesize the information they present and prepare a critical analysis of the subject matter (word limit: 1500). Students upload their analysis to Blackboard the following day.</p> <p>Go to Course Contents > Focused Topic 1/2 > Text Submission OR Attach a pdf. file</p> <p>Assessment scheme:</p> <ol style="list-style-type: none"> 1. PPT & oral presentation (10%) 2. Report and critical analysis (25%) 	
Participation	<p>Groups of students take turn to present an assigned reading in class. They need to prepare a report (summary + critique 1500 words) and a ppt. They also have to prepare 4 - 5 tutorial questions and assign them to groups of students for discussion in class.</p> <p>Pls upload the summary + critique and the ppt to Blackboard for sharing with other students.</p> <p>Go to Group > Tutorial # ppt > add file</p> <p>Assessment scheme:</p> <ol style="list-style-type: none"> 1. PPT and oral presentation, about 15 min (5%) 2. Report + critique (10%) 	15% (group)
Book report	<p>Students submit a book report on sign language and deafness. Books for the book report can be selected from the list in the learning resources below. Students using books other than those in the list will need to seek permission from the instructor beforehand.</p> <p>Word limit : 3000 words</p> <p>Consult these websites on how to write a critical summary in your own words https://www.wikihow.com/Summarize-a-Journal-Article https://www.monash.edu/rlo/quick-study-guides/writing-a-critical-review</p> <p>Assessment scheme: Summary 15%; critical analysis:10%; organization and language of expression 5%</p> <p>Go to Course Contents > Book Report > Text Submission OR Attach a pdf file</p>	35% (individual)

Grade descriptors
A: Outstanding

- Outstanding performance on all learning outcomes;
- Competent in theorisation, generalisation, hypothesization, and reflection upon issues;
- Skilled in creating, hypotheses and generating proposals to tackle issues with unanticipated extension.

A-: Excellent

- Generally outstanding performance on all (or almost all) learning outcomes;
- Skilled in comparing and contrasting arguments, explaining causes, analyzing and relating concepts to general theories;
- Good at applying issues to relevant social contexts and predicting logically related outcomes.

B: Good

- Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensate for less satisfactory performance on others, resulting in overall substantial performance;
- Able to enumerate, describe, list, and clarify concepts and topics;
- Capable of examining a topic from multiple perspectives.

C: Fair

- Satisfactory performance on a majority of learning outcomes, possibly with a few weaknesses;
- Able to state, recognize, recall, and tell single points of topics of discussion.

D: Inadequate

- Barely satisfactory performance on a number of learning outcomes;
- Barely able to state, recognize, recall, and tell single points of topics of discussion.

F: Fail

- Unsatisfactory performance on a number of learning outcomes, or failure to meet the specified assessment requirements;
- Missing the points.

RECOMMENDED LEARNING RESOURCES:

I. General

1. There will be course handouts and reading materials to enhance understanding of the fundamental concepts.
2. Films and documentaries about deafness and sign language to stimulate students' critical analysis of the Deaf situation.

II Textbooks

There is no textbook for this course, but introductory books on sign linguistics are included in the reading list below.

Hill, J., Lillo-Martin, D., Wood, S. (2019). *Sign Languages: Structure and Contexts*. Routledge.

Baker, Anne, van den Bogaerde, Beppie; Pfau, Roland; Schermer, Trude. (eds). 2016. *The Linguistics of Sign Languages: An introduction*. John Benjamins.

Johnston, Trevor., Schembri, Adam. 2007. *Australian Sign Language: An introduction to sign language linguistics*. Cambridge: Cambridge University Press. (CU Library electronic copy)

Sutton-Spence, R., Woll, B. 1998. *The Linguistics of British Sign Language: an introduction*. Cambridge: Cambridge University Press.

III. Recommended readings: all recommended readings are found in the lecture outline

IV. Journals

1. Sign Language Studies (<http://gupress.gallaudet.edu/SLS.html>)
Sign Language Studies (2012, Vol 4) special issue on 'language policy'
Sign Language Studies (2015, Vol 4) special issue on 'linguistic human rights'
2. Sign Language and Linguistics (<https://benjamins.com/#catalog/journals/sll/main>)
3. Deaf Studies and Deaf Education (<http://jdsde.oxfordjournals.org>)
4. Speech, Language and Hearing Research (<http://jslhr.pubs.asha.org>)
5. Bilingual Education and Bilingualism
(<http://www.tandfonline.com/toc/rbeb20/current#.Usn5tqVmsWY>)
6. Deafness and Education International

V. Books reports: Book recommendations

Calloway, A. (2000). *Deaf Children in China*. Gallaudet University Press.
UL HV2888 .C35 2000, Online access is available

Cintas, J.D., Orero, P., Remael, A. (2007, eds.). *Media for all: Subtitling for the Deaf, Audio Description, and Sign Language. Approaches to Translation Studies*. Amsterdam/New York: Rodopi.

Eldredge, B.K. (2017). *My Mother made me Deaf*. Gallaudet University Press. Online access is available

Fox, M. (2009). *Talking hands: What Sign Language Reveals About the Mind*. New York: Simon & Schuster Paperbacks. University Library UL Reserve 2 hours P117 .F69 2007

Glickman, N.S. (2013). *Deaf Mental Health Care*. Routledge. Online access is available

Golden-Meadow, S. (2005). *The Resilience of Language: What Gesture Creation in Deaf Children Can Tell Us About How All Children Learn Language*. Psychology Press. Online access is available

Groce, Nora Ellen. (1988). *Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard*. Harvard University Press. University Library UL HV2561.M49 G76
Online access is available

H-DirksenL., Bauman & Murray, J. (eds.) (2014). *Deaf Gains: Raising the Stakes for Human Diversity*. University of Minnesota Press. University Library UL HV2380 .D425 2014
Online access is available

Holcomb, T. K. (2013). *Introduction to American Deaf culture*. Oxford, NY: Oxford University Press. University Library UL Reserve 2 hours HV2545 .H65 2013

Ladd, P. (2003). *Understanding Deaf culture: In search of Deafhood*. Clevedon, UK: Multilingual Matters. University Library UL HV2380 .L26 2003, Online access is available

Marschark, M., Knoors, H. (2020). *The Oxford Handbook of Deafness in Learning and Cognition*. NY: Oxford University Press.

Marschark, M., Hauser, P. (2014). *How Deaf Children Learn: What Parents and Teachers Need to*

Know. NY: Oxford University Press.

Knooks, H., Marschark, M. (2014). *Teaching Deaf Learners: Psychological and Developmental Foundations*. NY: Oxford University Press.

Lane, Harlan. (1999). *The Masks of Benevolence*. DawnSignPress. University Library UL HV2537 .L36 1992

Leigh, I. (2009). A Lens on Deaf Identities. *Oxford Press Scholarship Online* (<https://www-oxfordscholarshipcom.easyaccess2.lib.cuhk.edu.hk/view/10.1093/acprof:oso/9780195320664.001.0001/acprof-9780195320664>). University Library UL WV270 .L35 2009

Leigh, I., Andrews, J. (2017, 2nd Edition). *Deaf people and Society: Psychological, Sociological and Educational Perspectives*. Routledge. Online access is available

Lindgren, K.A., DeLuca, D., Napoli, D.J. (2008). *Signs and Voices: Deaf Culture, Identity, Language and Arts*. Gallaudet University Press. University Library UL HV2545 .S54 2008

Marschark, M., Hauser, P. (2012). *How Deaf Children Learn: What Parents and Teachers Need to Know*. Oxford University Press. University Library UL HV2391 .M257 2012, Online access is available

Monaghan, L., Schmaling, C., Nakamura, K., Turners, G.H. (2003). *Many Ways to be Deaf: International Variation in Deaf Communities*. Gallaudet University Press. University Library UL HV2395 .M36 2003, Online access is available

Morris, W. (2008). *Theology without words: Theology in the Deaf Community*. Ashgate Publishing Ltd. Chung Chi Library CC BV4463 .M67 2008

Nakamura, K. (2006). *Deaf in Japan: Signing and the Politics of Identity*. Cornell University Press. UL HV2883 .N35 2006

Padden, C., & Humphries, T. (2005). *Inside Deaf Culture*. Harvard University Press. UL Reserve 2 hours HV2545 .P35 2005, Online access is available

Ryan, D., Schuhman, J.S. (2002, eds.) *Deaf People in Hitler's Europe*. Gallaudet University Press. University Library UL HV2746 .D43 2002, Online access is available

VI. Multimedia and internet resources

i) Some Useful Websites

1. World Federation of the Deaf <http://wfdeaf.org/>
2. United Nations Convention on the Rights of Persons with Disabilities <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>
3. HKSL Browser <http://www.cslds.org/hkslbrowser/index.jsp?lang=en>
4. Asian Sign Bank <http://www.cslds.org/asiansignbank/>
5. Centre for Sign Linguistics and Deaf Studies
6. Centre for Sign Linguistics and Deaf Studies <http://www.cslds.org/v3/>

ii) Ted talks & video documentaries on deaf studies

General

1. "Opening our Ears to the Deaf" by Pamela Weisman, 2013
<https://www.youtube.com/watch?v=Z6srfOyIVpQ>
2. "I'm deaf, but we can still talk" by Rebekah Afari, 2018
https://www.youtube.com/watch?v=M3f_mENOQaE&t=9s
3. "Bridging the gap between the deaf and hearing community" by Roos Wattel, 2018
<https://www.youtube.com/watch?v=gxxMXhggARI>

Deaf education

1. "Making Education Accessible to Deaf Children" by Nyle DiMarco, 2018
https://www.youtube.com/watch?v=U_Q7axl4oXY&t=271s
2. "Using sign language morphology to unlock science education" by Gary Quinn, 2018
<https://www.youtube.com/watch?v=XNj6DMzcrCw>

Deaf culture

1. "Protecting and Interpreting Deaf Culture by| Glenna Cooper, 2017
<https://www.youtube.com/watch?v=io7z5PftOU4>
2. "Deaf ideology" by Marika Kovacs-Houlihan, 2015
https://www.youtube.com/watch?v=pLBw9nYI_Ks
3. Deaf parents and hearing children https://www.youtube.com/watch?v=4r_S5WzsM48
4. Deaf family and deaf members <https://www.youtube.com/watch?v=5yS6bgMIwgI>

Deaf and hearing worlds

1. "Not the hearing or Deaf world" by Heather Artinian, 2013
<https://www.youtube.com/watch?v=jhm5OaXJVMQ> (based on a documentary Sound & Fury
<https://www.youtube.com/watch?v=nuhUOCewyKA&t=61s>)
2. "Navigating deafness in a hearing world" by Rachel Kolb, 2013
<https://www.youtube.com/watch?v=uKKpjuPd6Xo>

Audism

1. Effects of Linguisticism and Audism on the developing Deaf person" Peter Hauser, 2015
<https://www.youtube.com/watch?v=73zUW76OOxg&t=7s&pbjreload=10>

Feedback for evaluation:

1. There will be a midterm evaluation for the instructor to obtain feedback from the students
2. There is an end-of-term course evaluation
3. Students are encouraged to discuss with the instructor regarding the conduct of the lessons.

Course schedule

Week	Date	Topics & Readings
Week 1	9 Sept Meeting 1	<p>Misconceptions about deafness and sign language</p> <p><i>1. Misconceptions about deafness & Sign Language</i> https://signsoflifeasl.wordpress.com/2013/02/26/audism/ http://carolafinch.hubpages.com/hub/Myths-and-Misconceptions-About-Deaf-People https://www.youtube.com/watch?v=RHoIRuo0ng4</p> <p><i>2. Deaf parents who don't sign to their children</i> https://www.youtube.com/watch?v=RHoIRuo0ng4</p>

		Woodward, J., & Horejes, T. P. 2016. deaf/Deaf: Origins and Usage. In Gertz, G., & Boudreault, P. (eds.), <i>The SAGE Deaf Studies Encyclopedia</i> . Thousand Oaks, C.A.: Sage. DOI: http://dx.doi.org/10.4135/9781483346489.n93
Week 2	16 Sept Meeting 2	<p>Deaf community</p> <p>Woll, B., & Ladd, P. 2011. Deaf communities. In Marschark, M., & Spencer, P-E. (eds.) <i>The Oxford Handbook of Deaf Studies, Language and Education</i>, Vol. 1, 2nd ed., New York, NY: Oxford University Press, pp. 159-172.</p> <p>Fontana, S., Corazza, S., Boyes Braem, P., Volterra, V. 2017. Language research and language community change: Italian SL, 1981-2013. <i>Sign Language Studies</i>, 17/3: 363-398.</p>
Week 3	23 Sept Meeting 3	<p>Signing varieties, language contact and standardization</p> <p>Sze, F., Lo, C., Lo, L., & Chu, K. 2013. Historical development of Hong Kong Sign Language. <i>Sign Language Studies</i>, 13 (2), 155-185.</p> <p>Quito-Pozos, D., Adam, R. 2013. Sign Language Contact. In Bayley, R., Cameron, R., Lucas, C. (eds.) <i>The Oxford Handbook of Sociolinguistics</i>. OUP, pp. 379-402.</p> <p>Tutorial 1: Woodward & Horejes 2016</p>
Week 4	30 Sept Meeting 4	<p>Deaf communities in the world</p> <p>Students present the Deaf and sign language situation of a certain place/city/country in class.</p> <p>The presentation is in the form of a ppt covering the following components:</p> <ol style="list-style-type: none"> 1. Total deaf population & signing population 2. Social or legal status of sign language 3. Existence of a Deaf community: Deaf clubs? Deaf Activities? Deaf Festival? 4. Sign language support services in society, e.g. sign interpretation, video relay service, sign language classes, sign linguistics courses at university 5. Sign language in education, in deaf schools and colleges <p><i>Upload reports and ppts to Blackboard one day before the presentation.</i></p> <p>Part 1: Group presentation (10 min x 10 presentations = 2 hours) Part 2: Focused discussion (last 45 min to one hour)</p>
Week 5	7 Oct Meeting 5	<p>Language attitudes</p> <p>Joseph Hill, 2015. Language ideologies, policies and attitudes towards Signed Languages. In In Bayley, R., Cameron, R., Lucas, C. (eds.) <i>Oxford Handbook of Sociolinguistics</i>, pp. 680-700.</p>

		Tutorial 2: Sze et. al. 2013
Week 6	14 Oct Meeting 6	<p>Bimodal bilingualism & Deaf Education</p> <p>Beppie can de Bogaerde, Buré & Fortgens, C. 2106. Bilingualsma and Deaf Education. In Baker, Anne, van den Bogaerde, Beppie; Pfau, Roland; Schermer, Trude. (eds). 2016. <i>The Linguistics of Sign Languages: An introduction</i>. John Benjamins, Chapter 14: Bilingualism and Deaf Education, pp.325-336.</p> <p>Grosjean, F. 2010. Bilingualism, biculturalism, and deafness. <i>International Journal of Bilingual Education and Bilingualism</i> 13/2:133–145.</p> <p>Tutorial 3: Fontana et. al. 2017</p>
Week 7	21 Oct Meeting 7	<p>Focused Discussion: Legal Recognition of Sign Languages</p> <p><i>Upload ppts and reports to Blackboard one day before the presentation</i></p> <p>Part 1: Group presentation (10 min x 10 presentations = 2 hours) Part 2: Focused discussion (last 45 min to one hour)</p>
Week 8	28 Oct Meeting 8	<p>Gesture and Iconicity in sign language</p> <p>Klima, E., & Bellugi, U. 1979. Iconicity in Signs and Signing. <i>The Signs of Language</i>, Cambridge Mass.: Harvard University Press.</p> <p>Tutorial 4: Hill 2015</p>
Week 9	4 Nov Meeting 9	<p>Focused Discussion : Legal recognition of sign languages</p> <p><i>Upload ppts to Blackboard</i></p> <p>Part 1: Group presentation (10 min x 10 presentations = 2 hours) Part 2: Focused discussion (last 45 min to one hour)</p>
Week 10	11 Nov Meeting 10	<p>History of sign linguistics research</p> <p>McBurney, S. 2012. History of sign languages and sign language linguistics. In Pfau, R., Steinbach, M. & Woll, B. (eds.) <i>Sign Language: An International Handbook</i>, 909-949, Berlin/Boston: Mouton de Gruyter.</p> <p>Wilson A., Kakiri, N. 2011. Best Practices for collaborating with deaf communities in developing countries. In Mathur, G., Napoli, D. (eds.) <i>Deaf Around the World.: The Impact of Language</i>, pp.271-286.</p> <p>Tutorial 5: Grosjean 2010</p>
Week 11	Nov 18 Meeting 11	<p>ELAN workshop</p> <p>1. Learning ELAN 2. Data collection & handling of SL data</p>

		<p>Van Herreweghe, M. & Vermeerbergen, M. 2012. Data Collection In Pfau, R., Steinbach, M. & Woll, B. (eds.) <i>Sign Language: An International Handbook</i>, pp.1023-1044, Berlin/Boston: Mouton de Gruyter.</p> <p>Tutorial 6: Klima and Bellugi (1979)</p>
Week 12	25 Nov Meeting 12	<p>Research Methodology</p> <p>Lucas, C. 2015. Methods for studying sign languages. In In Bayley, R., Cameron, R., Lucas, C. (eds.) <i>Oxford Handbook of Sociolinguistics</i>, pp. 280-298.</p> <p>Tutorial 7: Wilson and Kakiri (2011)</p>
Week 13	2 Dec Meeting 13	Book project presentation

Instructor & Tutors	
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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 on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide (<https://veriguide1.cse.cuhk.edu.hk/cuhk/>), 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.