



Summer Session 2019 - 2020

Course Code & Title:	<b>HKSL 3050 Hong Kong Sign Language III &amp; IV</b>	
Language of Instruction: HKSL	Units: 6	

Course Description
This is a summer intensive Hong Kong Sign Language course, covering the full syllabus of HKSL 2001 and 3000

Learning Outcomes
By the end of this course, students should have achieved linguistic competence in Hong Kong Sign Language at the B1 level according to the Common European Framework of Reference for Languages (CEFR). This entails that: “Students can understand the main points when the content is clear. They try to use standard language (which for sign language users may be a locally use variation) and topics in their life everyday, e.g. work, school, holiday...etc. They can deal with most situations likely to arise where the sign language is used. They can produce simple connected text on topics which are familiar or of personal interest. They can describe their experiences, events, dreams, hopes and ambitions. They can show briefly their reasons and explanations for their opinions and plans.”

Content, CILOs and Teaching & Learning Activities		
Lesson	Speech Acts	Suggested Teaching & Learning Activities
Review	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Introducing yourself and others</li> </ul>	<ul style="list-style-type: none"> <li>• Practice Instruction</li> <li>• Peer-group learning</li> <li>• Small group discussion</li> <li>• Inquiry Method</li> </ul>
	<ul style="list-style-type: none"> <li>• Adjectives with non-manual expressions</li> <li>• word order of adjectives and nouns</li> <li>• Non-manual expressions</li> <li>• Manners of communication</li> <li>• Negation: not, not have</li> </ul>	
Unit 9 Food and drink	<ul style="list-style-type: none"> <li>• Telling people what you ate</li> <li>• Ordering food at a restaurant</li> <li>• Asking people to choose what to eat</li> </ul>	<ul style="list-style-type: none"> <li>• Group reflection</li> <li>• Self-assessment and peer assessment</li> </ul>
	Grammar: <ul style="list-style-type: none"> <li>• Compounds</li> <li>• Adjectives and non-manual expressions Coordination</li> </ul>	

<p>Unit 10 Holidays, habits and routines</p>	<ul style="list-style-type: none"> <li>• Talking about the festivals and days of celebrations</li> <li>• Telling experiences of travelling in other countries</li> <li>• Making recommendations on places to visit</li> <li>• Talking about daily life and regular duties</li> <li>• Talking about changes to regular schedule</li> <li>• Expressing dissatisfaction</li> </ul>	
	<p>Grammar:</p> <ul style="list-style-type: none"> <li>• Temporal adverbials</li> <li>• Adjectives and non-manual expressions</li> <li>• Wh and yes-no questions</li> <li>• Coordination: sequence of events</li> <li>• Modulation of verbs and temporal meanings</li> <li>• Temporal expressions</li> </ul>	
<p>Unit 11 Who is better?</p>	<ul style="list-style-type: none"> <li>• Talking about differences of people in a group</li> <li>• Expressing opinions on people's strengths</li> </ul>	
	<p>Grammar:</p> <ul style="list-style-type: none"> <li>• Adjectives and non-manuals as degree modifiers</li> <li>• Comparative constructions: use of signing space and agreement marking of FARE-MORE-THAN superlative constructions</li> </ul>	
<p>Unit 12 Get things done &amp; Helping people</p>	<ul style="list-style-type: none"> <li>• Making requests for things or actions</li> <li>• Rejecting a suggestion and expressing discontent</li> <li>• Urging people to carry out an action</li> <li>• Making and responding to suggestions</li> <li>• Expressing encouragement and compliment</li> </ul>	
	<p>Grammar:</p> <ul style="list-style-type: none"> <li>• Modulation of agreement verbs with singular subjects/objects</li> <li>• Modulation of agreement verbs with plural subjects/objects</li> </ul>	
<p>Unit 13 How does it look like?</p>	<ul style="list-style-type: none"> <li>• Describing the appearance and features of an object in details</li> <li>• Recommending people to buy a thing</li> </ul>	
	<p>Grammar:</p> <ul style="list-style-type: none"> <li>• Size and shape specifies</li> <li>• Listing with the non-dominant hand</li> </ul>	
<p>Unit 14 What are the steps?</p>	<ul style="list-style-type: none"> <li>• Explaining how to use tools</li> <li>• Giving steps-by-steps instructions</li> <li>• Asking for clarifications</li> </ul>	
	<p>Grammar:</p> <ul style="list-style-type: none"> <li>• Handling classifiers</li> <li>• Simultaneous classifier constructions</li> </ul>	
<p>Unit 15 How did it happen?</p>	<ul style="list-style-type: none"> <li>• Telling about an unlucky incident</li> <li>• Talking about feelings</li> </ul>	
	<p>Grammar:</p> <ul style="list-style-type: none"> <li>• Semantic classifiers</li> <li>• Simultaneous classifier constructions</li> </ul>	

Unit 16 New home	<ul style="list-style-type: none"> <li>Describing a room and its objects</li> <li>Telling people how to find an object in a room</li> </ul>	
	<b>Grammar:</b> <ul style="list-style-type: none"> <li>Classifier predicates</li> <li>Locative constructions</li> </ul>	

Learning Activities				
Interactive class work*	Attending cultural events	Projects	Web-based teaching	Homework / Self-study
(hr) in /out class	(hr) in /out class	(hr) in /out class	(hr) in /out class	(hr) in /out class
39	20	6-7	39	0
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 in class	Each student should submit two reflections journals (signed in HKSL) in response to primarily videos selected by the instructor on topics related to deaf awareness. If situation allows, the instructor may arrange students to attend deaf events i.e. activities organized by Deaf people or for Deaf people. Students may then choose to submit reflection journals after attending Deaf events instead of responses to videos.	15 %
Assignments	Two comprehension task (Each 10%) requiring short answers provided in signing. Two signed production (Each 10%) tasks with the topic “A story”. All signed answers must be recorded on videos. Specification of the videos will be announced in class.	40 %
Mid-term examination	<b>Comprehension</b> <ul style="list-style-type: none"> <li>Test content based on the whole course. Students will provide their answers on paper instead of on videos.</li> </ul>	15 %
Final examination	<b>Part 1: Signed Interaction (15%)</b> <ul style="list-style-type: none"> <li>Each student will make a 1-to-1 signed conversation with the instructor for 5 minutes.</li> </ul> <b>Part 2: Comprehension (15%)</b> <ul style="list-style-type: none"> <li>Test content based on the whole course. Students will provide their answers on paper instead of on videos.</li> </ul>	30 %
<b>Total</b>		<b>100 %</b>

Notes:

You are required to arrive on time.

You are required to attend at least 75% of the class. 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.

Learning Resources
<b>Course Materials</b>
<b>Course Materials</b> <ul style="list-style-type: none"> <li>Hong Kong Sign Language 3 and 4 online : <a href="http://www.cslds.org/hksl_book/login.php">http://www.cslds.org/hksl_book/login.php</a></li> </ul> Student’s own USB drive and use of Blackboard for submission of video assignments

<b>IT Resources</b> <b>IT Resources</b> □ □ □ □ □ □ □ □ HKSL from Deaf Star <a href="https://www.youtube.com/channel/UCvpDm8qD1HKDGMoz6ntzg7Q/videos">https://www.youtube.com/channel/UCvpDm8qD1HKDGMoz6ntzg7Q/videos</a> Focus Deaf <a href="https://www.youtube.com/user/focusdeaf/videos">https://www.youtube.com/user/focusdeaf/videos</a> □ □ □ □ □ Deaf Museum 2017 <a href="https://www.facebook.com/deafmuseum2017/">https://www.facebook.com/deafmuseum2017/</a> 香港手語瀏覽器 Hong Kong Sign Language Browser <a href="http://www.cslds.org/hkslbrowser/">http://www.cslds.org/hkslbrowser/</a> □ □ □ □ □ □ □ □ □ <a href="http://www.cslds.org/sex_edu/">http://www.cslds.org/sex_edu/</a> AsianSignBank <a href="http://cslds.org/asiansignbank/">http://cslds.org/asiansignbank/</a> □ □ □ □ D12-1: □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ <a href="http://cslds.org/v3/announcement.php?lang=tc">http://cslds.org/v3/announcement.php?lang=tc</a>
<b>Recommended materials:</b> 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. □ □ □ 、□ □ □ □ 、 □ □ □ □ 。 2013。 <□ □ □ □ □ □ □ □ >。《□ □ □ □ □ □ □ □ □ □ □ □ 》。
<b>Recommended Activities:</b> Attend local Deaf events organized by the local Deaf community, deaf organizations, etc.

**Schedule (Subject to changes):**

Week	Date	Content	Assignments
Week 1	25/5 Mon	Review HKSL 1&2	
Week 1	26/5 Tue	Unit 9	
Week 2	1/6 Mon	Unit 9	
Week 2	2/6 Tue	Unit 10	
Week 2	3/6 Wed	Unit 10	
Week 2	4/6 Thu	Teacher's feedback on classwork (Unit 9-10)	Review teacher's feedback/review & comment on other classmate's classwork. Refilm submitted classwork.
Week 2	5/6 Fri	Unit 11	
Week 3	8/6 Mon	Unit 11	
Week 3	9/6 Tue	Unit 12	Assignment 1 (Comprehension task) – Unit 11
Week 3	10/6 Wed	Unit 12	
Week 3	11/6 Thu	Unit 12	
Week 3	12/6 Fri	Review	Assignment 2 (Production task) – Unit 9 -12
Week 4	15/6 Mon	Teacher's feedback on classwork/assignments (Unit 11-12)	Review teacher's feedback/review & comment on other classmate's classwork/assignments. Refilm submitted classwork/graded assignments.
Week 4	16/6 Tue	Mid-term Exam	
Week 4	17/6 Wed	Teacher's overall feedback on classwork/assignments submitted/ Unit 13	

Week 4	18/6 Thu	Unit 13	
Week 4	19/6 Fri	Unit 13	
Week 5	22/6 Mon	Unit 14	Assignment 3 (Comprehension task) - Unit 13
Week 5	23/6 Tue	Unit 14	
Week 5	24/6 Wed	Teacher's feedback on classwork/assignments (Unit 13-14) / Unit 15	Review teacher's feedback/review & comment on other classmate's classwork/assignments. Refilm submitted classwork/graded assignments.
Week 5	25/6 Thu	Tuen Ng Festival	
Week 5	26/6 Fri	Unit 15	
Week 6	29/6 Mon	Unit 15	
Week 6	30/6 Tue	Unit 16	
Week 6	1/7 Wed	Hong Kong Special Administrative Region Establishment Day	Submission of reflection journals
Week 6	2/7 Thu	Unit 16	
Week 6	3/7 Fri	Unit 16	
Week 7	6/7 Mon	Review	Assignment 4 (Production task) – Unit 13-16
Week 7	7/7 Tue	Teacher's feedback on classwork/assignments (Unit 15-16)	Review teacher's feedback/review & comment on other classmate's classwork/assignments. Refilm submitted classwork/graded assignments
Week 7	8/7 Wed	Final Exam	

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

Class	Time	Classroom	No of weeks	Teacher	Email
Class 1	9:30-12:15	ZOOM meeting rooms	6	Lo Chun Yi Connie	lcyc20@gmail.com

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

Contact	Telephone	Email	Office
Lo Chun Yi Connie	90205198 (Whatsapp/SMS)	lcyc20@gmail.com	The Centre for Sign Linguistics and Deaf Studies, Room 203, Academic Building #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 #2, The Chinese University of Hong Kong Shatin, New Territories Hong Kong
General Office	3943 7110	lin@cuhk.edu.hk	Rm G17, KKL 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

### **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.