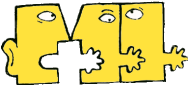




Term 1, 2020 - 2021

Course Code & Title:	HKSL 2001 Hong Kong Sign Language III	
Language of Instruction: Hong Kong Sign Language	Units: 3	

Course Description

This course covers the intermediate level of HKSL grammar. It aims at strengthening students' skills of comprehension and expression in a variety of communicative tasks and situations. Students will continue to acquire some vocabulary and grammatical constructions of HKSL through exposure to situational dialogues and interactive activities. Topics include 1) adjectives and modifiers with non-manual expressions and manual markers; 2) comparative and superlative expressions; 3) modulation on the verbs and time phrases to express time, temporal meanings (i.e. aspect) and person agreements. Selected topics on various aspects of Deaf culture and customs will be introduced to enhance students' understanding of the local Deaf community.

Important message:

Face-to-face teaching is ideal for a majority of learning activities for this course. However, teaching sign language face-to-face has a lot of obstacles to overcome in view of the COVID-19 situation because sign language employs the visual-gestural modality for communication, as opposed to auditory-oral for speech. Your hands, your face and your body are all important for full expression of and communication in Hong Kong Sign Language. In executing precaution measures that are highly recommended for protection of everyone in the classroom from COVID-19, including putting on face masks in classrooms and maintaining social distancing in classrooms, learning activities would be difficult to arrange to ensure you have good access to Hong Kong Sign Language. **Online teaching will therefore be adopted for this course presently. If the pandemic situation allows and the above mentioned precaution measures uplifted, face-to-face teaching might be adopted.**

Learning Outcomes

By the end of this course, HKSL III 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). In CEFR, there are Generic Intended Learning Outcomes (GILOs): Comprehension skills, Production skills and Signed Interaction skills at CEFR B1 Level.

Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- 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 (CILO₁).
- deal with most situations likely to arise where the sign language is used (CILO₂).
- produce simple connected text on topics which are familiar or of personal interest (CILO₃).
- describe their experiences, events, dreams, hopes and ambitions (CILO₄).
- show briefly their reasons and explanations for their opinions and plans (CILO₅).

Content, CILOs and Teaching & Learning Activities

Lesson	Speech Acts	CILOs	Suggested Teaching & Learning Activities
Unit 9 Food and drink	<ul style="list-style-type: none"> ● Telling people what you ate ● Ordering food at a restaurant ● Asking people to choose what to eat 	CILO _{1, 3, 5}	<ul style="list-style-type: none"> ● Practice Instruction ● Peer-group learning
	Grammar: <ul style="list-style-type: none"> ● Compounds ● Adjectives and non-manual expressions Coordination		
	Culture: Deaf Culture 1		
Unit 10 Holidays, habits and routines	<ul style="list-style-type: none"> ● Talking about the festivals and days of celebrations ● Telling experiences of travelling in other countries ● Making recommendations on places to visit ● Talking about daily life and regular duties ● Talking about changes to regular schedule ● Expressing dissatisfaction 	CILO _{1, 2, 3, 4, 5}	<ul style="list-style-type: none"> ● Small group discussion ● Inquiry Method ● Group reflection ● Self-assessment and peer assessment

	<p>Grammar:</p> <ul style="list-style-type: none"> ● Temporal adverbials ● Adjectives and non-manual expressions ● Wh and yes-no questions ● Coordination: sequence of events ● Modulation of verbs and temporal meanings <ul style="list-style-type: none"> ● Temporal expressions 		
	Culture: Deaf Culture 2		
Unit 11 Who is better?	<ul style="list-style-type: none"> ● Talking about differences of people in a group ● Expressing opinions on people's strengths 	CILO _{1, 2, 3}	
	<p>Grammar:</p> <ul style="list-style-type: none"> ● Adjectives and non-manuals as degree modifiers ● Comparative constructions: use of signing space and agreement marking of FARE-MORE-THAN superlative constructions 		
	Culture: Deaf Culture 3		
Unit 12 Get things done & Helping people	<ul style="list-style-type: none"> ● Making requests for things or actions ● Rejecting a suggestion and expressing discontent ● Urging people to carry out an action ● Making and responding to suggestions ● Expressing encouragement and compliment 	CILO _{1, 2, 3, 4, 5}	
	<p>Grammar:</p> <ul style="list-style-type: none"> ● Modulation of agreement verbs with singular subjects/objects <p>Modulation of agreement verbs with plural subjects/objects</p>		
	Culture: Deaf Culture 4		

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
30	6-8		6 30	42
M	M		M O	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.

^Under online-teaching mode, instructors will recommend live-broadcasted activities, webinars, online workshops for students to attend so that they can get connected to the other deaf signers from the local deaf community.

#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 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	<p>Part 1: Comprehension (20%) Two comprehension tasks will be required. Students will watch a video and then provide short answers to questions in signing.</p> <p>Part 2: Production (30%) - Individual task: Students will make a signed video on the topic. The topic will be announced in class. - Group task: Two students will form a group and produce a signed video of a dialogue created on their own.</p> <p>All signed answers must be recorded on videos and should meet the required specification. Details of the specification will be announced in class</p>	50 %
Final examination	<p>Part 1: Signed Interaction (15%) ● Students will be paired up to make a 1-to-1 signed conversation for 5-8 minutes.</p> <p>Part 2: Comprehension (20%) ● Test content based on the whole course. Students will provide their answers on paper instead of on videos.</p> <p>Remarks: Part 1 and Part 2 will be held on different dates.</p>	35 %
Total		100 %

Notes:

- You are required to arrive on time (10 minutes). Students arriving after first 10 minutes are considered to be late.
- 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.

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 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.

Learning Resources

Course Materials

- Hong Kong Sign Language 3 online : http://www.cslds.org/hksl_book/login.php
- Student's own USB drive and use of Blackboard for submission of video assignments

IT Resources

HKSI from Deaf Star

<https://www.youtube.com/channel/UCvpDm8qD1HKDGMoz6ntzg7Q/videos>

Focus Deaf

<https://www.youtube.com/user/focusdeaf/videos>

Deaf Museum 2017

<https://www.facebook.com/deafmuseum2017/>

香港手語瀏覽器 *Hong Kong Sign Language Browser*

<http://www.cslds.org/hkslbrowser/>

http://www.cslds.org/sex_edu/

Asian SignBank

<http://cslds.org/asiansignbank/>

Recommended 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.

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Recommended Activities:

Attend local Deaf events organized by the local Deaf community, deaf organizations, etc.

Schedule (Subject to changes):

Note: Online teaching will be adopted for this course presently. If the pandemic situation allows and the above mentioned precaution measures uplifted, face-to-face teaching might be adopted.

Week	Date	Content	Hand in Assignments
Week 1	9/9 (Wed)	Review	
Week 2	16/9 (Wed)	Unit 9	
Week 3	23/9 (Wed)	Unit 9	
Week 4	30/9 (Wed)	Unit 9	Assignment 1 (comprehension task)
Week 5	7/10 (Wed)	Unit 10	
Week 6	14/10 (Wed)	Unit 10	
Week 7	21/10 (Wed)	Unit 10	Assignment 2 (comprehension task)
Week 8	28/10 (Wed)	Unit 11	
Week 9	4/11 (Wed)	Unit 11	
Week 10	11/11 (Wed)	Unit 11-12	Assignment 3 (Production task)
Week 11	18/11 (Wed)	Unit 12	
Week 12	25/11 (Wed)	Unit 12	
Week 13	2/12 (Wed)	Review/Feedback	Assignment 4 (Production task)
	TBC	Final Exam	

Class sections and teachers' contact details:

Class	Time	Classroom	No of weeks	Teacher	Email
Class 1	2:30pm – 5:15pm	YIA 402/ ZOOM meeting room	13	Lo Chun Yi Connie	lcyc20@gmail.com connie_cslds@cuhk.edu .hk

For further information and inquiries you are welcome to contact:

Contact	Telephone	Email	Office
Lo Chun Yi Connie	9205198 (Whatsapp)	lcyc20@gmail.com connie_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
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.