



Term 1, 2020-2021

Course Code & Title:	HKSL 3001B Hong Kong Sign Language V	
Language of Instruction:	Hong Kong Sign Language	Units: 3

Course Description

This course adopts a communicative approach to sign language teaching. This course emphasizes developing the skills for expressing personal opinions and arguments. Students will learn to command more vocabulary and complex sign language structures. Students are encouraged to analyze some selected deaf issues in the local community and the world.

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, students should have achieved linguistic competence in Hong Kong Sign Language at the B2 level according to the Common European Framework of Reference for Languages (CEFR). At B2 level, three Generic Intended Learning Outcomes (GILOs) can be identified: Comprehension skills, Production skills and Signed Interaction skills. According to the CEFR, students at B2 level should be able to:

- understand the main ideas of complex conversations on both concrete and abstract topics.
- communicate on a wide range of subjects, present their own viewpoint on a certain topic, and weigh advantages and disadvantages.
- interact with native signers with a high degree of fluency and spontaneity.

Course Intended Learning Outcomes (CILOs)

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

- understand the main points of a conversation when the content is clear (CILO₁).
- use standard language (which for sign language users may be a locally used variation) and topics in their everyday life, e.g. work, school, holiday...etc (CILO₂).
- deal with most situations likely to arise where sign language is used (CILO₃).
- produce a simple connected text on topics with which they are familiar or which are of personal interest (CILO₄).
- describe their experiences, events, dreams, hopes and ambitions (CILO₅).
- show briefly their reasons and explanations for their opinions and plans (CILO₆).

Content, CILOs and Teaching & Learning Activities			
Lesson	Speech Acts	CILOs	Suggested Teaching & Learning Activities
Unit 17 In the city	<ul style="list-style-type: none"> Describing the location of different places Giving people directions to a place 	CILO _{1, 2, 3, 4}	<ul style="list-style-type: none"> Practice Instruction Peer-group learning Small group discussion Inquiry Method Group reflection Self-assessment and peer assessment
	Grammar: <ul style="list-style-type: none"> Classifier predicate Locative constructions 		
	Culture: Deaf culture 1		
Unit 18 Team work	<ul style="list-style-type: none"> Discussing a plan as a group Inviting others to make suggestions or comments Asking for clarifications Making recommendations Expressing agreement and disagreement Seeking someone's approval Reporting to someone on a plan and a decision 	CILO _{1, 2, 3, 4, 5, 6}	
	Grammar: <ul style="list-style-type: none"> Classifier predicate and numbers Coordination 		
	Culture: Deaf culture 2		
Unit 19 Change of state	<ul style="list-style-type: none"> Talking about materials and their characteristics Describing the change of shapes of objects Describing the cause, process and end state Warning people about some bad consequences	CILO _{1, 2, 3, 4, 5, 6}	
	Grammar: <ul style="list-style-type: none"> Classifiers: modulation of handshapes and movement Multiple verbs constructions 		
	Culture: Deaf culture 3		
Unit 20 Going on a trip	<ul style="list-style-type: none"> Requesting a change of plans Expressing uncertainty and concerns Making suggestions Talking about possibilities Insisting on an idea or suggestion Rejecting people's suggestion and making counter-proposal 	CILO _{1, 2, 3, 4, 5, 6}	
	Grammar: <ul style="list-style-type: none"> Verbs of motion and number incorporation 		

	<ul style="list-style-type: none"> • Verbs of transfer and number incorporation • “if-clause” 		
	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			O			M	O		M

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	Each student should submit two reflections journals (taking videos) in response to videos selected by instructors on topics related to deaf awareness.	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 Exam	Part 1: Signed Interaction (15%) <ul style="list-style-type: none"> ● Students will be paired up to make a 1-to-1 signed conversation for 5-8 minutes. Part 2: Comprehension (20%) <ul style="list-style-type: none"> ● Test content based on the whole course. Students will provide their answers on paper instead of on videos. Remarks: Part 1 and Part 2 will be held on different dates.	35 %
Total		100 %

Notes:

- You are required to arrive on time. Students arriving after the first 10 minutes are considered to be late.
- You are required to attend at least 75% of the classes. 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	Student demonstrates ability to produce simple connected text on topics, which are familiar, or of personal interest; can	Student demonstrates just adequate ability to produce simple connected text on topics, which are familiar, or of personal interest; can	Student demonstrates less than satisfactory ability to produce simple connected text on topics, which are familiar, or of personal interest; describe	Student fails to demonstrate minimally adequate ability to produce simple connected text on topics, which are familiar, or of personal

	proficiently describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	proficiently describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	proficiently describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.	experiences and events, dreams, hopes and ambitions; and give reasons and explanations for opinions and plans.	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 5 online : http://www.cslds.org/hksl_book/login.php
- Blackboard for submission of video assignments

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/>

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

http://cslds.org/medical_databank/index.php

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>

Focus Deaf

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

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.

陳意軒、路駿怡、沈栢基。2013。《我的聾人朋友》。香港：圓桌精英有限公司。

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	11/9 (Fri)	Introduction	
Week 2	18/9 (Fri)	Unit 17	
Week 3	25/9 (Fri)	Unit 17	
Week 4	2/10 (Fri)	<i>Public holiday – The Chinese Mid-Autumn Festival</i>	
Week 5	9/10 (Fri)	Unit 17 & 18	Assignment 1 (Comprehension task)
Week 6	16/10 (Fri)	Unit 18	
Week 7	23/10 (Fri)	Unit 18	
Week 8	30/10 (Fri)	Unit 19	Assignment 2 (Comprehension task)
Week 9	6/11 (Fri)	Unit 19	
Week 10	13/11 (Fri)	Unit 19 & 20	
Week 11	20/11 (Fri)	Unit 20	Assignment 3 (Production task)
Week 12	27/11 (Fri)	Unit 20	
Week 13	4/12 (Fri)	Feedback / Review	Assignment 4 (Production task)
Week 14	(TBC)	Final Exam	

Class sections and teachers' contact details:

Class	Time	Classroom	No of weeks	Teacher	Email
HKSL3001	8:30am-11:15am	ZOOM meeting room	12	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	62099917 (Whatsapp)	brenda_cslds@cuhk.edu.hk	The Centre for Sign Linguistics and 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 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
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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 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.