



Term 2, 2020-2021

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| <b>Course Code &amp; Title:</b>                         | <b>HKSL2000 Hong Kong Sign Language II</b> |  |
| <b>Language of Instruction: Hong Kong Sign Language</b> | <b>Units: 3</b>                            |   |

### Course Description

This course is the continuation of Hong Kong Sign Language I. It adopts a communicative approach to sign language teaching, and, through exposure to situational dialogues and interactive activities, students will acquire a more in-depth understanding of Hong Kong Sign Language with respect to its vocabulary and grammatical constructions, as well as deaf culture and customs of 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

Upon completion of this course, students will develop Hong Kong Sign Language proficiency at A2 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 A2 level, students will be basic users of Hong Kong Sign Language, being able to use the language to

- understand sentences and frequently-used expressions related to areas of most immediate relevance, including basic personal and family information, clothing, weather, transport, local geography, education.
- communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- describe in simple terms aspects of his/ her background, immediate environment and matters in areas of immediate need.

### Course Content

| Lesson                      | Speech Acts   | Grammar  | Culture  |
|-----------------------------|---|--|--|
| Unit 5<br>Describing people | <ul style="list-style-type: none"> <li>• Describing a person including appearance, body shape and size, and character</li> </ul>  | <ul style="list-style-type: none"> <li>• Adjectives with lexical non-manual expressions</li> <li>• Degree marking on adjectives</li> </ul> | <ul style="list-style-type: none"> <li>• Why do Deaf people use facial expression?</li> </ul>                                    |
| Unit 6<br>Clothing          | <ul style="list-style-type: none"> <li>• Talking about clothes and shoes e.g. types, colors, and patterns</li> <li>• Discussing clothing for different occasions and</li> </ul> | <ul style="list-style-type: none"> <li>• Word order of adjectives and nouns</li> </ul>   | <ul style="list-style-type: none"> <li>• How being able to recognize and describe a person's facial features and body</li> </ul> |

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|                     | activities   |   | figure is important in making a conversation?   |
| Unit 7<br>Seasons   | <ul style="list-style-type: none"> <li>Talking about the weather</li> <li>Discussing activities and clothing in different seasons</li> </ul> | <ul style="list-style-type: none"> <li>Non-manual expressions as adverbials of degree</li> <li>Events occurring or repeating over a period of time</li> </ul> | <ul style="list-style-type: none"> <li>What a Deaf person wears can cause difficulties in signing?</li> </ul> |
| Unit 8<br>Transport | <ul style="list-style-type: none"> <li>Asking for directions to get to a place</li> <li>Giving directions to get to a place</li> </ul>       | <ul style="list-style-type: none"> <li>Predicate classifiers for transport</li> <li>Connecting clauses</li> </ul>   | <ul style="list-style-type: none"> <li>Can Deaf people drive?</li> </ul>                                      |

| Learning Activities                              |   |                                   |   |  |  |
|--|---|-----------------------------------|---|--|--|
| Interactive class work*<br>(hr)<br>in /out class | Attending cultural events^<br>(hr)<br>in /out class | Projects<br>(hr)<br>in /out class |   | Web-based teaching#<br>(hr)<br>in /out class | Homework / Self-study<br>(hr)<br>in /out class |
| 30   | 6   | 3                                 | 3 | 6  | 15-20  |
| M  | 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.

^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     | Punctuality, active participation in class activities (10%), and participation in at least one Deaf event i.e. an activity organized by Deaf people or for Deaf people. Submission of one written Chinese/English reflection journal after attending a Deaf event is required (5%). A list of suggested/sample Deaf events and the format of the reflection journal will be announced in class. In case of unavailability of suitable cultural events, students will be required to watch videos selected by the instructor on topics related to Deaf awareness. | 15 %   |
| Assignments       | Assignment 1 and 2: Comprehension (20%)<br>Two comprehension tasks will be required. In each task, students will watch a video and then provide short signed answers to questions.<br><br>Assignment 3: Production (10%)<br>Students will make a signed video on an assigned topic.<br><br>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           | Two students will form a group and produce a signed video of a dialogue created on their own. Each group 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%)<br>Each student will make a one-to-one signed conversation with the   | 35 %   |

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|              | instructor / another student for 5-10 minutes.<br><br>Part 2: Comprehension (20%)<br>Test content will be based on the whole course. Students will provide their written answers on paper.<br><br>Remarks: Part 1 and Part 2 will be held on different dates. |              |
| <b>Total</b> |   | <b>100 %</b> |

**Notes:**

- You are required to arrive on time. 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:**

| <b>Skills</b>        | <b>A / A-</b>   | <b>B+ / B</b>   | <b>B- / C+ / C</b>   | <b>C- / D</b>   | <b>F</b>  |
|----------------------|---|---|--|---|---|
| <b>Reference</b>     | <b>Excellent</b>  | <b>Good</b>   | <b>Adequate</b>  | <b>Unsatisfactory</b>   | <b>Fail</b>   |
| <b>Comprehension</b> | Student demonstrates effortless understanding of sentences and frequently-used expressions related to areas of most immediate relevance (e.g. basic personal and family information, clothing, weather, transport, local geography, education). | Student demonstrates that he/she can, with little effort, understand sentences and frequently-used expressions related to areas of most immediate relevance (e.g. basic personal and family information, clothing, weather, transport, local geography, education). | Student demonstrates minimal understanding of sentences and frequently-used expressions related to areas of most immediate relevance (e.g. basic personal and family information, clothing, weather, transport, local geography, education). | Student demonstrates less than satisfactory understanding of sentences and frequently-used expressions related to areas of most immediate relevance (e.g. basic personal and family information, clothing, weather, transport, local geography, education). | Student fails to demonstrate minimally adequate understanding of sentences and frequently-used expressions related to areas of most immediate relevance (e.g. basic personal and family information, clothing, weather, transport, local geography, education). |
| <b>Production</b>    | Student demonstrates excellent ability to describe, in simple terms, aspects of his/her background, immediate environment and matters in areas of immediate need.   | Student demonstrates ability to describe, in simple terms, aspects of his/her background, immediate environment and matters in areas of immediate need.   | Student demonstrates just adequate ability to describe, in simple terms, aspects of his/her background, immediate environment and matters in areas of immediate need.  | Student demonstrates less than satisfactory ability to describe, in simple terms, aspects of his/her background, immediate environment and matters in areas of immediate need.  | Student fails to demonstrate minimally adequate ability to describe, in simple terms, aspects of his/her background, immediate environment and matters in areas of immediate need.  |
| <b>Interaction</b>   | Student demonstrates excellent ability to communicate in simple and routine tasks requiring a simple  | Student demonstrates ability to communicate in simple and routine tasks requiring a simple  | Student demonstrates just adequate ability to communicate in simple and routine tasks requiring a simple   | Student demonstrates less than satisfactory ability to communicate in simple and routine tasks requiring a  | Student fails to demonstrate minimally adequate ability to communicate in simple and routine tasks requiring a  |

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|  | and direct exchange of information on familiar and routine matters. | and direct exchange of information on familiar and routine matters. | and direct exchange of information on familiar and routine matters. | simple and direct exchange of information on familiar and routine matters. | simple and direct exchange of information on familiar and routine matters. |
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### Learning Resources

#### Course Materials

- Hong Kong Sign Language 2 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/>
- 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: [http://cslds.org/medical\\_databank/](http://cslds.org/medical_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>
- Focus Deaf: <https://www.youtube.com/user/focusdeaf/videos>
- 災難應變醫護及救援人員手語應用課程: <https://www.hkjcdpri.org.hk/zh/d12-1-災難應變醫護及救援人員手語應用課程>

#### 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.

#### Schedule (Subject to changes):

| Week    | Date       | Content                                | Hand in Assignments |
|---------|------------|--|---------------------|
| Week 1  | 12/1 (Tue) | Introduction                           |                     |
| Week 2  | 19/1 (Tue) | Unit 5                                 |                     |
| Week 3  | 26/1 (Tue) | Unit 5                                 |                     |
| Week 4  | 2/2 (Tue)  | Unit 5 & 6                             |                     |
| Week 5  | 9/2 (Tue)  | Unit 6                                 |                     |
| Week 6  | 16/2 (Tue) | <i>Public holiday – Lunar New Year</i> |                     |
| Week 7  | 23/2 (Tue) | Unit 6                                 |                     |
| Week 8  | 2/3 (Tue)  | Unit 7                                 | Assignment 1        |
| Week 9  | 9/3 (Tue)  | Unit 7                                 |                     |
| Week 10 | 16/3 (Tue) | Unit 7 & 8                             |                     |
| Week 11 | 23/3 (Tue) | Unit 8                                 | Assignment 2        |
| Week 12 | 30/3 (Tue) | <i>Reading Week</i>                    |                     |
| Week 13 | 6/4 (Tue)  | <i>Public holiday – Easter</i>         |                     |
| Week 14 | 13/4 (Tue) | Unit 8                                 | Assignment 3        |
| Week 15 | 20/4 (Tue) | Review                                 | Project             |
| Week 16 | 27/4 (Tue) | Review, Final Exam (Comprehension)     | Reflection journal  |
|         | TBC        | Final Exam (Signed Interaction)        |                     |

Class sections and teachers' contact details:

| Class     | Time        | Classroom         | No of weeks | Teacher                | Email                      |
|-----------|-------------|-------------------|-------------|------------------------|----------------------------|
| HKSL2000E | 14:30-17:15 | ZOOM meeting room | 13          | Chu Kwan Ngai<br>Kenny | cslds_kennychu@cuhk.edu.hk |

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

| Contact  | Telephone              | Email                      | Office   |
|--|------------------------|----------------------------|--|
| Chu Kwan<br>Ngai Kenny                         | 95078919<br>(WhatsApp) | cslds_kennychu@cuhk.edu.hk | The Centre for Sign Linguistics and Deaf Studies,<br>Room 203, Academic Building No. 2,<br>The Chinese University of Hong Kong<br>Shatin, New Territories<br>Hong Kong     |
| Lee Yin Fai<br>Jafi<br>(Course<br>Coordinator) |                        | jafi_cslds@cuhk.edu.hk     | The Centre for Sign Linguistics and Deaf Studies,<br>Room 203, Academic Building No. 2,<br>The Chinese University of Hong Kong<br>Shatin, New Territories<br>Hong Kong     |
| General<br>Office                              | 3943 7110              | lin@cuhk.edu.hk            | Rm G17, Leung Kau Kui Building<br><b>Office Hours:</b><br>Monday to Thursday:<br>8:45am to 1:00pm and 2:00pm to 5:30pm<br>Friday:<br>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.