



Term 2, 2020-2021

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|---|--|---|
| <b>Course Code &amp; Title:</b>                         | <b>HKSL 3002B Hong Kong Sign Language VI</b> |  |
| <b>Language of Instruction:</b> Hong Kong Sign Language | <b>Units: 3</b>                              |   |

### Course Description

This course is the continuation of HKSL3001. This course adopts a communicative approach to sign language teaching. This course emphasizes developing the skills for expressing personal opinions and constructing longer narratives, helping students to become independent users of the language. Students will learn to command a larger 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

Upon completion of this course, students will develop Hong Kong Sign Language proficiency at B2 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 B2 level, students will be independent users of Hong Kong Sign Language, being able to use the language to

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
- interact with a degree of fluency and spontaneity that makes regular interaction with native/proficient signers quite possible without strain for either party.
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

### Course Content

| Lesson                    | Speech Acts  | Grammar  | Culture  |
|---------------------------|--|--|--|
| Unit 21<br>Daily life     | <ul style="list-style-type: none"> <li>• Making recommendation</li> <li>• Rejecting suggestion and giving reason for it</li> <li>• Offering to help</li> <li>• Describing travelling experience</li> </ul> | <ul style="list-style-type: none"> <li>• Non-manual features as adverbials of manner</li> </ul>                | <ul style="list-style-type: none"> <li>• The "Deaf Goodbye"</li> </ul>   |
| Unit 22<br>What happened? | <ul style="list-style-type: none"> <li>• Describing unfortunate incidents</li> <li>• Expressing frustration</li> <li>• Saying words of comfort</li> </ul>  | <ul style="list-style-type: none"> <li>• Continuative, unrealized inceptive, and completive aspects</li> </ul> | <ul style="list-style-type: none"> <li>• Swearword... or not?</li> </ul> |
| Unit 23                   | <ul style="list-style-type: none"> <li>• Telling fables</li> </ul>   | <ul style="list-style-type: none"> <li>• Role-shifting</li> </ul>  | <ul style="list-style-type: none"> <li>• Deaf jokes</li> </ul>           |

|                     |   |   |  |
|---------------------|---|---|--|
| Telling stories     | <ul style="list-style-type: none"> <li>• Locating events in time</li> <li>• Expressing thoughts and actions of multiple characters</li> <li>• Stating the lesson of a story</li> </ul>  |   |  |
| Unit 24<br>Accident | <ul style="list-style-type: none"> <li>• Reporting on an incident as an eyewitness</li> <li>• Talking about an overhead burglary</li> <li>• Describing a scene</li> <li>• Expressing opinions</li> <li>• Asking for further information and elaboration of details</li> </ul> | <ul style="list-style-type: none"> <li>• Switching between token space and surrogate space</li> </ul> | <ul style="list-style-type: none"> <li>• Vivid storytelling</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 and active participation in class activities (10%), and active reflection on student's own signing. Submission of one reflection journal (written analysis and signing video) is required (5%). The specification of the reflection journal will be announced in class.   | 15 %   |
| Assignments       | <p>Assignment 1 and 3: Comprehension (20%)<br/>Students will watch two videos and then provide short signed answers to questions.</p> <p>Assignment 2: Production (10%)<br/>Students will make a signed video on assigned topics.</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> | 30 %   |
| Project           | <p>Part 1: Short presentation (15%)<br/>Students are required to make a signed presentation for 5 minutes on an assigned topic. Details will be announced in class.</p> <p>Part 2: Peer feedback (5%)<br/>Students are required to comment on other students' presentation and write feedback for each other.</p>   | 20 %   |
| Final examination | <p>Part 1: Signed Interaction (15%)<br/>Each student will make a one-to-one signed conversation with the instructor / another student for 5-10 minutes.</p> <p>Part 2: Comprehension (20%)</p>  | 35 %   |

|  |  |              |
|--|--|--------------|
|  | 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.  |              |
|  | <b>Total</b>   | <b>100 %</b> |

**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   |
| <b>Comprehension</b> | Student demonstrates effortless understanding of the main ideas of complex text on both concrete and abstract topics.   | Student demonstrates that he/she can, with little effort, understand the main ideas of complex text on both concrete and abstract topics.   | Student demonstrates minimal understanding of the main ideas of complex text on both concrete and abstract topics.  | Student demonstrates less than satisfactory understanding of the main ideas of complex text on both concrete and abstract topics.  | Student fails to demonstrate minimally adequate understanding of the main ideas of complex text on both concrete and abstract topics.  |
| <b>Production</b>    | Student demonstrates excellent ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | Student demonstrates ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | Student demonstrates just adequate ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | Student demonstrates less than satisfactory ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. | Student fails to demonstrate minimally adequate ability to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| <b>Interaction</b>   | Student demonstrates excellent ability to interact with a degree of fluency and spontaneity that makes regular interaction with native/proficient signers quite possible without strain for either party. | Student demonstrates ability to interact with a degree of fluency and spontaneity that makes regular interaction with native/proficient signers quite possible without strain for either party. | Student demonstrates just adequate ability to interact with a degree of fluency and spontaneity that makes regular interaction with native/proficient signers quite possible without strain for either party. | Student demonstrates less than satisfactory ability to interact with a degree of fluency and spontaneity that makes regular interaction with native/proficient signers quite possible without strain for either party. | Student fails to demonstrate minimally adequate ability to interact with a degree of fluency and spontaneity that makes regular interaction with native/proficient signers quite possible without strain for either party. |

## Learning Resources

### Course Materials

- Hong Kong Sign Language 6 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         | 13/1 (Wed)        | Introduction                              |                     |
| Week 2         | 20/1 (Wed)        | Unit 21                                   |                     |
| Week 3         | 27/1 (Wed)        | Unit 21                                   |                     |
| Week 4         | 3/2 (Wed)         | Unit 21 & 22                              |                     |
| Week 5         | 10/2 (Wed)        | Unit 22                                   |                     |
| <i>Week 6</i>  | <i>17/2 (Wed)</i> | <i>Public holiday – Lunar New Year</i>    |                     |
| Week 7         | 24/2 (Wed)        | Unit 22                                   |                     |
| Week 8         | 3/3 (Wed)         | Unit 23                                   | Assignment 1        |
| Week 9         | 10/3 (Wed)        | Unit 23                                   |                     |
| Week 10        | 17/3 (Wed)        | Unit 23 & 24                              |                     |
| Week 11        | 24/3 (Wed)        | Unit 24                                   | Assignment 2        |
| <i>Week 12</i> | <i>31/3 (Wed)</i> | <i>Reading Week</i>                       |                     |
| <i>Week 13</i> | <i>7/4 (Wed)</i>  | <i>Reading Week</i>                       |                     |
| Week 14        | 14/4 (Wed)        | Unit 24                                   | Assignment 3        |
| Week 15        | 21/4 (Wed)        | Review                                    | Project             |
| Week 16        | 28/4 (Wed)        | Review, Final Examination (Comprehension) | Reflection Journal  |
|                | (TBC)             | Final Examination (Signed Interaction)    |                     |

### Class sections and teachers' contact details:

| Class     | Time        | Classroom         | No of weeks | Teacher              | Email                    |
|-----------|-------------|-------------------|-------------|----------------------|--------------------------|
| HKSL3002B | 14:30-17:15 | ZOOM meeting room | 13          | Yu Wai Lam<br>Brenda | brenda_cslds@cuhk.edu.hk |

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

| Contact                                     | Telephone               | Email                    | Office   |
|---|-------------------------|--------------------------|--|
| Yu Wai Lam<br>Brenda                        | 6209 9917<br>(WhatsApp) | brenda_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     |
| Lee Yin Fai 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 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.