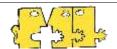# Department of Linguistics and Modern Languages
The Chinese University of Hong Kong

Summer Session, 2021-2022

Course Code & Title:	HKSL2050 Hong Kong Sign Language I & II	
Language of Instruction: Hong Kong Sign Language		**Units: 6**

Course Description

This is a summer intensive Hong Kong Sign Language course, covering the full syllabi of HKSL1000 and 2000. The first half introduces basic communication in Hong Kong Sign Language. It adopts an interactive approach, and learners are systematically guided to acquire the language for effective communication in everyday situations. Emphasis will be placed on the essential grammar of the Hong Kong Sign Language. It also offers a general introduction to the culture and customs of the local Deaf community. The second half 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 A1 and A2 levels, students will be basic users of Hong Kong Sign Language, being able to use the language to

- understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, including
  - introducing themselves and others;
  - asking and answering questions about personal details, like where they live, people they know and things they have.
- interact in a simple way provided the other person communicates slowly and clearly and is prepared to help.
- 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 1 Getting to know each other	● Introducing yourself and others ● Exchanging personal information	● Declarative sentences ● Wh-questions	● Name Sign
Unit 2 Socializing with friends	● Introducing others ● Asking and telling about your interests	● Personal pronouns ● Demonstrative pronouns	● Deaf Etiquette A
Unit 3 Arranging Activities	● Making and accepting invitations ● Expressing ability and permission	● Modal verbs	● Deaf Etiquette B
Unit 4 Your family	● Talking about your family ● Asking and confirming information	● Yes-no questions (non-manual yes-no question marker)	● Deaf Etiquette C
Unit 5 Describing people	● Describing a person including appearance, body shape and size, and character	● Adjectives with lexical non-manual expressions ● Degree marking on adjectives	● Why do Deaf people use facial expression?
Unit 6 Clothing	● Talking about clothes and shoes e.g. types, colors, and patterns ● Discussing clothing for different occasions and activities	● Word order of adjectives and nouns	● How being able to recognize and describe a person's facial features and body figure is important in making a conversation?
Unit 7 Seasons	● Talking about the weather ● Discussing activities and clothing in different seasons	● Non-manual expressions as adverbials of degree ● Events occurring or repeating over a period of time	● What a Deaf person wears can cause difficulties in signing?
Unit 8 Transport	● Asking for directions to get to a place ● Giving directions to get to a place	● Predicate classifiers for transport ● Connecting clauses	● Can Deaf people drive?

Learning Activities									
Interactive class work* (hr) in /out class		Attending cultural events^ (hr) in /out class		Projects (hr) in /out class		Web-based teaching# (hr) in /out class		Homework / Self-study (hr) in /out class	
66		12				12	30-46		78
M		M				M	M/O		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 classes, teacher-recommended activities, and out class exercises.	10 %
Assignments	Comprehension (20%) Eight comprehension tasks will be required. In each task, students will watch a video and then answer multiple-choice questions. Production (10%) Students will make a signed video on an assigned topic. Interaction (10%) Two students will form a group and produce a signed video of a dialogue on an assigned topic. All signed answers must be recorded on videos and should meet the required specification. Details of the specification will be announced in class.	40 %
Mid-term Exam	Interaction Each student will make conversation with another student on specific topics.	15%
Final Exam	Part 1: Interaction (15%) Each student will make a one-to-one signed conversation with the instructor for 5-8 minutes. Part 2: Comprehension (20%) Test content will be based on the whole course. Students will watch two videos and answer multiple-choice questions. 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 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 excellent understanding of everyday expressions and very basic phrases. Student also 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 and use familiar everyday expressions and very basic phrases. Student also 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 only adequate understanding of everyday expressions and very basic phrases. Student also 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 everyday expressions and very basic phrases. Student also 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 familiar everyday expressions and very basic phrases. Student also 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).
Production	Student demonstrates excellent ability to use everyday expressions and very basic phrases, introduce him/herself and others, and answer questions about personal details. Student also 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 use everyday expressions and very basic phrases, introduce him/herself and others, and answer questions about personal details. Student also 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 use everyday expressions and very basic phrases, introduce him/herself and others, and answer questions about personal details. Student also 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 use everyday expressions and very basic phrases, introduce him/herself and others, and answer questions about personal details. Student also 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 use everyday expressions and very basic phrases, introduce him/herself and others, and answer questions about personal details. Student also 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.

Interaction	Student demonstrates excellent ability to interact in a simple way. Student also demonstrates excellent ability to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	Student demonstrates ability to interact in a simple way. Student also demonstrates ability to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	Student demonstrates just adequate ability to interact in a simple way. Student also demonstrates just adequate ability to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	Student demonstrates less than satisfactory ability to interact in a simple way. Student also demonstrates less than satisfactory ability to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.	Student fails to demonstrate minimally adequate ability to interact in a simple way. Student also fails to demonstrate minimally adequate ability to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

Learning Resources

Course Materials
- Hong Kong Sign Language 1 and 2 online: 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/
- 醫療手語支援平台: 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)

Day	Date	Content	Hand in Assignments
Day 1	16/5 (Mon)	Introduction	
Day 2	17/5 (Tue)	Unit 1	
Day 3	23/5 (Mon)	Unit 1	
Day 4	24/5 (Tue)	Unit 1 & 2	Assignment 1 - Comprehension (Unit 1)
Day 5	25/5 (Wed)	Unit 2	
Day 6	26/5 (Thu)	Unit 2	
Day 7	27/5 (Fri)	Unit 3	Assignment 2 - Comprehension (Unit 2)
Day 8	30/5 (Mon)	Unit 3	
Day 9	31/5 (Tue)	Unit 3 & 4	Assignment 3 - Comprehension (Unit 3)
Day 10	1/6 (Wed)	Unit 4	
Day 11	2/6 (Thu)	Unit 4	
	3/6 (Fri)	*Holiday – Tuen Ng Festival*	Assignment 4 - Comprehension (Unit 4)
Day 12	6/6 (Mon)	Review	Assignment 5 - Production
Day 13	7/6 (Tue)	Feedback (Production)	
Day 14	8/6 (Wed)	Mid-term Exam- Interaction	
Day 15	9/6 (Thu)	Unit 5	
Day 16	10/6 (Fri)	Unit 5	
Day 17	13/6 (Mon)	Unit 5 & 6	Assignment 6 - Comprehension (Unit 5)
Day 18	14/6 (Tue)	Unit 6	
Day 19	15/6 (Wed)	Unit 6	
Day 20	16/6 (Thu)	Unit 7	Assignment 7 - Comprehension (Unit 6)
Day 21	17/6 (Fri)	Unit 7	
Day 22	20/6 (Mon)	Unit 7 & 8	Assignment 8 - Comprehension (Unit 7)
Day 23	21/6 (Tue)	Unit 8	
Day 24	22/6 (Wed)	Unit 8	
Day 25	23/6 (Thu)	Communicate with Deaf friends & Review	Assignment 9 - Comprehension (Unit 8)
Day 26	24/6 (Fri)	Feedback	
Day 27	27/6 (Mon)	Final Exam- Comprehension	Assignment 10 - Interaction
Day 28	28/6 (Tue)	Final Exam- Interaction	

Class sections and teachers' contact details

Class	Time	Classroom	No of weeks	Teacher	Email
HKSL 2050	9:30-12:15	Zoom meeting room	28	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	6209 9917 (WhatsApp)	brenda_cslds@cuhk.edu.hk	The Centre for Sign Linguistics and Deaf Studies, Room 203, Academic Building No. 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 No. 2, The Chinese University of Hong Kong Shatin, New Territories Hong Kong
General Office	3943 7110	lin@cuhk.edu.hk	Rm G17, Leung Kau Kui 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.