



Term 1, 2022 - 2023

<b>Course Code &amp; Title:</b>	<b>HKSL2001 Hong Kong Sign Language III</b>	
<b>Language of Instruction: Hong Kong Sign Language</b>	<b>Units: 3</b>	

<b>Course Description</b>
<p>This course covers the intermediate level of Hong Kong Sign Language. It aims at strengthening students' skills of comprehension and expression in a variety of communicative tasks and situations. Students will continue to acquire vocabulary and grammatical constructions 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.</p> <p>Important message: Mixed-mode teaching will be adopted for this course. Face-to-face activities will be conducted on some weeks. Teachers and students should wear masks and observe all precautionary measures for face-to-face meetings as announced by the University. On some weeks online activities will be conducted to maximize opportunities for practices and enhance your learning experience.</p>

<b>Learning Outcomes</b>
<p>Upon completion of this course, students will be approaching Hong Kong Sign Language proficiency at B1 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. Developing the skills at B1 level, students will be becoming independent users of Hong Kong Sign Language, learning to use the language to</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• deal with most situations likely to arise where the sign language is used.</li> <li>• produce simple connected text on topics which are familiar or of personal interest.</li> <li>• describe their experiences, events, dreams, hopes and ambitions.</li> <li>• show briefly their reasons and explanations for their opinions and plans.</li> </ul>

<b>Course Content</b>			
<b>Lesson</b>	<b>Speech Acts</b>	<b>Grammar</b>	<b>Culture</b>
Unit 9 Food and drink	<ul style="list-style-type: none"> <li>• Telling people what you eat</li> <li>• Commenting on food</li> <li>• Instructing how to cook</li> <li>• Planning a meal</li> </ul>	<ul style="list-style-type: none"> <li>• Modifying nouns</li> <li>• Listing</li> </ul>	<ul style="list-style-type: none"> <li>• Deaf dining etiquette</li> </ul>
Unit 10 Vacation	<ul style="list-style-type: none"> <li>• Talking about vacation plans</li> <li>• Describing overseas travelling experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Temporal adverbials for time point, duration, and frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Are sign languages the same across the world?</li> </ul>

	<ul style="list-style-type: none"> <li>• Making recommendations on places to visit</li> <li>• Asking for and give information on price</li> </ul>		
Unit 11 Who is better?	<ul style="list-style-type: none"> <li>• Comparing several people in a group</li> <li>• Describing changes of a person</li> <li>• Expressing opinions on people's strengths</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative constructions: use of signing space and agreement marking of FARE-MORE-THAN</li> <li>• Superlative constructions</li> </ul>	<ul style="list-style-type: none"> <li>• Being straightforward</li> </ul>
Unit 12 Getting things done	<ul style="list-style-type: none"> <li>• Making requests for things or actions</li> <li>• Asking for and give information on price</li> <li>• Talking about colours and sizes of clothing and belongings</li> <li>• Arranging payment and delivery</li> <li>• Talking about daily life and regular duties</li> </ul>	<ul style="list-style-type: none"> <li>• Superlative constructions</li> <li>• Modulation of agreement verbs with singular subjects/objects</li> <li>• Modulation of agreement verbs with plural subjects/objects</li> </ul>	<ul style="list-style-type: none"> <li>• Natural signing vs Signed Chinese</li> </ul>

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
30	6	3	6	39
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.

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 with VeriGuide receipt is required after attending a face-to-face/online Deaf event (5%). A list of suggested/sample Deaf events and the specification 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	<p>Comprehension (20%) Eight comprehension tasks will be required. In each task, students will watch a video and then provide answer a set of multiple-choice questions.</p> <p>Production (10%) Students will make a signed video on an assigned topic.</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	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 examination	<p>Part 1: Signed Interaction Each student will make a one-to-one signed conversation with the instructor / another student for 5-10 minutes.</p> <p>Part 2: Comprehension Test content will be based on the whole course. Students will watch two videos and answer multiple-choice questions.</p> <p>Remarks: Part 1 and Part 2 will be held on different dates.</p>	35 %
<b>Total</b>		<b>100 %</b>

**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
<b>Comprehension</b>	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.

<b>Production</b>	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.
<b>Interaction</b>	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/](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	Mode of teaching
Week 1	9/9 (Fri)	Review		CKB 108
Week 2	16/9 (Fri)	Unit 9		CKB 108
Week 3	23/9 (Fri)	Unit 9		CKB 108
Week 4	30/9 (Fri)	Unit 9		Online by Zoom
Week 5	7/10 (Fri)	Unit 10	Comprehension (Unit 9)	CKB 108
Week 6	14/10 (Fri)	Unit 10		CKB 108
Week 7	21/10 (Fri)	Unit 10 & 11		Online by Zoom
Week 8	28/10 (Fri)	Unit 11	Comprehension (Unit 10)	CKB 108
Week 9	4/11 (Fri)	Unit 11		CKB 108
Week 10	11/11 (Fri)	Unit 12	Production Comprehension (Unit 11)	CKB 108
Week 11	18/11 (Fri)	Unit 12	Project (Draft)	Online by Zoom
Week 12	25/11 (Fri)	Review	Comprehension (Unit 11)	CKB 108
Week 13	2/12 (Fri)	Final Exam (Comprehension)	Reflection journal	TBC
	TBC	Final Exam (Signed Interaction)	Project (Final)	TBC

#### Class sections and teachers' contact details:

Class	Time	Classroom	No of weeks	Teacher	Email
HKSL2001	8:30 – 11:15	Online Zoom Face to face (CKB 108)	13	Wong Yiu Leung Aaron	aaron85wolf@gmail.com

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

Contact	Telephone	Email	Office
Wong Yiu Leung Aaron	9020 6237 (WhatsApp)	aaron85wolf@gmail.com	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 <b>Office Hours:</b> 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.