



Term 2, 2022-2023

Course Code & Title:	HKSL1000H Hong Kong Sign Language I	
Language of Instruction: Hong Kong Sign Language	Units: 3	

Course Description

This course introduces basic communication in Hong Kong Sign Language. The course 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.

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.

Learning Outcomes

Upon completion of this course, students will develop Hong Kong Sign Language proficiency at A1 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 level, 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.

Course Content

Lesson	Speech Acts	Grammar	Culture
Unit 1 Getting to know each other	<ul style="list-style-type: none"> ● Introducing yourself and others ● Exchanging personal information 	<ul style="list-style-type: none"> ● Declarative sentences ● Wh-questions 	<ul style="list-style-type: none"> ● Name Sign
Unit 2 Socializing with friends	<ul style="list-style-type: none"> ● Introducing others ● Asking and telling about your interests 	<ul style="list-style-type: none"> ● Personal pronouns ● Demonstrative pronouns 	<ul style="list-style-type: none"> ● Deaf Etiquette A
Unit 3 Arranging Activities	<ul style="list-style-type: none"> ● Making and accepting invitations ● Expressing ability and permission 	<ul style="list-style-type: none"> ● Modal verbs 	<ul style="list-style-type: none"> ● Deaf Etiquette B
Unit 4 Your family	<ul style="list-style-type: none"> ● Talking about your family ● Asking and confirming 	<ul style="list-style-type: none"> ● Yes-no questions (non-manual yes-no question marker) 	<ul style="list-style-type: none"> ● Deaf Etiquette C

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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	3	6	15-20		39
M			M	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.

#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	<p>Punctuality and active participation in class activities (10%)</p> <p>Participation in at least one Deaf event i.e. an activity organized by Deaf people or for Deaf people (5%)</p> <p>After attending a face-to-face/online Deaf event, student will submit one written Chinese/English reflection journal with VeriGuide receipt. 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.</p>	15 %
Assignments	<p>Comprehension (20%)</p> <p>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%)</p> <p>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	<p>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.</p>	20 %
Final Exam	<p>Part 1: Signed Interaction (15%)</p> <p>Each student will make conversation with another student on specific topics for 5-8 minutes.</p> <p>Part 2: Comprehension (20%)</p> <p>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 %
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
<i>Reference</i>	Excellent	Good	Adequate	Unsatisfactory	Fail
<i>Comprehension</i>	Student demonstrates excellent understanding of everyday expressions and very basic phrases.	Student demonstrates that he/she can, with little effort, understand and use familiar everyday expressions and very basic phrases.	Student demonstrates only adequate understanding of everyday expressions and very basic phrases.	Student demonstrates less than satisfactory understanding of everyday expressions and very basic phrases.	Student fails to demonstrate minimally adequate understanding of familiar everyday expressions and very basic phrases.
<i>Production</i>	Student demonstrates excellent ability to use everyday expressions and very basic phrases, introduce him/herself and others, and answer questions about personal details.	Student demonstrates ability to use everyday expressions and very basic phrases, introduce him/herself and others, and answer questions about personal details.	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 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 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.
<i>Interaction</i>	Student demonstrates excellent ability to interact in a simple way.	Student demonstrates ability to interact in a simple way.	Student demonstrates just adequate ability to interact in a simple way.	Student demonstrates less than satisfactory ability to interact in a simple way.	Student fails to demonstrate minimally adequate ability to interact in a simple way.

Learning Resources

Course Materials

- Hong Kong Sign Language 1 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/UCvpDm8qDIHKDGMoz6ntzg7Q/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〉。《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	10/1 (Tue)	Introduction		Face to face
Week 2	17/1 (Tue)	Unit 1		Face to face
Week 3	24/1 (Tue)	<i>Public holiday – Lunar New Year</i>		
Week 4	31/1 (Tue)	Unit 1		Face to face
Week 5	7/2 (Tue)	Unit 1, 2		Online by Zoom
Week 6	14/2 (Tue)	Unit 2	Comprehension (Unit 1)	Face to face
Week 7	21/2 (Tue)	Unit 2		Online by Zoom
Week 8	28/2 (Tue)	Unit 3	Comprehension (Unit 2)	Face to face
Week 9	7/3 (Tue)	<i>Reading Week</i>		
Week 10	14/3 (Tue)	Unit 3	Production	Online by Zoom
Week 11	21/3 (Tue)	Unit 3, 4		Face to face
Week 12	28/3 (Tue)	Unit 4	Comprehension (Unit 3)	Face to face
Week 13	4/4 (Tue)	Unit 4	Project (Draft)	Online by Zoom
Week 14	11/4 (Tue)	Review, Feedback		Online by Zoom
Week 15	18/4 (Tue)	Final Exam (Comprehension)	Comprehension (Unit 4)	(TBC)
Week 16	(TBC)	Final Exam (Signed Interaction)	Project (Final), Reflection journal	(TBC)

Class sections and teachers' contact details:

Class	Time	Classroom	No of weeks	Teacher	Email
HKSL1000H	10:30 - 13:15	YIA 402 / Online by Zoom	14	Chu Kwan Ngai Kenny	cslds_kennychu@cuhk.edu.hk

For further information and inquiries you are welcome to contact:

Contact	Telephone	Email	Office
Chu Kwan Ngai Kenny	95078919 (WhatsApp)	cslds_kennychu@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.