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

Term 2, 2022-2023

Course Code & Title:	HKSL 3002B Hong Kong Sign Language VI	
Language of Instruction: Hong Kong Sign Language		**Units: 3**

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:
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 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 Daily life	• Making recommendation • Rejecting suggestion and giving reason for it • Offering to help • Describing travelling experience	• Non-manual features as adverbials of manner	• The "Deaf Goodbye"
Unit 22 What happened?	• Describing unfortunate incidents • Expressing frustration • Saying words of comfort	• Continuative, unrealized inceptive, and completive aspects	• Swearword… or not?
Unit 23 Telling stories	• Telling fables • Locating events in time • Expressing thoughts and actions of multiple characters • Stating the lesson of a story	• Role-shifting	• Deaf jokes

| Unit 24 Accident | • Reporting on an incident as an eyewitness
• Talking about an overhead burglary
• Describing a scene
• Expressing opinions
• Asking for further information and elaboration of details | • Switching between token space and surrogate space | • Vivid storytelling |

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.

^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%) Aactive reflection on student's own signing (10%) Students will submit one signed video of reflection journal. The specification of the reflection journal will be announced in class.	15 %
Assignments	Comprehension (20%) Eight comprehension tasks will be required. In each task, students will watch a video and then answer a set of multiple-choice questions. Production (10%) Students will make a signed video 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.	30 %
Project	Students will make a signed video on an assigned topic. Students 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%) Each student will make a one-to-one signed conversation with the instructor / another student around 10 minutes. Part 2: Comprehension (20%) Test content 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 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.**
- <u>If you are unable to attend, get informed about what content and homework you missed and make it up yourself.</u>

Grade Descriptors:

Skills	A / A-	B+ / B	B- / C+ / C	C- / D	F
Reference	**Excellent**	**Good**	**Adequate**	**Unsatisfactory**	**Fail**
Comprehension	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.
Production	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.
Interaction	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/ ● 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):

Lesson	Date	Content	Hand in Assignments	Mode of teaching
Lesson 1	13/1 (Fri)	Introduction & Unit 21		Face to face
Lesson 2	20/1 (Fri)	Unit 21		Face to face
	27/1 (Fri)	*Public holiday – Lunar New Year Vacation*		-----
Lesson 3	3/2 (Fri)	Unit 21		Face to face
Lesson 4	10/2 (Fri)	Unit 22	Comprehension (Unit 21)	Online by Zoom
Lesson 5	17/2 (Fri)	Unit 22		Face to face
Lesson 6	24/2 (Fri)	Unit 23	Comprehension (Unit 22)	Face to face
Lesson 7	3/3 (Fri)	Unit 23		Online by Zoom
	10/3 (Fri)	*Reading week*	Production	-----
Lesson 8	17/3 (Fri)	Unit 24 & Feedback	Comprehension (Unit 23)	Online by Zoom
Lesson 9	24/3 (Fri)	Unit 24		Face to face
Lesson 10	31/3 (Fri)	Unit 24		Face to face
	7/4 (Fri)	*Public holiday – Easter*	Project (Draft)	-----
Lesson 11	14/4 (Fri)	Review & Feedback	Comprehension (Unit 24)	Online by Zoom
Lesson 12	21/4 (Fri)	Final Exam (Comprehension)	Project (Final)	(TBC)
Lesson 13	28/4 (Fri)	Final Exam (Signed Interaction)	Reflection journal	(TBC)

Class sections and teachers' contact details:

Class	Time	Classroom	No of weeks	Teacher	Email
HKSL3002B	8:30am-11:15am	Face to face (WMY 404) / Online by Zoom	13	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.