



Course Aims

The course intends to build on LL9001 Singapore Sign Language Level 1 and further your skills acquired in the level 1 course by providing a more solid foundation in the language and further visual-manual learning. As a beginner level course, corresponding to an A1.2 level according to the CEFRL, the course will allow you to build on the basics of manual languages and visual-gestural communication learned in LL9001. In addition, the course will give you an opportunity to interact more with Deaf natives through a project to appreciate how differences in language modalities can shape social and cultural perceptions among the people who use them. You will have gained an appreciation and respect for the Singapore Sign Language (SgSL) as authentic and vibrant language of the Deaf in Singapore. Not only that, you will also have an appreciation and respect for Deaf, Hard of Hearing and Deaf with other disabilities as a community with their own set of cultural traditions, norms and values. In return, it will also bring to greater awareness of social issues in the Deaf community in Singapore.

Intended Learning Outcomes (ILO)

On successful completion of this module, you will be able to:

1. Communicate at higher beginner level that allows you to exchange basic information in formal and informal situations (expressive)
2. Read, interpret and comprehend simple authentic signed, written and multimedia content (email, blog, note, essay) on familiar topics and address comprehension questions to supplement visual-manual communication (expressive) in depth.
3. Identify, explain and discuss main ideas in receptive and signed passages in video files.
4. Apply learnt signed grammatical concepts to complex phrases corresponding to higher beginner level.
5. Identify and describe different elements of Singapore Deaf Culture by focusing on current socio-cultural issues.

Course Content

This course introduces the following items at a higher beginner level.

- Greetings and introductions
- Grammar and spatial directions
- Food and health
- Occupations
- Schools
- Outings
- Family
- Sports

You will learn enough vocabulary and idiomatic expressions to be able to engage conversations on the topics above. They will develop basic expressive and receptive skills so as to demonstrate a higher ability to apply SgSL in various contexts, and to be able to recognize grammatical components when signed appropriately and inappropriately. They should be able to demonstrate skills in communication across ethnic, cultural and national boundaries and appreciate other cultures and patterns of thought.

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Continuous Assessment 1 (CA1): Receptive Test 1	2, 3, 4	Communication, Creativity & Competence	5%	Individual	Appendix 1
2. Continuous Assessment 2 (CA2): Receptive Test 2	2, 3, 4	Creativity & Competence	5%	Individual	Appendix 1
3. Continuous Assessment 3 (CA3): Receptive Test 3	2, 3, 4	Competence	5%	Individual	Appendix 1
4. Continuous Assessment 4 (CA4): Class participation	1, 2	Competence	10%	Individual	Appendix 2
5. Continuous Assessment 5 (CA5): Individual Project: Video Essay	1, 5	Communication, Creativity & Competence	25%	Individual	Appendix 3
6. Continuous Assessment 6 (CA6): Group Project – in-class expressive narration through Presentation	2, 3, 4, 5	Communication, Creativity & Competence	20%	Team	Appendix 4
7. Continuous Assessment 7 (CA7): Final Test	1, 2, 3, 4	Communication, Creativity & Competence	30%	Individual	Appendix 5
Total			100%		

- Receptive Tests (15%)**
 As a comprehension ability test, after watching a conversation or narration of native speakers, you will be asked questions based on what you see. The receptive content incorporates vocabulary, grammar and expressions learnt in class. There will be 3 short receptive tests in total, each amounting to 5% of the coursework.
- Group Project: In-Class Expressive Narration (20%)**
 You will give a short group presentation in class on topics covered in the course. Through group project, you will have a better idea of deaf issues related to Deaf Community in Singapore.
- Individual Project: Video Essay (25%)**
 You will record a 3-minute video narrative on a chosen topic. The overall performance, fluency, pronunciation and intonation will be assessed.
- Final Test (30%)**
 You will have a Final test being assessed on their comprehensive skills of topics covered in this course.
- Class participation/Completeness of e-worksheets (10%)**

Expressive language skills are acquired through the active participation in classroom discussions. The tutor will assess your interaction and participation in class.

Formative feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both, you and teachers. All assessments in the course will receive feedback in a prompt and informative manner with specific reference to the Intended Learning Outcomes during or after the learning activity.

Tools used for formative assessment and learning implemented in this course are:

- **Classroom tasks:** signed or written feedback for the tasks performed in groups or individually during each class session.
- **Complementary exercises:** You are to complete exercises comprising vocabulary, grammar and comprehension exercises during the class. Oral feedback and corrections are provided in class.
- **Glide:** the discussion board on Glides used to develop and guide your signing skills. You will receive feedback on your accuracy level of coherence and cohesion.
- **eWorksheets:** You can check the results and correct answers of online learning after you completed the online learning eWorksheets.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Tutorial	Prior to the class, you are encouraged to review vocabulary which are posted on NTU Learn. The lecturer will conduct tutorials and guide you via hands-on approach. You are to answer questions about vocabulary, addressing the learning outcomes 1-5.
Student as Partner	Most of the signed concepts are taught through pre-class online interactive videos. These concepts are then practiced in pair and/or teamwork during class time. In the classroom teacher-student and student-student communication in the target language is important to facilitate learning.
Team-based learning & Role-play activities	You will work in teams to discuss and attempt questions, addressing outcomes 1-5.

Reading and References

Textbooks

- There are no textbooks required for this course although you may choose to buy the Signing Exact English or Sign for Singapore dictionary for your own reference. Any other sign dictionary can be used for the language component but should be cleared with the coordinator first before purchase.

References

- Petitto, L. "Are signed languages "real" languages?," Signpost (International Quarterly of the Sign Linguistics Association), vol. 7, No. 3. 1-10.
- Padden, Carol A and Gunsauls C. D (2003) "How the Alphabet Came to be used in a Sign Language?". Sign Language Studies, Vol 4, No.1, 10-31
- Padden, Carol A., "Talking Culture: Deaf People and Disability Studies", *PMLA*, Vol 120 No 2 (Mar. 2005), pp. 508-513

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities. Please note that your lack of attendance will severely impact your overall performance in class.

In order to be eligible for a re-test for Final Test, you have to **inform** your tutor **before** the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day. Do note that these documents in soft copy or hard copy also have to be submitted to your school for evaluation. If they warrant an excused absence you will be granted an alternative test date.

If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided, otherwise you will be awarded a zero grade.

(3) Compulsory assignments

You are required to submit online compulsory assignments on stipulated deadlines. You should follow the guidelines provided for each of the written practices. Your participation should be personal and in no way you should submit the work of another person as this will be considered a form of academic dishonesty and will be treated as such.

You are required to attempt your online assignments during the scheduled time.

(4) Access to mobile devices

You are required to switch off your mobile or other electronic devices as LL9002 is largely visual language course. If you are expecting an emergency call or message, please obtain permission from the tutor at the beginning of the class.

(5) NTU Honour code

It is mandatory to observe the NTU honour code at all times.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
Week 1	Introduction to LL9002 and activities Demonstrate fluency in basic finger spelling, discriminate among the different hand shapes of the alphabet and numbers <ul style="list-style-type: none"> American manual alphabet Numbers Colours Visual-Gestures Communication 	ALL	No Reading
Week 2	Demonstrate delivery skills, using correct hand shapes, facial expression, appropriate gestures <ul style="list-style-type: none"> Greetings 6W and 1H Places/Countries 	ALL	E Lesson 1, Reading and writing Pair/group Work
Week 3	Demonstrate delivery skills, using correct hand shapes, facial expression, appropriate gestures <ul style="list-style-type: none"> Prepositions Plain, inflected and spatial verbs Assignment #1 Receptive Test 1 (CA1) 	ALL 2, 3, 4	E Lesson 2, Reading Writing Pair/group Work
Week 4	Demonstrate understanding through receptive reading, derive meaning from facial expression and body language. <ul style="list-style-type: none"> Non-manual markers Making requests Giving commands to Deaf people Comprehension practice 	ALL	E Lesson 3, Reading Writing Pair/group Work
Week 5	Demonstrate delivery skills, using correct hand shapes, facial expression, appropriate gestures <ul style="list-style-type: none"> Food and health – the market Food and health – medical settings Assignment #2 Receptive Test 2 (CA2) 	ALL 2, 3, 4	E Lesson 4, Reading Writing Pair/group Work

Week 6	<p>Demonstrate good comprehension of a short passage, describe the characters, situation and action after viewing a lecture.</p> <ul style="list-style-type: none"> • Occupations • Sports • Media • Role Play • Comprehension practice 	ALL	E Lesson 5, Reading Writing Pair/group Work
Week 7	<p>Demonstrate ability to accurately translate directions remembering the signers' perspective to find a hidden object.</p> <ul style="list-style-type: none"> • School • Deaf culture in schools • Childhood Diversity and Inclusive Practice • Story Telling Practice 	ALL	E Lesson 6, Reading Writing Pair/group Work
Week 8	<p>Demonstrate the understanding on the difference between statements and questions, correct use of word order and sentence structure.</p> <ul style="list-style-type: none"> • Outings – parks/recreation • Phrasal Verbs • Story Telling Practice • Assignment #3 Receptive Test 3 (CA3) 	ALL 2, 3, 4	E Lesson 7, Reading Writing Pair/group Work
Week 9	<p>Demonstrate expressive and receptive signing abilities to convey in open ended stories</p> <ul style="list-style-type: none"> • Family, history and relationships • Introducing your family members • Issues in Deaf Education • Open end stories Practice 	ALL	E Lesson 8, Reading Writing Pair/group Work
Week 10	CA6: Group Presentation	2, 3, 4, 5	Group work
Week 11	Awareness Day	ALL	Group Work
Week 12	CA7: Final Test	1, 2, 3, 4	

Appendix 1: Assessment Rubrics for Receptive Tests in CA1, CA2 and CA3.**Total 40 points for all 3 Receptive Tests will be converted to 15% of the final grade**

Marks (40marks)	Grades	Vocabulary	Grammar	Spelling	Content & Creativity
32 – 40	A+, A	Employs a wide variety of vocabulary words used effectively to describe ideas.	Displays confidence employing correct prefixes, prepositions, adverbs and conjunctions to produce quality piece of writing.	The writing is essentially error free in terms of spelling.	Explores ideas with fluency, organizing ideas logically and developing it creatively.
30 – 31	A-	Employed a wide variety of vocabulary words.	Employs correct prefixes, prepositions, adverbs and conjunctions. The writing is essentially error free in term of grammar.	The writing is essentially error free in terms of spelling.	Explores ideas with fluency and organizing it logically.
28 – 29	B+	Employs the necessary vocabulary and uses basic vocabulary correctly.	Employs the necessary grammar and function words correctly.	Contains three or less spelling errors.	Essay has central idea and concrete details to support the ideas.
26 – 27	B	Uses basic words with a few errors in the choice of words.	Contains a few errors in grammar and function words.	Contains a few spelling errors for basic words.	Essay is logically organized and well structured.
24 – 25	B-	Limited use of words and words are replicated.	Frequent errors in grammar.	A number of spelling errors mars the writing.	Essay lacks focus and central idea is vague.
22 – 23	C+	Limited use of words with a number of errors in the choice of words.	Frequent errors in basic grammar.	A number of spelling errors mars the writing.	Ideas are not well organized.
20 – 21	C	Limited use of words and incorrect use of words.	Writing contains numerous errors in grammar which interferes with comprehension.	Writing contains numerous errors in spelling which interferes with comprehension.	Limited development of content and flow.
18 – 19	D+ .	Very limited use of words.	Writing contains numerous errors in grammar which interferes with	Writing contains numerous errors in spelling which interferes with	Unable to develop the content. Essay contains

			comprehension.	comprehension.	replication of ideas.
16 – 17	D	Unable to develop the writing due to very limited use of the words.	Writing contains numerous errors in grammar which interferes with comprehension.	Writing contains numerous errors in spelling which interferes with comprehension.	Unable to develop the content. Essay contains replication of ideas..
0 – 15	F	Unable to develop the writing due to inability to employ the appropriate basic words.	Writing contains numerous errors in grammar which interferes with comprehension.	Writing contains numerous errors in spelling which interferes with comprehension.	Unable to develop the content. Essay contains replication of ideas..

Appendix 2: Assessment Criteria for Participation in CA4
Total 10 points will be converted to 10% of the final grade

The marks (10) are calculated based on two components:

1. Written practice in the Discussion Board on Glide and eWorksheets.
2. Classroom participation

1. Written practice in Discussion Board (6 points):

You need to submit all practices on Glide and eWorksheets.

Full marks if all written practices and eWorksheets were attempted and submitted on time.

1 point deduction for each written practice or eWorksheet not submitted.

2. Classroom participation (4 points)

You are encouraged to participate actively in all classroom activities.

Participation:

- 4 points for extremely active participation (group discussion, activities, asking and answering questions). Always comes prepared to class.
- 3 points for regular participation, active in group discussion and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- 1-2 points for adequate participation, moderately active in group discussions, yet only offers answers on being called upon. Sometimes unprepared and might not have completed the assigned homework.
- 0 points for those who show no active participation, who do not participate in group discussions, are not prepared, and generally do not complete the assigned homework.

Appendix 3: Assessment Rubrics for Individual Project in CA5**Total 50 points will be converted to 25% of the final grade**

Marks (50 marks)	Grades	Vocabulary	Grammar	Fluency & Confidence	Content & Creativity
40 – 50	A+, A, A-	Employs a wide variety of vocabulary words used effectively to describe ideas.	Displays confidence in employing correct prepositions, adverbs and conjunctions.	Able to articulate fluently. Show good understanding of the task.	Explores ideas with fluency, organizing ideas logically and developing it creatively.
30 – 39	B-, B, B+	Employs a wide variety of vocabulary words.	Employs correct prefixes, prepositions, adverbs and conjunctions.	Able to express ideas fluently with little hesitation. Shows confidence in some part of the expression.	Explores ideas with fluency and organizing it logically.
25 – 29	C+, C	Employs the necessary vocabulary and uses basic vocabulary correctly.	Employs the necessary grammar and function words correctly.	Able to express ideas but with some hesitation.	Essay has central idea and concrete details to support the ideas.
15 – 24	D+, D	Uses basic words with a few errors in the choice of words.	Contains a few errors in grammar and function words.	Frequent hesitation and stumbling in expressing ideas.	Essay is logically organized and well structured.
0 – 14	F.	Limited use of words and words are replicated.	Frequent errors in grammar.	Unable to perform the signed task, with many pauses and hesitation, making it difficult to follow.	Essay lacks focus and central idea is vague.

Appendix 4: Assessment Rubrics for Group Project in CA6

All assessment components are assessed by team

Total 50 points will be converted to 20% of the final grade

Marks (50 marks)	Cooperation	Fluency & Confidence	Content, Creativity & Quality
40 – 50	All members participate equally and help one another.	Able to express ideas fluently. They are easily understood. They all speak to entire audience.	Presentation is visually organized and complete. Presented in depth and detailed.
30 – 39	All members participate equally and help one another.	Able to express ideas and messages across. Easily understood.	Presentation is visually organized and complete.
20 – 29	Some members participate.	Some speak logically and can follow.	Presentation is presented with fewer details.
0 – 19	One or 2 group members participate	Some speak clearly but difficult to understand.	Presentation disorganized and /or incomplete.

Please Note

In principle, students in the same group may share the same marks. There will be some exceptions where there may be some variations within a group, depending on the evaluation of the tutor and feedback from the peers.

They would be assessed based on individual contribution in terms of

- Contribution to group goals
- Consideration of other members
- Contribution and depth of knowledge
- Cooperation among the members

Appendix 5: Assessment Rubrics for Final Test in CA7**Total 100 points will be converted to 30% of the final grade**

Marks (100 marks)	Grades	Vocabulary	Grammar	Spelling	Content & Creativity
91 – 100	A+, A	Employs a wide variety of vocabulary words used effectively to describe ideas.	Displays confidence employing correct prefixes, prepositions, adverbs and conjunctions to produce quality piece of writing.	The writing is essentially error free in terms of spelling.	Explores ideas with fluency, organizing ideas logically and developing it creatively.
81 – 90	A-	Employed a wide variety of vocabulary words	Employs correct prefixes, prepositions, adverbs and conjunctions. The writing is essentially error free in term of grammar.	The writing is essentially error free in terms of spelling.	Explores ideas with fluency and organizing it logically.
71 – 80	B+	Employs the necessary vocabulary and uses basic vocabulary correctly.	Employs the necessary grammar and function words correctly.	Contains three or less spelling errors.	Essay has central idea and concrete details to support the ideas.
66 – 70	B	Uses basic words with a few errors in the choice of words.	Contains a few errors in grammar and function words.	Contains a few spelling errors for basic words.	Essay is logically organized and well structured.
56 – 65	B-	Limited use of words and words are replicated.	Frequent errors in grammar.	A number of spelling errors mars the writing.	Essay lacks focus and central idea is vague.
51 – 55	C+	Limited use of words with a number of errors in the choice of words.	Frequent errors in basic grammar.	A number of spelling errors mars the writing.	Ideas are not well organized.
41 – 50	C	Limited use of words and incorrect use of words.	Writing contains numerous errors in grammar which interferes with comprehension.	Writing contains numerous errors in spelling which interferes with comprehension.	Limited development of content and flow.
31 – 40	D+	Very limited use of words.	Writing contains numerous errors	Writing contains numerous errors	Unable to develop the

			in grammar which interferes with comprehension.	in spelling which interferes with comprehension.	content. Essay contains replication of ideas.
21 – 30	D	Unable to develop the writing due to very limited use of the words.	Writing contains numerous errors in grammar which interferes with comprehension.	Writing contains numerous errors in spelling which interferes with comprehension.	Unable to develop the content. Essay contains replication of ideas. .
0 – 20	F	Unable to develop the writing due to inability to employ the appropriate basic words.	Writing contains numerous errors in grammar which interferes with comprehension.	Writing contains numerous errors in spelling which interferes with comprehension.	Unable to develop the content. Essay contains replication of ideas. .