

<b>Course Title</b>	Korean II
<b>Course Code</b>	KOR1202
<b>Recommended Study Year</b>	All
<b>No. of Credits/Term</b>	3
<b>Mode of Tuition</b>	Lecture-tutorial mode
<b>Teaching Hours Per Week</b>	3 hours
<b>Total Teaching Hours</b>	42 hours
<b>Category</b>	Free elective
<b>Discipline</b>	-
<b>Prerequisite(s)</b>	Korean I or equivalent
<b>Co-requisite(s)</b>	NIL
<b>Exclusion(s)</b>	KOR 1201
<b>Exemption Requirement(s)</b>	NIL

### **Brief Course Description**

As the second level course of the introductory series, Korean II aims to build up students' Korean language proficiency to a pre-intermediate / intermediate level through a theme based and integrated approach. With a greater variety of topics which students will come across in daily life, students are able to acquire not only a variety of related grammar, expressions, and vocabulary but also how to use these features in authentic language use through interactive oral practice, regular basis listening and reading comprehension practice and writing tasks with corrections in tutorials and as assignments. Also, cultural features relevant to each theme would be explained for students' understanding. After completing this course, students are able to use honorific ending forms and simple polite informal ending forms appropriately in different conversational contexts and to communicate in Korean pragmatically.

### **Aims**

The main aims of this course are to:

- Strengthen the foundation of students' Korean literacy and to enhance their Korean proficiency.
- Expand their Korean knowledge and to equip them with the practical skills required to use it in actual context.
- Encourage students to use more essential grammar, vocabulary, and expressions required to communicate in common situations of daily life with cultural awareness.
- Express their intentions and opinions for their social relationship in daily context.

### **Learning Outcomes**

On completion of the course, students will be able to:

1. Demonstrate the ability to use honorific patterns (e.g. (으)시) with polite pattern, -아 / 어요 through listening, reading, speaking, and writing.
2. Identify and accurately use irregular verb / adjective forms and various noun modifying forms to

describe nouns (e.g. 예쁜 사람, 귀여운 아기) in the four language learning areas.

3. Demonstrate the ability to use suitable negation particles (e.g. 안/못 + predicate) for different intentions in the four language learning areas
4. Adjust the expanded communicative skills for daily life and social relationships to their language use.

### Indicative Content

The contents covered in this course are practical for daily life and social relations. There are 9 unit topics; 1. Family, 2. Transportation, 3. Reason, 4. Post office, 5. Reservations, 6. Etiquette, 7. Hospitals, 8. Advice and Suggestions, 9. Shopping 2. Students will learn the essential expressions, grammar, and vocabulary for basic communication in these topics, and develop an understanding of Korean culture via various activities and additional course materials which motivate them and facilitate their learning Korean and understanding its culture effectively. The language and cultural content of the course and course overview are listed in the table below.

1.	Basic grammar features, speech patterns and vocabulary required for learning the contents of such topics as mentioned above.
2.	Various activities such as pair work, role-play and interview to help students' speaking skills
3.	Listening to audio content of each unit and checking questionnaires for listening comprehension skills
4.	Reading passages covering each unit's contents with summarization work
5.	Vocabulary dictations at the beginning of each unit for students' vocabulary building
6.	Short essays as writing assignments for writing skills
7.	Introduction of cultural factors using a variety of materials such as video clips, booklets and discussion about the similarities and differences between Korean and Chinese culture for better understanding

### Teaching Method

As an introductory foreign language course, the main approach is to encourage students' participation with their interests. Activity and task-based learning methods would be adjusted according to students' levels and interests. The various types of activities will be given as pair work, group work and interview depending on learning contents in order to maximize the opportunities for students' practice in listening, reading, and writing in class.

### Measurement of Learning Outcomes

Student learning outcomes will be assessed in the following ways:

Learning Outcome	Assessment Method			
		Mid- term and Final Quizzes	Interactive Oral Test	E-portfolio

1. Demonstrate the ability to use honorific patterns (e.g. (으)시) with polite pattern, -아 / 어요 through listening, reading, speaking, and writing	✓	✓	✓	✓
2. Demonstrate the ability to use irregular verb / adjective forms and various noun modifying forms to describe nouns (e.g. 예쁜 사람, 귀여운 아기) in four language learning areas	✓	✓	✓	✓
3. Demonstrate the ability to use suitable negation particles (e.g. 안/못 + predicate) for different intentions in four language learning areas	✓	✓	✓	
4. Demonstrate the ability to more expanded communicative skills for daily life and social relationship.	✓	✓	✓	

## Assessment

The assessment is 100% by continuous assessment. The course will be awarded on the regular grading system (A to F). Components of assessments include:

Assessment	Weight	Details
Mid-term & Final Quizzes	50%	The quizzes consist of three parts – a. Listening comprehension, b. Reading comprehension, and c. short composition. The test will take 1 hour.
Interactive Oral Test	20%	The type of oral test is a role play to obtain authentic language skills. As a pair, students must create their own oral script by themselves based on the contents they learned in the tutorials and prepare for the drama. The oral test will be conducted in front of classmates.
E-Portfolio	20%	For encouraging students' independent learning, students create written or audio texts about given topics through various materials.
Nine Vocabulary Dictations (Ch 1 to Ch 9)	10%	After learning the new vocabulary of new chapter in tutorials, students must memorize all with the meanings together. Only 10 words would be chosen for dictation. Students will write the spellings with their meanings on the given test paper.

## Required/Essential Readings

Language Education Institute, Seoul National University. (2006). *Active Korean 2*. TWO PONDS  
Language Education Institute, Seoul National University. (2006). *Active Korean 2 Workbook (1st ed.)*. TWO PONDS

## Recommended/Supplementary Readings

1. 김정숙 외, 국립국어원. (2005). *외국인을 위한 한국어 문법 2\_용법 편*. 커뮤니케이션북스  
Kim Jung Sook et al, National Institute of Korean Language. (2005). *Korean Grammar for Foreigner*.  
Communication books publishing
2. 연세대학교 한국어학당. (2012). *외국인을 위한 한국어 문법 연습\_초급*, *Korean Grammar Practice for Foreigners (Beginner level)*. 연세대학교 출판문화원
3. 연세대학교 한국어학당. (2007). *연세 한국어 읽기 2*, *Yonsei Korean Reading I*. 연세대학교 출판문화원
4. 연세대학교 한국어학당. (2007). *연세 한국어 100 시간 2*, *Korean In 100 Hours 2*. 연세대학교 출판문화원

## Online references

Online Dictionary: <https://dict.naver.com/>

## Language

- 1) The National Institute of the Korean Language: [http://www.korean.go.kr/09\\_new/index.jsp](http://www.korean.go.kr/09_new/index.jsp)
- 2) Sejonghagdang: <https://www.iksi.or.kr/lms/main/main.do>
- 3) Quizlet\_Korean Grammar: <http://quizlet.com/8203218/korean-grammar-flash-cards/>
- 4) Coursera free online language course: <https://www.coursera.org/learn/learn-korean>
- 5) BBC Korean website: <http://www.bbc.co.uk/languages/other/korean/guide/facts.shtml>

## Culture

- 1) Korea net: <http://www.kocis.go.kr>

## Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the

presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.

- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on <https://pla.ln.edu.hk/>.

## Grading for Quizzes

	<b>A (100 – 90)</b>	<b>B (90 - 70)</b>	<b>C (70 – 50)</b>	<b>D (50 – 40)</b>	<b>F (40 – 0)</b>
<b>Completeness of Answer (60%)</b>	Response demonstrates complete understanding of the question. Information required by question is clearly provided and response goes beyond the requirements demonstrating concise expressions. All questions are absolutely answered.	Response demonstrates adequate understanding of the question. Information required by question is partially provided and all parts of the question are answered.	Response demonstrates some basic understanding of the question but is inappropriate or incomplete. Some information is not clearly shown, and a few parts of the question are not answered completely.	Response demonstrates little understanding of the question. Information is missing and most parts of the question are not answered thoroughly.	Response demonstrates no understanding of the question. Information is not given and almost all parts of the question are missing.
<b>Quality of Writing (40%)</b>	Response is nearly free of errors in grammar, usage, and spellings that would distract the reader from the content. The response is well organized.	Response has minor errors in grammar, usage, and spellings so that the reader is hardly distracted from the content. The response is well organized.	Response has noticeable errors in grammar, usage, and spellings so that the reader is distracted from the content. The response shows lack of organization.	Response shows numerous errors in grammar, usage, and spellings so that meaning is uncertain. The response is not organized.	Response is full of errors in grammar, usage, and spellings so that meaning cannot be understood. The response is not organized.

## Grading for Interactive Oral Test

	A, A-	B+, B, B-	C+, C, C-	D+, D	F
<b>Intonation (30%)</b>	Very natural flow of speaking as evidence of enough practice. Speech must be completely memorised and digested as students' own speech.	Less natural flow of speaking. All contents in a script are completely memorised. It sounds like reading a script rather than natural conversation.	Not natural intonation and frequent breaks during speaking. All contents in a script are not completely memorised but completed.	Not natural intonation and frequent breaks during speaking. All contents in a script are not completely memorised and cannot be completed.	There is no memorisation of speech content. No speech contents at all.
<b>Pronunciation (50%)</b>	Pronunciation is very clear and natural. Following the pronunciation rules, all pronunciations are presented very smoothly in conversations.	Pronunciation is clear and natural. However, some pronunciation rules cannot be presented appropriately.	Pronunciation is not clear and natural. It sounds awkward consistently in a conversation.	Pronunciation is not clear and natural. It sounds awkward consistently or it may not deliver its meaning appropriately in a conversation.	There is no memorisation of speech content. No speech contents at all.
<b>Contents of Script (20%)</b>	Satisfying the requirement of minimum length. Whole content presents coherence. The conversation in the script demonstrates several and specific situations which are in	Satisfying the requirement of minimum length. Whole content presents coherence. The conversation in the script demonstrates specific situations	Not satisfying the requirement of minimum length. Whole content does not have coherence. It may have overuse of expressions inappropriate from out of textbook and	Not satisfying the requirement of minimum length. Whole content does not make sense so that it may be difficult to understand what the	There is no memorisation of speech content. No speech contents at all.

	the textbook and has maximised use of expressions from the textbook.	which are in the textbook but not more than one topic and has only simple expressions	may not match with the contents.	conversation presents.	
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## Grading for E-Portfolio or Composition

	A, A-	B+, B, B-	C+, C, C-	D+, D	F
Grammar and Spelling (30%)	All sentences are grammatically perfect with no errors in spelling and fully use various grammatical elements appropriately	Overall, there are minor errors in grammar and spelling though the writing follows normal convention	Comprehending the writing is interrupted by frequent grammatical errors and spelling mistakes.	Numerous grammatical errors and spelling mistakes cause difficulty of comprehension.	No submission or no attempt to do the assessment.
Language (30%)	Employs appropriate and suitable words, develops concise and clear Korean sentences with appropriate sentence ending forms	Uses correct word forms and effective and clear sentence structures with appropriate sentence ending forms but includes a few errors	Uses inconsistent sentence ending forms and inadequate word forms frequently, which cause quite discernible distraction and confusion	Uses inconsistent sentence ending forms, inadequate word forms and sentence structures, which cause serious distraction and confusion	No submission or no attempt to do the assessment.
Organization and Logic (20%)	Develops ideas with coherence and logically presents main key concepts in each paragraph	Develops ideas with coherence but some sentences are not logically presented for main key concepts	Develops and organizes ideas with less coherence. Some ideas are unrelated.	Without coherence, no ideas developed convincingly and logically.	No submission or no attempt to do the assessment.

Purpose (20%)	The purpose of work is presented very clearly with outstanding choices in focus, organizations, and content.	The purpose of work is presented very clearly with good choices in focus, organizations, and content.	The purpose of work is presented not clearly enough with frequently inappropriate choices in focus, organizations, and content.	The purpose of work is presented not clearly with poor choices in focus, organizations, and content.	No submission or no attempt to do the assessment.
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### Grading for Vocabulary Dictation

	10 points	10 points – 1 point	0 point
Spelling (50%)	There is no spelling error in Korean vocabulary writing	Any spelling mistake in Korean vocabulary or in translation equivalent causes one point deduction each.	There is no correct spelling in Korean vocabulary.
Meaning (50%)	Translation equivalent of the Korean vocabulary in English or Chinese must be written clearly without any spelling errors.		There is no correct translation equivalent as a meaning.