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| **Course Title** | KOREAN IV |
| **Course Code** | KOR2402 |
| **Recommended Study Year** | NIL |
| **No. of Credits/Term** | 3 |
| **Mode of Tuition** | Lecture-tutorial mode |
| **Teaching Hours Per Week** | 3 hours |
| **Total Teaching Hours** | 42 hours |
| **Category** | Free Elective |
| **Discipline** | - |
| **Prerequisite(s)** | KOR 1302 or equivalent |
| **Co-requisite(s)** | NIL |
| **Exclusion(s)** | NIL |
| **Exemption Requirement(s)** | NIL |

**Brief Course Description**

This is an intermediate level course designed to enhance overall students' communication skills in Korean, which is designed for students to familiarize themselves with complicated and detailed expressions and a variety of structures for expressing personal emotions and problem-solving skills. To achieve the aim of this course, the course contents focus on different types of indirect speech and expressions for specific situations including addressing prediction, disagreement, worry and suggestion. Upon completion of the course, students will be able to express their personal feelings and opinions in specific topics pragmatically in a variety of circumstances.

**Aims**

The main aims of this course are to:

- Encourage students to use Korean at an intermediate level and gain confidence in their Korean language use.
- Get students to demonstrate the ability to recognize and respond to a variety of familiar and unfamiliar situations through the use of language at an intermediate level.
- Identify and differentiate features of Korean culture through the application of Korean.
- Recognize and summarize the contents of short essays, articles and a variety of multimedia.

**Learning Outcomes**

Upon successful completion of the KOR 2402 course, students will be able to:

1. Demonstrate the usage of various indirect speech forms.
2. Demonstrate communicative strategies such as paraphrasing, asking for clarification, and coining a new word for different purposes in regard to using appropriate sentence ending forms.
3. Demonstrate the ability of comprehending a short text with around 1000 to 1500 words, specifically using background knowledge and reasoning and paying attention skills.
4. Write short essays with more complicated grammars and sentence structures
5. Decode and differentiate different meanings of specific expressions based on cultural understanding.

**Indicative Content**

The contents covered in this course are for practical use in expanded but detailed situations faced on daily life compared to KOR 1302.
The textbook has 9 topics:
1. Appearance and personality,
2. Convenient Life,
3. Incidents and Accidents,
4. Dream and Reality,
5. Mistakes and Regrets,
6. Company,
7. Consuming and Savings,
8. Korea, and
9. Travel. Such as 'Incidents and Accidents' and 'Mistakes and Regrets' etc.

Students will learn the necessary expressions for more complicated communication for various purposes in daily life and for better understanding of Korean culture.

**Teaching Method**

Based on lectures, interactive tutorials will be provided including various language course activities, such as peer oral practices, group discussions, interviews, listening comprehension practice with authentic materials and composition tasks  Since Korean is a less commonly learned language in Hong Kong, class operation will focus on maximizing the opportunities of students' actual use in class.

**Measurement of Learning Outcomes**

Student learning outcomes will be assessed in the following ways:

| Learning Outcome | Assessment Method | | | |
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| | Participation | Interactive Oral Test | E-portfolio | Mid-term & Final Quizzes |
| 1. Demonstrate the usage of various indirect speech forms | ✓ | ✓ | ✓ | ✓ |
| 2. Demonstrate communicative strategies, such as paraphrasing, asking for clarification, and coining a new word for different purposes in regard to using appropriate sentence ending forms. | ✓ | ✓ | ✓ | ✓ |
| 3. Demonstrate the ability of comprehending a short text with around 1000 to 1500 words, specifically using background Knowledge and reasoning and paying | ✓ | ✓ | ✓ | ✓ |

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| attention skills. | | | | |
| 4. Write short essays with more complicated grammars and sentence structures | ✓ | ✓ | ✓ | ✓ |
| 5. Decode and differentiate different meanings of specific expressions based on cultural understanding. | ✓ | ✓ | ✓ | ✓ |

**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 |
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| 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, such as promotional brochure for their own business or the travel site which they want to travel. With this assessment, students are able to use all their Korean knowledge which they have and explore their Korean linguistic and cultural knowledge more through searching and selecting information to create their own works. |
| Participation | 10% | Students are expected to actively participate in class activities to maximize their learning. |

**Required/Essential Readings**

Language Education Institute, Seoul National University. (2014). *Active Korean 4.* TWO PONDS
Language Education Institute, Seoul National University. (2014). *Active Korean 4 Workbook (1st ed.)*. TWO PONDS

**Recommended/Supplementary Readings**

1. 김정숙 외, 국립국어원. (2005). *외국인을 위한 한국어 문법2_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_중급, Korean Grammar Practice for Foreigners (Intermediate level)*. 연세대학교 출판문화원

3. 연세대학교 한국어학당. (2012). *외국인을 위한 한국어 문법 연습_고급, Korean Grammar Practice for Foreigners (Advanced level)*. 연세대학교 출판문화원

4. Young-Key KIM-Renaud. (2009). *Korean, An Essential Grammar.* Routledge
5. 백봉자. (2006). *한국어 문법사전 (Korean grammar as a Foreign Language)*. 하우기획출판
6. 연세대학교 한국어학당. (2007). 연세 한국어 읽기 4, *Yonsei Korean Reading 4*. 연세대학교 출판문화원
7.연세대학교 한국어학당. (2007). 연세 한국어 100 시간 4, *Korean In 100 Hours 4*. 연세대학교 출판문화원

**Online References**

**Language**

1) The National Institute of the Korean Language: http://www.korean.go.kr/09_new/index.jsp

2) Sejonghakdang: https://www.iksi.or.kr/lms/main/main.do

3) Quizzlet_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**

| | A (100 – 90) | B (90 - 70) | C (70 – 50) | D (50 – 40) | F (40 – 0) |
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| **Completeness of Answer (60%)** | 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. |
| **Quality of Writing (40%)** | 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 |
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| **Intonation (30%)** | 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 completed. | There is no memorisation of speech content. No speech contents at all. |
| **Pronunciation (50%)** | 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. |
| **Contents of Script (20%)** | Satisfying the requirement of minimum length. Whole content presents coherence. The conversation in the script demonstrates several and specific situations which are in the textbook and has maximised use of | Satisfying the requirement of minimum length. Whole content presents coherence. The conversation in the script demonstrates specific situations which are in the textbook but not more than one topic | 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 may not match with the contents. | Not satisfying the requirement of minimum length. Whole content does not make sense so that it may be difficult to understand what the conversation presents. | There is no memorisation of speech content. No speech contents at all. |

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| | expressions from the textbook. | and has only simple expressions | | | |

**Grading for E-Portfolio & Composition**

| | A, A- | B+, B, B- | C+, C, C- | D+, D | F |
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| 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. |

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| 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. |

**Grading for Class Participation**

| | A, A- | B+, B, B- | C+, C, C- | D+, D | F |
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| Preparation (30%) | Fully prepared with lecture/tutorial handout available, all assignments completed, and well-reviewed. | Mostly prepared with lecture/tutorial handout available, assignments completed, and partially reviewed. | Frequently unprepared or with only superficial preparation. | Always unprepared, and nearly no review of assigned material and learned contents. | Always unprepared with frequent absence. |
| Quality of contributions (40%) | Always gives grammatically and meaningfully correct answers; reflects good understanding of assigned texts and actively participate in various class activities | Mostly gives grammatically and meaningfully correct answers; reflects some understanding of assigned texts and actively participate in various class activities | Sometimes gives grammatically and meaningfully correct answers. Some sentences are not relevant to the questions or discussion; reflects superficial understanding of assigned texts and not actively | Attempts to give answers; sentences are usually ungrammatical and weird and mostly not relevant to the questions or discussion; shows poor understanding of assigned texts and very passive | Does not participate in class activities or contributions are off-topic; shows no understanding and interests of assigned texts. |

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| | | | participate class activities. | participation in class activities. | |
| Listening (30%) | Listens attentively and always responds correctly. | Mostly attentive and usually responds correctly. | Sometimes attentive and attempts to respond correctly. | Rarely attentive and occasionally makes disruptive noise while others | Does not listen to others and always makes disruptive noise |