

<b>Course Title</b>	Korean I
<b>Course Code</b>	KOR1102
<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
<b>Category</b>	Free elective
<b>Discipline</b>	-
<b>Prerequisite(s)</b>	NIL
<b>Co-requisite(s)</b>	NIL
<b>Exclusion(s)</b>	KOR1101
<b>Exemption Requirement(s)</b>	NIL

### **Brief Course Description**

As an introductory level course, this course is designed to help students to build a foundation of Korean language ability, starting from how to read and write Korean sound symbols (the alphabet) to how to communicate in Korean in daily contexts. The course offers various opportunities for students to train their oral skills with peers and a subject teacher, and to practice listening and reading comprehension on a regular basis. Also, not only simple grammar drills but also short writing tasks would be given for the students' skills enhancement. After completion of this course, students will be able to read, write, and speak basic Korean sentences, and reply shortly after listening to the contents in daily contexts. Plus, students are able to understand some cultural features merged in language, such as polite informal and polite formal ending forms.

### **Aims**

The main aims of this course are to:

1. Enhance students' understanding of core elements for basic Korean literacy, especially focusing on the skills for reading aloud sound symbols (Korean consonants and vowels) with precise pronunciation
2. Develop basic writing skills describing simple actions and states in daily life.
3. Equip basic communication skills in Korean
4. Encourage students to explore Korean culture in their language use with self-motivation and self-confidence.

### **Learning Outcomes**

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

1. Demonstrate the relations between phonological and typological features of Korean and develop their

- knowledge of these as a language based on phonology which can be adjusted to the writing system
2. Demonstrate the ability to use appropriate counting units for various items and expressions of time and location
  3. Demonstrate the ability to use appropriate main case particles according to their grammatical features in sentences
  4. Communicate at an introductory level of spoken and written language with cultural awareness in everyday life

### **Indicative Content**

The contents covered in this course are practical for daily life, which consists of 8 chapters; 1. Korean Vowels and Consonants, 2. Self-introduction, 3. Restaurant, 4. Shopping, 5. Daily life, 6. Time, 7. Appointment, 8. Location and Direction. Students will learn the necessary expressions, grammar, and vocabulary for basic communication in these topics, and develop an understanding of Korean culture through various activities and additional course materials which motivate them and facilitate their learning Korean.

### **Teaching Method**

As an introductory foreign language course, the approach is to encourage students' participation with their interests. Activities and tasks adopted will 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 the learning content in order to maximize the opportunities for students' practice in listening, reading, and writing in class.

1.	Basic grammar features, speech patterns and vocabulary required for learning contents of such topics as self-introduction, daily life, appointment etc.
2.	Various activities such as pair work, role-play and interview to help students' speaking skills.
3.	Listening to audio contents of each unit and checking questionnaires for listening comprehension skills.
4.	Reading passages covering each unit's contents with questionnaires for reading comprehension.
5.	Vocabulary dictations at the end of each unit for students' vocabulary building
6.	Short passage writing 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 for better understanding between Korean and Chinese culture

### **Measurement of Learning Outcomes**

Student learning outcomes will be assessed in the following ways:

Learning Outcome	Assessment Method			
	Mid-term & Final Quizzes	Interactive Oral Test	E-Portfolio	Seven Vocabulary Dictations (Ch 2 to Ch 8)
1. Demonstrate the relations between phonological and typological features of Korean and develop their knowledge of this as a language based on phonology which can be adjusted to the writing system	✓	✓	✓	✓
2. Demonstrate the ability to use appropriate counting units for various items and expressions of time and location	✓	✓	✓	✓
3. Demonstrate the ability to use appropriate main case particles according to their grammatical features in sentences	✓	✓	✓	
4. Communicate at an introductory level of spoken and written language with cultural awareness in everyday life	✓	✓	✓	

### 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.
Seven Vocabulary Dictations (Ch 2 to Ch 8)	10%	After learning the new vocabulary of new chapter in tutorials, students must memorise 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 1*. TWO PONDS  
 Language Education Institute, Seoul National University. (2006). *Active Korean 1 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). *Korean Grammar Practice for Foreigners (Beginner level)*. 연세대학교 출판문화원
3. 연세대학교 한국어학당. (2007). 연세 한국어 읽기 1, *Yonsei Korean Reading I*. 연세대학교 출판문화원
4. 연세대학교 한국어학당. (2007). 연세 한국어 100 시간, *Korean In 100 Hours I*. 연세대학교 출판문화원

### Online references

Online Dictionary <http://dic.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) 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

	<b>A, A- (100 – 90)</b>	<b>B+, B, B- (90 - 65)</b>	<b>C+, C, C- (65 – 50)</b>	<b>D+, 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

	<b>A, A-</b>	<b>B+, B, B-</b>	<b>C+, C, C-</b>	<b>D+, D</b>	<b>F</b>
<b>Intonation (30%)</b>	Very natural flow of speaking as evidence of enough practice. Speech must be completely memorised and internalised 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 speech to test.
<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 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 conversation presents.	There is no speech content for test.

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