School of Humanities and Languages

ARTS3661, Advanced Korean B
S2, 2015

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### Course Convenor

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Seong-Chul Shin</th>
<th>Room</th>
<th>MB262</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>+612) 9385-3724</td>
<td>Email</td>
<td><a href="mailto:s.shin@unsw.edu.au">s.shin@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Wednesdays 10-11; 4-5 or by appointment</td>
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### Lecturer

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Seong-Chul Shin</th>
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<th>MB262</th>
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### Tutors

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<thead>
<tr>
<th>Name</th>
<th>Ms Rosa JY Yang</th>
<th>Room</th>
<th>MB268</th>
</tr>
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<tbody>
<tr>
<td>Phone</td>
<td>+612) 9385 1696</td>
<td>Email</td>
<td><a href="mailto:joo.yang@unsw.edu.au">joo.yang@unsw.edu.au</a></td>
</tr>
<tr>
<td>Name</td>
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2. Course Details

**Units of Credit (UoC)** 6

**Course Description**

This Course is the Second Semester course of the Advanced language sequence in Korean Studies and typically serves as the Third Year course. It also serves as the First Year gateway for those students who have the equivalent knowledge of Advanced Korean A, and as the Second Year Second Semester course for those students who began their study of Korean at the Intermediate level.

Students continue to develop and extend their understanding and use of Korean morphology, lexis and syntax through reading, and discussion in Korean, of authentic Korean texts by utilising various reading strategies. Participation in a variety of writing, such as complex letters, literature responses, note taking, and essay writing. Includes systematic practice of seminar presentations in a wide range of communicative situations such as business and interview. Topics include interpersonal relations, entertainment industry, cultural heritage and business practices.

**Course Aims**

1. This course will enable students to develop and extend their communicative competences in Korean at the Advanced level (or upper intermediate level), with a greater emphasis on reading and writing, and

2. To enhance students’ understanding of and familiarity with the Korean way of life and way of thinking through a variety of written and audio-visual materials, thereby appreciating Korean values and cultures.

**Student Learning Outcomes**

1. Understand complex dialogues or passages as a whole for specific details and then process and use the information; and speak Korean using complex sentences, appropriate vocabulary, register and styles, and a variety of synonyms;

2. Read complex texts to obtain information and ideas, and then use the information in a variety of contexts; and write
formal and complex texts to describe activities, events and topics that relate to the life and work of Koreans;

Investigate and present findings related to a linguistic or socio-cultural aspect of Korea or a Korean community; and discuss various topics covered in the course and present a critical and imaginative thinking about issues;

Demonstrate a better understanding and appreciation of the Korean cultural legacy from international perspectives; and use technology (WP, PP, etc.) for learning and presentations, and to extend their linguistic and cultural knowledge.

Graduate Attributes

The students will be encouraged to develop various Graduate Attributes including the following attributes by undertaking the selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks.

1. the skills of effective communication;
2. the skills to locate, evaluate and use relevant information;
3. an in-depth engagement with the relevant disciplinary knowledge;
4. the capacity for analytical and critical thinking and for problem solving;

3. Learning and Teaching Rationale

This course is included to enable students to develop advanced communication skills that will enhance their practice as a competent communicator in Korean. It reflects a position that their practice within the field will require advanced levels of communication to enable ongoing development in various professional areas.

The teaching will be aligned with the aims, learning outcomes and assessment tasks of this Course described above so as to achieve desired results. The language of instruction and communication is Korean so that students develop their listening abilities (learning outcomes 1). All the four language skills (listening, speaking, reading and writing) will be integrated throughout this Course and both communicative and grammar-translation approaches will be adopted.

4. Teaching Strategies

The Course is structured like this: 2-hour lecture and 2-hour tutorial in the face-to-face mode, and 1-hour of online or language lab exercises per week. In the lectures, grammatical and cultural topics to be covered during the week will be presented and explicated (learning outcomes 1, 4). In the tutorials, students will be assigned complex tasks in the four language skill areas. These tasks will include reading and analysing a variety of texts, delivering oral presentations about the topics being covered in the week, viewing and discussing films and other visual materials and writing various types of texts on Korean topics (learning outcomes 1, 2, 3). Some reading and writing activities will be set to help students doing their essay assignment on topics related to a linguistic and socio-cultural aspect of Korea (learning outcomes 2, 3, 4). The online materials provide students with explicit vocabulary, sentence patterns and other written exercises for which students are provided immediate feedback (learning outcomes 2, 4)

The Course uses a range of teaching strategies, including task-oriented activities in pairs and groups, and class and small group discussions. In this process, students communicate for
information, ideas and arguments both orally and in writing. They gather and organise information from the textbook and a wide range of written materials, audio-visual (CD, Video, etc) and electronic (internet, Moodle, etc.) sources. This process will also enable students to use IT (Korean word processor, Korean web links, etc) effectively as a means of communication and as an aid to language learning as well as independent learning.

## 5. Course Assessment

The assessment tasks will reflect the progress of the students towards the realisation of the aims and learning outcomes of the course. Assessment procedures will maintain an appropriate balance between students' knowledge and skills, with an emphasis on effective communication, i.e. how well they use their knowledge. The assessment scheme will reflect the integrated use of the four language skills. The assessment will be based on four methods: two Written Tests (WT), one Spoken Test (ST), Class Compositions (CC) and Vocabulary Quizzes (VQ).

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>WT1</td>
<td>30 Q</td>
<td>20%</td>
<td>1, 2</td>
<td>1, 2, 4</td>
<td>Wk7, Wed</td>
</tr>
<tr>
<td>WT2</td>
<td>30 Q</td>
<td>20%</td>
<td>1, 2</td>
<td>1, 2, 4</td>
<td>Wk12, Wed</td>
</tr>
<tr>
<td>ST1</td>
<td>10 Q</td>
<td>15%</td>
<td>1, 2, 4, 5</td>
<td>1, 2</td>
<td>Wk13, Wed</td>
</tr>
<tr>
<td>CC</td>
<td>100 W x5</td>
<td>25%</td>
<td>2, 3, 4</td>
<td>1, 2, 3, 4</td>
<td>Wk2-11 Wed</td>
</tr>
<tr>
<td>VQ</td>
<td>20 Q x 10</td>
<td>20%</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>Wk2-11 Wed</td>
</tr>
</tbody>
</table>

- **Vocab Quizzes (VQ):** Students will be expected to have 10 vocabulary quizzes and must submit one each week in the classroom as advised. The vocab list will be uploaded onto the Moodle and quiz papers will be provided each week.
- **Class Compositions (CC):** Students will be expected to write five short guided compositions on given topics during the class and must be submitted at the end of the class. Details of the composition tasks will be uploaded onto the Moodle in Wk 1.
- **One Spoken Test (ST):** Students will have an individual talking session with the teaching staff for up to 10 minutes on pre-arranged topics/questions. The suggested topics/questions will be given two weeks prior to the test.
- **Two Written Tests (WT):** These two written tests consist of grammar pattern tasks, reading and writing tasks as combined components based on what’s covered in class. The tests will integrate all the units taught and learned up to the particular point of study and will be held internally at the specified tutorial class.

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities (both lectures and tutorials) and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

**Please also note:** For heritage students, if there is any in the course, there may be additional work and some adjustments in assessment tasks, details of which will be given separately in Week 1.
Formal Examination

This course has no formal examination during the formal examination period. All the examinations and assessment tasks are internally held.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://student.unsw.edu.au/grades

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the **loss of 3%** of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted **14 days after** the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.
6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

The complete Arts and Social Sciences Extension Guidelines can be read here.

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration section. You will need to submit documentary evidence in support of your request.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.
- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.
- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.
• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: http://www.lc.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.
Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

10. Course Schedule

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk1</td>
<td>Intro. Knowledge &amp; society</td>
<td>Intro. internet &amp; info search</td>
<td>No Tut</td>
<td>Unit 6-3</td>
</tr>
<tr>
<td>Wk2</td>
<td>Knowledge &amp; society</td>
<td>Newspaper &amp; functions</td>
<td>Tasks 1 + 2</td>
<td>Unit 6-4</td>
</tr>
<tr>
<td>Wk3</td>
<td>Superstitions</td>
<td>Luck &amp; mishaps</td>
<td>Tasks 1 + 2</td>
<td>Unit 7-1</td>
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<tr>
<td>Wk4</td>
<td>Superstitions</td>
<td>Taboos</td>
<td>Tasks 1 + 2</td>
<td>Unit 7-2</td>
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<tr>
<td>Wk5</td>
<td>Life &amp; economy</td>
<td>Saving money</td>
<td>Tasks 1 + 2</td>
<td>Unit 8-1</td>
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<tr>
<td>Wk6</td>
<td>Life &amp; economy</td>
<td>Credit cards</td>
<td>Tasks 1 + 2</td>
<td>Unit 8-3</td>
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<td>Wk7</td>
<td>Revision</td>
<td>Revision</td>
<td>Written Test 1</td>
<td>Units 6-8</td>
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<tr>
<td>Wk8</td>
<td>Special days &amp; festivals</td>
<td>Talking about special days</td>
<td>Tasks 1 + 2</td>
<td>Unit 9-1</td>
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<tr>
<td>Wk9</td>
<td>Special days &amp; festivals</td>
<td>Public holidays</td>
<td>Tasks 1 + 2</td>
<td>Unit 9-4</td>
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<tr>
<td>Wk10</td>
<td>Modern life</td>
<td>Habits &amp; workaholic</td>
<td>Tasks 1 + 2</td>
<td>Unit 10-1</td>
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<tr>
<td>Wk11</td>
<td>Modern life</td>
<td>Living healthy</td>
<td>Tasks 1 + 2</td>
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<td>Revision</td>
<td>Revision</td>
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<td>Units 9-10</td>
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<tr>
<td>Wk13</td>
<td>No Lecture</td>
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11. Course Resources

Textbook Details
(Required) Yonsei Korean 4 (4-2), by Yonsei University Korean Language Institute, Yonsei University Press, 2008 or the latest edition.

Additional Readings

Websites
UNSW library: www.library.unsw.edu.au
National Institute of the Korean Language: www.Korean.go.kr
Yonsei Korean Language Institute: www.yskli.com

12. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

13. Student Support
The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

**14. Grievances**

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at: https://my.unsw.edu.au/student/atoz/Complaints.html

**15. Other Information**

**myUNSW**

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

**OHS**

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see http://www.ohs.unsw.edu.au/

**Special Consideration**

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/special-consideration

**Student Equity and Disabilities Unit**

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au
Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.