



UNSW
AUSTRALIA

Arts & Social
Sciences

School of Humanities and Languages

ARTS1661, Introductory Korean B Semester 2, 2014

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1. Course Staff and Contact Details			
Course Convenor			
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2. Course Details	
Units of Credit (UoC)	6
Course Description	In ARTS1661 the student continues to develop basic communicative skills in Korean. More selected grammatical structures, vocabulary and communicative functions essential to basic communication in Korean are studied in the context of culturally relevant topics and through various speaking and writing activities. Topics covered in this course include transportation/travelling and places in Korea, one's family, study, hobbies and favourite sports, daily and weekend activities, house, clothing and favourite colours, and feelings and emotions, and shops and goods for sale and weather and climate.
Course Aims	<ol style="list-style-type: none"> 1. To continuously develop the student's basic Korean skills and their knowledge about how the Korean language works 2. To promote awareness of the relevancy of intercultural capabilities in language learning, and develop understanding of, and familiarity with, the Korean way of life, and reflection on their own
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Ability to speak in Korean with reasonably accurate pronunciation and intonation patterns, using well-rehearsed language within the topics covered in the course 2. Ability to understand short texts which contain simple information within the topics covered in the course 3. Ability to use in context words and grammatical patterns covered in the course 4. Ability to write short texts using well-rehearsed language to convey simple messages 5. Demonstrate awareness of a range of features of Korean culture
Graduate Attributes	<ol style="list-style-type: none"> 1. The ability to engage in independent and reflective learning 2. Information literacy – the skills to locate, evaluate and use relevant information 3. An appreciation of, and respect for, diversity, through the study of Korean grammar and Korean culture reflected in the language use

	4.	The skills of effective communication - in Korean at a basic level
	5.	A capacity to contribute to, and work within, the international community

3. Learning and Teaching Rationale

Korean Studies at UNSW provides students with the opportunity to develop a balance of competent Korean language skills and knowledge and understanding about Korea. Korean language courses are organised into three levels: introductory, intermediate, and advanced.

ARTS1661 constitutes the second half of the introductory level Korean. Its content is designed to enable students to talk about their lives, in particular, their family, study, hobbies and favourite sports, daily and weekend activities, and their house, and also to develop their powers of self-expression in Korean, especially when talking about personal feelings, emotions, and preferences. In addition, students continue to practise the language relevant to obtaining goods and services, such as using public transportations and going shopping.

Topics to be covered in the course include:

- Do we go by train or by bus?
- My family
- What's your major?
- Can you play baseball?
- This is where I live
- She looks like her mother
- Where will you get it?
- How do you feel?
- What's it like living in Korea?

The selection of these topics has been for the immediate practical application, and for the relevance to helping learners acquire a grasp of the main features of the Korean language for future study. For example, while learning and using expressions related to periods of time is valid in itself, these expressions are presented prior to a function such as talking about one's education and life history where they have immediate practical applications. In between such specific progressions, other elements are also introduced, which are both valid in themselves, for example, the future tense marker, expressions for 'before' and 'after', and sense-group vocabulary, and are also capable of contributing to possible extension of language use. The implications of each task as to sense-group vocabulary and grammar are considered in terms of the integrity of the learning at this level. The end effect is rather like a series of overlays that are both clear in themselves and which also combine to form a larger, more complex, but interactive pattern.

Classroom activities are framed accordingly to take full advantage of the interactive and cumulative dimension. It is important that students themselves be aware of the learning objectives week by week, class by class, that they perceive how what they are learning now relates to material previously learnt, and that they be encouraged to use purposeful language accordingly.

ARTS1661 requires the completion of ARTS1660. Prospective students who have not done ARTS1660 but had some experience with Korean, either as a heritage language or previous instruction, must fill in the placement questionnaire available at <https://hal.arts.unsw.edu.au/students/courses/language-placements>

4. Teaching Strategies

Nine Units of the textbook, ie, Units 12-20 from *Korean in Action Book 1*, will be studied in ARTS1661. As was in ARTS1660, each of the Units will be studied in five hour cycle: two hour lectures, two hour tutorials and one hour additional tutorial. In lectures, explanations on and practices for language patterns and grammatical details and relevant cultural information

will be given. In two hour tutorials, focusing and shaping exercises for vocabulary items and grammatical points explained will be done, and in one hour additional tutorials purposeful use of learnt expressions in context will be conducted.

To gain a greater benefit from the time in the classroom, the student must come to class prepared. They are expected to come to class having already reviewed each textbook lesson – vocabulary, dialogues, grammar, and the relevant exercises – for the Unit to be covered on that day. In addition, they are expected to practise Korean regularly and use Korean as much as possible inside and outside the classroom with their classmates and with their language partners.

To encourage regular home study and to meet the Course objectives expressed in detail as expected learning outcomes, there will be one Midterm Exam, one Assignment, one Presentation and one formal Examination. See below for more details.

Our teaching utilises ‘inputs’ outside the class, wherever appropriate, as long as they are manageable at this level of learning Korean as a Foreign Language. This is to facilitate the process of enabling the student to extend what’s covered in the Course to the real life as much as possible.

5. Course Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Midterm Exam	90 mins	25%	1, 4, 5	1, 2, 3, 4	3 Sep
Assignment	500 words	20%	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5	19 Sep
Presentation	10 mins	20%	1, 2, 3, 5, 7	1, 2, 3, 4, 5	24 Oct
Final Written Exam	2 hrs	35%	1, 4, 5, 6, 7	1, 2, 3, 4	See below

The Midterm exam includes vocabulary and grammar and listening comprehension questions, and will be administered during your 2 hr tutorial in Week 6. The Exam is to instigate and maintain your development in vocabulary power, grammar knowledge and listening skills.

The Assignment consists of two parts: Writing (to be submitted to your 2hr tutor) and Recording of reading aloud your compositions (to be submitted to your 1 hr Tutor). Further information will be given by your lecturer and 2hr/1hr tutors. The Assignment focuses on the development of your writing skills and your pronunciation as well.

The Presentation is production of a video-taped ten-minute conversation in pairs. You will be requested to record your presentation and submit to your 1 hr tutor by the due date. The details will be discussed in class. The Presentation is not only to encourage students to take initiatives in developing conversation skills in Korean, but also to expand their language resources for their personal interests and needs.

This course has a formal examination which will be scheduled in the formal examination period from 7–22 November 2014. Students are expected to give their studies priority and this includes making themselves available for the entire examination period. Travel commitments made prior to the publication of the final examination timetable are not a valid reason for alternate assessment.

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

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://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

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

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted

that in many courses a failure to complete an assessment task can be grounds for course failure.

7. 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>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Commencing:	Topic	Lecture Content	2 hr Tutorial Content	1 hr Tutorial Content	Readings
28/7 (MON)	Introduction Travelling	Introduction Unit 12 Exp		No class	Unit 12
30/7 (WED)			No class		
4/8 (MON)	Travelling	Unit 12 Exp		Revision Act	Units 12, 13
6/8 (WED)			Unit 12 Ex		
11/8 (MON)	Family	Unit 13 Exp		Unit 12 Act	Units 13, 14
13/8 (WED)			Unit 13 Ex		
18/8 (MON)	Studies at University	Unit 14 Exp		Unit 13 Act	Units 14, 15
20/8 (WED)			Unit 14 Ex		
25/8 (MON)	Sports & Hobbies	Unit 15 Exp		Unit 14 Act	Units 15, 16
27/8 (WED)			Unit 15 Ex		
1/9 (MON)	Houses	Unit 16 Exp		Unit 15 Act	Units 16, 17 Midterm exam
3/9 (WED)			Unit 16 Ex		
8/9 (MON)	Clothing	Unit 17 Exp		Unit 16 Act	Unit 17
10/4 (WED)			Unit 17 Ex		
15/9 (MON)	Revision	Units 12-17		Unit 17 Act	Units 12-17 Assignment Due (19/9)
17/9 (WED)			Revision Units 12-17		
22/9 (MON)	Goods & Shops	Unit 18 Exp		Presentation practice	Unit 18
24/9 (WED)			Unit 18 Ex		
Mid-Semester Break (27 September - 6 October)					

6/10 (MON)	Goods & Shops	No Class		No Class	Unit 18, 19
8/10 (WED)			Unit 8 Act		
13/10 (MON)	Feelings & Emotions	Unit 19 Exp		Revision Act	Units 19, 20
15/10 (WED)			Unit 19 Ex		
20/10 (MON)	Living in Korea; Conclusion	Unit 20 Exp Conclusion		Unit 19 Act	Unit 20 Presentation Due (24/10)
22/10 (WED)			Unit 20 Ex		
27/10 (MON)	Conclusion	No Class		Unit 20 Act	Units 18-20
29/10 (WED)			Revision Units 18-20		
Final Written Exam					

Exp – explanations; Ex – focusing/shaping exercises; Act – communicative activities

9. Course Resources

Textbook Details

Gi-Hyun Shin & Adrian Buzo. *Korean in Action. Book 1. Web Edition. 2012, 2013*

Units 12–20 from *Korean In Action, Book 1* and the accompanying audio files are available, free of charge, to students enrolled in ARTS1661 via Moodle. There are two versions of Explanations part, one for a hard copy (you are expected to print out your own copy) and one for a Tablet Computer. The audio files are organised into PowerPoint slides, for which we would like to thank Chong-Woon KIM at University of Queensland. As they are all copyrighted materials, please do not distribute them without the copyright holder's consent.

Additional Readings

Song, Jae Jung. (2005). *The Korean Language: Structure, Use and Context*. New York: Routledge

Ihm, Ho Bin, Hong, Kyung Pyo, & Chang, Suk In. (2001). *Korean grammar for international learners*. Seoul: Yonsei University Press.

Websites

On-line "Korean Language Courses" by Sogang University, Seoul, Korea

<http://korean.sogang.ac.kr/>

Arirang TV's "Let's Speak Korean" Program

http://www.arirang.co.kr/Tv/Lets_Whats_On.asp?PROG_CODE=TVCR0110&sys_lang=Eng

Go Korea!

<http://www.asiaeducation.edu.au/gokorea/index1.html>

KRI@UNSW (Korea Research Institute, UNSW)

<http://www.kri.unsw.edu.au/Education.htm>

10. 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.

11. 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>

12. 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>

13. 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://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

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.