



Arts & Social  
Sciences

## School of Humanities and Languages

### **ARTS2661, Intermediate Korean B S2, 2014**

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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
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Consultation Time	Thursdays 1-3; or by appointment		
<b>Lecturer</b>			
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Name	Dr Yong-Ju Rue	Room	MB 268
Phone	+612) 9385 0515	Email	y.rue@unsw.edu.au
Consultation Time	Thursdays 1-3; by appointment		

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p>ARTS2661 completes an intermediate level program in Korean language study from a communicative and task-based approach. The course continues to place the emphasis on the acquisition of an ability to USE the language, and consolidates and furthers the student's knowledge about the structures and functions of word and sentence level grammar and text patterns in Korean and the connections between them.</p> <p>The contexts in which target vocabulary items and grammatical points are learnt and purposefully used in the Course include our health, the world represented in the media, issues and institutions of our society, immigration, money matters, employment, describing people, and life as a student.</p>
<b>Aims of the Course</b>	<p>To fulfil its role as an intermediate level language course, ie, to provide students with opportunities for expressing their opinions in Korean on a range of topics, and to help students to develop good literacy skills, focusing on a variety of texts, for further in-depth language study</p>
	<p>2. To consolidate knowledge of, and to offer insights into, how the Korean language works</p>
	<p>3. To develop knowledge about how we learn languages and to thereby become self-sufficient learners</p>
	<p>4. To promote information gathering and organising skills</p>
<b>Student Learning Outcomes</b>	<p>1. Ability to express themselves, verbally and in writing, in Korean on topics covered in the course, eg, the world represented in the media, issues and institutions of our society, immigration, money matters, employment, people, and health matters</p>
	<p>2. Ability to analyse the structures and meanings of previously unseen Korean texts and explain how the texts mean what they mean</p>
	<p>3. Good dictionary and Korean typing skills, and on- and off-line information gathering/organising skills relevant to their Korean language study</p>

	4.	Familiarity with Levels 2 and 3 TOPIK (Test of Proficiency in Korean) test materials
<b>Graduate Attributes</b>	1.	The ability to engage in independent and reflective learning
	2.	Information literacy – the skills to locate, evaluate and use relevant information, through preparations for oral presentation
	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 an intermediate 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. ARTS2661 is the fourth of the series that aim at advancing the student to a fluent command of the Korean language, spoken and written.

The Course pays special attention to enabling the student to perform with confidence various functions such as explaining, describing, persuading, maintaining, rejecting, and so on, and to express themselves on topics such as health matters, the world represented in the media, issues and institutions of our society, money matters, employment and organisational culture, our study, and personalities. The course assumes that the student has a need to prepare a 'dossier' of material about topics of interest in order to converse meaningfully and fluently with Koreans when the occasion presents itself. The contents consciously reflect the need to prepare students for a future.

As has been in previous courses in Korean, classroom activities are framed to take full advantage of the interactive and cumulative dimension of the learning of Korean at UNSW. In this respect, 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.

To help the student to be an independent and reflective learner, the Course also encourages the student to attain independent recognition as to their fluency in Korean, such as Test of Proficiency in Korean (TOPIK) administered by the National Institute for International Education (NIIED), Republic of Korea.

### 4. Teaching Strategies

Each of the Units in the textbook covers two broad topics in general. One broad topic will be studied in four hour cycle. Lectures, ie, larger classes, start with explanations on language patterns and grammatical details, and end with focusing and shaping exercises. Tutorials, ie, smaller classes, begin with focusing and shaping exercises, and conclude with purposeful uses of learnt expressions in context. In addition, eight sets of reading passages selected from previous TOPIK tests will be studied

throughout the Course during lecture hours. These students will have a plenty of opportunities for text analyses.

To gain a greater benefit from their time in the classroom, students 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 as well as reading passages. To help them do regular home study, assessment components are strategically chosen and planned: there will be one mid-semester test on vocabulary, grammar patterns, reading and writing tasks based on what’s covered in the class; and one composition assignment in Korean; one oral presentation; and the final examination that will integrate all the units taught and learned after the mid-semester test. The assessment components are not only to help the student develop balanced language macro-skills but also to get them to have the sense of achievement. The course also encourages the students to undertake level 2 or 3 Test of Proficiency in Korean (TOPIK). Detailed information on the test and materials for the preparation will be given during the course.

<b>5. Course Assessment</b>					
<b>Assessment Task</b>	<b>Length</b>	<b>Weight</b>	<b>Learning Outcomes Assessed</b>	<b>Graduate Attributes Assessed</b>	<b>Due Date</b>
Mid-Semester Test	1.5 hours	25%	1, 2, 4, 5, 6	1, 2, 3, 4	Wk 6 Thursday
Composition Assignment	2,000 ja	20%	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5	Wk 10 Friday
Oral Presentation	Up to 10 min per student	20%	1, 2, 3, 4, 6	1, 2, 3, 4, 5	Wk 13 Thurs & Friday
Final Exam	2 hours	35%	1, 2, 4, 5, 7	1, 2, 3, 4	See below

Details of the assessment components will be given at the beginning of or during the semester.

**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.

### **Formal Examination**

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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.

### **Grades**

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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>

<b>8. Course Schedule</b>				
<b>To view course timetable, please visit: <a href="http://www.timetable.unsw.edu.au/">http://www.timetable.unsw.edu.au/</a></b>				
<b>Week Commencing:</b>	<b>Topic</b>	<b>Lecture Content</b>	<b>Tutorial/Lab Content</b>	<b>Readings</b>
WK1: 28 Jul	Health	Introduction, Unit 7(1)	<b>No Class</b>	Unit 7
WK2: 4,7 Aug	Health	Unit 7 (2)	Unit 7 (3)	Unit 7
WK3: 11,14 Aug	Issues, Media & Disasters	Unit 8(1)	Unit 8 (2)	Unit 8
WK4: 18,21 Aug	Issues, Media & Disasters	Unit 8(3), Unit 9	Unit 8 (4)	Unit 8
WK5: 25,28 Aug	Countries & Immigration	Unit 9(1)	Unit 9(2)	Unit 9
WK6: 1,4 Sep	Countries & Immigration	Unit 9(3)	Unit 9(4), <b>Mid-Test (25%)</b>	Unit 9
WK7: 8,11 Sep	Money matters	Unit 10(1)	Unit 10(2)	Unit 10
WK8: 15,18 Sep	Money matters	Unit 10(3)	Unit 10 (4)	Unit 10
WK9: 22,25 Sep	Employment & Organisations	Unit 11(1)	Unit 11(2)	Unit 11
<b>Mid-Semester Break</b>				
Wk10: 9 Oct	Employment & Organisations	<b>No Class (Labour Day)</b>	Unit 11(3), <b>W Assignment (20%)</b>	Unit 11
WK11: 13,16 Oct	Education & People	Unit 11(4)	Unit 12(1)	Unit 11&12
WK12: 20,23 Oct	Education & People	Unit 12(2), Conclusion	Unit 12 (3)	Unit 12
WK13: 30 Oct	Conclusion	<b>No Class</b>	Unit 12 (4), <b>Oral P (20%)</b>	Unit 12
<b>Final Exam</b>				

<b>9. Course Resources</b>
<b>Textbook Details</b>
6 Units from <i>Korean in Action</i> Book 2 by Gi-Hyun Shin & Adrian Buzo, Unpublished Web Edition, 2010. All the Units are available, free of charge, via Moodle. Students are expected to print out their own copies.
<b>Additional Readings</b>
Song, Jae Jung. (2005). <i>The Korean Language: Structure, Use and Context</i> . New York: Routledge Ihm, Ho Bin, Hong, Kyung Pyo, & Chang, Suk In. (2001). <i>Korean grammar for international learners</i> . Seoul: Yonsei University Press.
<b>Websites</b>
<i>Previous TOPIK tests</i>

## 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.