



Arts & Social
Sciences

School of Humanities and Languages

ARTS3663, Professional Korean S1, 2014

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1. Course Staff and Contact Details			
Course Convenor			
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Consultation Time	Mondays 10-12; Thursdays 2-3 or by appointment		
Lecturer			
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Consultation Time			
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Consultation Time			

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p>This Course is one of the Professional language courses that are offered to the students who have completed gateway courses in Advanced Korean Studies. It is a First Semester course and typically serves as the Level 2 course in Advanced Korean Studies major sequence. It also serves as a Level 3 or Level 1 language course, depending on the student's entry level (i.e. Intermediate, Advanced or Professional).</p> <p>This Course provides a professional and business Korean program from thematic and task-based approaches. The primary medium of instruction is Korean. By studying a wide range of texts used in professional and business contexts, students continue to improve their integrated language skills in Korean, especially proficiency in reading and writing. Covers a range of authentic texts and a variety of topics including socio-cultural, educational, commercial and legal. Explores a repertoire of professional discourses, including self-introduction, social correspondence, reviews, business reports, newspaper articles, business and legal documents. Students are given opportunities to improve on competence in professional and business settings.</p>
Course Aims	<ol style="list-style-type: none"> 1. The course will enable students to develop and extend their communicative competences in Korean in professional and business settings, with a particular focus on professional writing; 2. To enhance students' knowledge and understanding of professional practices, as well as both ethical and socio-

		cultural issues relating to professional discourses.
	3.	
Student Learning Outcomes	At the successful completion of the Course, students should be able to:	
	1.	Understand the norms of professional writing and complex professional discourses, and use the information by employing vocabulary, register and styles appropriate to the context and the text-type;
	2.	Extract and process information from a wide range of written texts, and then use the information in a variety of contexts; and create a range of written texts appropriately for professional and business purposes;
	3.	Investigate linguistic, ethical and socio-cultural aspects related to professional writing; present findings and a critical and imaginative thinking about issues;
	4.	Demonstrate knowledge and understanding of professional communication in cross-cultural contexts, and use technology (WP, PP, etc.) for learning and presentations.
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 involved in collecting, documenting, organizing and analysing information;
	3.	an in-depth engagement with the relevant disciplinary knowledge;
	4.	the capacity for analytical and critical thinking and for problem solving;
	5.	the ability to engage in independent and reflective learning.

3. Learning and Teaching Rationale

This course is included to enable students to develop professional communication skills that will enhance their practice as a competent communicator in written Korean. It reflects my position that their practice within the field will require near-native levels of communication skills to enable ongoing development in various professional and business contexts.

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. Speaking, reading and writing skills will be integrated, with a strong emphasis on professional writing skills. Both task and situation-based approaches will be adopted.

4. Teaching Strategies

The Course is structured like this: 2-hour lecture and 1-hour tutorial in the face-to-face mode. The first two-hour is used for lecture where professional writing topics and related socio-cultural issues will be covered (learning outcomes 1, 2, 4). The remaining one-hour will be used for guided practices where students should carry out tasks by utilizing the knowledge and skills learned in the lecture, discussing in pairs or groups the topics and socio-cultural elements in question, and/or by critically examining their own strategies and solutions (learning outcomes 1, 2). The tasks will include reading and writing a variety of texts, discussions about the Korean-speaking professional world being covered in the week and writing various types of texts in Korean (learning outcomes 1, 2). Guided situational tasks and culture-related questions will be set to help students doing their weekly assignments and research on their project (learning outcomes 3, 4). The Blackboard materials provide students with task-based written exercises for which students are provided immediate feedback (learning outcomes 1, 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 appropriate vocabulary, terms, expressions and ideas both orally and in writing. They extract and analyse information from a wide range of complex written texts, re-organise them or write similar texts in Korean. This process will enable students to use IT (Korean word processor, Blackboard, internet sources, web links, etc) effectively as a means of professional 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 realization 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 translation, i.e. how well they apply their knowledge to translation practice. The assessment scheme will reflect the integrated use of the translation and language skills (e.g. vocabulary, terms and expressions), as well as ethical and socio-cultural knowledge. The assessment will be based on three components: two project essays (PE); two oral presentations (OP), three in-class tests (IT).

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
PE	2 x 2000 words	40 (20 x2)	1, 2, 3, 4	1, 2, 3, 4, 5	Wk 6, Wk 12 Wednesdays
OP	2 x 15	30 (15 x 2)	3, 4	1, 2, 4	Wk 7, Wk 13

	minutes				Wednesdays
IT	3 x 500 words	30 (10 x 3)	1, 2, 4	1, 2, 3, 4	Wk 3, 7, 11
<ul style="list-style-type: none"> • Project Essays (PE): Students are expected to choose their own topic related to ethical and socio-cultural issues raised in professional and business contexts, and write about it presenting their analytical and critical thinking. • Oral Presentation (OP): Students will be given two oral presentation tasks at least 2 weeks before the presentation and must present the topic for approximately 10-15 minutes during the class. • In-class Tests (IT): Students will be given three in-class tests such as self-introduction letter and business plan, and must submit one each in a designated tutorial time. The assignment tasks will be given in Week 1 or uploaded on Moodle. 					

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

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://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	Tutorial/Lab Content	Readings
Wk1	Introduction	Introduction		
Wk2	Employment	Employment	CV, self-introduction	Study handouts
Wk3	Preparing why	Preparing why	Why applied etc.	Study handouts
Wk4	Job ads writing	Job ads	Job description	Study handouts
Wk5	Social letters	Social letters	Invitations, thanks, etc	Study handouts
Wk6	Making enquiries, requests	Enquiries and requests	Enquiries, requests, etc	Study handouts
Wk7	Revision	Revision/OP	Oral presentation	Study handouts
Wk8	Writing Recommendation	Recommendation	Recommendation, etc.	Study handouts
Wk9	Writing notices	Notices	Contracts, changes, etc.	Study handouts
Wk10	Making business plans	Business plans	Business plans	Study handouts
Wk11	Business reports	Business reports	Business reports	Study handouts
Wk12	Presentation	Preparing for meetings	Presentations, etc.	Study handouts
Wk13	Revision		Revision/OP	

9. Course Resources

Textbook Details

(Required) In-House study handout provided by the Lecturer or available on UNSW Moodle.

Journals

Additional Readings

Palun Kwuke Saynghwal (Use of Correct Korean). The National Institute of the Korean Language. Seoul, 2002.

Hankwuk Emwun Kyucengcip (Rules of Standard Korean). The National Institute of the Korean Language. Seoul, 2002.

<i>Hankwuke Yenswu Kyocay</i> (Korean Language Training). The National Institute of the Korean Language. Seoul, 2003.

Websites

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

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.