

<b>Subject Code</b>	CBS2632
<b>Subject Title</b>	Introductory Korean II
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<b>Pre-requisite:</b> Introductory Korean I or equivalent
<b>Objectives</b>	<p>Students with 39 hours of formal Korean instruction or equivalent will acquire more essential and complicated grammar, vocabulary, and expressions for better communication in Korean. This course aims to provide students with a solid foundation of the Korean language as a gateway to intermediate level Korean courses through training effective communication skills in various academic and professional contexts, understanding of various aspects of Korean culture and society, and fostering intercultural awareness. Build upon the <i>Introductory Korean I</i> course, students will further enhance their communication skills with a help of various technology tools (e.g. multimedia presentations, interactive language learning apps, and GenAI-powered tools).</p>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>a. conduct daily conversations in Korean with accuracy and fluency;</li> <li>b. write short essays with complex and compound sentences accurately using the present, past and future tenses properly;</li> <li>c. distinguish different speech styles in Korean (e.g. formal, informal, honorific, and deferential styles), and apply appropriate styles depending on communication contexts;</li> <li>d. demonstrating cross-cultural awareness and appreciate other cultures/societies, based on their understanding of Korean culture/society; and</li> <li>e. develop lifelong language learning skills, including learning and practicing languages using GenAI tools.</li> </ul>

Subject Synopsis/ Indicative Syllabus	Week	Contents
	1-2	<p align="center"><b>Lesson 6: My Day</b></p> <p>1. Listening, Speaking, Reading and Writing Practice</p> <ul style="list-style-type: none"> <li>- Talking about residence and means of transportation</li> <li>- Conversations on past events</li> </ul> <p>2. Hands-On and Collaborative Tasks</p> <ul style="list-style-type: none"> <li>- Writing a diary</li> <li>- Creating an alibi for a hypothetical incident</li> </ul> <p>3. Cultural Exploration</p> <ul style="list-style-type: none"> <li>- Daily life of Korean and Hong Kong/Chinese students</li> </ul>
	3-4	<p align="center"><b>Lesson 7: The Weekend</b></p> <p>1. Listening, Speaking, Reading and Writing Practice</p> <ul style="list-style-type: none"> <li>- Predicting weather conditions</li> <li>- Conversations on future plan</li> </ul> <p>2. Hands-On and Collaborative Tasks</p> <ul style="list-style-type: none"> <li>- Making your own weekend plan</li> <li>- Finding out about classmates' schedule</li> </ul> <p>3. Cultural Exploration</p> <ul style="list-style-type: none"> <li>- Comparison of weekend activities between Korea and other countries</li> </ul>
	5-6	<p align="center"><b>Lesson 8: In Seoul</b></p> <p>1. Listening, Speaking, Reading and Writing Practice</p> <ul style="list-style-type: none"> <li>- Making an appointment</li> <li>- Asking for directions</li> </ul> <p>2. Hands-On and Collaborative Tasks</p> <ul style="list-style-type: none"> <li>- Drawing a map based on your friend's description</li> </ul> <p>3. Cultural Exploration</p> <ul style="list-style-type: none"> <li>- Exploration of Seoul's historical and cultural landmarks through virtual tours</li> <li>- Finding Korean restaurants in Hong Kong</li> <li>- Comparison between Seoul, Hong Kong, and other cities in the world</li> </ul>
	7-8	<p align="center"><b>Lesson 9: Birthday</b></p> <p>1. Listening, Speaking, Reading and Writing Practice</p> <ul style="list-style-type: none"> <li>- Talking about birthday gifts</li> <li>- Describing Family Elders</li> </ul>

		2. Hands-On and Collaborative Tasks - Organizing a Party  3. Cultural Exploration - Comparing Korean and Chinese Birthday Celebrations - Special birthday food from each country	
	9-10	<p style="text-align: center;"><b>Lesson 10: At a Professor's Office</b></p> 1. Listening, Speaking, Reading and Writing Practice - Phone conversation - Making an apology and giving reasons - Expressing wishes and desires  2. Hands-On and Collaborative Tasks - Job interview conversation role plays  3. Cultural Exploration - Major holidays and celebrations in Korean and other countries	
	11-12	<p style="text-align: center;"><b>Lesson 11: Living in a Dormitory</b></p> 1. Listening, Speaking, Reading and Writing Practice - Asking about going out, accepting and declining invitation  2. Hands-On and Collaborative Tasks - Writing an email to your Korean friend to suggest activities - Creating a club and recruiting members  3. Cultural Exploration - Learning Korean traditional games (e.g. Yutnori) - Comparison with traditional games of other cultures	
	13	Oral & written test	
<b>Teaching/Learning Methodology</b>	Brief explanations about the Korean grammatical structure in a communicative context are expanded through various activities and tasks for practice. The mode of teaching and learning is highly interactive, involving students in pair/group work, discussion and language games which require students' cooperation. In particular, the course focuses on developing effective communication skills through realistic tasks such as making phone or email inquiries, finding directions, and organizing events, all while deepening understanding of Korean culture and communication norms. Additionally, the use of		

	GenAI tools helps students enhance their comprehension of the Korean language and culture.																																																													
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<p>Students’ achievements are assessed based on their engagement with learning and performance across various tasks.</p> <p><b>Participation</b> help students actively involvement in classroom activities, including field trips and cultural activities.</p> <p><b>Quiz</b> assesses students’ understanding of key concepts in grammar and vocabulary.</p> <p><b>Oral tests</b> measure communication skills, focusing on accuracy, fluency, and appropriate responses according to communication norms.</p> <p><b>Written tests</b> assess grammar accuracy and sentence construction skills.</p> <p><b>Final project</b> (e.g. dubbing project or Vlog), enables students to integrate the contents of the whole semester.</p> <p><b>Assignments</b> are evaluated based on the authenticity and completeness of the initial draft, and the understanding of the revised version obtained using the GenAI tool.</p> <table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% Weighting</th><th colspan="5">Intended subject learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr><tr><td>1. Participation</td><td>10</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>2. Quiz</td><td>10</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>3. Oral tests</td><td>30</td><td>√</td><td></td><td>√</td><td>√</td><td>√</td></tr><tr><td>4. Written tests</td><td>25</td><td></td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>5. Final project</td><td>15</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>6. Assignments</td><td>10</td><td></td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> <p><b><u>Remarks</u></b></p> <p><i>The use of GenAI tools is allowed in preparing the assessment in this subject. However, all the work students submit for assessment should be THEIR OWN ORIGINAL work. Asking GenAI to do the assignment</i></p>	Specific assessment methods/tasks	% Weighting	Intended subject learning outcomes to be assessed					a	b	c	d	e	1. Participation	10	√	√	√	√	√	2. Quiz	10	√	√	√	√	√	3. Oral tests	30	√		√	√	√	4. Written tests	25		√	√	√	√	5. Final project	15	√	√	√	√	√	6. Assignments	10		√	√	√	√	Total	100 %					
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	<p><i>and submitting the work generated by GenAI, in part or in whole, as one's own (even in paraphrased form) constitute an act of academic dishonesty; it is no different from asking another person to write the assignment or claiming others' ideas as one's own.</i></p> <p><i>If a student has decided to use of GenAI tools, he/she is required to declare the use of such tools and how they have been used in the assignments in a form similar to the following sample. Students should also reference them in accordance with accepted academic conventions (e.g. APA or MLA styles).</i></p> <p><i>"I/We declare that Generative AI tools have been used to prepare the submitted work. The Generative AI tools used and the manner in which they were used are as follows: _____"</i></p>	
<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>Lectures and seminars</li> </ul>	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>Assignments</li> </ul>	39 Hrs.
	<ul style="list-style-type: none"> <li>Self-practice</li> </ul>	39 Hrs.
	Total student study effort	117 Hrs.
<b>Reading List and References</b>	<p><b>Textbooks:</b></p> <p><i>Integrated Korean: Beginning 1</i> (3<sup>rd</sup> edition, 2019), University of Hawaii Press</p> <p><i>Integrated Korean Workbook: Beginning 1</i> (3<sup>rd</sup> edition, 2019), University of Hawaii Press</p> <p><i>Integrated Korean: Beginning 2</i> (3<sup>rd</sup> edition, 2020), University of Hawaii Press</p> <p><i>Integrated Korean Workbook: Beginning 2</i> (3<sup>rd</sup> edition, 2020), University of Hawaii Press</p> <p><b>References:</b></p> <p><i>Sejong Korean 1B.</i> (2022). King Sejong Institute.  <a href="https://nuri.iksi.or.kr/front/cms/contents/layout2/learningsejong2022/detail.do">https://nuri.iksi.or.kr/front/cms/contents/layout2/learningsejong2022/detail.do</a></p> <p><i>Sejong Korean 2A.</i> (2022). King Sejong Institute.  <a href="https://nuri.iksi.or.kr/front/cms/contents/layout2/learningsejong2022/detail.do">https://nuri.iksi.or.kr/front/cms/contents/layout2/learningsejong2022/detail.do</a></p>	

[Syllabus prepared by Dr. Sun-A KIM and revised by Ms Juyeon LEE]