

<b>Subject Code</b>	CBS3634
<b>Subject Title</b>	Intermediate Korean I
<b>Credit Value</b>	3
<b>Level</b>	3
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<b>Pre-requisite:</b> Introductory Korean II or equivalent
<b>Objectives</b>	Students with elementary-level proficiency of Korean will acquire intermediate-level communication skills for various social, academic, and professional contexts. Students will gain much greater exposure to both traditional and contemporary Korean culture and society through topics introduced in textbooks and introduced by their peers. These activities will not only improve language proficiency but also enhance intercultural awareness. Students will engage in various writing assignments and projects to master different writing styles, and further refine their spoken Korean via interaction with native Korean speakers and strategic use of technology tools including GenAI.
<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 relatively complicated social activities in Korean, e.g., making a polite request, writing letters, making phone calls in various situations, describing food and tastes, using irregular verbs and various tenses correctly;</li> <li>b. understand and express sophisticated ideas reflecting the Korean way of thinking in various academic and professional context using authentic Korean expressions;</li> <li>c. demonstrate intercultural awareness and competence by comparing traditional and contemporary Korean culture/society with that of their own culture; and</li> <li>d. develop lifelong language learning skills, including learning and practicing languages using GenAI tools.</li> </ul>

<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li><b>1. Language skill practice</b> <ol style="list-style-type: none"> <li><b>a. Speaking</b> <ul style="list-style-type: none"> <li>• Various sentence endings used in different situations</li> <li>• Asking someone's opinion</li> <li>• Making a polite request</li> </ul> </li> <li><b>b. Listening</b> <ul style="list-style-type: none"> <li>• Listening scripts about Korean society and daily lives (e.g. the transportation system in Seoul, extending family terms to other social relations)</li> </ul> </li> <li><b>c. Reading</b> <ul style="list-style-type: none"> <li>• Reading passages on Korean culture and society (e.g. folk stories, religions, food culture, etc.)</li> </ul> </li> <li><b>d. Writing</b> <ul style="list-style-type: none"> <li>• Writing a letter concentrating on honorific expressions used differently depending on sender-recipient relationship</li> <li>• Writing essays about similarities and differences in major sites of Korea, Hong Kong or other countries using various grammars and expressions</li> </ul> </li> </ol> </li> <li><b>2. Cultural activities</b> <ol style="list-style-type: none"> <li>a. Creating a Korean-style variety show game</li> <li>b. Brief research on traditional street markets in Korea</li> <li>c. Brief research on UNESCO cultural heritage in Seoul</li> <li>d. Ordering food delivery</li> <li>e. Introducing Korean pop music to peers</li> </ol> </li> <li><b>3. Projects</b> <ol style="list-style-type: none"> <li>a. Interviewing Korean people <ul style="list-style-type: none"> <li>• Asking in-depth questions about Korean culture/society to Korean people</li> <li>• Exchanging opinions on culture differences of Korea and Hong Kong/China/other countries</li> <li>• Discussing the cross-cultural similarities and differences with peers</li> </ul> </li> <li>b. Keeping a learning journal <ul style="list-style-type: none"> <li>• Making sentences using grammar and expressions</li> <li>• Explaining how the vocabulary and expressions reflect Koreans' way of thinking</li> </ul> </li> </ol> </li> </ol>
<b>Teaching/Learning Methodology</b>	<p>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' active participation.</p>

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<p>Students’ improvement is assessed in a range of different tasks, both oral and written ones. The assessments are meticulously designed to diagnose and evaluate students’ performance. At the same time, the assessment process provides students with opportunities to consolidate and further explore the course content, thereby ensuring alignment with the intended learning outcomes.</p> <table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% Weighting</th><th colspan="4">Intended subject learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th></tr><tr><td>1. Participation</td><td>10</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>2. Quiz</td><td>15</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>3. Oral test</td><td>20</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>4. Written test</td><td>20</td><td></td><td>√</td><td>√</td><td>√</td></tr><tr><td>5. Project</td><td>20</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>6. Writing assignment</td><td>15</td><td></td><td>√</td><td>√</td><td>√</td></tr><tr><td>Total</td><td>100 %</td><td colspan="4"></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 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>	Specific assessment methods/tasks	% Weighting	Intended subject learning outcomes to be assessed				a	b	c	d	1. Participation	10	√	√	√	√	2. Quiz	15	√	√	√	√	3. Oral test	20	√	√	√	√	4. Written test	20		√	√	√	5. Project	20	√	√	√	√	6. Writing assignment	15		√	√	√	Total	100 %				
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<b>Student Study Effort Expected</b>	Class contact:	
	• Lectures and seminars	39 Hrs.
	Other student study effort:	
	• Assignment	39 Hrs.
	• Self-practice	39 Hrs.
	Total student study effort	117 Hrs.
<b>Reading List and References</b>	<p><b>Textbooks:</b></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><i>Integrated Korean: Intermediate 1</i> (3<sup>rd</sup> edition, 2020), University of Hawaii Press</p> <p><i>Integrated Korean Workbook: Intermediate 1</i> (3<sup>rd</sup> edition, 2020), University of Hawaii Press</p> <p><b>References:</b></p> <p><i>King Sejong Institute Foundation.</i> (Retrieved in 2023). Online King Sejong Institute. <a href="https://www.iksi.or.kr/lms/main/main.do">https://www.iksi.or.kr/lms/main/main.do</a></p> <p><i>Center for teaching and learning Korean.</i> (Retrieved in 2023). <a href="https://kcenter.korean.go.kr/kcenter/index.do">https://kcenter.korean.go.kr/kcenter/index.do</a></p>	

[Syllabus prepared by Dr. Sun-A KIM and revised by Dr. Sinae SIM]