Form AR 140

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	LST2634
Subject Title	Elementary Korean I: Travel and Culture
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	Exclusion: CBS2631 Introductory Korean I
Objectives	This course is designed for complete beginners without prior knowledge and introduces essential Korean language skills. Students will be guided step by step from learning Hangeul (the Korean alphabet) to developing practical communication skills for everyday situations in Korea, with a particular focus on travel-related context. At the same time, the course integrates engaging elements of Korean culture—such as K-pop, K-drama, Korean cuisine and more—to make learning both fun and meaningful. The primary goal is to equip learners with the confidence and linguistic ability to navigate real-life travel scenarios, while also offering cultural insights that enrich their experience of Korea. In addition, the course aims to build a solid foundation in the Korean language and introduce strategies for language learning through the use of educational technology. Various activities including role-plays, games, multimedia, and GenAI tools will be used to enhance students' communication skills and overall learning experience.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. use fundamental grammar structures accurately and appropriately; b. develop speaking, listening, reading, writing skills to perform essential travel-related tasks; c. understand Korean communication norms and cultivate intercultural competence; d. gain confidence in interacting with others in real-life situations in Korea; and e. develop lifelong language learning strategies, including the ability to learn and practice languages with the support of GenAI tools.

Subject Synopsis/ Indicative Syllabus

Week	Contents
1-3 (Week 1-2*)	**Hangeul Foundation**
4 (Week 2)	**Self-introduction & Conversations** *"This is … / Hello, my name is …"*
5-6 (Week 3)	**Shopping & Numbers:** *"How much is this?"*
7-8 (Week 4)	**Transportation & Directions** *"Where is a subway station?"*
9-10 (Week 5)	**Dining Out** *"Try this. It's delicious!"*
11-12 (Week 6)	**Entertainment & Culture** *"Let's Go to a Concert!"*
13 (Week 7)	**Final Presentation and Test**

*The week in the brackets is applied when the course is offered in the summer term.

1. Language skills

a. Speaking
- Pronounce Korean clearly, with accurate segmental sounds and appropriate intonation
- Engage in short conversations in travel-related contexts (e.g., bargaining prices, asking for directions)

b. Listening
- Extract key information (e.g., time, location, price) from short, authentic exchanges

c. Reading
- Read Hangeul accurately
- Understand simple texts related to travel and everyday life

d. Writing
- Write Hangeul accurately with correct shape and stroke order
- Compose simple sentences and short notes using beginner-level grammar and vocabulary

2. Cultural activities

To deepen their understanding of Korean culture, students participate in a variety of interactive activities, including:

a. organizing and participating in a classroom flea market
b. trying on Hanbok, the Korean traditional attire
c. engaging in role-plays and discussions centered around K-pop and K-dramas

3. Projects

Students participate in projects that integrate language skills and cultural knowledge acquired throughout the course. Possible project topics may include:

a. Self-expression and personal introductions
b. creating a campus tour video

<table>
<tr><td>Teaching/Learning Methodology</td><td>The mode of teaching and learning is highly interactive, focusing on active student participation. It includes pair and group work, role-plays, skits, and games to make learning engaging and practical. Multimedia tools support different learning styles, while cultural simulations help students gain cross-cultural understanding. This approach encourages deeper, more meaningful learning and promotes collaboration among students, within an engaging and dynamic classroom environment.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>Students' improvement is assessed in a range of different tasks, both oral and written ones.
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% Weighting</td><td colspan="5">Intended subject learning outcomes to be assessed</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td></tr>
<tr><td>1. Participation</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>2. Written and oral quizzes</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>3. Compositions</td><td>10%</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td></tr>
<tr><td>4. Project</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Total</td><td>100 %</td><td></td><td colspan="3"></td></tr>
</table>

The assessment methods are designed to holistically measure student achievement across all intended learning outcomes. Written and oral quizzes evaluate students' mastery of fundamental grammar structures and essential vocabulary needed for travel-related tasks. Compositions assess students' ability to write about real-life situations with effectively utilizing learning resources, including GenAI tools. The project and participation components evaluate students' overall ability to integrate grammar, language skills, and both communication and language learning strategies, while demonstrating intercultural competence and confidence in simulated travel scenarios.

<u>Remarks</u>

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.

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).</td></tr>
</table>

	"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:_____"	
Student Study Effort Expected	Class contact:	
	▪ Lectures and seminars	39 Hrs.
	Other student study effort:	
	▪ Assignment	39 Hrs.
	▪ Self-practice	39 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	*Integrated Korean: Beginning 1*, 3rd edition. (2019). University of Hawaii Press. *Korean Language for Travelers 1.* (2021). King Sejong Institute. *AR Korean. (2022).* King Sejong Institute. https://play.google.com/store/apps/details?id=com.ksif.arsejong&hl=en_US https://apps.apple.com/ee/app/ar-%ED%95%9C%EA%B5%AD%EC%96%B4/id1603572494 *LingoDeer* https://www.lingodeer.com/course/kr/en/Learn-Korean *King Sejong Institute Korean: Beginner.* (2023). King Sejong Institute. https://nuri.iksi.or.kr/front/cms/contents/layout2/learningcyber/detail.do *Sejong Korean 1A. (2022).* King Sejong Institute. https://nuri.iksi.or.kr/front/cms/contents/layout2/learningsejong2022/detail.do	