

1. TEMPLATE FOR NEW COURSE CONTENT

Academic Year	2024-25	Semester	1
Course Coordinator	Ryoo Hye Jin Agnes		
Course Code	LK5901		
Course Title	Korean Culture and Society I		
Pre-requisites	NIL		
No of AUs	3		
Contact Hours	39 (3 hours per week)		
Proposal Date	17 Oct 2022		

Course Aims

This course aims to acquaint students with the prime cultural features in Korea and provide students with an overview of South Korean society. It includes an exposure to contemporary and traditional Korean culture and an exploration of recent socio-political changes and current affairs in the Korean societies. During the seminars, students will use interdisciplinary methodologies to review and interpret cultural phenomena and social issues in Korea. Ultimately, this course will prepare students for interaction with Korean communities by increasing their intercultural competencies.

Intended Learning Outcomes (ILO)

After completing LK5901, you will be able to:

1. **Identify** major characteristics and context of traditional and modern culture of Korea.
2. **Critically engage** in discussion of aspects of both contemporary issues and traditional Korean values through exposure to Korean culture and customs.
3. **Evaluate** aspects of contemporary Korean culture and society in light of global developments.
4. **Recognise** traditions and customs across Korea.

Course Content

List of Topics Covered:

- Facts about Korea
- Traditional cuisine, costumes, and housing
- Religion & folk beliefs --Shamanism, Buddhism, Taoism, Confucius values
- Family and Gender
- K-Pop Culture Phenomenon
- Urbanization and Local Culture
- South-North Korea Relationship
- Modern Korean Literature
- Hangeul-the Korean Alphabet

Assessment

Component	Course LO Tested	Related Programme LO or 5Cs of Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
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1. CA 1: Term paper	1,2,3,4	Cognitive Agility Character Competence	35%	Individual	Appendix 1
2. CA 2: Summary and Reflections	2,3,4	Cognitive Agility Character Competence	20% (Team: 10% Individual: 10%)	Team	Appendix 2
3. CA 3: Group Presentation	2,3,4	Cognitive Agility Character Competence	30% (Team: 21% Individual: 9%)	Team	Appendix 3 Appendix 5
4. CA 4: Participation	1,2,3,4	Character Competence	15%	Individual	Appendix 4
Total			100%		

Description of Assessment Components

- **CA1 Term Paper:** Students will individually submit 1500-2000 words report about a chosen area of research. The area chosen will engage topics and concepts discussed in class. Individual written feedback/comments regarding content are to be given to each student.
- **CA2 Summary and Reflections:** Each presentation and the accompanying class discussion will be consolidated by an assigned group and circulated for the class's benefit. Individuals in the assigned group will also include their personal observation or reflections in the summary, which explores one's thoughts and feelings about specific topics discussed. To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group work.
- **CA3 Group Presentation:** A presentation group of 3-6 students (depending on class size) will present on a selected theme and topic. To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group work.
- **CA4 Participation:** Students will participate in the form of classroom discussion as well as discussion board. Videos, pictures and links for various resources about each topic can be shared using various learning tools, e.g., Padlet

Formative feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both students and teachers. All assessments in the course must be formative. The feedback will be given in a prompt and informative manner with specific reference to the Intended Learning Outcomes as soon as possible during or after the learning activity.

Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Collaborative Learning	Students are expected to capitalize on each other's resources, evaluate each other's work and consolidate findings which are presented and discussed. This approach will give individuals many opportunities to both learn from and

	teach others. Throughout semester, students will work in a team of 3-6 members (depend on class size) to engage in discussion and consolidation of assigned topics.
Seminar	During seminars, assigned readings are discussed and questions can be raised. This will familiarize students more intensively with the subject discussed and allow them to interact with practical examples of Social/cultural concepts and values. Also, it will encourage student to critical thinking about Korean culture with an interdisciplinary and transnational perspective. The seminar will be supplemented by further lectures. For selected topics, recorded lectures will be assigned as pre-class tasks.

Reading and References

- Cha, V & Pardo, R. P. (2023) *Korea: A New History of South & North*, Yale University Press
- Kim, Y (2023) *Introducing Korean Popular Culture*, Routledge
- Lim, S (2023) *South Korean Popular Culture in the Global Context: Beyond the Fandom*, Routledge
- Kim, K. H. (2021) *Hegemonic Mimicry: Korean Popular Culture of the Twenty-First Century*, Duke University Press
- Hwang, K. M. (2021) *A History of Korea*, Macmillan International (3rd edition)
- Woo, H & Park, H. (eds) (2020) *Korean Families Yesterday and Today*, University of Michigan Press
- Kang, W. (2020) *Korean Culture Dictionary*, New Ampersand Publishing
- Kim, E & Choi, S. J (2015) *Contemporary Korean Culture*, Seoul: Korea University Press
- Kim, E (2017) *Korean Society an Introduction*, Seoul: Korea University Press
- Sohn, H.M & Cheon, S. Y (2014) *Essentials of Korean Culture*, Seoul: Korea University Press
- Lee, S. Y & Lee, M. S. (2011) *Korea Today*, Seoul: the Academy of Korean Studies
- Korean Culture and Information Services (2011). *Guide to Korean Traditional Culture*, Ministry of Culture, Sports and Tourism
- Lee, S. H & Yoon, T. L (2010) *Cultural Landscapes of Korea*, Seoul: The Academy of Korean Studies Press.
- Korean Culture and Information Services (2010). *Guide to Korean Culture*, Ministry of Culture, Sports and Tourism
- Lee, S. O (2008) *Korean Language and Culture*, Seoul: Sotong

Course Policies and Student Responsibilities

1. General

You are expected to complete all assigned pre-class and post-class activities, attend all classes punctually and take all scheduled assignments and tests by their scheduled dates. You are expected to take responsibility to follow up with course notes, assignments, and materials for any classes you have missed. In class you are expected to participate in all discussions and activities.

2. Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Please note that you will be awarded a zero grade if you do not attend any of your assessments.

In order to be eligible for a re-test you have to inform your tutor and the Korean language coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence you will be granted an alternative test date.

If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided, otherwise you will be awarded a zero grade.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

On the use of AI tools, this course will adopt NTU's policy on the use of AI tools for coursework:

1. **Give proper citations if you use any AI tool.** Extending the practice of correctly citing references in your work under NTU's policies on citation and plagiarism, the University requires students to **(i) identify any generative AI tools used** and **(ii) declare how the tools are used in submitted work**. Please note that even with acknowledgement, copying of output generated by AI tools (in part or whole) may still be regarded as plagiarism.

Here are some examples of proper citation (for illustration only; not comprehensive):

- a. If use of generative AI is allowed in your course, any direct quotation of the output of an AI must appear in quotation marks. Similarly, any use of an image must be acknowledged.

- b. Likewise, if you paraphrase text from a generative AI rather than using it verbatim, you must cite it using the conventions of your field of study.
 - c. The use of generative AI to generate ideas or an outline for an assignment must be acknowledged.
2. **Ask your professors.** Some professors may encourage you to use AI tools in your coursework to augment your learning, while others will set assignments that will build your skills more effectively if you do not rely on AI. Before using AI tools in your coursework, please check on the requirements and ground rules with your professors, who will be able to advise you on how these AI tools can be applied to help you in your learning.
 3. **Check your facts.** AI tools may produce inaccuracies and introduce biases. Always check your facts from independent sources, and critically evaluate any AI-generated output.
 4. **Nothing beats your own ideas.** AI tools may be good at producing summaries and grammatical sentences, but they cannot replace your original ideas and creativity. A rigorous education will equip you with the ability to express your ideas, process ideas for problem solving and make sound judgements. These capabilities and your unique human experiences are still your most valuable assets.
 5. **Uphold your pledge to integrity in learning.** NTU expects students to uphold the [Student Code of Conduct](#) at all times. The act of taking words or ideas from other sources, including ChatGPT and other AI technologies, and present them as your own without proper citation of the source(s), will be treated as misconduct.

Course Instructor

Instructor	Office Location	Phone Number	Email
Ryoo Hye Jin Agnes	HSS-02-28	6513-8022	hjryoo@ntu.edu.sg
TBA			

Planned Weekly Schedule

Teaching Week	Topic	Course LO	Learning Activities
Week 1	Introduction	ALL	
Week 2	Facts about Korea : Geography, Government and Economy	ALL	<ul style="list-style-type: none"> • Pre-Class Task: Recorded Lecture / Video • Presentation • Discussion
Week 3	Traditional Lifestyle (1) : Food	ALL	<ul style="list-style-type: none"> • Presentation • Discussion
Week 4	Traditional Lifestyle (2) : Housing and Clothing	ALL	<ul style="list-style-type: none"> • Presentation • Discussion

Week 5	Religions and Rituals (1) : Ancient Religion and Buddhism	ALL	<ul style="list-style-type: none"> • Presentation • Discussion
Week 6	Religions and Rituals (2) : Confucianism	ALL	<ul style="list-style-type: none"> • Presentation • Discussion
Week 7	Hangeul, the Korean alphabet	ALL	<ul style="list-style-type: none"> • Pre-Class Task: Recorded Lecture / Video • Presentation • Discussion
Week 8	Korea in the Era of Globalization (1) : Family and Gender	ALL	<ul style="list-style-type: none"> • Presentation • Discussion
Week 9	Korea in the Era of Globalization (2) : Education and Religion	ALL	<ul style="list-style-type: none"> • Presentation • Discussion
Week 10	Korea in the Era of Globalization (3) : Korean Pop Culture (Hallyu)	ALL	<ul style="list-style-type: none"> • Pre-Class Task: Recorded Lecture / Video • Presentation • Discussion
Week 11	Korea in the Era of Globalization (4) : Modern Korean Literature	ALL	<ul style="list-style-type: none"> • Presentation • Discussion
Week 12	Current Issues (1) : Urbanization and Local Culture	ALL	<ul style="list-style-type: none"> • Presentation • Discussion
Week 13	Current Issues (2) : North Korea and Unification	ALL	<ul style="list-style-type: none"> • Pre-Class Task: Recorded Lecture / Video • Presentation • Discussion

Appendix 1: Assessment Criteria for Term Paper

Students are required to write a 1500-2000-word research paper on assigned topic(s) related to aspects of Korean culture / society. Central ideas should be clearly presented and organized in a logical structure. It also should provide evidence and explanations to convince in an effective and appropriate manner.

Criterion	Excellent (A- to A+)	Good (B- to B+)	Satisfactory (D+ to C+)	Poor (F to D)
Ideas (40%)	Demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources but may not evaluate them critically. Attempts to define terms, not always successfully.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obviously to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a central idea, and may neglect to use sources where necessary
Organization and Coherence (30%)	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.	No appreciable organization, lacking transitions and coherence.
Support (30%)	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.

Appendix 2: Assessment Criteria for Summary and Reflection

Each presentation and the accompanying class discussion will be consolidated by an assigned group and circulated for the class' benefit. Individuals in the assigned group will also include their personal observation or reflections in the summary, which explores one's thoughts and feelings about specific topics discussed.

To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group project.

Criterion	Excellent (A- to A+)	Good (B- to B+)	Satisfactory (D+ to C+)	Poor (F to D)
Reflection (50%) [Individual]	Demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Summary Structure (20%) [Team]	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. .	Writing is unclear and disorganized. Thoughts ramble and make little sense.
Summary Evidence and Practice (30%) [Team]	Summary shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the participants' overall practice are thoroughly detailed, as applicable	Summary shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the participants' overall practice are presented, as applicable.	Summary shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the participants' overall practice are presented, as applicable.	Summary shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the participants' overall practice are presented, as applicable.

Appendix 3: Assessment Criteria for Group Presentation

- The chosen cultural topic should be clearly prepared and organized thoughtfully
- Evidence of adequate research into the various aspects of the topic
- Demonstrate good presentation skills.
- Group members participated and contributed to the development of the presentation fully and shared the workload fairly.

To do well on the team assessment, it is necessary for you to demonstrate positive interdependence and teamwork. In principle, you will receive the same marks as your team. However, your individual score may vary based on feedback about your contributions to the group project.

Criterion	Excellent	Good	Satisfactory	Poor
Presentation (30%) [Team]	The presentation was well organized, well prepared and easy to follow. Highly effective in delivering a well-polished oral presentation within the time limit to present. Preparation was strongly evident.	The presentation had organizing ideas but could have been much stronger with better preparation. Effective in delivering the oral presentation demonstrating good communication skills and generally close to the time limit to present. Preparation was evident for the most part.	There were minimal signs of organization. Somewhat effective in delivering the oral presentation demonstrating average communication skills. Slightly over/under the time limit. More preparation was needed.	The presentation lacked organization and had little evidence of preparation. Ineffective in delivering the oral presentation demonstrating below average/poor communication skills. Substantially over/under the time limit to present. Lack of preparation was evident.
Content (20%) [Team]	Presentation content shows a thorough understanding of the topic. Substantive research effort is evident in locating relevant information and facts. Content is accurate and sequenced in a clear, logical way.	Presentation content shows an adequate understanding of the topic. Some research effort is evident in locating relevant information and facts. Content is mostly accurate and reasonably organized. May contain some inconsistencies in content or some connections made may not be supported.	Presentation content shows general understanding of the topic. There is limited evidence of research in locating relevant information and facts and/or supporting statements made. Content contains some inaccuracies, inconsistencies, misinterpretations, and/or somewhat unclear.	Presentation content shows a lack of understanding of the topic. There is inadequate evidence of research and insufficient relevant information and facts. Content is confusing and/or contains frequent inaccuracies
Organization and Design (20%) [Team]	Slides are visually well designed, aesthetically pleasing with appropriate use of white space, visuals, and minimal text, on each slide. Theme (e.g., template) is evident throughout to produce a highly cohesive presentation. Basically, free from errors (grammar, punctuation, spelling, formatting, etc.) on the slides.	Slides are effectively designed with visual appeal including white space, visuals, and minimal text for the most part. Theme (e.g., template) is evident in the presentation for the most part to produce a cohesive presentation and/or minor errors (grammar, punctuation, spelling, formatting, etc.) on the slides.	Slides generally include a mix of white space, visuals, and/or text but not consistently. Theme (e.g., template) is not consistently evident throughout the presentation and/or some errors (grammar, punctuation, spelling, formatting, etc.) on the slides.	Slides generally lack visual appeal and are text-heavy with little or no visuals. No theme is evident, and the presentation appears disjointed rather than unified and/or frequent errors (grammar, punctuation, spelling, formatting, etc.) on the slides
Collaboration (30%) [Individual]	Based on students' journal reflections or feedback evaluation forms (See Appendix 5), group member participated fully in the project and shared the workload fairly. Contributed to the development of the presentation and assisted in editing others' work to produce	Based on students' journal reflections or feedback evaluation forms (See Appendix 5), group member participated in the project and shared the workload. Contributed to the development of the presentation. Worked towards achieving the project goals and meeting the deadline. All	Based on students' journal reflections or feedback evaluation forms (See Appendix 5), group member participated in the project, but emphasis was in completing own work. Allowed others to assume leadership and/or may have not shared workload fairly towards achieving the	Based on students' journal reflections or feedback evaluation forms (See Appendix 5), group member rarely participated or contributed to the project towards achieving the goals and meeting the deadline. Did not share workload fairly and/or was a disruptive

	a polished presentation and achieve the project goals and meet the deadline. All group members presented equally.	group members presented equally.	project goals and meeting the deadline. Some members presented more than others.	influence. Not all members presented.
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Appendix 4: Assessment Criteria for Classroom Participation

Students ought to participate actively in all classroom activities. Students who are absent from class are unable to participate, thus unexcused absence does affect the participation marks. Therefore, the marks (10) are calculated based on the following

Classroom participation (10 points)

Students need to participate actively in all classroom activities.

	9-10 points	6-8 points	3-5 points	0-2 points
Extent of Participation	Extremely active participation in almost every class (Team tasks, activities, asking and answering questions). Always comes prepared to class.	Regular participation, active in team tasks and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.	Adequate participation, moderately active in team tasks, yet only offers answers on being called upon. Is sometimes unprepared.	Little or no active participation, who do not participate in team tasks, are not prepared.

Appendix 5: Peer Evaluation Form

Peer Evaluation Form (Group Presentation)

Name: _____

Peer evaluation will contribute to students' performance grades.

Refer to the scale below as you evaluate your teammates on their contribution to researching and developing the Group Presentation		
Ratings	Contribution	Notes
4	Excellent	Significant contribution, without which the project's quality would have been significantly diminished.
3	Good	Satisfactory contribution, without which the project's quality would have been diminished.
2	Marginal	Limited contribution, without which the project's quality would have been about the same.
1	Unsatisfactory	Little or no contribution. Members of the group had to step up to do more work because of this.

List each team member's contribution to the piece (e.g., concept contribution, research, editing work, _____).		
Team Member	Contribution	Rating