



**Course Aims**

This course is an unrestricted elective (UE) for any undergraduate student who has successfully passed the LK5002-Korean Language Level 2 or its equivalent. LK5003 will teach you the Korean Language to the level of A2 according to the Common European Framework of Reference for Languages (CEFR). This course aims to expand your language skills by introducing more complex sentence structures, colloquial expressions and language use in different cultural contexts. You are introduced to the more stylistic intricacies of the language as idioms and metaphors are integrated into the syllabus. Classroom tasks in this course naturally demand a higher level of participation and hence incorporate learning through the use of audio-visual materials and class discussion. During the course, you are expected to use little or no English as the course is mainly taught in Korean. By the end of this course, you should be able to read, speak, write and understand written documents on varied topics in different forms. This course gives you practice in the skills required for TOPIK (Test Of Proficiency In Korean), a standardized Korean language test.

**Intended Learning Outcomes (ILO)**

After completing LK5003 you will be able to:

1. Ask and answer questions about your experience, travel, hobbies, shopping and invitation.
2. Identify information provided in authentic Korean texts and audio files.
3. Speak with long sentences using conjunctions, modifiers and adnominal phrases.
4. Write a journal, a letter, and essays discussing and expressing your opinions.
5. Discuss and compare Korean culture and your culture through the use of challenging and more advanced texts.

**Course Content**

List of Topics Covered:

- Expressing wanting to do something and travel plans using V 고 싶다/싶어 하다, V 는 N
- Irregular verbs: (으) 탈락, ‘르’탈락, ‘르’ 불규칙
- Inviting and visiting using V(으)ㄹ 수 있다/없다, V(으)ㄹ 게요, V(으)러 가다/오다, V(으)면서
- Talking about weekend routines using V(으)려고, V 거나, N(이)나
- Introducing club activities and hobbies using V 는 것, V(으)ㄹ 줄 알다[모르다], V(으)ㄴ
- Making a suggestion and declining a suggestion using V 아/어 보다, A(으)데, V 는데, N 인데
- Requestion an exchange purchases using A(으)ㄴ/V 는 것 같다. N 보다, 았/었으면 좋겠다.
- Recommending travel destinations using A/V(으)을까요?/을 거예요. A/V(으)니까, V 고 나서
- Sending a package using N(으)로, N(이)라서
- Exchanging money using V(으)면 되다, V(으)ㄴ 것 같다
- Pronunciation rules of nasalization, glottalization, and aspiration
- Cultural note on travel destinations, housewarming party gift, Korean names, The Korean wave, Famous markets in Korea, Lodging facilities, and Post office

**Assessment (includes both continuous and summative assessment)**

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics
1. Continuous Assessment 1 (CA1): Oral interview	LO 1, 2, and 3	Competence, Communication, Creativity, Character	15%	Individual	NA
2. Continuous Assessment 2 (CA2): Listening test	LO 2	Competence, Communication, Character	20%	Individual	NA
3. Continuous Assessment 3 (CA3): Written Test 1, 2	LO 4, and 5	Competence, Communication, Creativity, Character	30% (15%+20%)	Individual	Appendix 1: Essay
4. Continuous Assessment 4 (CA4): Oral presentation	LO 1, 2, 3, and 5	Competence, Civic-mindedness (Global Citizenry), Communication, Creativity, Character	20%	Individual/ pair	Appendix 2: Script Appendix 3: Oral presentation
5. Continuous Assessment 5 (CA5): Participation	all	Competence, Civic-mindedness (Global Citizenry), Communication	10%	Individual	Appendix 4: Participation
<b>Total</b>			100%		

**Formative feedback**

You will be provided with feedback on the written test, the oral presentation and the listening test. The written test will be returned to you for viewing to provide you with valuable feedback on your learning progress. Feedback on the oral presentation script is in the form of marks and a written feedback on the script. The feedback is useful in the preparation for the final oral presentation. The listening test will provide you with a score and information on correct and incorrect answers.

**Learning and Teaching approach**

Approach	How does this approach support students in achieving the learning outcomes?
Technology Enhanced Learning in Blended Learning	Technology Enhanced Learning (TEL) seeks to leverage technology and sound pedagogy to facilitate better student engagement and learning outcomes. TEL helps you learn Korean online before and after the actual class, and it makes a well-balanced blended learning environment. For the pre-class learning, you will learn vocabulary online with voice and pictures, and take a quiz which will help to follow the face to face class. For the post-class learning, you will do your homework online which is called eAssignment. You can check the learned grammar and expression, and review by listening, reading, and writing. Online learning before and after the class will support you in achieving the learning outcomes.

## Reading and References

Language Education Institute, Seoul National University (2013), *SNU Korean 2A Twoponds*, Seoul, Korea.

## 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 participation in class, and hence your overall course grade. Valid reasons include falling sick supported by MC(Medical Certificate) and participation in NTU's approved activities supported by LOA(Letter Of Absence) 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.

## Planned Weekly Schedule

Week	Topic	Course LO	Readings/Activities
<b>Week 1</b>	<b>NO LESSONS</b>		
<b>Week 2</b> Lesson 1	Preliminary lesson • Course Introduction • Revision grammar from level 2	1, 2, 3, 4, 5	
Lesson 2	Preliminary lesson • Time expression; 때, 전, 후 • Idiomatic expressions	1, 2, 3, 4, 5	
<b>Week 3</b> Lesson 3	Unit 15-1 • Expressing travel plans • Grammar: A/V(으)면, V 는 N	1, 2, 3, 5	• Pre-class online vocabulary learning and quiz-1B unit 15

	<ul style="list-style-type: none"> <li>Listening to a conversation about honeymoon destinations</li> </ul>		Task: Surveying opinions about travel
Lesson 4	Unit 15-2 <ul style="list-style-type: none"> <li>Expressing wanting to do something</li> <li>Grammar: V 고 싶다, V 고 싶어 하다</li> <li>Reading a travel brochure</li> </ul>	1, 2, 3, 4	<ul style="list-style-type: none"> <li>Post-class online assignment-1B unit 15</li> <li>Writing a travel brochure</li> </ul>
Week 4 Lesson 5	Unit 16-1 <ul style="list-style-type: none"> <li>Inviting and visiting</li> <li>Grammar: V(으)르 수 있다/없다, V(으)르 게요</li> <li>Listening to a conversation about what someone did yesterday</li> </ul>	1, 2, 3, 5	<ul style="list-style-type: none"> <li>Pre-class online vocabulary learning and quiz- B unit 16</li> <li>Task: Planning a gathering</li> </ul>
Lesson 6	Unit 16-2 <ul style="list-style-type: none"> <li>Promising to help</li> <li>Grammar: V(으)러 가다/오다, V(으)면서</li> <li>Reading an email invitation</li> </ul>	1, 2, 3, 4	<ul style="list-style-type: none"> <li>Post-class online assignment-1B unit 16</li> <li>Replying to an invitation</li> </ul>
Week 5 Lesson 7	Unit 1-1 <ul style="list-style-type: none"> <li>Introducing yourself</li> <li>Grammar: N(이)라고 하다, V(으)려고</li> <li>Listening to a telephone conversation about making plans</li> </ul>	1, 2, 3, 5	<ul style="list-style-type: none"> <li>Pre-class online vocabulary learning and quiz-2A unit 1</li> <li>Task: Introducing your hometown</li> </ul>
Lesson 8	Unit 1-2 <ul style="list-style-type: none"> <li>Talking about weekend routines</li> <li>Grammar: V 거나, N(이)나 1</li> <li>Reading a flyer looking for a foreign language tutor</li> </ul>	1, 2, 3, 4	<ul style="list-style-type: none"> <li>Post-class online assignment-2A unit 1</li> <li>Writing a flyer to find a Korean tutor</li> </ul>
Week 6 Lesson 9	Unit 2-1 <ul style="list-style-type: none"> <li>Talking about hobbies</li> <li>Grammar: V 는 것, V(으)르 줄 알다/모르다</li> <li>Listening to conversation about club activities</li> </ul>	1, 2, 3, 5	<ul style="list-style-type: none"> <li>Pre-class online vocabulary learning and quiz-2A unit 2</li> <li>Task: Name guessing game</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li><b>Written 1 (15%)</b></li> </ul>	2, 4, 5	
Week 7 Lesson 11	Unit 2-2 <ul style="list-style-type: none"> <li>Introducing club activities</li> <li>Grammar: V(으)르 N, A/ V 지 않다</li> <li>Reading a blog about hobbies</li> </ul>	1, 2, 3, 4	<ul style="list-style-type: none"> <li>Post-class online assignment-2A unit 2</li> <li>Writing a blog about hobbies</li> </ul>
Lesson 12	<ul style="list-style-type: none"> <li><b>Oral interview (15%)</b></li> </ul>	1, 3, 5	
<b>NO LESSONS – RECESS WEEK</b>			
Week 8 Lesson 13	Unit 3-1 <ul style="list-style-type: none"> <li>Talking about experiences</li> <li>Grammar: V 아/어 보다, N 동안</li> <li>Listening to a conversation about a place</li> </ul>	1, 2, 3, 5	<ul style="list-style-type: none"> <li>Pre-class online vocabulary learning and quiz-2A unit 3</li> <li>Task: Talking about experiences game</li> </ul>

Lesson 14	Unit 3-2 • Making a suggestion and declining • Grammar: A(으)ㄴ 데, V 는 데, N 인 데, V(으)ㄴ N • Reading about experiences	1, 2, 3, 4	• Post-class online assignment-2A unit 3 • Writing about experiences
<b>Week 9</b> Lesson 15	Unit 4-1 • Buying items • Grammar: A(으)ㄴ 것 같다, V 는 것 같다, N 인 것 같다 • Listening to a conversation about an item exchange	1, 2, 3, 5	• Pre-class online vocabulary learning and quiz-2A unit 4 • Task: Buying and selling role-play
Lesson 16	Unit 4-2 • Exchanging purchases • Grammar: N 보다, A/V 왔/었으면 좋겠다 • Reading a passage about shopping	1, 2, 3, 4	• Post-class online assignment-2A unit 4 • Writing a passage about shopping
<b>Week 10</b> Lesson 17	Unit 5-1 • Recommending travel destinations • Grammar: A/V(으)까요?, A/V(으)거예요 • Listening to conversation about making a reservation	1, 2, 3, 5	• Pre-class online vocabulary learning and quiz-2A unit 5 • Task: Finding out travel information
Lesson 18	• <b><u>Listening (20%)</u></b>	2, 4, 5	•
<b>Week 11</b> Lesson 19	Unit 5-2 • Finding out about package tours • Grammar: A/V(으)니까, N(이)니까, V 고 나서 • Reading a flight ticket information	1, 2, 3, 4	• Post-class online assignment-2A unit 5 Writing travel advertisement
Lesson 20	Unit 6-1 • Sending a package • Grammar: N(으)로, N(이)라서, '르'불규칙 • Listening to a telephone conversation about asking for delivery service	1, 2, 3, 5	• Pre-class online vocabulary learning and quiz-2A unit 6 Task: Mailing a letter at the post office
<b>Week 12</b> Lesson 21	Unit 6-2 • Exchanging money • Grammar: V(으)면 되다, V(으)것 같다 • Reading an online bulletin board	1, 2, 3, 4	• Post-class online assignment-2A unit 6 Writing a reply on an online bulletin board
Lesson 22	Online • Unit 7 & 8 Key grammar and expressions before level 4		
<b>Week 13</b> Lesson 23	• <b><u>Written 2 (20%)</u></b>	2, 4, 5	
Lesson 24	• <b><u>Oral presentation (20%)</u></b>	1, 3, 5	

## Appendix 1: Assessment Criteria for Essay in Written test 2

### Content (3 points)

<b>3 points:</b>	<ul style="list-style-type: none"> <li>All requested content is covered in detail.</li> <li>Content goes beyond of what is requested.</li> </ul>
<b>2 points:</b>	<ul style="list-style-type: none"> <li>Most requested content is covered.</li> <li>Only some parts of the content are covered in detail.</li> </ul>
<b>1 points:</b>	<ul style="list-style-type: none"> <li>Most requested content is covered.</li> <li>None or few parts of the content are covered in detail.</li> </ul>
<b>0 points:</b>	<ul style="list-style-type: none"> <li>Content is irrelevant.</li> </ul>

### Grammar (4 points)

<b>4 points:</b>	<ul style="list-style-type: none"> <li>All grammatical content covered in class has been used and mostly used successfully.</li> <li>Few grammatical errors.</li> <li>No systematic errors.</li> </ul>
<b>3 points:</b>	<ul style="list-style-type: none"> <li>Most grammatical content covered in class has been used and mostly used successfully.</li> <li>Systematic errors only in one or two structures.</li> </ul>
<b>2 points:</b>	<ul style="list-style-type: none"> <li>Some grammatical content covered in class has been used.</li> <li>Many grammatical errors.</li> <li>Several systematic errors, even in basic structures.</li> </ul>
<b>1 points:</b>	<ul style="list-style-type: none"> <li>Grammatical content covered in class has been used, but many structures were avoided.</li> <li>Frequent grammatical errors.</li> <li>Many systematic errors, even though direct translation from English.</li> </ul>
<b>0 points:</b>	<ul style="list-style-type: none"> <li>Shows no grammatical competence.</li> <li>Largely copied from the reading comprehension.</li> </ul>

### Style and Structure (3 points)

<b>3 points:</b>	<ul style="list-style-type: none"> <li>Diverse and with variation of expression.</li> <li>Logical structure.</li> <li>Creative use of learnt vocabulary and learnt conjunctions.</li> </ul>
<b>2 points:</b>	<ul style="list-style-type: none"> <li>Little variation of expression.</li> <li>Somewhat logical structure.</li> <li>Mostly comprehensible.</li> <li>Some problems with learnt vocabulary.</li> <li>Some of the learnt conjunctions are successfully used.</li> <li>Maximum 11 points if required word count was not met or not indicated.</li> </ul>
<b>1 points:</b>	<ul style="list-style-type: none"> <li>Very repetitive.</li> <li>No logical structure.</li> <li>Difficult to comprehend.</li> <li>Problems with learnt vocabulary.</li> <li>Learnt conjunctions are not successfully used.</li> </ul>
<b>0 points:</b>	<ul style="list-style-type: none"> <li>Major difficulties to comprehend the text.</li> </ul>

**Total:** \_\_\_\_\_ / 10 points



**Appendix 2: Assessment Criteria for Script of Oral presentation (40 points for Script and 60 points for Oral presentation, Total 100 points will be converted to 20% of overall grade.)**

**1. 40 points for Group work**

**A. Contents (10 points): Creativity and Flow**

<b>9-10 points:</b>	<ul style="list-style-type: none"> <li>• All requested content is covered in detail.</li> <li>• The content is creative.</li> <li>• Logical structure.</li> </ul>
<b>6-8 points:</b>	<ul style="list-style-type: none"> <li>• Most requested content is covered.</li> <li>• Only some parts of the content are creative.</li> <li>• Mostly logical structure.</li> </ul>
<b>3-5 points:</b>	<ul style="list-style-type: none"> <li>• Most requested content is covered.</li> <li>• None or few parts of the content are creative.</li> <li>• No logical structure.</li> </ul>
<b>0-2 points:</b>	<ul style="list-style-type: none"> <li>• Content is irrelevant.</li> </ul>

**B. Language (30 points): Vocabulary, Grammar and Accuracy**

<b>25–30 points:</b>	<ul style="list-style-type: none"> <li>• All grammatical content covered in class has been used successfully.</li> <li>• Diverse use of learned vocabulary</li> <li>• Few grammatical errors</li> <li>• No systematic errors</li> </ul>
<b>19–24 points:</b>	<ul style="list-style-type: none"> <li>• Most grammatical content covered in class has been used and mostly used successfully.</li> <li>• Good use of learned vocabulary</li> <li>• A few grammatical errors.</li> <li>• Systematic errors only in one or two structures.</li> </ul>
<b>13-18points:</b>	<ul style="list-style-type: none"> <li>• Some grammatical content covered in class has been used.</li> <li>• Used some of learned vocabulary</li> <li>• Many grammatical errors</li> <li>• Several systematic errors</li> </ul>
<b>7–12 points:</b>	<ul style="list-style-type: none"> <li>• Some grammatical content covered in class has been used.</li> <li>• Limited use of learned vocabulary</li> <li>• Frequent grammatical errors.</li> <li>• Several systematic errors, even in basic structures.</li> </ul>
<b>0–6 points:</b>	<ul style="list-style-type: none"> <li>• Shows no grammatical competence.</li> <li>• Largely copied from the book.</li> </ul>

**Total:** \_\_\_\_\_ / 40 points

**Appendix 3: Assessment Criteria for Oral presentation (40 points for Script and 60 points for Oral presentation, Total 100 points will be converted to 20% of overall grade.)**

**1. 30 points for Individual work**

**A. Preparation** \_\_\_\_\_ / 10 points

excellent	good	satisfactory	inadequate	insufficient
10-9	8-7	6-4	3-1	0

**B. Fluency** \_\_\_\_\_ / 15 points

excellent	good	satisfactory	inadequate	insufficient
15-13	12-10	9-6	5-2	1-0

**C. Theatrical Engagement** \_\_\_\_\_ / 5 points

excellent	good	satisfactory	inadequate	insufficient
5	4	3	2-1	0

**2. 30 points for Group work**

**A. Flow/Interaction** \_\_\_\_\_ / 15 points

excellent	good	satisfactory	inadequate	insufficient
15-13	12-10	9-6	5-2	1-0

**B. Prop/PPT** \_\_\_\_\_ / 8 points

excellent	good	satisfactory	inadequate	insufficient
8-7	6-5	4-3	2-1	0

**C. Involvement/Contribution** \_\_\_\_\_ / 7 points

excellent	good	satisfactory	inadequate	insufficient
7	6-5	4-3	2-1	0

**Total:** \_\_\_\_\_ / 60 points



## **Appendix 4: Assessment Criteria for Participation (Total 100 points will be converted to 10% of overall grade.)**

The marks (100points) are calculated based on two components:

1. Online learning: pre-class vocabulary quiz and post-class eAssignments
2. Classroom participation

### **1. Online quiz and eAssignment (50 points):**

Students need to complete all online learning.

- Full marks if all quizzes and eAssignments were attempted and submitted with 70% or higher.
- 10 marks deduction for each quiz and eAssignment that was not attempted or submitted below 40%.
- 5 marks deduction for each eWorksheet attempted and submitted below 70%.

### **2. Classroom participation (50 points)**

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.

#### **Active participation:**

- 50 points for extremely active participation in almost every class (Team tasks, activities, asking and answering questions). Always comes prepared to class.
- 30 points for regular participation, active in team tasks and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- 10 points for adequate participation, moderately active in team tasks, yet only offers answers on being called upon. Is sometimes unprepared.
- 0 points for students who show no active participation, who do not participate in team tasks, are not prepared.