



### Course Aims

This course is an unrestricted elective (UE) for any undergraduate student with an interest in the Korean language, culture, study and work life, but with no prior knowledge of Korean. LK5001 will teach you basic Korean to the level of A1.1 according to the Common European Framework of Reference for Languages (CEFR). It introduces the basics of the language such as reading and writing of the Hangeul script and pronunciation. It then proceeds to basic communication, fundamentals of grammar, and elementary reading skills for simple sentences. You will develop the four skills of listening, speaking, reading and writing in an interactive and integrated manner through a broad range of classroom and online activities that relate to daily life such as greetings, identities, time, numbers, weather, location and everyday activities. Thus, this course will be beneficial for you to travel and study in Korea.

### Intended Learning Outcomes (ILO)

After completing LK5001 you will be able to:

1. Read and write in the Korean writing system (Hangeul).
2. Identify information provided in basic Korean sentences and audio files.
3. Greet each other and introduce yourself (name, nationality and occupation) and your family.
4. Describe places, location, dates and weather in one sentence.
5. Write short essays in Korean using learned grammar and vocabulary about a familiar topic.

### Course Content

List of Topics Covered:

- Introduction to Korean Alphabet(Hangeul), Consonants and vowels
- Basic rules for pronunciation
- Introducing oneself in an informal/formal setting with nationality and occupation
- Identifying the names of items and requesting items in the shop
- Connector: linking two nouns using 'N 하고 N' and 'N 와/과 N'
- Talking about current activities using 'V-아요/어요' and locations using 'N 에서'
- Sentence structure: affirmative, negative and interrogative form
- Asking and answering destination and location using 'N 앞/뒤/옆'
- Particles: subject, object, time and place particle
- Verb conjugation: formal and informal ending
- Dates and days of the week
- Talking about past experiences using 'V-았/었'
- Ordering food at a restaurant using counters 'N 개/병/잔/그릇'
- Asking the price of items
- Weather and seasons
- Describing people/thing using adjectives

**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): Quiz	LO 1	Competence, Character	5%	Individual	NA
2. Continuous Assessment 2 (CA2): Oral Interview	LO 2, 3, and 4	Competence, Communication, Character	10%	Individual	NA
3. Continuous Assessment 3 (CA3): Comprehension 1, 2	LO 1, 2, and 5	Competence, Communication, Character	50%(25%+25%)	Individual	Appendix 1: writing
4. Continuous Assessment 4 (CA4): Oral project	LO 3, 4 and 5	Competence, Civic-mindedness (Global Citizenry), Communication, Creativity, Character	25%	Individual	Appendix 2: essay Appendix 3: Oral presentation
5. Continuous Assessment 5 (CA5): Participation	LO 1 - 5	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 quiz, the oral project, and Comprehension. The quiz will provide you with a score and information on correct and incorrect answers. Feedback on the oral project is in the form of marks and written feedback on the script. The feedback is useful in the preparation for the final oral project. The written test papers(Comprehension) will be returned to you for viewing to provide you with valuable feedback on your learning progress.

**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 1A*, 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	Couse LO	Readings/Activities
<b>Week 1</b>	<b>NO LESSONS</b>		
<b>Week 2</b> Lesson 1	Preliminary lesson 1 • Korean alphabet Hangul (p.26) • Greetings	1	• Read and write (p.31, 33) • Practice pronunciation through the given websites
Lesson 2	Preliminary lesson 2 • Korean vowels 1 (p.31) • Korean consonants 1 (p.33) • CV Syllable construction	1	• Read and write (p.36, 38) • Practice pronunciation through the given websites
<b>Week 3</b> Lesson 3	Preliminary lesson 3 • Korean vowels 2 (p.36) • Korean consonants 2 (p.38)	1	• Read and write (p.40) • Practice pronunciation through the given websites
Lesson 4	Preliminary lesson 4	1	• Read and write (p.43)

	<ul style="list-style-type: none"> <li>• Korean consonants 3 (p.40)</li> <li>• Korean complicated vowels (p.43)</li> </ul>		<ul style="list-style-type: none"> <li>• Practice pronunciation through the given websites</li> </ul>
<b>Week 4</b> Lesson 5	Preliminary lesson 5 <ul style="list-style-type: none"> <li>• Korean final consonants (p.46)</li> <li>• Reading practice (p.50)</li> </ul>	1	<ul style="list-style-type: none"> <li>• Read and write (p.46)</li> <li>• Practice pronunciation through the given websites</li> </ul>
Lesson 6	<u><b>Quiz (5%)</b></u> Lesson 1 <ul style="list-style-type: none"> <li>• Basic rules for pronunciation</li> <li>• Classroom Expressions</li> <li>• Introducing oneself in an informal setting (p.56)</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>• Typing Korean keyboard and sending an email in Korean</li> <li>• Pre-class online vocabulary learning and quiz</li> </ul>
<b>Week 5</b> Lesson 7	Lesson 1 <ul style="list-style-type: none"> <li>• Introducing oneself in a formal setting (p.58)</li> <li>• Affirmative, negative and interrogative sentence (p.59)</li> <li>• Speaking activity with name cards (p.65)</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>• Post-class online assignment</li> </ul>
Lesson 8	Lesson 2 <ul style="list-style-type: none"> <li>• Talking about the names of items (p.74)</li> <li>• Requesting items in the shop (p.77)</li> <li>• Speed game</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>• Pre-class online vocabulary learning and quiz</li> </ul>
<b>Week 6</b> Lesson 9	Lesson 2 <ul style="list-style-type: none"> <li>• Listening to a conversation about shopping (p.80)</li> <li>• Reading a blog about a room (p.83)</li> </ul>	1, 2, 3	<ul style="list-style-type: none"> <li>• Post-class online assignment</li> </ul>
Lesson 10	Lesson 3 <ul style="list-style-type: none"> <li>• Verb Conjugation: Informal style (p.93)</li> <li>• Talking about current activities (p.95)</li> <li>• Listening to a conversation about daily life (p.99)</li> </ul>	2, 3, 4, 5	<ul style="list-style-type: none"> <li>• Pre-class online vocabulary learning and quiz</li> </ul>
<b>Week 7</b> Lesson 11	Lesson 3 <ul style="list-style-type: none"> <li>• Talking about locations (p.96)</li> <li>• Reading a text message about the schedule (p.101)</li> <li>• Sentence making game (p.103)</li> </ul>	2, 3, 4, 5	<ul style="list-style-type: none"> <li>• Post-class online assignment</li> </ul>
Lesson 12	<ul style="list-style-type: none"> <li>• <u><b>Comprehension 1 (25%)</b></u></li> </ul>	1, 2, 5	<ul style="list-style-type: none"> <li>• Pre-class online vocabulary learning and quiz</li> </ul>
<b>NO LESSONS – RECESS WEEK</b>			
<b>Week 8</b> Lesson 13	Lesson 4 <ul style="list-style-type: none"> <li>• Talking about a place (p.111)</li> <li>• Asking and answering destination and location (p.115)</li> </ul>	2, 3, 4, 5	<ul style="list-style-type: none"> <li>• Post-class online assignment</li> <li>• Review paper</li> </ul>
Lesson 14	Lesson 4	2, 4, 5	

	<ul style="list-style-type: none"> <li>• Listening to a conversation about destination (p.117)</li> <li>• Listening and talking about the location of items (p.118)</li> </ul>		
<b>Week 9</b> Lesson 15	Lesson 4 <ul style="list-style-type: none"> <li>• Reading a letter describing one's room (p.119)</li> <li>• Creating a shopping mall guide map (p.121)</li> </ul>	2, 4, 5	<ul style="list-style-type: none"> <li>• Pre-class online vocabulary learning and quiz</li> </ul>
Lesson 16	<ul style="list-style-type: none"> <li>• <b><u>Oral Interview (10%)</u></b></li> </ul>	2, 3, 4	<ul style="list-style-type: none"> <li>• Post-class online assignment</li> </ul>
<b>Week 10</b> Lesson 17	Lesson 5 <ul style="list-style-type: none"> <li>• Talking about dates and days of the week (p.129)</li> <li>• Talking about past experiences (p.132)</li> </ul>	2, 4, 5	<ul style="list-style-type: none"> <li>• Pre-class online vocabulary learning and quiz</li> </ul>
Lesson 18	Lesson 5 <ul style="list-style-type: none"> <li>• Listening to conversations about dates (p. 135)</li> <li>• Reading a journal entry about the weekend (p.137)</li> </ul>	2, 4, 5	<ul style="list-style-type: none"> <li>• Post-class online assignment</li> </ul>
<b>Week 11</b> Lesson 19	Lesson 5 <ul style="list-style-type: none"> <li>• Finding out about classmates' schedule (p.139)</li> </ul>	2, 4, 5	<ul style="list-style-type: none"> <li>• Pre-class online vocabulary learning and quiz</li> </ul>
Lesson 20	Lesson 6 <ul style="list-style-type: none"> <li>• Ordering food at a restaurant (p.148)</li> <li>• Asking the price of items (p.153)</li> </ul>	2, 4, 5	<ul style="list-style-type: none"> <li>• Post-class online assignment</li> </ul>
<b>Week 12</b> Lesson 21	Lesson 6 <ul style="list-style-type: none"> <li>• Listening to a conversation about price (p.155)</li> <li>• Listening and talking about a menu (p.157)</li> </ul>	2, 4, 5	<ul style="list-style-type: none"> <li>• Pre-class online vocabulary learning and quiz</li> <li>• <b><u>Oral project part 1: Essay(5%)</u></b></li> </ul>
Lesson 22	Lesson 6 <ul style="list-style-type: none"> <li>• Reading an advertisement (p.158)</li> <li>• Buying and selling items (p.160)</li> </ul>	2, 4, 5	<ul style="list-style-type: none"> <li>• Post-class online assignment</li> </ul>
<b>Week 13</b> Lesson 23	<ul style="list-style-type: none"> <li>• <b><u>Comprehension 2 (25%)</u></b></li> </ul>	1, 2, 5	<ul style="list-style-type: none"> <li>• Prepare for the oral presentation</li> </ul>
Lesson 24	<ul style="list-style-type: none"> <li>• <b><u>Oral project part 2 (20%): presentation</u></b></li> </ul>	3, 4, 5	<ul style="list-style-type: none"> <li>• <b><u>Homework and participation (10%)</u></b></li> </ul>

## Appendix 1: Assessment Criteria for writing in CA test

### 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>

**Appendix 2: Assessment Criteria for Oral project 1- Essay (Total 30 marks will be converted to 5% of overall grade.)**

**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>

**Language (20 points): Vocabulary, Grammar and Accuracy**

<b>17–20 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>13–16 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>9–12 points:</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>5–8 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>0–4 points:</b>	<ul style="list-style-type: none"> <li>• Shows no grammatical competence.</li> <li>• Largely copied from the book.</li> </ul>

**Appendix 3: Assessment Criteria for Oral project 2- Oral presentation (Total 25 marks will be converted to 20% of overall grade.)**

**A. Preparation** \_\_\_\_\_ / 7 points

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

**B. Fluency** \_\_\_\_\_ / 7points

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

**C. Presentation** \_\_\_\_\_ / 5 points

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

**D. Interview/ Questions** \_\_\_\_\_ / 6 points

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

**Total:** \_\_\_\_\_ / 25 points



## **Appendix 4: Assessment Criteria for Participation**

The marks (100) 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.