

**City University of Hong Kong
Course Syllabus**

**offered by Department of Asian and International Studies
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: Introduction to Structure of Korean Language

Course Code: AIS2916

Course Duration: 1 Semester

Credit Units: 3

Level: B2

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English supplemented by Korean

Medium of Assessment: English supplemented by Korean

Prerequisites: CTL2974 Korean II or equivalent or
(Course Code and Title) AIS2974 Korean II or equivalent

Precursors: NIL
(Course Code and Title)

Equivalent Courses: CTL2916 Introduction to Structure of Korean Language
(Course Code and Title)

Exclusive Courses: NIL
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

The course offers the students of “Korean as Foreign Language Learners” with special emphasis on developing their grammatical competence (Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication) to build up solid foundation before advancing to the higher levels. With enhanced understanding of Korean grammar and structure, students can improve their overall communication skills. Furthermore, students can gain deeper insights in their own language by comparing Korean grammar and structure with that of their own (e.g., English, Chinese, etc.).

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify the key elements of the Korean language.		✓	✓	✓
2.	Describe the main features of the structure of Korean in given contexts.		✓	✓	✓
3.	Apply their knowledge of Korean language to the language use in cultural contexts.		✓	✓	✓
4.	Discover the differences between Korean and Chinese/English in the areas covered above.		✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lectures	<ul style="list-style-type: none"> ▪ A variety of topics related to the structure of Korean language will be examined through lectures. 	√	√	√	√	
Student activities	<ul style="list-style-type: none"> ▪ Grammar exercises and In-class-writing activities to reinforce the learning of newly learned concepts 	√	√	√	√	
Assignments	<ul style="list-style-type: none"> ▪ To review the specific terminology and concepts covered in class. 	√	√	√	√	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: <u>100</u> %								
Quizzes Ability to identify key concepts and major features of Korean language.	√	√	√	√			80%	
Assignments Ability to survey on the cultural aspects of Korean language used in given contexts (e.g, family, work, gender, age); the ability to extend the knowledge and to find the major implications of language use in the society.	√	√	√	√			10%	
Attendance and Class Participation Regular attendance and active participation in all learning activities and assignments will be reflected on grade.							10%	
Examination: <u>Nil</u> % (duration: N/A , if applicable)								
							100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Quizzes	Ability to identify key concepts and major features of Korean language.	Excellent command of identifying key concepts and major features of Korean language	Good command of identifying key concepts and major features of Korean language	Fair command of identifying key concepts and major features of Korean language	Marginal command of identifying key concepts and major features of Korean language	Fail to identify key concepts and major features of Korean language
2. Assignments	Ability to survey on the cultural aspects of Korean language used in given contexts (e.g, family, work, gender, age); the ability to extend the knowledge and to find the major implications of language use in the society.	Excellent command of survey on the cultural aspects of Korean language used in given contexts (e.g, family, work, gender, age); the ability to extend the knowledge and to find the major implications of language use in the society.	Good command of survey on the cultural aspects of Korean language used in given contexts (e.g, family, work, gender, age); the ability to extend the knowledge and to find the major implications of language use in the society.	Fair command of survey on the cultural aspects of Korean language used in given contexts (e.g, family, work, gender, age); the ability to extend the knowledge and to find the major implications of language use in the society.	Marginal command of survey on the cultural aspects of Korean language used in given contexts (e.g, family, work, gender, age); the ability to extend the knowledge and to find the major implications of language use in the society.	Fail to demonstrate ability to survey on the cultural aspects of Korean language used in given contexts (e.g, family, work, gender, age); the ability to extend the knowledge and to find the major implications of language use in the society.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Elements of Korean Grammar, Sentence structure, Constituents of sentences, Types of sentences, Sentence Expansion, Sound of Korean, Adverb of manner, Features of Korean Language, Type of writing system and writing system before the invention of Hangeul, Honorific expressions, Social class, gender and language, Characteristics of Korean pragmatics, Structure of written & spoken language, Part of speech

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Ko Seok Ju et al. 2004. <i>A corpus based error analysis of Korean learners</i> . Hanguk Munhwasa
2.	Lee, Iksop and S. Robert Ramsey. 2000. <i>The Korean Language</i> . State University of New York Press.
3.	Sohn, Ho-Min. 2006. <i>Korean Language in Culture and Society</i> . University of Hawai'i Press.
4.	Song, Jae Jung. 2005. <i>The Korean Language: structure, use and context</i> . Routledge: New York and London.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Nil