

**City University of Hong Kong  
Course Syllabus**

**offered by Chan Feng Men-ling Chan Shuk-lin Language Centre  
with effect from Semester A 2020/21**

---

---

**Part I Course Overview**

<b>Course Title:</b>	Korean IV
<b>Course Code:</b>	LC3983
<b>Course Duration:</b>	One semester
<b>Credit Units:</b>	3
<b>Level:</b>	B3
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	English / Korean
<b>Medium of Assessment:</b>	English / Korean
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	LC3982 Korean III or AIS3982/CTL3982 Intermediate Korean I
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	AIS3983 Korean IV or CTL3983 Intermediate Korean II
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

This course continues to develop communicative competency in Korean in order to advance their reading, listening, and pronunciation skills for next levels. Students can understand practical discourses frequently encountered in real life situation such as announcements and advertisements.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	expand essential vocabulary and expressions for intermediate level (500~800words)		✓	✓	✓
2.	acquaint themselves with a wider variety of sentence endings and conjugations		✓	✓	✓
3.	respond (by writing and speaking) to the listening extracts based on familiar contents		✓	✓	✓
4.	enhance their accurate pronunciation and reading fluency by reading aloud Korean texts (e.g., letters, newspaper articles)		✓	✓	✓

\* 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	
<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Grammar Exercises</li> <li>- Role-playing</li> </ul>	<ul style="list-style-type: none"> <li>• New grammar rules and vocabulary will be explained and reinforced through textbooks, assignments and other supplementary teaching resources.</li> <li>• Drills and exercises enable students to consolidate their skills and knowledge on Korean grammar and vocabulary into real life context.</li> <li>• Interactive activities (e.g., role-play, word games, etc.) to motivate students in enabling students' newly acquired knowledge into practice.</li> </ul>	√	√	√	√	
<ul style="list-style-type: none"> <li>- Listening exercises</li> <li>- Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Listening exercises to help students better accustomed with sounds, and pitches in Korean native speakers.</li> <li>• Assignments to review the listening contents learned in class by putting them into writing.</li> </ul>	√	√	√		
<ul style="list-style-type: none"> <li>- Conversation Drills</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate pronunciation will be demonstrated and recurrent errors by foreign learners will be explained.</li> </ul>	√	√	√	√	

#### 4. Assessment Tasks/Activities (ATs)

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

Final details will be provided to students in their first week of attendance in this course.

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
<b>Quizzes, Dictations</b> Understanding of knowledge and concepts will be assessed through quizzes and in-class dictations	√	√	√	√			80%	
<b>Assignments</b> Ability to apply the knowledge and concepts learned in class will be assessed through take-home assignments (i.e. create a dialogue/short composition based on newly acquired vocabulary and grammar rules)	√	√	√	√			10%	
<b>Oral Project</b> Students are required to complete an oral project to demonstrate their communicative proficiency	√	√		√			10%	
Examination: Nil % (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	Overall knowledge on key vocabulary and expressions, grammatical items and reading and listening comprehension will be tested in written quiz format	Excellent command of applying key vocabulary and expressions, grammar, reading and listening and comprehension	Good command of applying key vocabulary and expressions, grammar, reading and listening and comprehension	Fair command of applying key vocabulary and expressions, grammar, reading and listening and comprehension	Marginal command of applying key vocabulary and expressions, grammar, reading and listening and comprehension	Fail to demonstrate the ability to apply key vocabulary and expressions, grammar, reading and listening and comprehension
2. Dictations	Dictation quizzes will be given to enhance the student's listening and spelling skills	Excellent command of listening and spelling skills with no errors in the sentences	Good command of listening and spelling skills with almost no errors in the sentences	Fair command of spelling skills with a few errors in the sentences	Marginal command of spelling skills with heavy errors in the sentences	Fail to demonstrate listening and spelling skills; Hardly any words spelled correctly
3. Oral project	Students are required to complete an oral project to demonstrate their communicative proficiency.	Excellent command of applying learned expressions and grammatical items with clear and accurate pronunciation	Good command of applying learned expressions and grammatical items with clear and accurate pronunciation	Fair command of applying learned expressions and grammatical items with occasional errors in pronunciation	Marginal command of applying learned expressions and grammatical items with frequent errors in pronunciation	Fail to demonstrate the ability to apply learned contents; The speech is incomprehensible

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

**1. Keyword Syllabus**

Starting conversation with a new neighbour, Talking about travel, Ordering things for delivery, Explaining about work experiences, Explaining symptoms at the hospital, Talking about exchange policy in shopping situation...etc.

**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.	Ewha Language Center, Ewha Womans University (2010) <i>Ehwa Korean 2-1. Student's Book</i> . Seoul: Ewha Womans University Press.
2.	Ewha Language Center, Ewha Womans University (2011) <i>Ehwa Korean 2-1. Workbook</i> . Seoul: Ewha Womans University Press.

**2.2 Additional Readings**

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

1.	Kim, J. S. (2014). <i>Get it Korean Listening 2</i> . Seoul: Hawoo Publishing Co.
2.	Sogang University Korean Language Institute (2008), <i>Sogang Hanguo 2B Student's Book</i> . Seoul: Sogang University Language Center Press.
3.	Yonsei University Korean Language Institute, (2012) <i>Korean Grammar Practice for Foreigners: Beginning Level</i> . Seoul: Yonsei University Press.