

LC2974: KOREAN 2

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Korean 2

Subject Code

LC - CFML CSL Language Centre

Course Number

2974

Academic Unit

CFML CSL Language Centre (LC)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

Korean supplemented by English

Medium of Assessment

Other Languages

Other Languages for Medium of Assessment

Korean supplemented by English

Prerequisites

LC2973 Korean I/Korean 1; or
AIS2973/CTL2973 Korean I

Precursors

Nil

Equivalent Courses

AIS2974/CTL2974 Korean II

Exclusive Courses

Nil

Part II Course Details

Abstract

This course is an extension of skills and knowledge learned in LC2973 Korean 1. It focuses on the development of basic level communication skills of reading, writing, listening and speaking in Korean. The main linguistic focus will be on acquiring various grammar patterns and essential vocabulary required for daily life. Upon completion, students can achieve basic communication ability such as introducing oneself, shopping, food ordering, etc. By the end of the course, students should have reached a proficiency level roughly equivalent to the Test of Proficiency in Korean (TOPIK) Grade 1/Grade 2.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Demonstrate the ability to understand and use basic vocabulary and expressions based on simple daily activities at an elementary level, roughly equivalent to the Test of Proficiency in Korean (TOPIK) Grade 1/Grade 2.		x		x
2	Respond to simple questions regarding daily situations such as exchanging personal information, telling time and numbers, ordering food, and shopping at an elementary level, roughly equivalent to the TOPIK Grade 1/Grade 2.		x		x
3	Employ basic sentence structures and grammatical elements, such as particles, counters, honorifics, and past tense at an elementary level, roughly equivalent to the TOPIK Grade 1/Grade 2.		x	x	x
4	Develop the ability to select and utilize online resources effectively for independent learning.		x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Students will engage in various interactive activities in class and online learning platforms to acquire essential vocabulary and key expressions.	1, 2, 3, 4	
2	Students will develop speaking and listening abilities via listening exercises and role-playing activities based on daily life.	1, 2, 3, 4	
3	Students will practice paragraph writing with proper grammar patterns, vocabulary, and expressions.	1, 2, 3, 4	
4	Students will engage in various reading activities to comprehend the main ideas and understand the logical sequences of the selected excerpts.	1, 2, 3, 4	
5	Students will engage in focused activities to independently acquire the skills necessary for online learning platforms.	4	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Quiz 1	1, 2, 3, 4	35	-	No
2	Quiz 2	1, 2, 3, 4	40	-	No
3	Dictations	1, 3	5	-	No
4	Oral Project	1, 2, 3, 4	10	-	No
5	Revision/ Enrichment Tasks	1, 2, 3, 4	5	Refer to assessment task instructions to be provided by the course instructor for parameters of use	Yes

6	Participation/In-class activities	1, 2, 3, 4	5	Refer to assessment task instructions to be provided by the course instructor for parameters of use	Yes
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Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. & 2. Quiz 1 & Quiz 2

Criterion

Displaying overall knowledge of key vocabulary and expressions, grammatical items, reading comprehension and listening comprehension at a level roughly equivalent to the Test of Proficiency in Korean (TOPIK) Grade 1/Grade 2.

Excellent (A+, A, A-)

The student displays excellent command of key vocabulary and expressions, grammar, reading and listening comprehension.

Good (B+, B, B-)

The student displays good command of key vocabulary and expressions, grammar, reading and listening comprehension.

Fair (C+, C, C-)

The student displays fair command of key vocabulary and expressions, grammar, reading and listening comprehension.

Marginal (D)

The student displays marginal command of key vocabulary and expressions, grammar, reading and listening comprehension.

Failure (F)

The student displays inadequate command of key vocabulary and expressions, grammar, reading and listening comprehension.

Assessment Task

3. Dictations

Criterion

Displaying listening comprehension and spelling skills through written transcription of dictated spoken text at a level roughly equivalent to the TOPIK Grade 1/Grade 2.

Excellent (A+, A, A-)

The student demonstrates excellent command of listening and spelling skills, with no errors in written transcription of dictated spoken text.

Good (B+, B, B-)

The student demonstrates good command of listening and spelling skills, with almost no errors in written transcription of dictated spoken text.

Fair (C+, C, C-)

The student demonstrates fair command of listening and spelling skills, with a few errors in written transcription of dictated spoken text.

Marginal (D)

The student demonstrates marginal command of listening and spelling skills, with frequent errors in written transcription of dictated spoken text.

Failure (F)

The student demonstrates inadequate command of listening and spelling skills, with very frequent errors in written transcription of dictated spoken text. Hardly any words are spelled correctly.

Assessment Task

4. Oral Project

Criterion

Demonstrating communicative proficiency in spoken Korean at a level roughly equivalent to the TOPIK Grade 1/Grade 2.

Excellent (A+, A, A-)

The student displays excellent command of learned expressions and grammatical items, with clear and accurate pronunciation.

Good (B+, B, B-)

The student displays good command of learned expressions and grammatical items, with clear and accurate pronunciation.

Fair (C+, C, C-)

The student displays fair command of learned expressions and grammatical items, with occasional errors in pronunciation.

Marginal (D)

The student displays marginal command of learned expressions and grammatical items, with frequent errors in pronunciation.

Failure (F)

The student displays inadequate command of learned expressions and grammatical items, with incomprehensible pronunciation.

Assessment Task

5. Revision/Enrichment Tasks

Criterion

Completion of tasks in a timely manner and with accurate content.

Excellent (A+, A, A-)

All the tasks have been completed and handed in on the due date, with few to no errors.

Good (B+, B, B-)

Most of the tasks have been completed and submitted on the due date, with minimal errors.

Fair (C+, C, C-)

Some tasks have not been completed, some missed the due date, and submitted assignments contain several errors.

Marginal (D)

Only a few tasks were completed, missed due dates, or contained major errors.

Failure (F)

No tasks submitted.

Assessment Task

6. Participation/In-class activities

Criterion

Contributing to class activities; displaying collegiality and participation in pair work; being prepared for lessons and arriving on time.

Excellent (A+, A, A-)

The student participates extremely actively in discussions, activities, and asking questions; is highly responsive to the instructor's questions; leads peers to participate and always comes to class prepared.

Good (B+, B, B-)

The student participates actively in discussions, activities, and asking questions; is responsive to the instructor's questions; shows initiative to interact with peers and usually comes to class prepared.

Fair (C+, C, C-)

The student participates regularly in discussions, activities, and asking questions; offers answers mostly after being called upon; interacts with peers and occasionally comes to class prepared.

Marginal (D)

The student participates passively and shows almost no initiative to interact with peers and the instructor; barely responds when asked questions by the instructor; is absent from class frequently.

Failure (F)

The student participates extremely passively and shows no initiative to interact with peers and the instructor; always remains almost silent, ignores questions, activities, and discussions frequently; is absent from class very frequently.

Part III Other Information

Keyword Syllabus

Korean language: Telling time and daily schedule, Honorific endings, Shopping expressions (numbers and counters), and Making future plans, etc.

Reading List

Compulsory Readings

Title	
1	Ewha Language Center, Ewha Womans University (2010) Ehwa Korean 1-1. Student's book. Seoul: Ewha Womans University Press.
2	Ewha Language Center, Ewha Womans University (2010) Ehwa Korean 1-2. Student's book. Seoul: Ewha Womans University Press.

Additional Readings

Title	
1	Ewha Womans University Language Center. (2023). New Ewha Korean 1-1: Student' s book. Seoul: Ewha Womans University Press.
2	Ewha Womans University Language Center. (2023). New Ewha Korean 1-2: Student' s book. Seoul: Ewha Womans University Press.
3	Im, H. & Chang, S. (2003). Korean grammar for international learners: Workbook (New Edition). Seoul: Yonsei University Press.
4	Jang, S., & Seoul National University Language Education Center. (2022). SNU Korean Plus 1A: Student's book. Seoul: Seoul National University Press.
5	Yonsei University Korean Language Institute. (2012). Korean grammar practice for foreigners: Beginning level. Seoul: Yonsei University Press.
6	Sogang University Language Research Institute. Sogang Hanguo http://korean.sogang.ac.kr