

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
 This shall be a part of creating the summer intensive Korean language program in conjunction with the existing Chinese and Japanese summer intensive program (SPEAC) that is funded in part by the National East Asian Language Resource Center and East Asian Studies Center.
 The Korean Major Program description shall specify this track as equivalent to K101.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: Course Change Request for 101; New Course Request for 101.01; New Course Request for 101.51

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: 102.02, 103.02

6. Expected section size: 20 Proposed number of sections per year: N/A

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms):
 Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to ascurofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Shelley Fenno Quinn Shelley Fenno Quinn Dec. 13, 2005
 Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. _____ Printed Name Date
 Academic Unit Graduate Studies Committee Chair

3. Mari Noda Mari Noda Dec 9, 2005
 ACADEMIC UNIT CHAIR/DIRECTOR Printed Name Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5. _____ Printed Name Date
 COLLEGE CURRICULUM COMMITTEE

6. _____ Printed Name Date
 ARTS AND SCIENCES EXECUTIVE DEAN

7. _____ Printed Name Date
 Graduate School (if appropriate)

8. _____ Printed Name Date
 University Honors Center (if appropriate)

9. _____ Printed Name Date
 Office of International Education (if appropriate)

10. _____ Printed Name Date
 ACADEMIC AFFAIRS

Korean 101.02, 102.02, and 103.02 use a single consolidated set of syllabus and schedule because these summer intensive courses run consecutively in a single term with no changes in instructional staff, classroom, or meeting times, objectives, etc. Course specific information is provided within the consolidated syllabus.

OSU DEALL
Korean 101.02-103.02
Summer Intensive
 Summer 2006
 The Ohio State University

Instructors:	Eun Joo Kim Ooyoung Pyun	Office Hours:	1:30 – 3:30 Mon. (Kim) 10:30 – 12:30 Wed. (Pyun)
Emails:	kim.288@osu.edu pyun.7@osu.edu	Office/Phone:	232 Hagerty Hall (Kim) 292-3876 (Kim) 372 Hagerty Hall (Pyun) 292-3737 (Pyun)
Class Dates:	Korean 101.02 Korean 102.02 Korean 103.02		June 20 (Mon) - July 12 (Tue) July 13 (Wed) - Aug.4 (Thu) Aug. 8 (Mon) - Aug. 19 (Fri)
Hours/Place:	8:30 to 3:00 daily at 359 HH		

1. Course Description:

This course is designed for beginning students who intend to build a solid foundation for further study in Korean language. This course covers four language areas—listening, speaking, reading, and writing—needed for basic communication, while primacy is given to spoken language proficiency. It emphasizes the ability to use Korean properly in a given situation or a task, and so introduces students to useful information concerning culture and to daily life in Korea. This course assumes that students do not have any prior knowledge of Korean.

2. Course Objectives and goals for each course:

In 101.02, you are expected to master the following:

1. Listening to and producing the sounds of Korean accurately;
2. Handling basic interaction skills such as greetings, invitations, evaluations, apologies, and identification;
3. Learning to incorporate cultural factors that are reflected in language use such as social hierarchy, familiarity, and group concepts;
4. Korean number systems and classifiers
5. Describing simple past events
6. Reading in *Hangul*.

In 102.02, you are expected to master the following:

1. Gaining skills for interaction involving requests, expression of possibilities, description of locations and directions, accepting and refusing offers and requests politely;
2. ~~Honoric and humble expressions and honorific verbal endings;~~
3. Continued practice in reading materials written in *hangul*.

In 103.02, you are expected to master the following:

1. Gaining skills in interaction including requests, invitations, requesting and giving directions, expressing time of occurrence and duration of time, change of state, and making self-introductions;
2. Expanding your repertoire by further practicing polite forms (honorific and humble), and a different focus for presenting information (extended predicate);
3. Developing more strategies for smooth interaction; and
4. Reading and writing texts written in *hangul*.

3. Required Textbook and Workbook (available at SBX: 291-9528)

- (a) Cho, Lee, Schulz, Sohn, and Sohn (2000) Integrated Korean: Beginning 1 & Beginning 2. KLEAR Textbooks in Korean Language. Manoa: University of Hawai'i Press.
- (b) Schulz, C. (2000) Integrated Korean Workbook Beginning 1 & Beginning 2. KLEAR Textbooks in Korean Language. Manoa: University of Hawai'i Press.

4. Reference and Supplementary Materials

- (a) Pathways to Korean (2005). On-line Korean Individualized Instruction material (currently developed by NEALRC at OSU). (<http://nealrc.osu.edu/Korean/home.htm>)
- (b) Let's Learn Korean (1996). Instructional video tapes from EBS (Educational Broadcasting Service) in Korea.

5. Requirements/Grading

Classroom Performance	50% (Combination of ACT* and FACT** scores)
Homework Assignments	10% (Due as assigned. Late assignments are not accepted!)
Midterm Exam	15% (Written and Oral)***
Final Exam	20% (Written and Oral)****
Final Oral Project	5% (Skit: Presentation on the final week*****)

After the 5th absence (including excused ones), you will fail the course!!--

* ACT classes (TThF): conducted entirely in the target language, with focus on doing things in the language with culturally proper manners. In ACT classes, we practice handling various realistic situations using the language, based on what you've prepared for that class hour [REDACTED]. Performance in all ACT sessions comprises 30% of your final grade. A weekly report of ACT sessions will be given to each student every Monday. For the departmental policy on daily grading, please refer to the Grading Policy Statement below.

** FACT classes (MW): conducted mainly in English, with focus on explanation and analysis of the language and how you need to approach practicing it. Performance in all FACT sessions comprises 20% of your final grade. **You are considered absent for a FACT session if you are late for over 10 minutes.**

*** Midterm Exam: It is held during the 5th week of instruction. The oral test is held in the form of interview and graded based upon the 5 components (comprehension, pronunciation, vocabulary, grammar, and flow).

**** Final Exam: It is held during the final examination week. The format of the final exam is identical to that of the midterm except it is slightly longer than the midterm and cumulative.

***** Oral Project: All of the students are required to present their oral projects during the ACT sessions on the final week of instruction. The oral project is *Skit*. Details will be given later.

Grading Policy Statement

The general goal in DEALL language classes is culturally coherent performance of the language, that is, speaking, writing, and responding to speech and writing in ways in which natives of that culture expect people to speak, write, and respond. ~~The native we have in mind is a person who is unaccustomed to communicating with foreigners. Given a particular situation~~ (time, place, occasion, social relation), natives of any culture will have certain expectations about other people's language: expectations about what sorts of things might be said or written, which words one might choose in doing so, how one might pronounce, write, and structure those words in grammar, and how all of these fit with how one relates socially and in physical space (posture, etc.) to others. When language is performed in ways that fit such expectations, it is culturally coherent. You can repair (restate, correct) what you've said in culturally coherent ways, too.

The language programs at DEALL use scoring of daily performance as their key means of evaluating student achievement. In every class hour for which preparation to perform is assigned, you will be evaluated with a score ranging from 0 to 4, according to the following principles.

4.0	Performance is fully culturally coherent, that is, would present no difficulty, discomfort, or puzzlement in interaction with a native. Repair (restating or correcting yourself, requesting clarification, etc.) is self-managed.
3.5	Performance is superior, for the most part culturally coherent. There is little about it to create difficulties, discomfort, or puzzlement in interaction with a native. However, there is some aspect of the performance to make interaction less than maximally coherent for a native. Most repair is self-managed.
3.0	Performance is good: few aspects of it create difficulties, discomfort, or puzzlement in communicating with a native. Self-managed repair alone, however, is not sufficient; you also require occasional repair/correction from another (= instructor, classmate, etc.).
2.5	Performance enables communication, but also presents several clear-cut sources of difficulty, discomfort, or puzzlement in communicating with a native. Repair is largely a matter of correcting problems, and correction comes mostly from others.
2.0	Performance creates definite obstacles to communication, which usually involve more than simple discomfort. Utterances would cause puzzlement that the native is at a loss to resolve ("What is s/he trying to say?"). Repair requires multiple, often repeated, correction and guidance from another.
1.5	Performance shows many problems that would create difficulties, discomfort, and puzzlement in communicating with a native. Communication is achieved only with repeated correction and guidance from another. Clearly not in control of assigned material.
1.0	Attended class, but either (1) chose not to participate (for this option, notify your instructor before class begins), or (2) failed to perform with any culturally viable degree of competence.
0	Absent.

6. Make up Policies (Important!)

- ACT make-ups:** Students may make up ACT classes for up to **3 ACT sessions**. Make-ups should be completed **within one week of the session you missed**. No late make-ups will be given after a week of the missed session. In order to make up a session, you need to notify the instructor who taught the session you missed. All of the make-ups should be completed prior to the last day of instruction. **No more than 3 ACT sessions per week can be arranged for this course.**
- Late Assignments will **not** be granted any credit for any reasons. Two lowest homework assignment grades will be deleted at the time of final grade calculation.
- It is your responsibility to read this daily schedule carefully so as not to miss anything that you need to prepare for each class session.
- There are no FACT make-ups (i.e., no quizzes can be made up). 2 lowest quiz scores will be dropped when calculating your final grade.

7. On-Line Language Laboratory

Integrated Korean has the following On-Line Lang Lab. Please visit this site for your listening exercises.

The following websites are for your preparation for interviews. You may also purchase CD-ROMs, but they are not required for purchase.

Korean 101.02: <<http://languagelab.bh.indiana.edu/korean101.html>>

Korean 102.02: <<http://languagelab.bh.indiana.edu/korean101.html>>

<<http://languagelab.bh.indiana.edu/korean102.html>>

Korean 103.02: <<http://languagelab.bh.indiana.edu/korean102.html>>

8. Grading Scale

100.00 - 91.01	A	87.00 - 83.01	B+	75.00 - 71.01	C+	63.00 - 59.01	D+	55 or below	E
91.00 - 87.01	A-	83.00 - 79.01	B	71.00 - 67.01	C	59.00 - 55.01	D		
		79.00 - 75.01	B-	67.00 - 63.01	C-				

Those who receive the final grade C or below are not recommended for proceeding to an upper-level Korean language course.

10. Disability Statement

Any student who feels she or he may need an accommodation based on the impact of a disability should contact the coordinating instructor privately to discuss your specific needs. Please contact the Office for Disability Services (614-292-3307) in room 150 Pomerence Hall to coordinate reasonable accommodations for students with documented disabilities.

11. Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. (The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations.) Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at [http://studentaffairs . Osu.edu/info_for_students/csc.asp](http://studentaffairs.Osu.edu/info_for_students/csc.asp) or <http://oaa.ohio-state.edu/coam/home.html>.

12. Class Schedule

In 101.02-103.02, 13 lessons from *Integrated Korean: Beginning 1 & 2* will be covered. The session schedule will be passed out weekly.