

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

DEALL

Academic Unit
Korean

Book 3 Listing (e.g., Portuguese)
103.01 Level 1 Korean 3 Classroom Track

Number	Title	U	5
Level 1-3 CLASSRM			
18-Character Title Abbreviation		Level	Credit Hours
Summer X	Autumn	Winter	Spring
		Year 06	

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): _____ (stated in 103)

Quarter offered: SP _____ Distribution of class time/contact hours: 5cl _____
 Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): (stated in 103) _____

Exclusion or limiting clause: (stated in 103) _____

Repeatable to a maximum of _____ credit hours.

Cross-listed with: _____

Grade Option (Please check): Letter S/U Progress What is course is last in the series? _____

Honors Statement:	Yes <input type="checkbox"/> No <input type="checkbox"/>	GEC: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Admission Condition
Off-Campus:	Yes <input type="checkbox"/> No <input type="checkbox"/>	EM: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Course: Yes <input type="checkbox"/> No <input type="checkbox"/>

Other General Course Information: Students must register for and complete 5 cr hrs during the quarter
 (e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code 16302 Subsidy Level (V, G, T, B, M, D, or P) B
 If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:
 To accomodate the individualized and the summer intensive tracks of the same course.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.
 This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
 The Korean Major Program description shall specify this track as equivalent to K103.

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 103; New Course Requests for 103.51 and 103.02

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: 101, 102

6. Expected section size: 20 Proposed number of sections per year: 2

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 asccurrofc@osu.edu.

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

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

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

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 asccurrofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5. COLLEGE CURRICULUM COMMITTEE Printed Name Date

6. ARTS AND SCIENCES EXECUTIVE DEAN Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

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

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

10. ACADEMIC AFFAIRS Printed Name Date

Korean 103.01
Korean Level 1, Quarter 3
Classroom Track

Spring 2006

The Ohio State University

Instructor:	Prof. Eun Joo Kim Ms. Hana Kang	Office Hours:	10:30 - 11:18 or by appt. (MW, Kim) 12:00 - 1:00 (M, H Kang)
Email:	kim.288@osu.edu kang.212@osu.edu	Office/Phone:	474 Cunz Hall (Kim) 292-3876 (Kim) 468 Cunz Hall (Kang) 292-9537 (Kang)
Call Number:	11409-0 (9:30 - 10:18) 11410-9 (11:30 - 11:18)	Credit:	5
Time/Classroom:	CC 204	9:30 - 10:18	M-Th
	CC 254	9:30 - 10:18	F
	CC 238	11:30 - 12:18	M- Th
	CC 254	11:30 - 12:18	F

1. Course Description/Objectives:

This course is a continuation of Korean 102, and is designed for beginning students who intend to build a solid foundation for further study in Korean language. This course covers four functional areas of language-- 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 have the complete knowledge of the Korean writing system, *Hangul*, and basic Korean grammar covered in Korean 101 and Korean 102.

2. Required Textbook and Workbook

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

Hawai'i Press.

3. Reference and Supplementary Materials (Used in classes but not required for purchase)

- (a) Korean grammar for international learners (by Ihm, Hong, and Chang) (2001) Seoul: Yonsei University Press.
- (b) Let's Learn Korean (1996). Instructional video tapes from EBS (Educational Broadcasting Service) in Korea.
- (c) Korean through Active Listening (by In-Jung Cho and Young-A Cho) (2000) Listening Comprehension Tasks for Elementary Students. Elizabeth, NJ · Seoul: Hollym.

4. Requirements/Grading

Classroom Performance	50%	(Combination of ACT* and FACT** scores)
Homework Assignments	10%	(Due as assigned. <i>Late assignments are not accepted!</i>)
Midterm Exam	15%	(From Lesson 10 and Lesson 11, Written and Oral)***
Final Exam	20%	(From Lesson 10 to Lesson 13, 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 *through self-managed work at home*. Performance in **all** ACT sessions comprises **30%** of your final grade. A weekly report of ACT sessions will be given to each student every Tuesday. For the departmental policy on daily grading, please refer to the *Grading Policy Statement* on p. 3 of this syllabus.

** **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**: The exam covers from L10 and L11, and it is held during the 5th week of instruction (4/29/04: written) and 4/30/04: oral). The oral test is held in the form of interview and graded based upon the 5 components (Listening, Pronunciation, Vocabulary, Grammar, and Pace).

**** **Final Exam**: The exam covers from L10 to L13, and it is held during the final examination week (June 9, 2004). The format of the final exam is identical to that of the midterm except that 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 in the final week of instruction. The oral project for K103 is *Skit*. The topics for the skit project should be chosen from a list provided by the instructors and the length should be at least 2 and 1/2 pages.

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.

5. Make up Policies (Important!)

- (a) **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 Ms. Hana Kang. 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 by Ms. Kang.**
- (b) 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.
- (c) 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.

(d) 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.

6. On-Line Language Laboratory

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

<<http://languagelab.bh.indiana.edu/korean102.html>> (For Lesson 10 - Lesson 13)

7. Grading Scale

100.00 - 91.01	A (Internally, a total score of 95.00 or greater will be granted an A+.)
91.00 - 87.01	A-
87.00 - 83.01	B+
83.00 - 79.01	B
79.00 - 75.01	B-
75.00 - 71.01	C+
71.00 - 67.01	C
67.00 - 63.01	C-
63.00 - 59.01	D+
59.00 - 55.01	D
55 or below	E

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

8. Class Schedule (Weekly Schedule)

Approximately one lesson will be covered for one or two weeks. In this course, 4 lessons (Lesson 10 - 13) from *Integrated Korean: Beginning 2* will be covered.

Week 1 (3/29 - 4/2)	L10 가족 (Family)
Week 2 (4/5 - 4/9)	L10 가족 (Family)
Week 3 (4/12 - 4/16)	L10 가족 (Family), L11 전화 (On the Telephone)
Week 4 (4/19 - 4/23)	L11 전화 (On the Telephone)
Week 5 (4/26 - 4/30)	L12 공항에서 (At the Airport), MIDTERM EXAM (4/29: Written, 4/30: Oral)
Week 6 (5/3 - 5/7)	L12 공항에서 (At the Airport) Oral Project (Topic Due: Friday, 5/7)
Week 7 (5/10 - 5/14)	L12 공항에서 (At the Airport), L13 방학과 휴일 (School Vacations and

	Holidays)	
Week 8 (5/17 - 5/21)	L13 방학과 휴일 (School Vacations and Holidays) Oral Project (First Draft Due: 5/21)	
Week 9 (5/24 - 5/28)	L13 방학과 휴일 (School Vacations and Holidays) Oral Project (Revised Draft Due: 5/28)	
Week 10 (5/31 - 6/4)	REVIEW and LANG FEST PREPARATION MEMORIAL DAY (5/31) - NO CLASS Oral Project Presentation (6/1 and 6/3)	
Week 11 (6/7 - 6/10)	FINAL EXAM	
	Written:	Wed, June 9 9:30 - 10:18 AM (for 9:30 session) Wed, June 9 11:30 - 12:18 PM (for 11:30 session)
	Oral:	Wed, June 9 10:30 - 11:30 AM (for 9:30 session) Wed, June 9 12:30 - 2:00 PM (for 11:30 session)

9. Daily Class Schedule

Week 1 (3/29- 4/2)

3/29 (M) -	FACT 10.1	Lesson 10 Grammar Lecture (G10.1, G10.2) Textbook pp.82-84 & Workbook
3/30 (T) -	ACT #1	New words in L10 C1 / Listening/ Conversation 1: Check up <i>Lesson 10 Vocabulary List Distribution</i>
3/31 (W) -	FACT 10.2	Lesson 10 Grammar Lecture (G10.3, G10.4) Textbook pp. 84-89 & Workbook
4/1 (Th) -	ACT #2	New words in L10 C2 / Listening/ L10 Conversation 1: Application
	Assignment 1:	Grammar Exercises A, D, G, H (workbook pp. 63-67)
4/2 (F) -	ACT #3	New words in L10 C3 /Listening/L10 Conversation 2: Check up

Week 2 (4/5 - 4/9)

4/5 (M) -	FACT 10.3	Lesson 10 Grammar Lecture (G10.5, G10.6) Textbook pp. 89-92 & Workbook
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- Quiz 1:** Vocabulary quiz 10.1 (New words in L10 Conversation 1 & 2)
- 4/6 (T) - **ACT #4** New words in L10 Narration /Listening/ Conversation 2:
Application
Assignment 2: Grammar Exercises K, L (workbook pp. 69)
- 4/7 (W) - **FACT 10.4** Lesson 10 Grammar Lecture (G10.7, G10.8)
Textbook pp. 92-97 & Workbook
Quiz 2: Vocabulary quiz 10.2 (New words in Conversation 3 and
Narration)
- 4/8 (Th)- **ACT #5** Listening/L10 Conversation 3: Check-up
Assignment 3: Grammar Exercises N, O, Q (workbook pp. 71-73)
- 4/9 (F) - **ACT #6** Listening/L10 Conversation 3: Application
Listening Activities from "Korean through Active Listening"
Assignment 4: Listening Comprehension (workbook pp. 81-84) A- H
- Week 3 (4/12 - 4/16)**
- 4/12 (M) - **FACT 10.5** L10 Narration & Reading
Textbook p. 72 & Workbook
Quiz 3: Grammar quiz on L10
- 4/13 (T) - **ACT #7** L10 Role Play: Picture Description
L11 Vocabulary List Distribution
- 4/14 (W) - **FACT 11.1** Lesson 11 Grammar Lecture (G11.1, G11.2, G11.3)
Textbook pp. 119-126 & Workbook
Quiz 4: Reading quiz on L10
- 4/15 (Th) - **ACT #8** New words in L11 C1/ Listening/ L11 Conversation 1:
Check-up & Application
Assignment 5: Grammar Exercises C, D, F, G (workbook pp. 93-96)
- 4/16 (F)- **ACT #9** New words in L11 C2/ Listening/ L11 Conversation 2:
Check-up & Application

4/30 (F) - **Oral Midterm Exam (Lesson 10 &11)**
(Individual oral interview with the instructor)

Week 6 (5/3 - 5/7)

5/3 (M) - **FACT 12.2** Lesson 12 Grammar Lecture (G12.3, G12.4, G12.5)
Textbook pp. 157-161

Quiz 8: Reading quiz on L11

5/4 (T) - **ACT #14** New words in C2/Listening/L12Conversation 2: Check-up &
Application

Assignment 9: Grammar Exercises F, G, H (workbook pp. 124-126)

5/5 (W)- **FACT 12.3** Lesson 12 Grammar Lecture (G12.6, G12.7)
Textbook pp. 161-163

Quiz 9: Vocabulary quiz 12.1 (New words in C1 and C2)

5/6 (Th) - **ACT #15** New words in C3 & Narration/Listening/L12Conversation 3:
Check-up & Application

5/7 (F) - **ACT #16** L12 Role Play: Shopping at a store
Listening Activities from "Korean through Active Listening"

Assignment 10: Grammar Exercises I, K, (workbook pp. 126-128)

Oral Project Topic Due!

Lesson 13 Vocabulary List Distribution

Week 7 (5/10 - 5/14)

5/10 (M) - **FACT 12.4** Lesson 12 Narration and Reading
Textbook p. 143 & Workbook

Quiz 10: Vocabulary quiz 12.2 (New words in C3 & Narration)

5/11 (T) - **ACT #17** New words in C1/Listening/L13 Conversation 1: Check-up

Assignment 11: Listening Comprehension (workbook pp. 132-135) **ALL**

5/12 (W) - **FACT 13.1** Lesson 13 Grammar Lecture (G13.1, G13.2)
Textbook pp. 185-188 & Workbook

Quiz 11: Grammar quiz on L12

5/13 (Th) - **ACT #18** New words in C2/Listening/L13 Conversation 1: Application
Assignment 12: Grammar Exercises A, C up to 4. (workbook pp. 147-148)

5/14 (F) - **ACT #19** New words in C3/Listening/L13 Conversation 2: Check-up
Assignment 13: Grammar Exercises C 5-8, D, F (workbook pp. 149-150)

Week 8 (5/17 - 5/21)

5/17(M) - **FACT 13.2** Lesson 13 Grammar Lecture (G13.3, G13.4)
 Textbook pp. 188-192 & Workbook
Quiz 12: Reading quiz on L12

5/18 (T) - **ACT #20** New words in Narration/Listening/L13 Conversation 2:
 Application
Assignment 14: Grammar Exercises H, I (workbook pp. 151-153)

5/19 (W) - **FACT 13.3** Lesson 13 Grammar Lecture (G13.5, G13.6)
 Textbook pp. 192-197 & Workbook
Quiz 13: Vocabulary quiz 13.1 (New words in C1 & C2)

5/20 (Th) - **ACT #21** Listening/L13 Conversation 3: Check up
 Listening Activities from "Korean through Active Listening"

5/21 (F) - **ACT #22** Listening/L13 Conversation 3: Application
 Video Strip from "Let's Learn Korean"
Assignment 15: Grammar Exercises J, K, M (workbook pp. 153-156)
Oral Project First Draft Due!

Week 9 (5/24 - 5/28)

5/24 (M) - **FACT 13.4** Lesson 13 Grammar Lecture (G13.7): Textbook pp.197-198
 Lesson 13 Narration & Reading: Textbook p. 176 & Workbook
Quiz 14: Vocabulary quiz 13.2 (New words in C3 & Narration)

5/25 (T) - **ACT #23** Lesson 13 Role Play (1): Talking about vacation plans

- 5/26 (W) - **FACT** Review for final (1): Review Handout & Workbook
Quiz 15: Grammar quiz on L13
- 5/27 (Th)- **ACT #24** Lesson 13 Role Play (2): Setting up a get-together
Assignment 16: Grammar Exercises N, P (workbook pp. 156-157)
- 5/28 (F)- **FACT** Review for final (2): Review Handout & Workbook
Quiz 16: Reading quiz on L13
Oral Project Revised Draft Due!

Week 10 (5/31 - 6/4)

- 5/31 (M) - **MEMORIAL DAY (NO CLASS)**
- 6/1 (T) - **ACT #25** Oral Project Presentation (1) / Additional Speaking Activities
 (Selected activities)
Assignment 17: Listening Comprehension (workbook pp. 166-169) **ALL**
- 6/2 (W) - **FACT** Review for Final (3): Review Handout & Workbook
Class Evaluation (SEI & Narrative)
- 6/3 (Th) - **ACT #26** Oral Project Presentation (2)/ Additional Speaking Activities
 (Selected activities)
- 6/4 (F) - **ACT #27** Lang Fest Rehearsal
 Audio/Video Activities

Final Exam (Written and Oral) (6/7 - 6/10)

- 9:30 class** **Wed. June 9** (9:30 - 11:30, Written & Oral Exam will be scheduled on the same day)
- 11:30 class** **Wed. June 9** (11:30 - 2:00, Written & Oral Exam will be scheduled on the same day)

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> .