

Term Information

Effective Term Spring 2023

General Information

Course Bulletin Listing/Subject Area Korean
Fiscal Unit/Academic Org East Asian Languages & Lit - D0527
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 1103.61
Course Title Korean 1103.61, Level Two Korean I: Individualized Instruction-Distance
Transcript Abbreviation Level 1-3 Indiv DL
Course Description Online Korean individualized instruction courses are designed to help students build communication skills in the Korean language through an integrated approach that incorporates all four language skills and three modes of communication (interpretive, interpersonal, and presentational). Particular emphasis will be placed on the ability to use Korean in a real-life-like situation.
Semester Credit Hours/Units Variable: Min 1 Max 4

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable Yes
Allow Multiple Enrollments in Term Yes
Max Credit Hours/Units Allowed 4
Max Completions Allowed 4
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam Yes
Exam Type Departmental Exams
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Korean 1102.01 or 1102.02; 4 cr hrs of Korean 1102.51; 4 cr hrs of Korean 1102.61; or equivalent
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0303
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior, Masters, Doctoral, Professional

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
 General Education course:
 Foreign Language; World Languages

Course Details

Course goals or learning objectives/outcomes • Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.

Content Topic List

- Understanding and producing basic communicative exchanges in Korean
- Reading and writing paragraph-level texts and writing verb/adjective conjugations accurately.
- Being able to perform basic communicative functions such as expressing one's intention, making a polite request, providing reasons, taking taxis, purchasing items, ordering food, and talking about one's hobbies.
- Getting familiar with culturally appropriate manners/behaviors involved in language use.

Sought Concurrence No

Attachments

- Korean 1103.61 asc-distance-approval-cover-sheet.pdf: ASC approved cover sheet
(Other Supporting Documentation. Owner: Knicely, Yuching Hsu)
- SP 22 Korean II Syllabus.docx: in person syllabus
(Syllabus. Owner: Knicely, Yuching Hsu)
- Korean 1101.61 1102.61 1103.61 Asc_distance_learning_syllabus.docx: DL syllabus
(Syllabus. Owner: Knicely, Yuching Hsu)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Knicely, Yuching Hsu	08/15/2022 11:22 AM	Submitted for Approval
Approved	Bender, Mark A	08/15/2022 11:43 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/12/2022 04:31 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/12/2022 04:31 PM	ASCCAO Approval



Syllabus: KOREAN 1101.61/1102.61/1103.61

Korean 1101.61, Level One Korean I: Individualized Instruction-Distance

Korean 1102.61, Level One Korean II: Individualized Instruction-Distance

Korean 1103.61, Level Two Korean I: Individualized Instruction-Distance

Spring 2023 (full-term)

1. COURSE OVERVIEW

The courses

KOREAN 1101.61 Level One Korean I: Individualized Instruction-Distance, 4 credit hours

KOREAN 1102.61 Level One Korean II: Individualized Instruction-Distance, 4 credit hours

KOREAN 1103.61 Level Two Korean I: Individualized Instruction-Distance, 4 credit hours

Instructors

Faculty supervisor: Danielle O. Pyun
Email: pyun.7@osu.edu (preferred contact method)
Phone number: 614 292 3876

Head instructor (Coordinator): Yonsoo Kang-Parker (**Please send your inquiries to the head instructor**)

Email: kang-parker.1@osu.edu (preferred contact method)
Phone number: XXX

Instructors: Hyun Jin Lee-Miller
Email: lee-miller.1@osu.edu (preferred contact method)
Phone number: XXX

Perry Miller

Email: miller.2449@osu.edu (preferred contact method)

Phone number: XXX

Seo-Jin Yang

Email: yang.3170@osu.edu (preferred contact method)

Phone number: XXX

Office hours: by arrangement

Prerequisites

KOREAN 1101.61: None

KOREAN 1102.61: Korean 1101.01 or 1101.02; 4 cr hrs of Korean 1101.51; 4 cr hrs of Korean 1101.61; or equivalent

KOREAN 1103.61: Korean 1102.01 or 1102.02; 4 cr hrs of Korean 1102.51; 4 cr hrs of Korean 1102.61; or equivalent

Course description

Online Korean individualized instruction courses are designed to help students build communication skills in the Korean language through an integrated approach that incorporates all four language skills and three modes of communication (interpretive, interpersonal, and presentational). Particular emphasis will be placed on the ability to use Korean in a real-life-like situation or task with culturally appropriate and acceptable manners. Students are expected to actively participate in communicative exchanges with the instructor as well as be well prepared for the content of each session.

Each of online Korean individualized instruction courses shares the same content and materials as the corresponding classroom track courses, but has the following differences:

Self-study using assigned materials: Korean online Individualized Instruction (I.I.) courses are individually paced autonomous learning programs. Students do not meet on a regular basis as in the regular classroom track. Instead, online I.I. students individually schedule the time of appointments and can decide or adjust the number of credit hours.

One-on-one sessions: There is no quizzes, midterm, or final exam. All sessions (called ‘ACT sessions’) are one-on-one sessions with the instructor. Students are expected to be fully prepared for the content of each individual session (15 mins long) which is described in the syllabus. During the 15 minute-appointment session with the instructor, your self-study and self-learning will be evaluated by the instructor through various activities such as dialog performance, role play, or questions/answers. Therefore, it is critical for you to do autonomous learning in a disciplined and responsible way, using the given material and following the guidelines. For each ACT session, your performance will be graded on a scale of 0 to 4.0 (See the ‘Grading’ section for grading policy.)

Step 1: Check the content of the ACT session(s) provided in the [Assignment List](#) (available on Carmen)

Step 2: Make appointments online at <https://iilc.as.me/schedule.php>

Step 3: SELF-STUDY at least 2 hours for each ACT session using the textbook, study guide (available on Carmen) and the audio files.

Step 4: Show up for the 15-minute appointment.

Flexible credit: You can choose the number of credit hours according to your needs and learning pace. You can take more than one course within the same school term (e.g., taking Korean 1101.61 and Korean 1102.61 in a single semester) or you can take 1, 2, 3, or 4 (or 5) credits per course. It is also possible to take one course and part of the following course (e.g., 4 cr hrs of Korean 1101.61 and 1, 2, or 3 cr hrs of Korean 1102.61). You may change (increase or decrease) the number of enrolled credit hours before/during the 10th week in the term. Therefore, if you intend to decrease the number of credit hours and get a refund from the Registrar, be sure to meet the University's deadlines for full or partial course refunds.

GE Information (Korean 1101.61, 1102.61, 1103.61)

GE Category: World Languages

Course learning outcomes

By the end of this course, students should successfully be able to do the following:

KOREAN 1101.61

- Understanding the basic phonetic system of Korean and producing Korean sounds accurately.
- Getting familiar with reading and writing *Hangul*, the Korean Alphabet.
- Being able to perform basic communicative functions such as exchanging greetings, introducing oneself, expressing appreciation, and making apologies.
- Getting familiar with culturally appropriate manners/behaviors involved in language use.

KOREAN 1102.61

- Understanding and producing basic communicative exchanges in Korean
- Reading and writing simple texts such as describing one's daily life, self-introduction, and weekend activities.
- Being able to perform basic communicative functions such as asking for directions, talking about past or future events, and introducing one's neighborhood.
- Getting familiar with culturally appropriate manners/behaviors involved in language use.

KOREAN 1103.61

- Understanding and producing basic communicative exchanges in Korean
- Reading and writing paragraph-level texts and writing verb/adjective conjugations accurately.
- Being able to perform basic communicative functions such as expressing one's intention, making a polite request, providing reasons, taking taxis, purchasing items, ordering food, and talking about one's hobbies.
- Getting familiar with culturally appropriate manners/behaviors involved in language use.

General Education goals and expected learning outcomes

As part of the World Languages category of the General Education curriculum, this course is designed to prepare students to be able to do the following.

Goals for World Languages

GOAL 1: LANGUAGE USED IN CULTURALLY APPROPRIATE WAYS

Successful students will demonstrate linguistic and cultural competence by accomplishing real-world communicative tasks in culturally appropriate ways in a language other than their first language.

GOAL 2: CULTURE AND INTERCULTURAL COMPETENCE

Successful students will demonstrate knowledge of target culture(s) and attitudes on cultural diversity reflective of an interculturally competent global citizen.

Expected Learning Outcomes

Successful students are able to...

1.1 achieve *interpersonal communication*, by initiating and sustaining meaningful spoken and/or written communication in culturally appropriate ways with users of the target language while actively negotiating meaning to ensure mutual comprehension.

1.2. achieve *interpretive listening/viewing and/or reading*, by comprehending the main idea and relevant details of a variety of texts (live, recorded, written) in a language other than their first language.

1.3 achieve *presentational speaking/ signing and/or writing*, by delivering live, recorded, and/or written presentations in a language other than their first language for varied purposes using information, ideas, and viewpoints on a variety of topics.

2.1 demonstrate familiarity with the products, practices, and perspectives (the 3 P's) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals.

2.2 identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

All courses of online Korean Individualized Instruction strive to meet these GE outcomes by (1) taking an integrated approach that incorporates four language skills and three modes of communication (interpretive, interpersonal, and presentational) and (2) providing tasks and activities that simulate real-life situations.

2. HOW THESE ONLINE COURSES WORK

Course Outline

Korean Individualized Instruction (I.I.) is an individually paced SELF-STUDY program. While the I.I. program shares the same content and goals of regular Korean classes, students do not meet on a regular basis as in the regular classroom track. Instead, I.I. students individually schedule the time of appointments and can decide or adjust the number of credit hours. Students are expected to be fully

prepared for the content of each individual session which is described in the syllabus. During the 15 minute-appointment session with the instructor, your self-study and self-learning will be evaluated by the instructor through various activities such as dialog performance, role play or questions/answers. Therefore, it is critical for a student to do autonomous learning in a disciplined and responsible way, using the given material and following the guidelines.

Step 1: Check the content of the ACT session(s) provided in the Assignment List (available on Carmen)

Step 2: Make appointments online at <https://iilc.as.me/schedule.php>

Step 3: SELF-STUDY at least 2 hours for each ACT session using the textbook, study guide (available on Carmen) and the audio files.

Step 4: Show up for the 15-minute appointment.

Self-Study Guideline

(1) ACT sessions (Required, a 15 min appointment for each ACT number)

Korean 1101.51~1103.51 are variable 4 credit hour courses, and Korean 2102.51~4102.51 are variable 5 credit hour courses. You may take one to four (or five for 2102.51~4102.51) credits suiting your pace and need. There are assigned ACT sessions to fulfill each credit. **Each ACT session requires you to schedule a 15-minute appointment** with the instructor. The content of each session is provided in the syllabus. Check and self-study the content of each session before the appointment. ACT sessions are conducted entirely in Korean. During the session, you are expected to demonstrate your self-learned knowledge to the instructor. For example, if ACT session #5 involves memorization of Lesson 1 Conversation 1 and vocabulary/expressions, you will be (1) performing the dialog during the session and (2) will be checked on your understanding of new vocabulary/expressions. In order to successfully perform the assigned dialog, you will need to listen to the dialog, and study vocabulary and grammar thoroughly. An

I.I. instructor's role is to check on your self-study (not to teach you any new material). The instructor will grade your performance and correct your mistakes or errors.

(2) FACT sessions (Optional)

You can make appointments to ask questions in English regarding grammar or any areas or content that you have difficulties in. FACT sessions are not counted for credits but serve as clinic sessions to answer any questions that you might have. **Only one FACT session is permitted per credit hour. Unused FACT sessions do not roll over to the next credit hour.**

(3) Workbook Assignments

First, complete your homework on your own (using a pencil or pen) and then check the answer key (available at Carmen) and make corrections using a colored pen. If there is no incorrect answer, please make some check marks here and there using a color pen (to show that you have checked the answer key). Minus points will be given for incomplete parts. Your score will also likely be affected by extremely illegible parts.

Making Appointments

(1) Korean I.I. On-line Scheduling System Address: <https://iilc.as.me/schedule.php>

You can schedule your appointments only two weeks in advance.

(2) Procedures

Go to <https://iilc.as.me/schedule.php>

Choose an appointment: Click on “Korean” and choose one of your instructors. Select a time and click “Continue”.

Your information: Enter your First & Last name and your OSU email address. **You MUST use your OSU email address.** Click “Complete Appointment”.

Confirmation: You will see the confirmation page where you can cancel/reschedule your appointment and register an account. **You MUST register if you want to edit your appointments.**

(3) Number of Appointments

The maximum number of appointments students can make is **2 sessions per day and 5 sessions per week, and 1 walk-in.** DO NOT claim more than 2 sessions per day and 5 sessions per week online. The number of your scheduled appointments will be counted every day and will be penalized* for exceeding the maximum number of appointments.

It is important to note that **DO NOT claim appointments after you complete your credit hours.** Once you finish your work, your account will be deleted.

***Penalty: Overbooked appointments will be deleted, and you will not be allowed to schedule any appointments for 5 days.**

(4) Cancelling Appointments and No-Show Policy

If you cancel your appointment **24 hours prior to the appointment**, no penalty will be given. If you do not show up to the appointment, you will be penalized for 5 days. Since there are limited hours for I.I. sessions, it is important for you not to waste appointment time so that all the I.I. students can fulfill their credit hours.

Penalty begins with 1st No-Show.

NO-SHOW policy: Should you fail to show up for an appointment, this will be recorded as a No-show. A “no-show” means that you either, (a) did not show up for a scheduled appointment, (b) failed to cancel a scheduled appointment at least 6 hours prior to the appointment, or (c) show up 5 or more minutes late for an appointment. On your first and all subsequent no-shows, you will be penalized for missing your session. The penalty lasts for 5 days. During the penalty period, the scheduled appointments will be deleted, and you are not allowed to make any appointments including walk-ins. Once you get penalized, you will receive an email regarding your penalty period. Make sure you read the email.

The penalty period is counted in 24-hour increments – check your account early in the morning of the last day of your penalty. For example, a penalty is imposed at 3 pm on 9/24 → it lasts until 2:49 pm on 9/29 → appointments (if scheduled already) from 3 pm on 9/29 become valid when the penalty is lifted.

(5) Re-Do Session

If your initial performance is below 2.5 points out of 4, no grade will be recorded for that session and you will be asked to repeat that stage the next time you come in. **In the redo session, however, no matter what grade you get, that grade will be recorded as the final grade for the stage.** Once a grade is recorded for an ACT session, it is the final grade for that ACT session. **Only one Re-Do session is permitted per credit hour. Unused Re-Do sessions do not roll over to the next credit hour.**

Scheduling Tips

- (1) Plan your appointments wisely and do not put them off. Some students procrastinate until the last minute, and they end up reducing the number of credits they originally registered.
- (2) Schedule as many appointments as possible at the beginning of the semester. Usually, toward the end of the semester, students try to make more appointments to finish up the assigned ACT sessions.
- (3) All ACT sessions must be completed by the last day of classes. No appointments are available after this date.
- (4) Do not schedule more than 2 appointments per day and 5 appointments per week. Your number of scheduled appointments will be counted every day, and if a violation is observed, the exceeding appointment will be canceled and you will be penalized for 5 days.
- (5) Walk-in sessions
If you have already made 5 appointments for the week but still would like to schedule more appointments, you may have walk-in session(s). If there is any appointment session that has not been taken by anybody until the time of the appointment, you may ask the instructor to use the appointment slot as your walk-in session.

Credit/Credit Adjustment (“Contract Week”)

You may change (increase or decrease) the number of enrolled credit hours before/during the 10th week in the term. Therefore, if you intend to decrease the number of credit hours and get a refund from the Registrar, be sure to meet the University’s deadlines for full or partial course refunds. The last day for credit adjustment is XXXX.

In order to **decrease** your credit hours, please follow the instruction below:

- (1) Fill out the Credit Adjustment form (available on Carmen).
- (2) Email the form to the head instructor (kang-parker.1@osu.edu) for her signature.
- (3) Forward the signed form to your advisor. (If you are a graduate student, submit it to Graduate School.)
- (4) Check your Student Center (at buckeyelink) to make sure the credit hours are adjusted correctly.

In order to **increase your credit hours, please email the head instructor first before you fill out the form. The registration office will not allow students to add a new course after the second week of the semester unless you pay a \$100 late fee. Be sure to add a new course if you want to before week 2.**

3. COURSE MATERIALS AND TECHNOLOGIES

Required Textbook(s) & Learning Materials

Required textbooks will vary depending on the number of registered credit hours for each course. Please see the ‘7. Course Schedule’ (assignment list) before purchasing your textbooks.

Korean 1101.61 (available at OSU Barns & Noble)

- (1) Integrated Korean: Beginning 1 (3rd edition) by Cho et al.(2019)
University of Hawai’i Press.
- (2) Integrated Korean Workbook: Beginning 1 (3rd edition) by Park et al. (2019).
University of Hawai’i Press.

Online Materials.

- Go to <http://www.kleartextbook.com/>
- Click 'students'-textbooks audio
- Click [Beginning 1 Textbook Audio Files \(Third Edition\)](#) & [Beginning 1 Workbook Audio Files \(Third Edition\)](#)
 - o Listen to new words and dialogs, and repeat after the speaker as many times as possible.

Pronunciation and intonation are part of the evaluation.

Assignments for Korean 1101.61 (a total of 48 sessions for 4 credits)

Credit 1	ACT#0.1~ACT#0.12 (Korean Alphabet [12 sessions])
Credit 2	ACT#1.1~1.7 & ACT#2.1~2.6 (Lesson 1 & Lesson 2 [13 sessions])
Credit 3	ACT#3.1~3.7 & ACT#4.1~4.4 (Lesson 3 & Lesson 4 [11 sessions])
Credit 4	ACT#4.5~4.8 & ACT#5.1~5.8 (Lesson 4 & Lesson 5 [12 sessions])

Korean 1102.61 (available at OSU Barns & Noble)

- (1) Integrated Korean: Beginning 1 (3rd edition) by Cho et al. (2019).
University of Hawai'i Press.
- (2) Integrated Korean Workbook: Beginning 1 (3rd edition) by Park et al. (2019).
University of Hawai'i Press.
- (3) Integrated Korean: Beginning 2 (3rd edition) by Cho et al. (2019).
University of Hawai'i Press.
- (4) Integrated Korean: Beginning 2 Workbook (3rd edition) by Park et al. (2019).
University of Hawaii Press.

Online Materials.

- Go to <http://www.kleartextbook.com/>
- Click 'students'-textbooks audio
- Click [Beginning 1 Textbook Audio Files \(Second Edition\)](#) & [Beginning 1 Workbook Audio Files \(Second Edition\)](#)
 - o Listen to new words and dialogs, and repeat after the speaker as many times as possible. Pronunciation and intonation are part of the evaluation.

Assignments for Korean 1102.61 (a total of 42 sessions for 4 credits)

Credit 1	ACT#6.1~6.8 & ACT#7.1-7.3 (11 sessions)
Credit 2	ACT#7.4~7.8 & ACT# 8.1~8.6 (11 sessions)
Credit 3	ACT#8.7~8.9 & ACT#9.1~9.8 (11 sessions)
Credit 4	ACT#10.1~10.9 (9 sessions)

Korean 1103.61 (available at OSU Barns & Noble)

- (1) Integrated Korean: Beginning 2 (3rd edition) by Cho et al. (2019).
University of Hawai'i Press.
- (2) Integrated Korean: Beginning 2 Workbook (3rd edition) by Park et al. (2019).
University of Hawaii Press.

Online Materials.

- Go to <http://www.kleartextbook.com/>

- Click 'students'-textbooks audio
- Click [Beginning 2 Textbook Audio Files \(Second Edition\)](#) & [Beginning 2 Workbook Audio Files \(Second Edition\)](#)
 - o Listen to new words and dialogs, and repeat after the speaker as many times as possible. Pronunciation and intonation are part of the evaluation.

<p>Assignments for Korean 1103.61 (a total of 36 sessions for 4 credits)</p> <p>Credit 1 ACT#11.1~11.7 & ACT#12.1~12.2 (9 sessions)</p> <p>Credit 2 ACT#12.3~12.8 & ACT#13.1~13.3 (9 sessions)</p> <p>Credit 3 ACT#13.4~13.7 & ACT#14.1~14.5 (9 sessions)</p> <p>Credit 4 ACT#14.6~14.7 & ACT#15.1~15.7 (9 sessions)</p>

Course Technology

(1) Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

Self-Service and Chat support: ocio.osu.edu/help

Phone: 614-688-4357(HELP)

Email: servicedesk@osu.edu

TDD: 614-688-8743

(2) Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- Carmen Zoom virtual meetings (go.osu.edu/zoom-meetings)

(3) Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with a high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

(4) Required software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

(5) Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).

-Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

-Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

4. GRADING AND FACULTY RESPONSE

How your grade is calculated

The course grades will be determined solely on the basis of your Daily Grade scores. There are no exams and quizzes.

According to your own pace, you have the option to add or drop credits until the end of the Credit Adjustment week (**You may not receive an Incomplete as your course grade**). If you fail to finish all the requirements, a course grade of “E” will be given.

Your final grades are based solely on **your performance during your ACT sessions**. (No mid-term or final exams.) For each ACT session, your performance will be graded on a scale of 0 to 4.0 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 <i>is</i> s/he trying to say?"). Repair requires multiple, often repeated, corrections 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.
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Your grade for each ACT session is based on the average of the following grades:

- (1) **Performance of memorized dialog** (when there is an assigned dialog)
- (2) **Your ability to apply the material** you learned to new contexts as directed by your instructor. Study the content of each ACT (e.g., vocabulary, grammar, tasks, etc.) thoroughly.
- (3) **Your written assignment** (when there is any written assignment).
- (4) If your initial performance is below 2.5 points out of 4, no grade will be recorded for that session and you will be asked to repeat that stage the next time you come in. **In the redo session, however, no matter what grade you get, that grade will be recorded as the final grade for the stage.** Once a grade is recorded for an ACT session, it is final – you may not redo it.

Grading scale

100-93.0	A	89.9-87.0	B+	79.9-77.0	C+	69.9-67	D+
92.9-90.0	A-	86.9-83.0	B	76.9-73.0	C	66.9-60	D
		82.9-80.0	B-	72.9-70.0	C-	59.9-0	E

Please note: Carmen Canvas, OSU’s grading and class management software, does not round fractions up. Please take that into account in computing grades. We do not manually round up grades.

Instructor feedback and response time

-Check Carmen (OSU’s Web-based course management system) for your grade.

www.carmen.osu.edu

-Grading and feedback: You can generally expect Daily Grade scores and other feedback within **3 business days**.

-The instructors make every effort to reply to e-mails within **24 hours on days when class is in session at the university**.

-**OSU E-mail Account** Email messages will be sent to your OSU email address. Check your OSU email account regularly.

5. OTHER COURSE POLICIES

Technical help

You can call **614-688-4357(HELP)** at any time if you have a technical problem.)

Academic integrity

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 <http://studentlife.osu.edu/csc/>.

If any of the I.I. instructors suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the I.I. head instructor.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for undergraduate students such as academic advising and degree audit are available here: <http://advising.osu.edu>. Graduate students should contact their respective department's graduate advising.

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgment can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious, or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

6. ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

7. COURSE SCHEDULE

Important dates

- (1) **First appointment (ACT) should be done by week 3.**
- (2) **Adding a new course:** adding a new course **after the second week of the semester** will result in a late \$100 fee per course added.
- (3) **Credit adjustment:** You may change the number of enrolled credit hours **before/during the 10th week** in the term.
- (4) **Last day of session:** The last day of regularly scheduled classes.

General progression of credit hours and ACT sessions

Korean 1101.61 (a total of 48 sessions for 4 credits)

- Credit 1 ACT#0.1~ACT#0.12 (Korean Alphabet [12 sessions])
 Credit 2 ACT#1.1~1.7 & ACT#2.1~2.6 (Lesson 1 & Lesson 2 [13 sessions])
 Credit 3 ACT#3.1~3.7 & ACT#4.1~4.4 (Lesson 3 & Lesson 4 [11 sessions])
 Credit 4 ACT#4.5~4.8 & ACT#5.1~5.8 (Lesson 4 & Lesson 5 [12 sessions])

Korean 1102.61 (a total of 42 sessions for 4 credits)

- Credit 1 ACT#6.1~6.8 & ACT#7.1-7.3 (11 sessions)
 Credit 2 ACT#7.4~7.8 & ACT# 8.1~8.6 (11 sessions)
 Credit 3 ACT#8.7~8.9 & ACT#9.1~9.8 (11 sessions)
 Credit 4 ACT#10.1~10.9 (9 sessions)

Korean 1103.61 (a total of 36 sessions for 4 credits)

- Credit 1 ACT#11.1~11.7 & ACT#12.1~12.2 (9 sessions)
 Credit 2 ACT#12.3~12.8 & ACT#13.1~13.3 (9 sessions)
 Credit 3 ACT#13.4~13.7 & ACT#14.1~14.5 (9 sessions)
 Credit 4 ACT#14.6~14.7 & ACT#15.1~15.7 (9 sessions)

**Korean Individualized Instruction (I.I.)
Spring 2022**

Department of East Asian Languages and Literatures (DEALL)
The Ohio State University

Call numbers

1101.51	13763	2102.51	20850
1102.51	13764	4101.51	13766
1103.51	13765	4102.51	13767

Course Credits:

Variable (1-4 credits for 1101.51~1103.51; 1-5 credits for 2102.51, 4101.51~ 4102.51)

Classroom: 120F & 120K Hagerty Hall (Individualized Language Learning Center, Tel: 292-7060)

Hours: See the online scheduling website: <https://iilc.as.me/schedule.php>

Faculty Supervisor: Danielle O. Pyun pyun.7@osu.edu

Head Instructor: Hyun Jin Lee-Miller lee-miller.1@osu.edu
(Please send your inquires to the head instructor.)

Instructors: Yonsoo Kang-Parker kang-parker.1@osu.edu
Seo-Jin Yang yang.3170@osu.edu
Perry Miller miller.2449@osu.edu
Esther Yoon yoon.520@osu.edu

Course Description

Korean individualized instruction courses are designed to help students build communication skills in the Korean language. Through an integrated work of listening, speaking, reading and writing, these courses aim to provide a solid foundation in the beginning level Korean. Particular emphasis will be placed on the ability to use Korean in a real-life-like situation or task with culturally appropriate and acceptable manners. Students are expected to actively participate in communicative exchanges with the instructor as well as be well prepared for the content of each session.

GEC Information (Korean 1101.51 ~ 1103.51)

GEC Category 1. Skills: C. Foreign Language

General Goals/Rationale:

Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.

Expected Learning Outcomes:

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.

2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students compare and contrast the cultures and communities of the language that they are studying with their own. OSU Korean language courses are designed to develop students' communicative skills in Korean and broaden students' understanding of ethnic, cultural, social and economic life of the Korean people, with the purpose of helping students meet and cope with the changes and needs of the globalized world.

Grading Scheme (OSU standard scheme)

100-93.0	A	89.9-87.0	B+	79.9-77.0	C+	69.9-67	D+
92.9-90.0	A-	86.9-83.0	B	76.9-73.0	C	66.9-60	D
		82.9-80.0	B-	72.9-70.0	C-	59.9-0	E

Please note: Carmen Canvas, OSU’s grading and class management software, does not round fractions up. Please take that into account in computing grades. We do not manually round up grades.

Important Dates and Information

- (1) **OSU E-mail Account** Email messages will be sent to your OSU email address. Check your OSU email account regularly.
- (2) **Check Carmen** (OSU’s Web-based course management system) for your grade.
www.carmen.osu.edu
- (3) **First appointment (ACT) should be done by week 3 (Jan. 28, Friday).**
- (4) **Adding a new course:** adding a new course **after the second week of the semester** will result in a late \$100 fee per course added.
- (5) **Credit adjustment:** You may change the number of enrolled credit hours **before/during the 10th week** in the term (the last day for credit adjustment is **March 25, Friday**).
- (6) **Last day of session:** The last day of regularly scheduled classes (**Apr. 25, Monday**)
- (7) **Dates for school closing (NO I.I. sessions offered):**
 Martin Luther King Day (**Jan. 17, Monday**)
 Spring Break (**March 14-18, Monday-Friday**)

Required Textbook(s) & Learning Materials

****required textbooks will vary depend on the number of registered credit hour for each course. Please see assignment list before purchasing your textbooks.**

Korean 1101.51 (available at OSU Barns & Noble)

- (1) Integrated Korean: Beginning 1 (3rd edition) by Cho et al.(2019)
University of Hawai’i Press.
- (2) Integrated Korean Workbook: Beginning 1 (3rd edition) by Park et al. (2019).
University of Hwai’i Press.

Online Materials.

- Go to <http://www.kleartextbook.com/>
- Click ‘students’-textbooks audio
- Click [Beginning 1 Textbook Audio Files \(Third Edition\)](#) & [Beginning 1 Workbook Audio Files \(Third Edition\)](#)
 - o Listen to new words and dialogs, and repeat after the speaker as many time as possible.

Pronunciation and intonation are part of the evaluation.

Korean 1102.51 (available at OSU Barns & Noble)

- (1) Integrated Korean: Beginning 1 (3rd edition) by Cho et al. (2019).
University of Hawai'i Press.
- (2) Integrated Korean Workbook: Beginning 1 (3rd edition) by Park et al. (2019).
University of Hawai'i Press.
- (3) Integrated Korean: Beginning 2 (3rd edition) by Cho et al. (2019).
University of Hawai'i Press.
- (4) Integrated Korean: Beginning 2 Workbook (3rd edition) by Park et al. (2019).
University of Hawaii Press.

Online Materials.

- Go to <http://www.kleartextbook.com/>
- Click 'students'-textbooks audio
- Click [Beginning 1 Textbook Audio Files \(Second Edition\)](#) & [Beginning 1 Workbook Audio Files \(Second Edition\)](#)
- Listen to new words and dialogs, and repeat after the speaker as many time as possible. Pronunciation and intonation are part of the evaluation.

Korean 1103.51 (available at OSU Barns & Noble)

- (1) Integrated Korean: Beginning 2 (3rd edition) by Cho et al. (2019).
University of Hawai'i Press.
- (2) Integrated Korean: Beginning 2 Workbook (3rd edition) by Park et al. (2019).
University of Hawaii Press.

Online Materials.

- Go to <http://www.kleartextbook.com/>
- Click 'students'-textbooks audio
- Click [Beginning 2 Textbook Audio Files \(Second Edition\)](#) & [Beginning 2 Workbook Audio Files \(Second Edition\)](#)
- Listen to new words and dialogs, and repeat after the speaker as many time as possible. Pronunciation and intonation are part of the evaluation.

Korean 2102.51 (1~5 credit hours; textbooks available at OSU Barns & Noble)

- (1) Integrated Korean: Intermediate 1 (3rd edition) by Cho et al. (2020).
University of Hawai'i Press.
- (2) Integrated Korean: Intermediate 1 Workbook (3rd edition) by Park et al. (2020).
University of Hawaii Press.

Online Materials.

- Go to <http://www.kleartextbook.com/>
- Click 'students'-textbooks audio
- Click [Intermediate 1 Textbook Audio Files \(Second Edition\)](#) & [Intermediate 1 Workbook Audio Files \(Second Edition\)](#)
- Listen to new words and dialogs, and repeat after the speaker as many time as possible. Pronunciation and intonation are part of the evaluation.

Korean 4101.51 (1~5 credit hours)

- (1) Integrated Korean: Intermediate 2 by Cho et al. (2000). Lessons 13, 14 & 15
University of Hawaii Press. (available on Carmen)
- (2) Integrated Korean: Intermediate 2 Workbook Lessons 13, 14 & 15.
University of Hawaii (available on Carmen)
- (3) Online Intermediate College Korean Lesson 1 to Lesson 6
available at <http://www.language.berkeley.edu/korean/10/>
- (4) Korean Reader for Chinese Characters by Choon-Hak Cho et al. University of Hawaii
Press. (available at OSU Barns&Noble)
- (5) Self-study References (available on Carmen)

Korean 4102.51 (1~5 credit hours)

- (1) Online Intermediate College Korean Lesson 7 to Lesson 24
available at <http://www.language.berkeley.edu/korean/10/>
- (2) Korean Reader for Chinese Characters by Choon-Hak Cho et al. University of Hawaii
Press. (available at OSU Barns&Noble)
- (3) Self-study References (available at Carmen)

How to Prepare for Korean I.I.

1. Course Outline

Korean Individualized Instruction (I.I.) is an individually paced SELF-STUDY program. While the I.I. program shares the same content and goals of regular Korean classes, students do not meet on a regular basis as in the regular classroom track. Instead, I.I. students individually schedule the time of appointments and can decide or adjust the number of credit hours. Students are expected to be fully prepared for the content of each individual session which is described in the syllabus. During the 15 minute-appointment session with the instructor, your self-study and self-learning will be evaluated by the instructor through various activities such as dialog performance, role play or questions/answers. Therefore, it is critical for a student to do autonomous learning in a disciplined and responsible way, using the given material and following the guidelines.

- Step 1: Check the content of the ACT session(s) provided in the Assignment List (available on Carmen)
- Step 2: Make appointments online at <https://iilc.as.me/schedule.php>
- Step 3: SELF-STUDY at least 2 hours for each ACT session using the textbook, study guide (available on Carmen) and the audio files.
- Step 4: Show up for the 15 minute appointment.

2. Self-Study Guideline

(1) ACT sessions (Required, a 15 min appointment for each ACT number)

Korean 1101.51~1103.51 are variable 4 credit hour courses, and Korean 2102.51~4102.51 are variable 5 credit hour courses. You may take one to four (or five for 2102.51~4102.51) credits suiting your pace and need. There are assigned ACT sessions to fulfill each credit. **Each ACT session requires you to schedule a 15-minute appointment** with the instructor. The content of each session is provided in the syllabus. Check and self-study the content of each session before the appointment. ACT sessions are conducted entirely in Korean. During the session, you are expected to demonstrate your self-learned knowledge to the instructor. For example, if ACT session #5 involves memorization of Lesson 1 Conversation 1 and vocabulary/expressions, you will be (1) performing the dialog during the session and (2) will be checked on your understanding of new vocabulary/expressions. In order to successfully perform the assigned

dialog, you will need to listen to the dialog, and study vocabulary and grammar thoroughly. An I.I. instructor's role is to check on your self-study (not to teach you any new material). The instructor will grade your performance and correct your mistakes or errors.

(2) FACT sessions (Optional)

You can make appointments to ask questions in English regarding grammar or any areas or content that you have difficulties in. FACT sessions are not counted for credits, but serve as clinic sessions to answer any questions that you might have. **Only one FACT session is permitted per each credit hour. Unused FACT sessions do not rollover to the next credit hour.**

(3) Workbook Assignments

First, complete your homework on your own (using a pencil or pen) and then check the answer key (available at Carmen) and make corrections using a color pen. If there is no incorrect answer, please make some check marks here and there using a color pen (to show that you have checked the answer key). Minus points will be given for incomplete parts. Your score will also likely be affected by extremely illegible parts.

3. Making Appointments

(1) Korean I.I. On-line Scheduling System Address: <https://iilc.as.me/schedule.php>

You can schedule your appointments only two weeks in advance.

(2) Procedures

Go to <https://iilc.as.me/schedule.php>

1. Choose an appointment: Click on "Korean" and choose one of your instructors. Select a time and click "Continue".
2. Your information: Enter your First & Last name and your OSU email address. **You MUST use your osu email address.** Click "Complete Appointment".
3. Confirmation: You will see the confirmation page where you can cancel/reschedule your appointment and register an account. **You MUST register if you want to edit your appointments.**

(3) Number of Appointments

The maximum number of appointments students can make is **2 sessions per day and 5 sessions per week, and 1 walk-in.** DO NOT claim more than 2 sessions per day and 5 sessions per week online. The number of your scheduled appointments will be counted everyday, and will be penalized* for exceeding the maximum number of appointments.

It is important to note that **DO NOT claim appointments after you complete your credit hours.** Once you finish your work, your account will be deleted.

***Penalty: Overbooked appointments will be deleted, and you will not be allowed to schedule any appointments for 5 days.**

(4) Cancelling Appointments and No-Show Policy

If you cancel your appointment **24 hours prior to the appointment**, no penalty will be given. If you do not show up to the appointment, you will be penalized for 5 days. Since there are limited hours for I.I. sessions, it is important for you not to waste appointment time so that all the I.I. students can fulfill their credit hours.

► **Penalty begins with 1st No-Show.**

NO-SHOW policy: Should you fail to show up for an appointment, this will be recorded as a No-show. A “no-show” means that you either, (a) did not show up for a scheduled appointment, (b) failed to cancel a scheduled appointment at least 6 hours prior to the appointment, (c) show up 5 or more minutes late for an appointment. On your first and all subsequent no-shows, you will be penalized for missing your session. The penalty lasts for 5 days. During the penalty period, the scheduled appointments will be deleted, and you are not allowed to make any appointments including walk-ins. Once you get penalized, you will receive an email regarding your penalty period. Make sure you read the email.

Penalty period is counted in 24 hour increment – check your account early in the morning of the last day of your penalty. For example, penalty is imposed at 3 pm on 9/24 → it lasts until 2:49 pm on 9/29 → appointments (if scheduled already) from 3 pm on 9/29 become valid when the penalty is lifted.

(5) Re-Do Session

If your initial performance is below 2.5 points out of 4, no grade will be recorded for that session and you will be asked to repeat that stage the next time you come in. **In redo session, however, no matter what grade you get, that grade will be recorded as the final grade for the stage.** Once a grade is recorded for an ACT session, it is final grade for that ACT session. **Only one Re-Do session is permitted per each credit hour. Unused Re-Do sessions do not rollover to the next credit hour.**

4. Scheduling Tips

- (1) Plan your appointments wisely and do not put off. Some students procrastinate until the last minute, and they end up with reducing the number of credits they originally registered.
- (2) Schedule as many appointments as possible in the beginning of the semester. Usually toward the end of the semester, students try to make more appointments to finish up the assigned ACT sessions.
- (3) All ACT sessions must be completed by the last day of classes. No appointments are available after this date.
- (4) Do not schedule more than 2 appointments per day and 5 appointments per week. Your number of scheduled appointments will be counted everyday, and if a violation is observed, the exceeding appointment will be canceled and you will be penalized for 5 days.
- (5) Walk-in sessions

If you have already made 5 appointments for the week but still would like to schedule more appointments, you may have walk-in session(s). If there is any appointment session that has not been taken by anybody until the time of the appointment, you may ask the instructor to use the appointment slot as your walk-in session.

5. Grading

According to your own pace, you have the option to add or drop credits until the end of the Credit Adjustment week (**You may not receive an Incomplete as your course grade**). If you fail to finish all the requirements, a course grade of “E” will be given.

Your final grades are based solely on **your performance during your ACT sessions**. (No mid-term or final exams.) For each ACT session, your performance will be graded on a scale of 0 to 4.0 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 <i>is</i> 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.

Your grade for each ACT session is based on the average of the following grades:

- (1) **Performance of memorized dialog** (when there is an assigned dialog)
- (2) **Your ability to apply the material** you learned to new contexts as directed by your instructor. Study the content of each ACT (e.g., vocabulary, grammar, tasks, etc.) thoroughly.
- (3) **Your written assignment** (when there is any written assignment).
- (4) If your initial performance is below 2.5 points out of 4, no grade will be recorded for that session and you will be asked to repeat that stage the next time you come in. **In redo session, however, no matter what grade you get, that grade will be recorded as the final grade for the stage.** Once a grade is recorded for an ACT session, it is final – you may not redo it.

6. Credit/Credit Adjustment ('Contract Week')

You may change (increase or decrease) the number of enrolled credit hours before/during the 10th week in the term. Therefore, if you intend to decrease the number of credit hours and get a refund from the Registrar, be sure to meet the University's deadlines for full or partial course refunds. The last day for credit adjustment is **March 25, Friday**.

In order to **decrease** your credit hours, please follow the instruction below:

1. Fill out the Credit Adjustment form (available on Carmen).
2. Email the form to the head-instructor (lee-miller.1@osu.edu) for her signature.
3. Forward the signed form to your advisor. (If you are a graduate student, submit it to Graduate School.)
4. Check your Student Center (at buckeyelink) to make sure the credit hours are adjusted correctly.

In order to **increase** your credit hours, please email the head-instructor first before you fill out the form.

► **The registration office will not allow students to add a new course after the second week of the semester unless you pay a \$100 late fee. Be sure to add a new course if you want to before the week 2.**

7. Learning objectives and Assignments (K1101.51~ 1103.51)

Learning Objectives for K1101.51

1. Understanding the basic phonetic system of Korean and producing Korean sounds accurately.
2. Getting familiar with reading and writing *Hangul*, the Korean Alphabet.
3. Being able to perform basic communicative functions such as greetings, self-introduction, appreciation and apologies.
4. Getting familiar with culturally appropriate manners/behaviors involved in the language use.

Assignments for Korean 1101.51 (a total of 48 sessions for 4 credits)

- | | |
|----------|---|
| Credit 1 | ACT#0.1~ACT#0.12 (Korean Alphabet [12 sessions]) |
| Credit 2 | ACT#1.1~1.7 & ACT#2.1~2.6 (Lesson 1 & Lesson 2 [13 sessions]) |
| Credit 3 | ACT#3.1~3.7 & ACT#4.1~4.4 (Lesson 3 & Lesson 4 [11 sessions]) |
| Credit 4 | ACT#4.5~4.8 & ACT#5.1~5.8 (Lesson 4 & Lesson 5 [12 sessions]) |

Learning Objectives for K1102.51

1. Understanding and producing basic communicative exchanges in Korean
2. Reading and writing simple texts such as describing one's daily life, self-introduction, and weekend activities.
3. Being able to perform basic communicative functions such as asking for direction, talking about past or future events and describing places.
4. Getting familiar with culturally appropriate manners/behaviors involved in the language use.

Assignments for Korean 1102.51 (a total of 42 sessions for 4 credits)

- | | |
|----------|--|
| Credit 1 | ACT#6.1~6.8 & ACT#7.1-7.3 (11 sessions) |
| Credit 2 | ACT#7.4~7.8 & ACT# 8.1~8.6 (11 sessions) |
| Credit 3 | ACT#8.7~8.9 & ACT#9.1~9.8 (11 sessions) |
| Credit 4 | ACT#10.1~10.9 (9 sessions) |

Learning Objectives for K1103.51

1. Understanding and producing basic communicative exchanges in Korean
2. Reading and writing paragraph level texts and writing verb/adjective conjugations accurately.
3. Being able to perform basic communicative functions such as expressing one's intention, polite request, providing reasons, taking taxis, purchasing items, ordering food, and talking about one's hobbies.
4. Getting familiar with culturally appropriate manners/behaviors involved in the language use.

Assignments for Korean 1103.51 (a total of 36 sessions for 4 credits)

- | | |
|----------|--|
| Credit 1 | ACT#11.1~11.7 & ACT#12.1~12.2 (9 sessions) |
| Credit 2 | ACT#12.3~12.8 & ACT#13.1~13.3 (9 sessions) |
| Credit 3 | ACT#13.4~13.7 & ACT#14.1~14.5 (9 sessions) |
| Credit 4 | ACT#14.6~14.7 & ACT#15.1~15.7 (9 sessions) |

Assignment Lists for 1101.51~ 1103.51

For each course (1101.51 to 1103.51), there is an ‘Assignment List & Self-Study Material,’(available on carmen) which describes assignments for each ACT session. You should read the content of each ACT assignment and study the content using the textbook and the audio program prior to your appointment. For example, for ACT#1.5 session, you should be able to: (1) perform (memorized) dialog (textbook page 54) and utilize the content of Lesson1 when similar contexts are provided by the instructor.

8. Learning Objectives for K2102.51

1. Understanding and producing colloquially and culturally appropriate communicative exchanges in Korean.
2. Reading and writing paragraph-level texts and writing verb/adjective conjugations accurately.
3. Being able to perform and carry out conversations / communicative functions, such as: discussing one’s hobbies, describing the weather, talking about trends and fashion, travel, living in Korea, and taking public transportation.
4. Become familiar with culturally-appropriate manners / behaviors involved in the language use.

Assignments for Korean 2102.51 (a total of 55 sessions for 5 credits)

Credit 1 ACT#16.1~16.8 & ACT#1.1-1.2 (10 sessions)

Credit 2 ACT#1.3~1.8 & ACT#2.1~2.5 (11 sessions)

Credit 3 ACT#2.6~2.8 & ACT#3.1~3.8 (11 sessions)

Credit 4 ACT#4.1~4.7 & ACT#5.1~5.5 (12 sessions)

Credit 5 ACT#5.6-5.8 & ACT#6.1~6.8 (11 sessions)

9. Assignments (K4101.51~K4102.51) 5 credit hours

Assignments for Korean 4101.51

Credit 1 ACT#1~ACT#10 [10 sessions]

Credit 2 ACT#11~ACT#20 [10 sessions]

Credit 3 ACT#21~ACT#30 [10 sessions]

Credit 4 ACT#31~ACT#39 [9 sessions]

Credit 5 ACT# 40~ACT#49 [10 sessions]

Assignments for Korean 4102.51

Credit 1 ACT#50~ACT#59 [10 sessions]

Credit 2 ACT#60~ACT#69 [10 sessions]

Credit 3 ACT#70~ACT#79 [10 sessions]

Credit 4 ACT#80~ACT#89 [10 sessions]

Credit 5 ACT#90~ACT#99 [10 sessions]

10. Other Course Policies

Health and Safety Requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes **wearing a face mask in any indoor space and maintaining a safe physical distance at all times**. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct. Therefore, students must review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

Disability Statement

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let the instructor know immediately so that they can privately discuss options. To establish reasonable accommodations, the instructor may request that you register with Student Life Disability Services. After registration, make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance

to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Interim Ohio State Title IX Coordinator, Molly Peirano, at titleix@osu.edu

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [*Academic Integrity*](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [*Designing Assessments for Students*](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.