Term Information

Effective Term   Summer 2026

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   Graduate, Undergraduate
Course Number/Catalog   5102.61
Course Title   Level Four Korean II: Individualized Instruction (Distance)
Transcript Abbreviation   Lvl 4b Korean I.I.
Course Description   As a continuation of third year Korean, this course is designed for advanced-level learners of Korean. By watching and discussing Korean films, news articles, short stories and TV series, this course aims to improve students' fluency and accuracy in speaking and writing as well as listening and reading.
Semester Credit Hours/Units   Variable: Min 1 Max 3

Offering Information

Length Of Course   14 Week, 12 Week, 8 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   No
Course Components   Lecture
Grade Roster Component   Lecture
Credit Available by Exam   No
Admission Condition Course   No
Off Campus   Never
Campus of Offering   Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites   5101.01, 3 cr hrs of 5101.51, or 3 cr hrs of 5101.61
Exclusions   5102.01 and 5102.61
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes	• Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
	• Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
	• 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.
Content Topic List	• Korean Language
Sought Concurrence	No

Attachments

• K5101.61, K5102.61 proposal - Online Korean I.I. Syllabus.docx: New course syllabus

(Syllabus. Owner: Smith,Jeremie S)

• SP25 Korean 5102 Syllabus.docx: classroom syllabus

(Syllabus. Owner: Smith,Jeremie S)

• Korean Advanced Language Course Proposals – Cover Letter.docx: Cover Letter

(Other Supporting Documentation. Owner: Smith,Jeremie S)

• Korean 5101.61 and 5102.61 reviewed.pdf: DL Cover SHeet

(Cover Letter. Owner: Smith,Jeremie S)

Comments

• Please upload DL cover sheet filled out by Bob. *(by Vankeerbergen,Bernadette Chantal on 12/18/2025 06:44 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	12/09/2025 03:40 PM	Submitted for Approval
Approved	Sieber,Patricia A	12/09/2025 04:52 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/18/2025 06:45 PM	College Approval
Submitted	Smith,Jeremie S	01/20/2026 07:57 AM	Submitted for Approval
Approved	Sieber,Patricia A	01/20/2026 08:52 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/20/2026 08:55 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	01/20/2026 08:55 AM	ASCCAO Approval

Korean Advanced Language Course Proposals – Cover Letter

The Korean language program has continued to develop an individualized instruction curriculum, that is taught in-person as well as DL. Our department policy for organizing course numbers includes using the suffixes .51 to indicate Individualized instruction in-person and .61 to indicate Individualized instruction remote. The only appreciable difference between the .51 and the .61 courses, is whether the meetings are scheduled in person in Hagerty Hall or conducted remotely over Zoom.

The program has successfully launched Korean Language Levels 1,2, and 3 in this format, which includes the following courses:

KOREAN 1101.51 Level One Korean I: Individualized Instruction (In-person)
KOREAN 1101.61 Level One Korean I: Individualized Instruction (Distance)

KOREAN 1102.51 - Level One Korean II: Individualized Instruction- (In-person)
KOREAN 1102.61 - Level One Korean II: Individualized Instruction (Distance)

KOREAN 1103.51 - Level Two Korean I: Individualized Instruction (In-person)
KOREAN 1103.61 - Level Two Korean I: Individualized Instruction (Distance)

KOREAN 2102.51 - Level Two Korean II: Individualized Instruction (In-person)
KOREAN 2102.61 - Level Two Korean II: Individualized Instruction (Distance)

KOREAN 4101.51 - Level Three Korean I: Individualized Instruction (In-person)
KOREAN 4101.61 - Level Three Korean I: Individualized Instruction (Distance)

KOREAN 4102.51 - Level Three Korean II: Individualized Instruction (In-person)
KOREAN 4102.61 - Level Three Korean II: Individualized Instruction (Distance)

These new course proposals extend this flexible format of instruction to our 4th year of Korean language instruction:

KOREAN 5101.51 - Level Four Korean I: Individualized Instruction (In-person)
KOREAN 5101.61 - Level Four Korean I: Individualized Instruction (Distance)
KOREAN 5102.51 - Level Four Korean II: Individualized Instruction (In-person)
KOREAN 5102.61 - Level Four Korean II: Individualized Instruction (Distance)

Korean Individualized Instruction (I.I.)
Autumn 2026
Distance Learning

1. Course Overview
Call numbers:

KOREAN 1101.61	**26990**	Level One Korean I: Individualized Instruction-Distance
KOREAN 1102.61	**26991**	Level One Korean II: Individualized Instruction-Distance
KOREAN 1103.61	**26992**	Level Two Korean I: Individualized Instruction-Distance
KOREAN 2102.61	**26993**	Level Two Korean II: Individualized Instruction-Distance
KOREAN 4101.61	**26994**	Level Three Korean I: Individualized Instruction-Distance
KOREAN 4102.61	**26995**	Level Three Korean II: Individualized Instruction-Distance
KOREAN 5101.61		Level Four Korean I: Individualized Instruction-Distance
KOREAN 5102.61		Level Four Korean II: Individualized Instruction-Distance

Course Credits:

Variable (1-4 credits for 1101.61~1103.61; 1-5 credits for 2102.61, 4101.61~ 4102.61; 1-3 credits for K5101.61~K5102.61)

Instructors:

Faculty supervisor: Danielle O. Pyun	Email: pyun.7@osu.edu
Head Instructor: Yonsoo Kang-Parker	**Email: kang-parker.1@osu.edu**
	(Please send your inquiries to the head instructor)
Instructor: Yeonjin Yun	Email: yun.296@osu.edu
Instructor: Perry Miller	Email: miller.2449@osu.edu
Instructor: Makayla Cherry	Email: cherry.136@osu.edu

Classroom:

The instructors' I.I. session Zoom links are in the Carmen Modules section and on the scheduling website.

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

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.

Legacy General Education (GEL) and New General Education (GEN) Information (Korean 1101.61 ~ 1103.61)

GEL Category 1. Skills: C. Foreign Language

General Goals and Objectives:
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.

GEN Category 1. Skills: C. World Language

General Goals and Objectives:
1. 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.
2. 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 Ps) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3 Ps 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).

Instructor's Feedback and Response Time

- Check Carmen (OSU's Web-based course management system) for your grade. www.carmen.osu.edu
- Grading: Daily scores for ACT sessions are generally posted within **3 business days**.
- Feedback: Verbal feedback for ACT sessions is given by the instructors at the end of each session.
- 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.

Important Dates

1. **First appointment (ACT) should be done by Week 3 (September 12, Friday).**
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 during **the 10th week** in the term (the last day for credit adjustment is **October 31, Friday**).
4. **Last day of session**: The last day of regularly scheduled classes (**December 10, Wednesday**).
5. OSU holidays (NO I.I. sessions offered):
   - Labor Day (**September 1, Monday**)
   - Autumn Break (**October 16-17, Thursday-Friday**)
   - Veterans Day (**November 11, Tuesday**)
   - Thanksgiving Break (**November 26-28, Wednesday-Friday**)

Required Textbook(s) & Learning Materials

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

Korean 1101.61 (available at OSU Barnes & Noble):

1. <u>Integrated Korean: Beginning 1</u> (3rd edition) by Cho et al.(2019) University of Hawai'i Press.
2. <u>Integrated Korean Workbook: Beginning 1</u> (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)
   - Listen to new words and dialogs and repeat after the speaker as many times as possible. Pronunciation and intonation are part of the evaluation.

Korean 1102.61 (available at OSU Barnes & Noble):

1. <u>Integrated Korean: Beginning 1</u> (3rd edition) by Cho et al. (2019). University of Hawai'i Press.
2. <u>Integrated Korean Workbook: Beginning 1</u> (3rd edition) by Park et al. (2019). University of Hawai'i Press.
3. <u>Integrated Korean: Beginning 2</u> (3rd edition) by Cho et al. (2019). University of Hawai'i Press.
4. <u>Integrated Korean: Beginning 2 Workbook</u> (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 (Second Edition) & Beginning 1 Workbook Audio Files (Second Edition)
- Listen to new words and dialogs and repeat after the speaker as many times as possible. Pronunciation and intonation are part of the evaluation.

Korean 1103.61 (available at OSU Barnes & Noble):

1. <u>Integrated Korean: Beginning 2</u> (3rd edition) by Cho et al. (2019). University of Hawai'i Press.
2. <u>Integrated Korean: Beginning 2 Workbook</u> (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 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 times as possible. Pronunciation and intonation are part of the evaluation.

Korean 2102.61 (1~5 credit hours; textbooks available at OSU Barnes & Noble):

1. <u>Integrated Korean: Intermediate 1</u> (3rd edition) by Cho et al. (2020). University of Hawai'i Press.
2. <u>Integrated Korean: Intermediate 1 Workbook</u> (3rd edition) by Park et al. (2020). University of Hawai'i 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 times as possible. Pronunciation and intonation are part of the evaluation.

Korean 4101.61 (1~5 credit hours):

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

Korean 4102.61 (1~5 credit hours):

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

Korean 5101.61 (available at OSU Barnes & Noble):

1. Integrated Korean: High Intermediate 1 by Chang et al. (2019). University of Hawai'i Press

Korean 5102.61 (available at OSU Barnes & Noble):

1. Integrated Korean: High Intermediate 1 by Chang et al. (2019). University of Hawai'i Press
2. Integrated Korean: High Intermediate 2 by Chang et al. (2019). University of Hawai'i Press

2. Course Outline and Expectations
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. Thus, the expectation is that you will 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 that I.I. students 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 <u>Assignment & Self-study materials</u> (available on Carmen)
Step 2: Make appointments online at https://iilc.as.me/schedule.php
Step 3: Self-study at least two 2 hours for each ACT session using the textbook, study guide (available on Carmen), and 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 1101.61–1103.61 are variable-credit courses offering up to 4 credit hours.
Korean 2102.61–4102.61 are variable-credit courses offering up to 5 credit hours, and
Korean 5101.61–5102.61 are variable-credit courses offering up to 3 credit hours.
You may choose the number of credit hours that best fit your pace and needs. To fulfill each credit hour, there are assigned ACT sessions, and each session requires scheduling a 15-minute appointment with the instructor. The content of each session is provided in the Assignments & Self-study Materials/Assignment List section on Carmen. 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 (1) perform all lines of Conversation 1 with your instructor and (2) demonstrate understanding of new vocabulary and expressions through application exercises. To prepare, practice the assigned dialogue with the recording, and study vocabulary and grammar thoroughly. An I.I. instructor's role is to evaluate your progress with self-study, not to teach you any new material. The instructor will grade your performance and correct errors.

(2) FACT sessions (Optional)
You can make appointments to ask questions in English regarding grammar or any content areas. FACT sessions do not count toward your credits. They are clinic sessions for discussing any questions you might have about the material. **Only one FACT session is permitted per credit hour. Unused FACT sessions do not roll over to the next credit hour.**

(3) Workbook Assignments
Complete your homework on your own (using a pencil or pen) and then check the answer key (available at Carmen). Use a different colored pen to mark any corrections. If all answers are correct, add check marks to show that you have reviewed your work using the answer key.

Before your Workbook ACT session: turn in your scanned completed workbook pages under the corresponding workbook assignment tab on Carmen. For example, for ACT # 1.7 (Workbook Session), before your scheduled appointment, upload your completed workbook pages under 1.7 on Carmen. No late homework is accepted! For full credit on homework, be thorough and write legibly. Points are deducted for incomplete or unreadable sections.

During Workbook ACT sessions: you can either a) discuss any questions about the homework, or b) if prepared, complete the next ACT session.

Making Appointments

(1) Korean I.I. On-line Scheduling System Address: https://iilc.as.me/schedule.php
You can schedule appointments up to two weeks in advance. Register for an account with your OSU email address (buckeyemail) and always log in using this account to schedule appointments.

(2) Procedures

1. Go to **https://iilc.as.me/schedule.php**
2. Choose an appointment: Click on "Korean" and choose one of your instructors. Select a time and click "Continue".
3. Your information: Enter your First & Last name and your <u>OSU email address</u>. Click "Complete Appointment".

Important! You are required to use your OSU email address for the scheduling portal, as instructors are required to send course-related communication to university email addresses.
Confirmation: You will see the confirmation page where you can cancel/reschedule your appointment and register an account. Registration is necessary in order to edit appointments.
Important! If you have not registered and logged in, and you try to reschedule, the change will not properly register in the system. This may result in you missing the actual appointment time and getting a no-show penalty. Always ensure you are logged in when creating and editing 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 any over-booking (exceeding the maximum number of appointments) will result in a penalty.*
It is important you **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: to help ensure everyone's opportunity to successfully progress through the course, I.I. maintains a strict policy on attendance and punctuality. As there are scheduling penalties for no-shows, please plan ahead: keep your appointments and be punctual.
If you cancel your appointment **24 hours prior to the appointment,** no penalty is 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.
<u>**The penalty begins with the second no-show.**</u> **Your first no-show will be excused.**
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 24 hours prior to the appointment, (c) show up 5 or more minutes late for an appointment. Starting from your second no-show and for 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, penalty is imposed at 3 pm on 9/24 → it lasts until 2:59 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. **The score you receive in the redo session is the final score for that ACT.** Once a grade is recorded for an ACT session, it is the final grade for that ACT session. **One re-do session is allowed per credit hour. Unused re-do sessions do not roll over to the next credit hour.**

(6) Walk-in Session
Students are allowed to do **one walk-in per week**. If you have already made five appointments for the week but still would like to schedule more appointments, you may have a walk-in session. If there are appointment sessions not taken by anyone before the appointment time, you may come to the appointment and ask the instructor to use the appointment slot as your walk-in session.

Scheduling Tips
(1) Plan your appointments wisely and do not put them 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 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 (Wednesday, December 4th). 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 you overbook, the excess appointments will be canceled, and you will have a five-day block on scheduling (same as the no-show penalty).
(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. 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 Friday, October 31.

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 signature.
(3) Forward the signed form to your advisor. (If you are a graduate student, submit it to Graduate School.)
(4) Confirm the adjustment using Buckeyelink's Student Center.

In order to **increase** your credit hours, please email the head instructor <u>first</u> 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 Learning Objectives and Assignments
Korean 1101.61:

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 exchanging. greetings, introducing oneself, expressing appreciation, and making apologies.
4. Getting familiar with culturally appropriate manners/behaviors involved in language use.

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

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 directions, talking about past or future events, and introducing one's neighborhood.
4. Getting familiar with culturally appropriate manners/behaviors involved in language use.

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:

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, making a 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 language use.

Assignments for Korean 1103.61 (a total of 44 sessions for 4 credits)
Credit 1   ACT#11.1~11.7 & ACT#12.1~12.5 (12 sessions)
Credit 2   ACT#12.6~12.8 & ACT#13.1~13.7 (10 sessions)
Credit 3   ACT#14.1~14.7 & ACT#15.1~15.4 (11 sessions)
Credit 4   ACT#15.5~15.7 & ACT#16.1~16.8 (11 sessions)

Korean 2102.61:

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: sharing one's free time activities, describing the weather, talking about trends and fashion, sharing one's travel experience or plan, and using public transportation.
4. Become familiar with culturally appropriate manners/behaviors involved in language use.

Assignments for Korean 2102.61 (a total of 47 sessions for 5 credits)
Credit 1   ACT#1.1~1.8 & ACT#2.1-2.2 (10 sessions)
Credit 2   ACT#2.3~2.8 & ACT#3.1~3.5 (11 sessions)
Credit 3   ACT#3.6~3.8 & ACT#4.1~4.7 (10 sessions)
Credit 4   ACT#5.1~5.8 (8 sessions)
Credit 5   ACT#6.1-6.8 (8 sessions)

Korean 4101.61:

1. Understanding and producing colloquially and culturally appropriate communicative exchanges when dealing with routine tasks and social situations.
2. Reading and writing paragraph-level texts related to one's school, work, and particular interests.
3. Being able to participate in informal and some formal conversations on topics related to school, home, and leisure activities as well as some topics related to public or community interest.
4. Become familiar with culturally appropriate manners/behaviors involved in language use.

```
Assignments for Korean 4101.61 (a total of 49 sessions for 5 credits)

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]
```

Korean 4102.61:

1. Understanding and producing colloquially and culturally appropriate communicative exchanges when dealing with the routine tasks and social situations.
2. Reading and writing paragraph-level texts related to one's school, work, particular interests, and matters of public and community interest.
3. Being able to narrate in the major time frames of past, present, and future in paragraph-length discourse.
4. Being able to participate in informal and some formal conversations on topics related to school, home, and leisure activities as well as some topics related to public interests or current events.
5. Become familiar with culturally appropriate manners/behaviors involved in language use.

```
Assignments for Korean 4102.61 (a total of 50 sessions for 5 credits)

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]
```

Korean 5101.61:

1. Understanding and producing extended, culturally appropriate discourse in various social and academic contexts in Korean.
2. Reading and writing multi-paragraph texts with accurate use of complex grammatical structures and cohesive devices.
3. Discussing and expressing opinions on abstract and current topics such as culture, social issues, media, and education.
4. Demonstrating awareness of cultural nuances and appropriate language use across different social and formal settings.

```
Assignments for Korean 5101.61 (a total of 28 sessions for 3 credits)

Credit 1    ACT#1~ACT#9     [9 sessions]
Credit 2    ACT#10~ACT#18  [9 sessions]
Credit 3    ACT#19~ACT#28  [10 sessions]
```

Korean 5102.61:

1. Understanding and producing extended, culturally appropriate discourse in various social and academic contexts in Korean.
2. Reading and writing multi-paragraph texts with accurate use of complex grammatical structures and cohesive devices.
3. Discussing and expressing opinions on abstract and current topics such as culture, social issues, media, and education.
4. Demonstrating awareness of cultural nuances and appropriate language use across different social and formal settings.

Assignments for Korean 5102.61 (a total of 28 sessions for 3 credits)

Credit 1   ACT#29~ACT#37 [9 sessions]
Credit 2   ACT#38~ACT#46 [9 sessions]
Credit 3   ACT#47~ACT#56 [10 sessions]

---

4. Grading

The course grades will be determined solely on the basis of your ACT session 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 below rubric:

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, 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.

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. **The redo is the final score for that ACT session.** 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: The Carmen Canvas gradebook does not round up decimals of scores. The I.I. program does not manually round up grades.

5. Course Technology Usage

(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 receive a free subscription to 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.

6. Other Course Information

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, 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, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of

Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.
If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Artificial Intelligence and Academic Integrity
There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Religious Accommodations
Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office.

Policy: Religious Holidays, Holy Days and Observances

Disability Statement (with Accommodations for Illness)
The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.
slds@osu.edu
https://slds.osu.edu/
098 Baker Hall, 113 W. 12th Ave

614-292-3307 phone

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

Intellectual Diversity
Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems
According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct
The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university

community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):
Online reporting form: http://civilrights.osu.edu/
Call 614-247-5838 or TTY 614-688-8605 civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:
- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Counseling and Consultation Services / 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 or someone you know are 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 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Korean 5102: Fourth Year Korean II
SP 2025
The Ohio State University

Class Number	Time	Classroom	Credit
26605 26606	Tu & Th 12:45-2:05	Journalism Bldg 143	3

Instructor:
Hyun Jin Lee-Miller (이현진)
Email: lee-miller.1@osu.edu
Office: HH 372
Office Hours: Tuesday 3:00-5:00 pm (online) or in person by appointment
Zoom link: https://osu.zoom.us/j/95742785523?pwd=OE8gaDfcx6z2w8Xvej3bt5pyU4Y5ia.1

1. Course Description

As a continuation of third year Korean, this course is designed for advanced-level learners of Korean. By watching and discussing Korean films, news articles, short stories and TV series, this course aims to improve students' fluency and accuracy in speaking and writing as well as listening and reading. Students are required to view or read the assigned material in and out of class for classroom discussion and write journals in Korean. **All classroom discussions are conducted entirely in Korean.**

2. Goals/Rationale:

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 the helping students meet and cope with the changes and needs of globalization.

3. Learning Materials:

1) Reading materials are taken from Korean textbooks, newspapers, and magazines
   - Textbooks
          Kim, Nam-Kil (2000). Modern Korean: An Intermediate Reader. Honolulu:
               University of Hawaii Press.
          Sohn, H., & Lee, E. (2003). Integrated Korean: Advanced Intermediate 1.
               Honolulu: University of Hawai'i Press
          조항록, 김은경, & 김경희 (2019). 문화가 있는 한국어 읽기 3.
               상명대학교 국제언어문화교육원 교재 개발팀
          조항록, 김은경, & 김경희 (2019). 문화가 있는 한국어 읽기 4.
               상명대학교 국제언어문화교육원 교재 개발팀
   - Newspaper columns

2) Video Materials:
   Korean TV soap operas, movies, animated cartoons, and documentary Korean History and culture

4. Course Requirements

Attendance & Participation (10%)
2-Min Speech (20%)
Vocabulary Quiz (20%)
Weekly Journal Entry (20%)
Final Project & e-Portfolio (20%)
Presentation (10%)

Course Grade (OSU Standard):
A	100-93.0	A-	90.0-92.9			
B+	87.00-89.9	B	83.0-86.9	B-	80.0-82.9
C+	77.0-79.9	C	73.0-76.9	C-	70.0-72.9
D+	67.0-69.9	D	60.0-66.9	E	0-59.9

1) **Attendance and Participation (10 %)**
   Attendance, including participation is a critical component of the course. An absence will be counted as an absence regardless of the reason and will be excused only upon the instructor's discretion for extenuating circumstances with verifiable written document on a case-by-case basis.

2) **2-Min Speech, 2 분 발표 (20%)**
   You are required to give 2-minute speeches on the assigned days and on the assigned topics (topics will be assigned in class). The allocated time for each speaker is 2-minute speech and 1-minute Q&A session. The lowest 2-min speech score will be dropped.

3) **Vocabulary Quiz (20%)**
   Do not miss the first ten minutes of the class. No make-ups are allowed. You can check your quiz scores on carmen. The lowest quiz score will be dropped.

4) **Weekly Journal Entry, 일기 (20%)**
   You are required to write about one or two things you learned from reading/video materials discussed in class (choose one from the previous week). **This Journal Entry is not a summary of what you read, discussed, or watched, it is a way of writing about what you thought about or your reaction(s) regarding reading/video materials discussed in class**.

   Each journal entry must be hand-written or typed, contain a minimum ten sentences, and written in Korean. Turn in your journal in class or upload it on Carmen before class starts. Do not email or place your journal entry in the instructor's mailbox. **Any journal entries not handed-in during class will be treated as late homework**. No partial credit will be given for any late homework. The lowest journal score will be dropped.

5) **Final Project & e-Portfolio (20%)**
   Select a project that you are interested in to work on throughout the semester. You will have a chance to talk about your project with your instructor during the first individual meeting (Th, 1/23). Your final project should be included in your e-portfolio.

   All students are required to create an e-portfolio using *Adobe Express* and showcase it in class. The e-portfolio is a long project spanning two semesters (K5101 & 5102). It is a personal history of your Korean learning experiences for two semesters and an opportunity to display your Korean language proficiency and your intellectual discovery of Korean culture or history when you are applying for a job or going to graduate school. In addition, it can help you develop a better sense of yourself as a Korean language learner. You can create it any way you want (be creative in organizing your e-Portfolio!) but the following must be included for Spring 25 (K5102):

   1. Self-introduction video or writing (for a new student)
   2. 작문 1 개 (your weekly journal entry and/or 2-min speech draft) & 발표 1 개 (2-min speech live/ recorded video or 2-min speech power point)
   3. Classroom activities 2 개 (기사 쓰기 & 시 쓰기)
   4. Final Project

6) **Presentation (10%)**
   All students are required to showcase your final project and e-portfolio on the last day of classes. Guidelines for the presentation will be provided in class later.

5. 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).

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

Disability Statement
The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom.   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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources.   Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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 or someone you know are 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 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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 Ohio State Title IX Coordinator at *titleix@osu.edu*.

Religious Accommodations
It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Weather or Other Short-Term Closing
Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. We will share any updates via Carmen message or email.

Spring 2025 Korean Language Course Policies/Rules

- Only Korean will be spoken. Absolutely no English, unless permitted by the instructor. If you need to ask a question in English, ask the instructor for permission to do so in Korean first. 영어로 해도 괜찮아요?
- **<u>Absolutely No Late Homework</u>** will be accepted. Homework assignments are due in class. Do not email or place your homework assignments in the instructor's mailbox. Any homework assignments not handed-in during class will be treated as late homework. No partial credit will be given for any late homework.
- You are to prepare the assigned materials (under "content / assignment" on the daily schedule) PRIOR to the due / assigned date.
- You are fully expected to behave in a culturally appropriate manner in the target language's culture. Any inappropriate behaviors will be considered as form of interruption and will affect your daily grade.

5102 (Spring 2025) Schedule
(Subject to change)

Week	Day	Content	Assignment Due
W1	1/7 (Tu)	Introduction Syllabus and Rules	
	1/9 (Th)	한국의 속담 Reading (읽기) Classroom Discussion (토론)	
W2	1/14 (Tu)	**Vocabulary Quiz 1** 한국의 속담 Classroom Discussion (토론) 비디오 '공든 탑이 무너지랴! [깨비키즈], 우리나라 속담' https://www.youtube.com/watch?v=utYTR8GMhpk	**2-Min Speech (2 분 발표) #1**
	1/16 (Th)	한국의 속담 Classroom Discussion (토론)	**2-Min Speech (2 분 발표) #1**
W 3	1/21 (Tu)	**First Individual Meeting (개인 미팅 I)** **(Bring ideas regarding your final project and e-portfolio)**	**Journal (일기) #1**
	1/23 (Th)	**Vocabulary Quiz 2** 내 인생의 좋은 영향을 미친 사람들 Classroom Discussion (토론)	Reading Assignment 1
W 4	1/28 (Tu)	내 인생의 좋은 영향을 미친 사람들 Classroom Discussion (토론)	**토론#1**
	1/30 (Th)	**Vocabulary Quiz 3** 사건과 사고 Classroom Discussion (토론)	Reading Assignment 2

W 5	2/4 (Tu)	사건과 사고 뉴스 보기! https://www.youtube.com/watch?v=puGKQ-F7DWU Classroom Activity – 한국어로 기사 써 보기	**Journal (일기) #2**
	2/6 (Th)	Classroom Activity – 한국어로 기사 써 보기	
W 6	2/11 (Tu)	**Vocabulary Quiz 4** 신조어와 은어 Classroom Discussion (토론)	Reading Assignment 3
	2/13 (Th)	신조어와 은어 Classroom Discussion (토론)	**Journal (일기) #3** **2-Min Speech (2 분 발표) #2**
W7	2/18 (Tu)	사건과 사고 - 기사 발표하기! 신조어와 은어 영화 '동갑내기 과외하기 2' 보기!	**2-Min Speech (2 분 발표) #3** **– 기사 비디오 보여주기!**
	2/20 (Th)	**Vocabulary Quiz 5** 한국의 시 Classroom Discussion (토론)	Reading Assignment 4
W 8 `	2/25 (Tu)	한국의 시 Classroom Discussion (토론)	**2-Min Speech (2 분 발표) #4** **영화 worksheet 답** **가져오기!**
	2/27 (Th)	Classroom activity – 시 써 보기!	**Journal (일기) #4 [**신조어와 은어]
W 9	3/4 (Tu)	**Vocabulary Quiz 6** 한국과 미국의 대학생활 Classroom Discussion (토론)	Reading Assignment 5
	3/6 (Th)	한국과 미국의 대학생활 Classroom Discussion (토론)	**토론#2**

W10	3/11 (Tu)	Spring Break – No Class	**Journal (일기) #5 시** **Sunday 3/9 Midnight**
	3/13 (Th)	Spring Break – No Class	
W11	3/18 (Tu)	한국의 시 – 시 발표하기! **Vocabulary Quiz 7** 축제 속으로 Classroom Discussion (토론)	**2-Min Speech (2 분 발표) #5** **– 시 발표** Reading Assignment 6
	3/20 (Th)	축제 속으로 Classroom Discussion (토론) 비디오 '한국의 축제' https://www.youtube.com/watch?v=_idXCRoXyrQ	**Journal (일기) #6**
	3/25 (Tu)	축제 속으로	**2-Min Speech (2 분 발표) #6**
W12	3/27 (Th)	**Vocabulary Quiz 8** 한국어 공부 방법 Classroom Discussion (토론)	Reading Assignment 7
W13	4/1 (Tu)	한국어 공부 방법 Classroom Discussion (토론)	**Journal (일기) #7** **토론#3**
	4/3 (Th)	**Second Individual Meeting (개인 미팅 II)** **(Bring a draft of your final project and outline of your e-Portfolio for a new student)**	
W14	4/8 (Tu)	**Vocabulary Quiz 9** 알아 두면 유용한 관용 표현 Classroom Discussion (토론)	Reading Assignment 8
	4/10 (Th)	알아 두면 유용한 관용 표현 Classroom Discussion (토론)	**Journal (일기) #8** **2-Min Speech (2 분 발표) #7**

W15	4/15 (Tu)	**Final Vocabulary Quiz 10 (1-9)** **e-Portfolio & Presentation**	
	4/17 (Th)	**e-Portfolio & Presentation**	**Journal (일기) #9** Submit it on Carmen by Monday (4/21, midnight)

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title: Korean 5101.61 and 5102.61 - Individualized instruction Level Four

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. See Carmen: Common Sense Best Practices and Carmen Fast Facts for Instructors for more on using CarmenCanvas

☑ 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.

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

Additional comments (optional).

The Korean language program has continued to develop an individualized instruction curriculum, that is taught in-person as well as DL. This instructional model is is self-paced with assessment and instructional meetings scheduled by the student. Our department policy for organizing course numbers includes using the suffixes .51 to indicate Individualized instruction in-person and .61 to indicate Individualized instruction remote. The only appreciable difference between the .51 and the .61 courses, is whether the meetings are scheduled in person in Hagerty Hall or conducted remotely over Zoom.

The program has successfully launched Korean Language Levels 1, 2, and 3 in this format. These new course proposals extend this flexible format of instruction to our 4th year of Korean language instruction:

THE OHIO STATE UNIVERSITY

Instructor Presence

For more on instructor presence: About Online Instructor Presence.
For more on Regular and Substantive Interaction: Regular Substantive Interaction (RSI) Guidance

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

☐   ✓ Instructor monitors and engages with student learning experiences on a regular and substantive   cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

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. Thus, the expectation is that thye will 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, this self-study and self-learning will be evaluated by the instructor through various activities such as dialog performance, role play or questions/answers.

☐ ✓ 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.

☐   N/A   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).

THE OHIO STATE UNIVERSITY

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 have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.

- [ ] ✓ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

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)

Synchronous = student scheduled meetings, everything else is asynchronous

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

THE OHIO STATE UNIVERSITY

Workload Estimation

For more information about estimating student workload, see Workload Estimation.

☐ ✓ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ ✓ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

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

This depends on the student's chosen pace of learning. Some students move quickly and schedule appointments frequently, others, less so.

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

Accessibility

See Creating an Accessible Course for more information. 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.

Recorded lectures include captioning and transcripts. All visual elements include alt-text.

Accessible versions of all documents will be provided in CarmenCanvas.

Information is included in the syllabus and will be included in Carmen explaining to students how to ask for accommodations.

Additional comments (optional):

THE OHIO STATE UNIVERSITY

Academic Integrity

For more information: Promoting 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):

The syllabus and Carmen course includes required academic integrity policy statements.

Expectations and the use of AI in the course is explained including with each assignment.

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.

☐ ✓ pportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

THE OHIO STATE UNIVERSITY

Community Building

For more information: Student Interaction Online and Creating Community on Your Online Course

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:

- ☐ N/A Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

- ☐ N/A Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

- ☐ N/A 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)

Although this is an independent and individualized instruction course, students are encouraged to participate in conversation tables and tutoring sessions for peer interaction.

Transparency and Metacognitive Explanations

For more information: Increasing Transparency and Metacognition

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.

THE OHIO STATE UNIVERSITY

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):

THE OHIO STATE UNIVERSITY

Syllabus and cover sheet reviewed by *Bob Mick* on *1/16/26*

Reviewer Comments:

I've completed my review of Korean 5101.61 and 5102.61. A summary of my review and comments are included in the attached document.

Additional resources and examples can be found on ASC's Office of Distance Education website.

THE OHIO STATE UNIVERSITY

Attachment from ODE/Bob Mick

Korean 5101.61 - Level Four Korean: Individualized Instruction
and
Korean 5102.61 – Level Four Korean: Individualized Instruction

I am returning the signed Distance Approval Cover Sheet after completing the review of the distance learning syllabus and cover sheet for both courses. Below are my comments regarding the syllabus.

1. Instructor Presence and Regular Substantiative Interaction (RSI):

Regular and substantiative interaction will exist on a regular weekly basis in the course between the instructor and students that includes:
- Direct instruction (regular communicative exchanges and meetings with instructor)
- Instructor assessing and providing feedback on student's course work and assignments
- Instructor providing opportunities to ask questions on content of course through email, live class sessions or office hours

2. How this Online Course Works
These courses are individually paced self-study. The information in the syllabus clearly states expectations and how this online self-study course works.

4. Credit hours and work expectations
These courses are variable credit and work expectations are dependent and total hours.

5. Description of Major Assignments
All assignments are clearly explained.