Elementary Korean: Korean 102  
Department of East Asian Languages and Literatures  
UHM, Spring of 2010

Section 1  M - TH 9:30 - 10:20, Moore 204  
Section 2  M - TH 10:30-11:20, Moore 204

INSTRUCTORS

Lecture:  Min Koo Choi  choimin@hawaii.edu  
Office: Moore Hall 366  (808) 956-9522  
Hours: Tuesday 11:30 am~12:30 pm or by appointment

Drill:  Sorin Huh  sorin@hawaii.edu  
Office: Moore Hall 386  (808) 956-2233  
Hours: Tuesday 11:30 am~12:30 pm or by appointment

THE COURSE
Korean 102 is the Elementary Korean language course designed for those who have taken KOR 101 or had some knowledge in Korean. KOR 102 meets Monday through Thursday for fifty minutes. Emphasis is placed on the fundamentals of listening, speaking, reading, and writing. In addition, students will be exposed to everyday life contexts (language, culture, etc) likely to be encountered in contemporary Korean society.

Classes are divided into two parts: Lecture (every Tuesday) and Drill (Every M, W, and Th). Lecture classes will be conducted mainly in English, with focusing on explanation and analysis of the language. Drill sessions will be conducted entirely in the target language, with focusing on doing things in the language with culturally proper manners. In Drill sessions, we practice all the grammar points covered in Lecture sessions. In Performance sessions (every last drill for each lesson), we practice handling various realistic situations using the language, based on what you've practiced throughout the lesson.

STUDENT LEARNING OUTCOMES
At the end of the course, students will be able to:

1. understand the main ideas and supporting ideas when people talk about familiar topics.
2. carry on a conversation on a variety of topics that are familiar to them.
3. understand short, simple readings on familiar topics.
4. write a series of simple sentences on topics of interest.

TEXTBOOK & WORKBOOK

The copy of the main textbook and workbook will be available to pick up at Professional Image (808-973-6599/ www.proimagehawaii.com). Please call Professional Image to make sure that they have enough copies before you pick up your textbook and workbook.

GRADING
Your grade will be determined on the following basis:
10% Attendance
15% Performance Session
25% Quizzes (lesson & voca.)
15% Homework
10% Midterm Oral test
20% Final
5% Final Oral Presentation

100% Total + extra credit

Grade Distribution

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>98-100: A+</td>
<td>94-97: A</td>
</tr>
<tr>
<td>87-89: B+</td>
<td>84-86: B</td>
</tr>
<tr>
<td>77-79: C+</td>
<td>74-76: C</td>
</tr>
<tr>
<td>67-69: D+</td>
<td>64-66: D</td>
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<tr>
<td>59 or below: F</td>
<td>60-63: D-</td>
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NOTE

Attendance: Because of the cumulative nature of any language learning, attendance is an essential part in this course. Thus, attendance check will be strictly enforced. If a student is absent 4 times and more without any written proof of inevitable circumstances, her/his grade will be dropped one full letter grade (A→B). If you miss more than 12 classes for any reason, your final grade will be an F. Three tardies (ten minutes) will count as one absence.

Midterm Exam: The exam covers from L11 to L14, and it is held during the 10th week of instruction (3/16/10). The exam will be an oral test and graded based upon the 5 components (Listening, Pronunciation, Vocabulary, Grammar, and Pace). Details of the oral exam will be announced later.

Final Exam: The exam covers from L11 to L17, and it is held during the final examination week. The direction on final exam will be given in advance.

Oral Project: Details for the oral project will be provided later.

✓ Extra credit: Extra credit will be announced later in class.

✓ Make up Policies (Important!)
(a) Performance session make-ups: Students may make up Performance sessions for up to 3 sessions. Make-ups should be completed within one week from the session you missed. No late make-ups will be provided after a week of the missed session.
(b) There are no make-up quizzes (lesson and voca.). However, 2 lowest lesson quiz scores and 2 lowest vocabulary quiz scores will be dropped when calculating your final grade.
(c) Late assignments will not be granted any credit for any reasons. Two lowest homework assignment grades will be deleted at the time of final grade calculation.
(d) It is your responsibility to read the daily schedule carefully so as not to miss anything that you need to prepare for each class session.

RESOURCES
The main texts and the listening activities from the workbook are available on-line at www.kleetextbook.com.
Grading Policy Statement (Performance)

The general goal of this class is **culturally coherent performance** of the language, that is, speaking, writing, and responding to speech and writing in ways in which natives of that culture expect people to speak, write, and respond. The native we have in mind is a person who is unaccustomed to communicating with foreigners. Given a particular situation (time, place, occasion, social relation), natives of any culture will have certain **expectations** about other people’s language: expectations about what sorts of things might be said or written, which words one might choose in doing so, how one might pronounce, write, and structure those words in grammar, and how all of these fit with how one relates socially and in physical space (posture, etc.) to others. When language is performed in ways that fit such expectations, it is culturally coherent. You can repair (restate, correct) what you’ve said in culturally coherent ways, too. In every class hour in Performance sessions for which preparation to perform is assigned, you will be evaluated with a score ranging from 0 to 4, according to the following principles.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>4.0</td>
<td>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.</td>
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<tr>
<td>3.5</td>
<td>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.</td>
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<tr>
<td>3.0</td>
<td>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.).</td>
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<tr>
<td>2.5</td>
<td>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.</td>
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<tr>
<td>2.0</td>
<td>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 (&quot;What is s/he trying to say?&quot;). Repair requires multiple, often repeated, correction and guidance from another.</td>
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<tr>
<td>1.5</td>
<td>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.</td>
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<tr>
<td>1.0</td>
<td>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.</td>
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<tr>
<td>0</td>
<td>Absent.</td>
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