

KORE 201 Intermediate Korean-CrsRvs-2017-11-29

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- ***If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- ***DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- ***Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word ***DRAFT*** is in yellow at the top of the proposal

Fourth Step: Click on “ (

*Indicates a required field

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Proposing Department/Unit*	Foreign Languages	Contact Phone*	724-357-2325
Course Level*	undergraduate-level		

Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	<p>Category B:</p> <p>course_revision liberal-studies</p> <p>* Teacher Education: Please complete the Teacher Education section of this form (below)</p> <p>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</p> <p>* Distance Education: Please complete the Distance Education section of this form (below)</p>
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Rationale for Proposed Changes (All Categories)

4.	<p>communicate in any of the three modes (interpersonal, interpretive, and presentational) in the following ways:</p> <p>a. give an extended description of self and others in present and past time frames;</p> <p>b. list and describe events in present, future, and past time frames;</p> <p>c. ask questions to negotiate meaning and elicit additional information;</p> <p>d. discuss and ask questions about such topical areas as getting around (transportation) and traveling, and other life events;</p>	<p>Class participation, oral unit tests;</p> <p>Final Oral Interaction</p>
5	<p>identify and write Korean characters;</p>	<p>Daily quizzes, writing assignments at the end of each unit, written unit tests, final exam</p>
6	<p>communicate effectively in written form through simple paragraphs about events in the present, future, and past;</p>	<p>Daily quizzes, writing assignments at the end of each unit, written unit tests, final exam</p>
7	<p>recognize the relationships among selected products, practices, and perspectives of Korean cultures;</p>	<p>Daily assignments, daily quizzes</p>
8	<p>compare and contrast selected aspects of Korean cultures with their own culture.</p>	<p>Daily assignments, daily quizzes</p>

<p>(M) Previous Brief Course Outline</p> <p><i>(It is acceptable to copy from old syllabus)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration</i></p> <p><i>regarding student work - For every one hour of classroom or direct faculty instruction,</i></p> <p><i>there should be a minimum of two hours of out of class student work.</i></p> <p>The brief outline remains unchanged.</p>
<p>(N) Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus.</i></p> <p><i>It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration</i></p> <p><i>regarding student work - For every one hour of classroom or direct faculty instruction,</i></p> <p><i>there should be a minimum of two hours of out of class student work.</i></p> <p>Review of basic skills from KORE 101</p> <p>Unit 1 Discussing vacation plans</p> <ul style="list-style-type: none"> • Vocabulary: transportation, travel, and sports • Grammar: future plans (grammar: -()), clausal connective ~, negative question • Communicative skills emphasized in this chapter: discussing and asking about vacation plans; purchasing tickets; speaking about preferences • Culture: national holidays in Korea <p>Unit 2 Asking and giving directions</p> <ul style="list-style-type: none"> • Vocabulary: buildings (city hall, station, bank), directions (left, right, straight), transportation • Grammar: Seeking agreement (grammar: ~), deferential style (grammar: ~/) • Communicative skills emphasized in this chapter: expressing distance between objects and speakers and/or hearers; asking and giving directions • Culture: Getting a taxi and using the subway system in Seoul <p>Unit 3 Describing parties and outdoor activities and getting to know others</p> <ul style="list-style-type: none"> • Vocabulary: food items and common dishes, parties and outdoor activities, weather, • Grammar: honorific expressions, clausal connective (-), relative clauses [Adj-()+Noun

- Communicative skills emphasized in this chapter: addressing people with honorific style to obtain information about name, age, origin, and so on; talking about important dates; describing foods and meals;

asking about and describing the weather

- Culture: Age and birthday

• Unit 4 Expressing hope

- Vocabulary: nationality and time expressions

- Grammar: expressing desire (~), clausal connective ~/(cause), relative clause [Verb~]+Noun

- Communicative skills emphasized in this chapter: describing people, places, and things; expressing a speaker's hope or aspiration; giving reasons;

- Culture: Using the bus system in Seoul

Unit 5 Experiencing campus life

- Vocabulary: campus life (courses, registration, dormitory life)

- Grammar: progressive form ~, asking someone's opinion (grammar: ~(?)?)

- Communicative skills emphasized in this chapter: discussing and asking questions about campus life, expressing actions in progress

- Culture: Korean music

Unit 6 Describing family members and clothing

- Vocabulary: kinship terms, occupations, colors, clothing

- Grammar: clausal connective ~/ (sequential), probability (~)

- Communicative skills emphasized in this chapter: T.45 484p14 r

Liberal Studies Elective

Please mark the designation(s) that apply - must meet at least one

oral_communication

Expected Undergraduate Student

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	5	<p>identify and write Korean characters;</p>	<p>Daily quizzes, writing assignments at the end of each unit, written unit tests, final exam</p>
	6	<p>communicate</p>	

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.

KORE 201 is primarily focused on building language proficiency and introducing students to common cultural products, practices, and perspectives. The cultural lessons listed in the brief course outline are sample topics that were chosen because they are closely tied to the themes of the language lessons. However, where appropriate, in place of or in addition to those sample topics, there can be cultural lessons and assignments about the perspectives and contributions of women, as well as about interactions between Korean and other Asian cultures, since Korean societies have a high level of racial and ethnic homogeneity. For example, a cultural lesson can note how Chinese characters were used in Korea until the 15th century, which limited literacy to elite groups. With the development of the Korean alphabet (Hangeul) in 1443, the writing system was greatly simplified, and literacy spread among lower classes and women. Another cultural lesson can describe the violation of women's rights when Japan occupied Korea (1910-1945) and forced many Korean women to serve as "comfort women"; this issue has inspired monuments and commemorations, and it remains a source of tension between South Korea and Japan. Other cultural lessons can explore the more recent impact of Korean women's increased participation in education and labor sectors. Students will have

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Course Designations:	
Key Assessments	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none">• The Overall Program Assessment Matrix• The Key Assessment Guidelines• The Key Assessment Rubric <p>File Modified ▲</p> <hr/> <div style="border: 1px dashed gray; padding: 20px; text-align: center;"><p>No files shared here yet.</p><p>Drag and drop to upload or</p><p>browse for files</p></div>
Narrative Description of the Required Content	<i>How the proposal relates to the Education Major</i>