

ELK105.xxxx Korean for Heritage Students (Korean Heritage)

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<http://faculty.lagcc.cuny.edu/instructor>

SEMESTER

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Instructor's Information

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Office Hours: xxx
Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.
Class Schedule: xxx (Room: xxxx) & xxx (Room: xxxx)

Course goals and objectives

Catalog Course Description: This course is designed to help heritage speakers of Korean to enhance their reading and writing competence of the target language in the formal and high-level register. The course especially focuses on improving students' Korean grammar, usage, and their critical reading and writing strategies in Korean through project-based assignments. This course is mostly taught in Korean.

Section Description: INSERT COURSE DESCRIPTION

Prerequisites: Exemption exam

Pre/Corequisites: CSE095 and ESL097

Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways).

In this course you will:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Analyze the historical development of one or more non-U.S. Society.
- Analyze and discuss the role that race, ethnicity, class, gener, language, sexual orientaiton, belief, or other forms of social differentiation play in the world cultures or societies.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

More specifically, by the end of the semester, you will be able to

- demonstrate familiarity with the Korean writing system;
- explain the meanings of abridged and original articles and literature in Korean;
- write simple paragraphs in Korean demonstrating command of basic Korean grammar, syntax and vocabulary;
- demonstrate knowledge of Korean idiomatic expressions in conversations, and in reading and writing activities;
- demonstrate knowledge and accurate use of Korean grammar and pronunciation in conversations and writing assignments;
- present research projects about aspects of Korean culture and the heritage language.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

- Kim, N.-K. (2000). Modern Korean: An Intermediate Reader. University of Hawai’ i Press, Honolulu, HI, 1st edition edition. ISBN: 9780824822224
- Paik, P. J., Kwak, J. Y., and Hyon, C. J. (2002). Korean Composition. University of Hawai’ i Press, Honolulu, HI, 1st edition edition. ISBN: 9780824824778

Grades: Your final grade will be determined based on the following evaluation points.

- Midterm 20%
- Final exam 20%
- Quizzes (4 quizzes x 5) 20%
- Homework (10 HW x 1) 10%
- Lab (10 labs x 1) 10%
- Presentation 20%

- **Grade distributions:** **A:** 95-100%, **A-:** 90-94%, **B+:** 86-89%, **B:** 83-85%, **B-:** 80-82%, **C+:** 76-79%, **C:** 73-75%, **C-:** 70-72%, **D+:** 66-69%, **D:** 63-65%, **D-:** 60-62%, **F:** -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

Weekly schedule (subject to change)

Lab: Students are required to attend the lab session for one hour every week.

| Week | Topic |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 [Insert DATE] | Week One The Korean Language: From the beginning to the present |
| Week 2 [Insert DATE] | Week Two Review of grammar and vocabulary Similarities and differences between Korean and English Quiz 1: 5% Lab 1: 1% HW 1: 1% |
| Week 3 [Insert DATE] | Week Three Reading and analysis of a short story Enriching vocabulary: synonyms, antonyms Lab 2: 1% HW 2: 1% |
| Week 4 [Insert DATE] | Week Four Usage: The effective use of the parts of speech in the sentence Structural and aesthetic analysis of the short story Quiz 2: 5% Lab 3: 1% HW 3: 1% |
| Week 5 [Insert DATE] | Week Five Reading and analysis of a sonnet |

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|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Enriching vocabulary: use of parallel and opposite expressions to construct meaning</p> <p>Lab 4: 1%</p> <p>HW 4: 1%</p> |
| Week 6 [Insert DATE] | <p>Week Six</p> <p>Usage: Use of simple and complex sentences in effective written communication</p> <p>Midterm: 20%</p> <p>Lab 5: 1%</p> <p>HW 5: 1%</p> |
| Week 7 [Insert DATE] | <p>Week Seven</p> <p>Reading and analysis of a short story</p> <p>Korean culture and traditions</p> <p>Quiz 3: 5%</p> <p>Lab 6: 1%</p> <p>HW 6: 1%</p> |
| Week 8 [Insert DATE] | <p>Week Eight</p> <p>Usage: Developing an effective paragraph</p> <p>Clarity and specificity</p> <p>Lab 7: 1%</p> <p>HW 7: 1%</p> |
| Week 9 [Insert DATE] | <p>Week Nine</p> <p>Reading and analysis of an essay</p> <p>Narration/description</p> <p>Korean history</p> <p>Quiz 4: 5%</p> <p>Lab 8: 1%</p> <p>HW 8: 1%</p> |
| Week 10 [Insert DATE] | <p>Week Ten</p> <p>Usage: Developing transitions</p> <p>Connecting paragraphs</p> <p>Lab 9: 1%</p> <p>HW 9: 1%</p> |
| Week 11 [Insert DATE] | <p>Week Eleven</p> <p>Reading and analysis of an essay</p> <p>Usage: The art of Composition</p> <p>Organization and Expressing ideas clearly</p> <p>Lab 10: 1%</p> <p>HW 10:1%</p> |
| Week 12 [Insert DATE] | <p>Week Twelve</p> |

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|---------------------|----------------------------------|
| | Presentation: 20% |
| Final [Insert DATE] | Week Thirteen Final Exam: 20% |

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia’s Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College’s Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15\% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).