

# 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 “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

## \*Indicates a required field

Proposer*	Marveta Ryan-Sams	Proposer Email*	mmryan@iup.edu
Contact Person*	Marveta Ryan-Sams	Contact Email*	mmryan@iup.edu
Proposing Department/Unit*	Foreign Languages	Contact Phone*	724-357-2325

Course Level*	undergraduate-level
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## 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:

Category B:

course\_revision  
liberal-studies

**\* Teacher Education: Please complete the Teacher**

**Education section of this form (below)**

**\* Liberal Studies: Please complete the Liberal Studies**

**section of this form (below)**

**\* Distance Education: Please complete the Distance**

**Education section of this form (below)**

## Rationale for Proposed Changes (All Categories)

<b>(A) Why is the course being revised/deleted:*</b>	<p>This course was approved as a new course in spring 2017. It should have been proposed as a Liberal Studies Elective at the time, but the Liberal Studies Pause went into effect before it could be fully approved. This revision is simply to have the course approved as a Liberal Studies Elective in the category of Oral Communication, as all of the other 102 and 201 Foreign Language courses are already listed in this category.</p> <p>The course title, description, outcomes, and outline remain unchanged but are listed here just for reference.</p>
<b>(B) University Senate Summary of Rationale*</b>	<p><b><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></b></p> <p>This course was approved as a new course in spring 2017. It should have been proposed as a Liberal Studies Elective at the time, but the Liberal Studies Pause went into effect before it could be fully approved. This revision is simply to have the course approved as a Liberal Studies Elective in the category of Oral Communication, as all of the other 102 and 201 Foreign Language courses are already listed in this category.</p>
<b>(C) Implications of the change on the program, other programs and the Students:*</b>	<p>The change will not affect any other program.</p>

Current Course Information*	
Category A	
<b>(D) Current Prefix*</b>	KORE
<b>Proposed Prefix</b>	
<b>(E) Current Number*</b>	201
<b>Proposed Number</b>	
<b>(F) Current Course Title*</b>	Intermediate Korean
<b>Proposed Course Title</b>	
<b>(G) Prerequisite(s)</b>	KORE 102
<b>Proposed Prerequisite(s)</b>	
<b>(H) Current Catalog Description</b>	<p>A continuation of KORE 102. Focuses on communication through listening, speaking, reading, and writing. Students continue to learn to identify and write complicated Korean vowels and consonants. Builds on the three modes of communication—interpretive, interpersonal, and presentational—to build proficiency in using the Korean language in real-life situations. Also imparts knowledge of Korean culture and society. Attendance is required. Students may not register for or take a D/F repeat in KORE 201 when credit has already been received for a higher-numbered KORE course.</p>
<b>Proposed Catalog Description</b>	
<b><i>If changing Category A, no further action required.</i></b>	
<b>Category B (if no change, leave blank)</b>	

<p><b>(I) Repeatable Course</b></p> <p><i>This is for a course that can be repeated</i></p> <p><i>Multiple times e.g. Internship</i></p>	<p>NO</p> <p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>												
<p><b>Proposed Repeatable Course</b></p>	<p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>												
<p><b>(J) Number of Credits</b></p>	<p>Class Hours per week:4</p> <p>Lab Hours:0</p> <p>Credits:4</p>												
<p><b>Proposed Number of Credits</b></p>	<p>Class Hours:Lab Hours:Credits:</p>												
<p><b>(K) Current Course Student</b></p> <p><b>Learning Outcomes (SLOs)</b></p>	<p>At the completion of Korean 201, students will be able to:</p> <ol style="list-style-type: none"> <li>1. identify main ideas or significant information from spoken or recorded Korean;</li> <li>2. speak Korean with accurate pronunciation so as to be understood by a native speaker used to dealing with second-language learners;</li> <li>3. communicate effectively in uncomplicated everyday situations;</li> <li>4. communicate in any of the three modes (interpersonal, interpretive, and presentational) in the following ways: <ol style="list-style-type: none"> <li>a. give an extended description of self and others in present and past time frames;</li> <li>b. list and describe events in present, future, and past time frames;</li> <li>c. ask questions to negotiate meaning and elicit additional information;</li> <li>d. discuss and ask questions about such topical areas as getting around (transportation) and traveling, and other life events;</li> </ol> </li> <li>5. identify and write Korean characters;</li> <li>6. communicate effectively in written form through simple paragraphs about events in the present, future, and past;</li> <li>7. recognize the relationships among selected products, practices, and perspectives of Korean cultures;</li> <li>8. compare and contrast selected aspects of Korean cultures with their own culture.</li> </ol>												
<p><b>(L) Proposed Course Student</b></p> <p><b>Learning Outcomes (SLOs)</b></p> <p><i>For each outcome, describe how</i></p> <p><i>the outcome will be achieved</i></p>	<p>Note that the text box in the table expands</p> <table border="1" data-bbox="808 1346 1446 1940"> <thead> <tr> <th>SLO #</th> <th>Outcome</th> <th>How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>identify main ideas or significant information from spoken or recorded Korean;</td> <td>Class participation, daily quizzes, unit tests, final exam,</td> </tr> <tr> <td>2</td> <td>speak Korean with accurate pronunciation so as to be understood by a native speaker used to dealing with second-language learners;</td> <td>Class participation, oral unit tests; Final Oral Interaction</td> </tr> <tr> <td>3</td> <td>communicate effectively in uncomplicated everyday situations;</td> <td>Class participation, oral unit tests; Final Oral Interaction</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	identify main ideas or significant information from spoken or recorded Korean;	Class participation, daily quizzes, unit tests, final exam,	2	speak Korean with accurate pronunciation so as to be understood by a native speaker used to dealing with second-language learners;	Class participation, oral unit tests; Final Oral Interaction	3	communicate effectively in uncomplicated everyday situations;	Class participation, oral unit tests; Final Oral Interaction
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3	communicate effectively in uncomplicated everyday situations;	Class participation, oral unit tests; Final Oral Interaction											

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>

**(M) Previous Brief Course Outline**

*(It is acceptable to copy  
from old syllabus)*

***As outlined by the federal definition of a "credit hour",  
the following should be a consideration***

***regarding student work - For every one hour of  
classroom or direct faculty instruction,***

***there should be a minimum of two hours of out of class  
student work.***

The brief outline remains unchanged.

**(N) Brief Course Outline**

*(Give sufficient detail to communicate the  
content to faculty across campus.*

*It is not necessary to include specific  
readings, calendar or assignments)*

***As outlined by the federal definition of a "credit hour",  
the following should be a consideration***

***regarding student work - For every one hour of  
classroom or direct faculty instruction,***

***there should be a minimum of two hours of out of class  
student work.***

Review of basic skills from KORE 101

Unit 1 Discussing vacation plans

- 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

Unit 2 Asking and giving directions

- 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

Unit 3 Describing parties and outdoor activities and getting to know others

- 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: Talking about family; describing colors and clothes

- Culture: Korean traditional costume

## Distance Education Section

*- Complete this section only if adding Distance Education to a New or Existing Course*

<p>If Completing this Section, Check the Box to the Right:</p>	<p><b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b></p>
<p>Course Prefix/Number</p>	
<p>Course Title</p>	

Type of Proposal	See CBA, Art. 42.D.1 for Definition
Brief Course Outline	<p><b>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</b></p> <p><b>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</b></p> <p><b>direct faculty instruction, there should be a minimum of two hours of out of class student work.</b></p>

**Rationale for Proposal (Required Questions from CBA)**

How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

**Liberal Studies Section**

**- Complete this section only for a new Liberal Studies course or Liberal Studies course revision**

<p>If Completing this Section, Check the Box to the Right:</p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</b></p> <p>liberal-studies</p>
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<b>Liberal Studies Course Designations (Check all that apply)</b>	
Learning Skills:	
Knowledge Area:	

Liberal Studies Elective

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

oral\_communication

Expected Undergraduate Student

Learning Outcomes

(EUSLOs)

**Map each course outcome to as many of the characteristics of the EUSLOs that apply. Fill in the course outcome number**

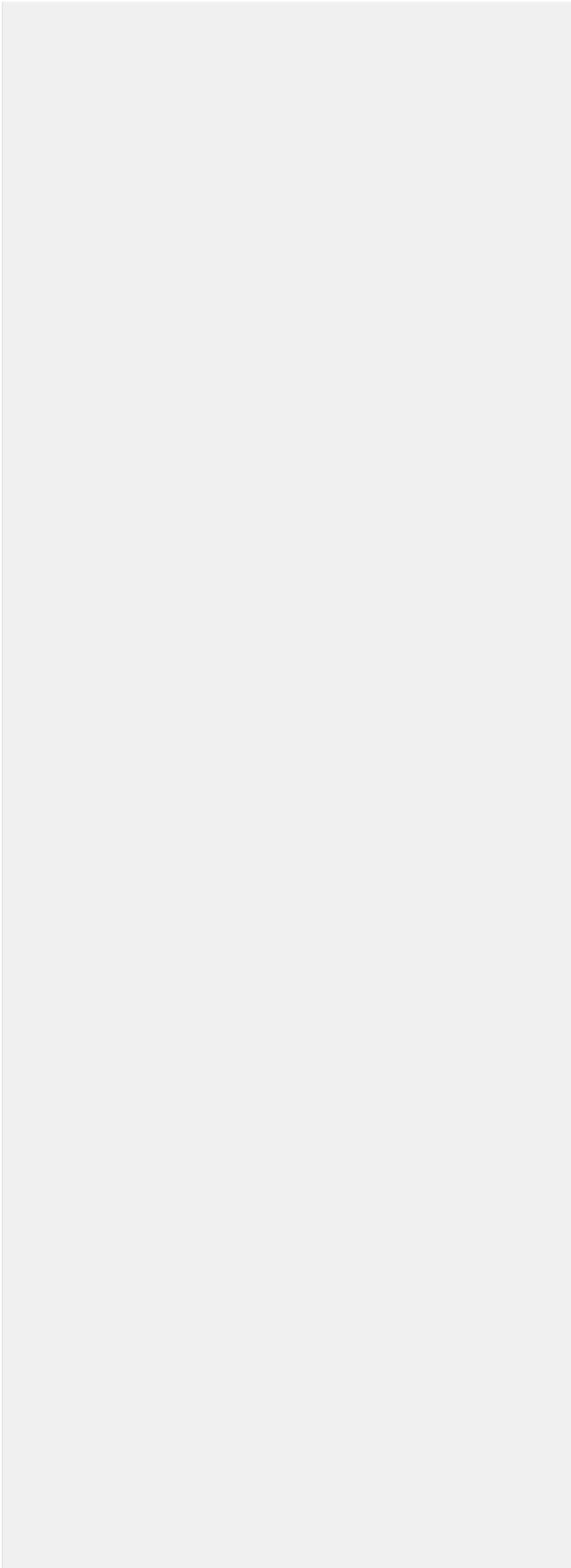
Map the Course Outcome to the

ESULO's

**See <https://www.iup.edu/liberal/faculty-and-staff/euslos/> for additional information regarding mapping EUSLOs**

Informed Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"><li>the ways of modeling the natural, social and technical worlds</li></ul>	
<ul style="list-style-type: none"><li>The aesthetic facets of human experience</li></ul>	
<ul style="list-style-type: none"><li>the past and present from historical, philosophical and social perspectives</li></ul>	
<ul style="list-style-type: none"><li>the human imagination, expression and traditions of many cultures</li></ul>	7-8
<ul style="list-style-type: none"><li>the interrelationships within and across cultures &amp; global communities</li></ul>	
<ul style="list-style-type: none"><li>the interrelationships within and across disciplines</li></ul>	
Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"><li>effective oral and written communication abilities</li></ul>	1-6





<ul style="list-style-type: none"><li>• ease with textual, visual and electronically-mediated literacies</li></ul>	
<ul style="list-style-type: none"><li>• problem solving skills using a variety of methods and tools</li></ul>	
<ul style="list-style-type: none"><li>• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources</li></ul>	
<ul style="list-style-type: none"><li>• the ability to transform information into knowledge and knowledge into judgement and action</li></ul>	
<ul style="list-style-type: none"><li>• the ability to work within complex systems and with diverse groups</li></ul>	
<ul style="list-style-type: none"><li>• critical thinking skills including analysis, application and evaluation</li></ul>	
<ul style="list-style-type: none"><li>• reflective thinking and the ability to synthesize information and ideas</li></ul>	
<b>Responsible Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"><li>• intellectual honesty</li></ul>	
<ul style="list-style-type: none"><li>• concern for social justice</li></ul>	
<ul style="list-style-type: none"><li>• civic engagement</li></ul>	

- an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world

- an understanding of themselves and a respect for the identities, histories and cultures of others

7-8

How will each outcome be measured  
(note should mirror (L) Student Learning Outcomes\* (SLO) from the course proposal

***Narrative on how the course will address the Selected Category Content***

Course SLO #	Assessment Tool to be used to measure the outcome	
1	identify main ideas or significant information from spoken or recorded Korean;	Class participation, daily quizzes, unit tests, final exam,
2	speak Korean with accurate pronunciation so as to be understood by a native speaker used to dealing with second-language learners;	Class participation, oral unit tests; Final Oral Interaction
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All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

<p><b>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.</b></p>	<p>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 opportunities to do research on the contributions of specific Korean women and of Korean groups living in other countries, as well as the perspectives of Koreans of mixed racial and ethnic backgrounds.</p>
<p><b>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</b></p>	<p>It is appropriate to expand course content beyond the textbook and current language teaching pedagogy encourages doing so. However, the students' linguistic skills at this level are not advanced enough to tackle a book-length reading assignment. In keeping with the spirit of this requirement, though, each faculty member will incorporate pedagogically suitable materials into the course that allow student learning to extend beyond textbook-based activities. Some sample reading activities may include:</p> <ul style="list-style-type: none"> <li>• Using song lyrics, poems, newspaper and magazine articles, video-clips, and movies as part of language proficiency activities.</li> <li>• Having students research an aspect of a particular topic (i.e. immigration, holidays, current events) and bring their findings to class for a discussions or activity</li> <li>• Asking students to locate or to read background information on a particular author or a work of non-fiction; students would bring the information to class for an oral communication activity. For example: information on designers Sangbong Lee for a discussion on fashion; or biographical information on Kwangsu Lee prior to reading one of his short stories; or biographical information on singers Big Bang or EXO prior to a discussion on their family or their music; or information on the family of baseball player Seunghwan Oh or actor Minshik Choi for discussions of their lives.</li> </ul>

## Teacher Education Section

**- Complete this section only for a new Teacher Education course or Teacher Education course revision**

<p>If Completing this Section, Check the Box to the Right:</p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b></p>
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<b>Course Designations:</b>	
<b>Key Assessments</b>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <div style="display: flex; justify-content: space-between;"> <span><b>File</b></span> <span><b>Modified</b> ▲</span> </div> <hr style="border: 1px solid #0056b3;"/> <div style="border: 1px dashed #ccc; padding: 20px; text-align: center;"> <p>No files shared here yet.</p> <p>Drag and drop to upload or</p> <p><a href="#">browse for files</a></p> </div>
<b>Narrative Description of the Required Content</b>	<p><b><i>How the proposal relates to the Education Major</i></b></p>