KOR 480: *Korean Proficiency through Film*

Class Time*:*	Tuesdays 3 – 5:30 p.m.
Classroom:	Moore Hall 120
Instructor:	Sang Yee Cheon, Ph.D.
Office Hours:	Tuesdays from 1-3 p.m. or by appointment via email
Contact Info.:	Email: scheon@hawaii.edu Office: Moore Hall 352

I.   COURSE DESCRIPTION AND OBJECTIVES

KOR 480 (*Korean Proficiency through Film*) is a Content-based instruction (CBI), Project-based Learning (PBL), and Flipped Classroom (FL) course designed to elevate Korean language proficiency and improve knowledge of Korean culture, with an emphasis on writing and critical thinking about contemporary Korean history (i.e., from 1945 to the present). Exposure to orally and visually authentic Korean films not only provides students with rich cultural and sociopolitical information about Korea but also exposes them to vocabulary beyond students' current advanced proficiency level. Also, by exposing students to culturally rich texts (such as film) and through frequent small-group discussion and feedback sessions, this course will offer students an opportunity to increase their understanding of Korean culture, which is crucial in advancing proficiency.

KOR 480 will implement three teaching methods (CBI, PBL, and FL) in Fall 2022. These are all student-centered teaching approaches that promote learners' motivation and active engagement. CBI integrates language and content, while PBI is a teaching method that involves the integration of knowing and doing (Thomas Markham, 2011), which contrasts with paper-based, rote memorization or teacher-led instruction. Flipped Classroom (FC) is a blended learning model in which classroom activities and homework are flipped. Instructors have students deal with new class materials for assignments first. Class time will be used to give lectures, discuss the new information, and put those ideas into practice. Thus, all assignments will be given ahead of time and will be dealt with accordingly in the following class.

II. STUDENT LEARNING OUTCOMES (SLOs)

At the end of the semester, students will be able to:
    1) read and comprehend advanced-level Korean materials, including authentic ones,
    2) describe social, cultural, historical, and political issues in Korea,
    3) express their opinions and ideas orally and in writing by using advanced-level vocabulary and sophisticated expressions,
    4) develop critical thinking, reading, and writing strategies, and
    5) make an oral presentation in Korean only concerning an assigned or chosen issue.

III. TEXTBOOK

All authentic teaching materials, including reading passages and audio/video materials, will be uploaded to *Canvas*, the primary Learning Management System in KOR 480.

IV. GRADING CRITERIA AND GRADING POLICY
The final course grade for KOR 480 will be determined as follows:

1. Attendance & Participation	10%
2. Three vocabulary lists	10%
3. Ten assignments	30%
4. One oral presentation	10%
5. Two short essays	20%
6. Final term paper	20%
Total	100%

1, Class Attendance & Participation (10%) will be taken very seriously in this course. All students are expected to attend class regularly, show up on time, and participate *actively* in class activities.

2. Three Vocabulary Lists (10%): Students are to submit their vocabulary lists with sentences (i.e., creating two sentences for each of the 20 words or one sentence for each of the 40 words) by 9 PM due date (i.e., 9 PM on Monday). The primary purpose of this assignment is to help students individually learn and understand each topic entirely and expand their vocabulary related to the topic. The assignments should be submitted to *Canvas*.

3. Ten (Reading/Listening Comprehension and Short Writing) Assignments (30%): There will be ten different types of assignments (e.g., reading and listening comprehension worksheets, or four one-page long writing assignments) by 9 PM on the due date. The assignments should be submitted to *Canvas*.

4. Oral Presentation (10%): Each student will give an oral presentation on a specific topic during class. The PPT file or Google Slides must be submitted to the instructor before 2 PM on the presentation day. The assessment of student oral presentations is based on students' 1) length of presentation (5-10 mins), or PowerPoint visuals (images), 2) organization, 3) content appropriateness and accuracy, and 4) presentation attitude (such as confidence or facial expression). Presenters should be able to answer at least two questions from their peers during the Q&A session. Peer evaluation (through Google Form) is partly reflected in the score of a presenter's performance.

5-6 Writing assignments (40%): Two essays (20%) and one final term paper (20%)
From the outset, students will be encouraged to see the crucial importance of their writing to the course since their writing will be integrated into class materials, assignments, structure, and management. Two short essays and one final term paper will be given, making up 40% of a student's final grade. Each short essay must be at least three pages (double-spaced), and one final term paper must be at least eight pages. The instructor will give feedback and comments on each of the submitted short essays, and students are encouraged to submit a revised version to boost their grades. The topics for the final paper will be provided by the instructor or should be related to a film review after consultation with the instructor. Student writing is scored using an analytic scale containing categories for content (30%), organization (20%), language use and natural expressions (i.e., grammar, vocabulary) (40%), and mechanic (e.g., spelling or spacing) (10%). Two essays and one final paper are to be submitted to *Canvas* by 9 PM on the due date.

➢ **Grading scale:**
Grade points for each credit hour received in a course will be computed as follows:

A+, 4.0 (98-100%)	B+, 3.3 (87-89.9%)	C+, 2.3 (77-79.9%)	D+ 1.3 (67-69.9%)	F - 0.0
A, 4.0 (93-97.9%)	B, 3.0 (83-86.9%)	C, 2.0 (73-76.9%)	D 1.0 (63-66.9%)	

A-, 3.7 (90-92.9%)	B-, 2.7 (80-82.9%)	C-, 1.7 (70-72.9%)	D- 0.7 (60-62.9%)	

➢ **Policies on attendance and late assignments:**

Students should show up in class on time. Two 10-min tardiness will be regarded as one absence. A third of a letter grade (i.e., A- to B+) will be deducted from two days' absence and also for each subsequent absence. More importantly, being chronically late or unprepared will negatively influence their final grade. All assignments are due on their due date. One late or incomplete assignment will subtract 1 point out of 10 from their assignment scores. (Your Zoom video needs to be turned on during class time and the class-related video images or audio files should not be shared on the Internet.)

➢ **Academic Honesty:** *No Plagiarism*

It is ultimately each student's responsibility to understand the rules regarding plagiarism and to learn how to avoid such violations. Common punishments for such violations include failing the assignment or failing the course. Plagiarism "includes, but is not limited to, submitting, to satisfy an academic requirement, any document that has been copied in whole or in part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style; paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; and dry-labbing, which includes obtaining and using experimental data from other students without the express consent of the instructor, utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms, and fabricating data to fit the expected results." (http://www.outreach.hawaii.edu/summer/general/policy_procedures.asp).

V. BASIC NEEDS FOR UH STUDENTS

Basic needs include food, housing, childcare, mental health, financial resources, and transportation. Students' basic needs security is critical for ensuring strong academic performance, persistence and graduation, and overall student well-being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: UH System Basic Needs. https://www.hawaii.edu/student-basic-needs/

VI. EMPLOYABILITY AND KOREAN LANGUAGE STUDY

The Department of East Asian Languages & Literatures is committed to providing students with information about the value of the skills and learning they develop in conjunction with their Korean language study for future employment. The Department works with the Hawai'i Language Roadmap, a statewide initiative for a multilingual workforce for Hawai'i housed in the College of Arts, Languages, and Letters, to provide students with opportunities to learn about marketing their language proficiency to employers (e.g., resume writing, interview training), to meet employers who are hiring for bilingual proficiency, and to credential their language proficiency with the nationally-recognized Global Seal of Biliteracy, a valued workforce credential. For more information: roadmap@hawaii.edu, or visit the Roadmap website at: https://nflrc.hawaii.edu/languageroadmap

VII. TENTATIVE COURSE SCHEDULE

➢ **Weekly Course Schedule** (subject to change during the semester if necessary)

Date	Content	Assignment
Week 1 8/23	1. Introduction & Syllabus Overview 2. My favorite Korean film/drama 3. Film awards	**Assignment #1** Award-winning films (in-class)
Week 2 8/30	4. History of Korean film 5. Korean film directors	**Assignment #2 (due 8/29)** History of Korean film
Week 3 9/06	Film screening (*Joint Security Area*, 2000) Film screening (*Taegukgi*, 2004): Optional	**Vocabulary List #1 (due 9/5)**
Week 4 9/13	1. Dir. Chan-wook Park & *JSA* in the Korean film history	**Assignment #3 (due 9/12)** "JSA & Dir C. Park"
	2. North Korean soldiers ax-murdered two American soldiers at the DMZ and its aftermath	
Week 5 9/20	3. Korean anticommunism education & National Security Law in South Korea	**Assignment #4 (due 9/19)** "ROK-U.S. Alliance"
Week 6 9/27	4. Korean War (1950-53), Division of Korea & Family dispersal	
Week 7 10/04	Film screening (*The President's Barber*, 2004) Film screening (*Ode to My Father*, 2014): Optional	**Vocabulary List #2 (due 10/3) Essay #1 (due 10/7)**
Week 8 10/11	1. Rhee Syngman & Constitutional amendment of 1954	**Assignment #5 (due 10/10)** "Rhee Syngman"
	2. 3.15 Rigged election & 4.19 Revolution of 1960	
Week 9 10/18	3. Park Chung-hee & 5.16 military coup of 1961	**Assignment #6 (due 10/17)** "Park Chung-hee"
	4. The dispatch of Korean troops to Vietnam & North Korean guerrilla attempt to infiltrate the Blue House on 1/21/68	
Week 10 10/25	5. New constitution of 1972 & Park's assassination on 10/26/79	**Assignment #7 (due 10/24)** "Chun Doo-hwan"
	6.12.12 Military coup in 1979 & Chun Do-hwan	
Week 11 11/01	Film screening (*Peppermint Candy,* 2000) Film screening (*A Taxi Driver,* 2017): Optional	**Vocabulary List #3 (due 10/31)**
Week 12 11/08	Election Day	**Essay #2 (due 11/08)**
Week 13 11/15	1. Dir. Lee Chang-dong & The song *What should I do* 2. Kim, Dae-jung	**Assignment #8 (due 11/14)** "Kim Dae-jung"
Week 14 11/22	3. The May 18 Kwangju democratic uprising	**Assignment #9 (due 11/21)** "Gwangju Democratic Uprising"
	4. The democratic movements of Spring 1987	
Week 15 11/29	5. The Korean economic crisis (IMF) of 1997 6. Repeated scenes and symbols in the film	**Assignment #10 (Due 11/28)** "Critical Thinking Skill"
Week 16 12/06	Review: Former Korean Presidents (1948-Present)	
Week 17	*Final term paper*	**Due Friday, 12/16**

1. Tuesday, Sept. 13, 2022: Last day to drop courses without a "W" on your record. After Tuesday, Sept. 14, all section changes and withdrawals require the written consent of the instructor and College Student Academic Services Dean; in addition, graduate students need your advisor's consent.

2. Monday, October 31, 2022: Last day for restricted withdrawals (with "W"). After October 31, 2022, no withdrawals are permitted, except under unusual circumstances.