

Student Learning Outcomes: Fourth Year Korean

Students are expected to achieve the **ACTFL level of “Advanced Low -Mid”** by the end of Fourth Year Korean.

General Description: The Fourth Year Korean course aims to develop functional proficiency in Korean at the ACTFL level of Advanced Low-Mid in listening, speaking, and reading and writing. Students will develop competence in fluency, grammatical accuracy and socio-linguistic/cultural appropriateness through a variety of tasks and assignments. In addition, students will learn to communicate with more sophisticated grammatical structures and more advanced vocabulary on various topics. This course will integrate Korean cultural themes with language learning to enhance students’ acquisition of Korean language and to deepen their understanding of Korean culture and society. Selected readings and multiple genres of media, such as short essays, poems, newspaper articles, TV commercials, or TV news will be introduced. The purpose of this course is not to suggest a normative way of Korean living or generalize Korean culture, but to study diverse ways of living and to critically examine personal and social implications of the various modes of culture. Thus, this course focuses on exploring 5Cs (Communication, Cultures, Connections, Comparisons, and Communities) through more in-depth studies of Korean language and culture.

1) *Communication*

Students handle a variety of uncomplicated communication tasks in straightforward social situations involving predictable and concrete exchanges. Also, students express personal meaning (e.g. ideas, feelings, emotions) creatively in paragraphs.

2) *Cultures*

Students further their knowledge and understanding of Korean culture so that they can draw connections between Korean language and historical, social, and cultural practices and products that have influenced the formation and development of the Korean language and culture on an advanced level.

3) *Connections*

Students reinforce and further their knowledge of other disciplines through the Korean language. Also, students acquire information and recognize the distinctive viewpoints that are only available through the Korean language and culture in advanced level.

4) *Comparisons*

Students demonstrate understanding and critical insights of the unique linguistic features and usage of the Korean language and the concept of Korean culture through comparisons with other languages and cultures that they are familiar with on an advanced level.

5) *Communities*

Students use the language both within and beyond the classroom setting and show evidence of becoming life-long learners by using Korean not only for personal enjoyment and enrichment, but also for public services and career development. Students are strongly encouraged to actively participate in Korean communities and Korea-related events/conferences, and interact with people and communities who are interested in Korea to further their knowledge and insight on Korean language and culture.

	Fourth Year Korean 1st semester	Fourth Year Korean 2nd semester
	At the end of the 1 st semester students will be able to:	At the end of the 2 nd semester students will be able to:
Interpersonal Abilities	<ul style="list-style-type: none"> ▪ Continue to reinforce, refine, and apply their interpersonal communication skills and handle a variety of communicative tasks beyond all third year linguistic functions with accuracy and fluency and in a wider range of contexts. ▪ Demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of the advanced aspect. ▪ Show increased levels of confidence and expand on the topics and themes covered in the third year. ▪ Combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. ▪ Handle appropriately the essential linguistic challenges presented by a complicated or an unexpected turn of events. 	<ul style="list-style-type: none"> ▪ Demonstrate the ability to narrate and describe in the major time frames of past, present, and future by providing a full account, with good control of aspect. In this level, narration and description tend to be combined and interwoven to relate relevant and supporting facts in connected, paragraph-length discourse. ▪ Show increased levels of confidence and expand on text genres and modes and on the topics and themes covered in the third year. ▪ Handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar. Communicative strategies such as circumlocution or rephrasing are often employed for this purpose.
Interpretive Abilities	<ul style="list-style-type: none"> ▪ Comprehend conventional narrative and descriptive texts containing high-frequency vocabulary and structure with a clear underlying purpose. ▪ Demonstrate the understanding of a wider array of idioms and their functions in texts. ▪ Enhance and refine their ability to draw meaning from a variety of written texts, as well as relatively long audio or visual clips on conceptually and linguistically familiar topics. Understand the main ideas and some supporting details from their 	<ul style="list-style-type: none"> ▪ Comprehend the main idea and supporting details of authentic narrative and descriptive texts accurately. ▪ Recognize and identify the function of a number of advanced idiomatic expressions and collocations used within academic texts. ▪ Comprehend texts of any length as well as complex factual material, such as reports. ▪ Enhance and refine students' ability to draw meaning from a variety of written text up to 4 pages in length.

	situational and subject-matter knowledge.	
Presentational Abilities	<ul style="list-style-type: none"> ▪ Meet basic work and/or academic writing/speaking needs. ▪ Demonstrate the ability to narrate and describe in major time frames with some control of aspect. ▪ Compose/Narrate simple summaries on familiar topics in paragraph-length accurately and fluently. ▪ Combine and link sentences into texts of paragraph length and structure. ▪ Demonstrate the ability to incorporate a limited number of cohesive devices. ▪ Demonstrate minimal control of common structures and vocabulary associated with the advanced level. ▪ Carry out all presentational tasks of the Third-Year Korean with accuracy and fluency. (approximately 151-200 words in length). ▪ Take notes in some detail. ▪ Give rehearsed oral presentations for the final project based on their composition (approximately 201-250 words in length). 	<ul style="list-style-type: none"> ▪ Meet a range of work and academic writing needs. ▪ Write straightforward summaries on topics of general interest. ▪ Exhibit a variety of cohesive devices in texts up to several paragraphs in length. ▪ Express thoughts clearly and support by elaboration. ▪ Present more elaborate opinions and begin to persuade on familiar topics, such as college life, education, and family. ▪ Demonstrate the ability to narrate and describe with detail in all major time frames with good control of aspect. ▪ Give oral presentations for the final project based on their composition (approximately 251-300 words in length). ▪ Write short research papers. (approximately 4 pages).