

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	CBS3642
Subject Title	Korean Language for Exploring Korea
Credit Value	3
Level	3
Pre-requisite/ Co-requisite/ Exclusion	Pre-requisite: CBS2632 Introductory Korean II
Objectives	This course aims to enhance students' spoken and written communication skills for travel-related real-life contexts through a series of projects. Students will be able to gain in-depth understanding of communication norms in Korean, expand their vocabulary and idiomatic expressions, and develop problem-solving skills by simulating various situations of life in Korea. In this course, learners are asked to complete projects that mirror real-world challenges, such as making inquiries, planning, making reservations, creating itineraries, etc. By actively utilizing diverse media and VR/GenAI technology, learners can learn Korean in a more immersive, interactive way.
Intended Learning Outcomes <i>(Note 1)</i>	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. achieve a high intermediate-level of Korean proficiency in speaking, listening, reading, and writing; b. communicate effectively using Korean communication norms and cultural knowledge in travel-related situations; c. plan and execute travel-related tasks using Korean; d. acquire essential vocabulary and expressions specific to travel-related scenarios; e. develop skills to resolve real-life problems encountered during travel in Korea using appropriate Korean language and strategies; f. enhance critical and creative thinking in diverse cultural contexts utilizing technology tools.

Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<table border="1"> <thead> <tr> <th>Week</th> <th>Contents</th> </tr> </thead> <tbody> <tr> <td>1-2</td> <td> Travel Planning & Reservations Project 1: Create a travel itinerary </td> </tr> <tr> <td>3-4</td> <td> Departure, Arrival, and Accommodations Project 2: Role-play for Korean airport procedures, public transport routes, and hotel check-in </td> </tr> <tr> <td>5-6</td> <td> Dining and Shopping Project 3: Plan a One Day City Tour and Practice Customer Service Interaction Scenario </td> </tr> <tr> <td>7-9</td> <td> Tourist Sites & Cultural Experiences Project 4: Tour Brochure Design Presentation </td> </tr> <tr> <td>10-12</td> <td> Final Project - Local Tour Guide Project 5: Act as a tour guide in Hong Kong introducing local attractions to Korean tourists through creating a website, vlog, etc. </td> </tr> <tr> <td>13</td> <td> Final Presentation </td> </tr> </tbody> </table>		Week	Contents	1-2	Travel Planning & Reservations Project 1: Create a travel itinerary	3-4	Departure, Arrival, and Accommodations Project 2: Role-play for Korean airport procedures, public transport routes, and hotel check-in	5-6	Dining and Shopping Project 3: Plan a One Day City Tour and Practice Customer Service Interaction Scenario	7-9	Tourist Sites & Cultural Experiences Project 4: Tour Brochure Design Presentation	10-12	Final Project - Local Tour Guide Project 5: Act as a tour guide in Hong Kong introducing local attractions to Korean tourists through creating a website, vlog, etc.	13	Final Presentation												
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Teaching/Learning Methodology <i>(Note 3)</i>	<p>For every project, students will learn new words, grammar points, expressions, and communicative and cultural norms through textbooks, travel-related clips of multimedia materials and authentic resources on the internet.</p> <p>This course integrates four languages skills: speaking, listening, reading, and writing. Students engage in role-plays and group discussions, create scenarios, practice making inquiries through emails and phone calls, read real-life travel-related material, and present their findings.</p> <p>The mode of teaching and learning is highly interactive, students practice through interactive workshops, role-playing, group projects, incorporating the use of diverse media and technology tools such as GenAI and VR. These methods are designed to provide practical, real-world challenges for students to solve using their language skills, aligned with the intended learning outcomes.</p>																											
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Written Quizzes</td> <td>20%</td> <td>√</td> <td></td> <td></td> <td>√</td> <td></td> <td></td> </tr> </tbody> </table>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Written Quizzes	20%	√			√		
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2. Task-based Writing	15%	√		√	√	√	√
3. Scenario-based Vlog	15%	√	√	√	√	√	√
4. Project Presentations	20%	√	√	√	√	√	√
5. Final Project Portfolio	30%	√	√	√	√	√	√
Total	100%						

Written quizzes assess the vocabulary, grammar, and expressions needed for each project, ensuring foundational language skills are met.

Task-based writing and **scenario-based vlog** allow students to apply these language elements in written and spoken forms, testing their practical application in real-life situations.

Project presentations serves as a platform to verify the students' communicative abilities in Korean.

The final project enables students to comprehensively demonstrate their achievements through the course by planning and executing a local day tour itinerary, creating a brochure, introducing it on a website, and acting as a guide in a video presentation in Korean. This structure effectively measures the students' ability to integrate and apply their language skills in contextually relevant ways.

The use of GenAI tools is allowed in preparing the assessments in this subject. However, all the work students submit for assessment should be THEIR OWN ORIGINAL work. Asking GenAI to do the assignment and submitting the work generated by GenAI, in part or in whole, as one's own (even in paraphrased form) constitute an act of academic dishonesty; it is no different from asking another person to write the assignment or claiming others' ideas as one's own.

If a student has decided to use of GenAI tools, he/she is required to declare the use of such tools and how they have been used in the assignments in a form similar to the following sample. Students should also reference them in accordance with accepted academic conventions (e.g. APA or MLA styles).

	“I/We declare that Generative AI tools have been used to prepare the submitted work. The Generative AI tools used and the manner in which they were used are as follows:_____”	
Student Study Effort Expected	Class contact:	
	▪ Lectures	13 Hrs.
	▪ Seminars	26 Hrs.
	Other student study effort:	
	▪ Individual Research and Homework	47 Hrs.
	▪ Project work	32 Hrs.
	Total student study effort	118 Hrs.
Reading List and References	<p>김미숙 (2023). <i>여행하며 배우는 한국어 (Learning Korean while Traveling)</i>. Seoul: Hawoo.</p> <p>King Sejong Institute (2021). <i>여행한국어 (Korean Language for Travelers)</i>. Seoul: King Sejong Institute.</p> <p>조항록 외 (2019). <i>문화가 있는 한국어 읽기 (Korean Reading on Korean Culture)</i>. Seoul: Darakwon.</p> <p>이양혜 외 (2010). <i>쉽게 배우는 한국어 회화: 중급 1 (Easy Learning Easy Korean: Intermediate 1)</i>. Seoul: Korea Language Plus.</p> <p>이양혜 외 (2010). <i>쉽게 배우는 한국어 회화: 중급 2 (Easy Learning Easy Korean: Intermediate 2)</i>. Seoul: Korea Language Plus.</p> <p>다문화사회연구소 (2010). <i>이야기가 있는 한국어, 한국문화 (Korean Language and Culture with Stories)</i>. Seoul: Darakwon.</p> <p>Websites: King Sejong Institute: https://nuri.iksi.or.kr/front/main/main.do Study Korean: http://study.korean.net Korea Tourism Organization: https://knto.or.kr/eng/index</p>	