

KOR 4813 Syllabus

Special Topics: Advanced Reading and Listening OL1, 3 credits

Fall 2026

Instructor Information

Instructor: Yongtaek Kim

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General Course Information

Description

This course prepares students for the TOPIK II exam by developing advanced Korean skills in reading, listening, and writing. Through practice tests, targeted exercises, and strategy training, students build the language proficiency and test-taking skills needed to achieve a high score.

Course Learning Outcomes

Upon successful completion of this course, students should be able to:

Understand advanced Korean through webtoons and dramas.

- Understand advanced Korean texts and audio at the TOPIK II level.
- Apply effective strategies for reading, listening, and writing sections of the exam.
- Write organized and coherent responses for TOPIK II tasks.
- Improve overall Korean proficiency for academic and real-world use.
- Demonstrate readiness to achieve a target TOPIK II score.

Required Course Materials

Primary textbook: *한국어능력시험 TOPIK II 한 번에 통과하기.*

Additional practice materials, mock tests, and supplementary resources will be provided on Canvas.

Grading Policy

Your final grade will be based on the following components:

- Practice Tests and Quizzes – 30%
- Writing Assignments – 30%
- Midterm Mock Exam – 15%
- Final Mock Exam – 25%

Final grades are calculated using a weighted average of these components.

Grading Scale:

A (90–100), B (80–89), C (70–79), D (60–69), F (below 60).

Practice Tests and Quizzes (30%)

Regular exercises and quizzes based on TOPIK II format to build skills in reading, listening, and vocabulary.

Writing Assignments (30%)

Structured writing tasks focusing on TOPIK II question types, evaluated for organization, grammar, and clarity.

Midterm Mock Exam (15%)

A full-length practice exam assessing progress in all sections of TOPIK II.

Final Mock Exam (25%)

A comprehensive exam measuring overall readiness and ability to perform under test conditions.

Course Policies

Attendance and/or Participation

Attendance and active participation are expected. Students should regularly engage in practice activities, discussions, and in-class exercises.

Absences should be communicated in advance when possible. Repeated absences may affect performance and progress in the course.

Impact on Learning Community

Active participation supports both individual learning and the progress of the class. Since many activities involve discussion and peer interaction, consistent attendance and engagement help create a productive and supportive learning environment for everyone.

University Expectations

This course follows Georgia Tech policies regarding excused absences and student responsibilities. Students are encouraged to communicate proactively about any scheduling conflicts, including university-sponsored events (e.g., official activities, career fairs, or interviews), to minimize disruptions to their learning.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

[Core IMPACTS](#) is the University System of Georgia's General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated [career competencies](#). [This resource](#) developed by the Center for Excellence in Teaching and Learning and Online Education at Georgia State University includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.