

Syllabus

KOR 2001 OL: Intermediate Korean I (Asynchronous Online)

Course Prefix: KOR

Course Number: 2001 OL

Course Name: Intermediate Korean I

Semester: Fall

Academic Year: 2026

Note 1: To complete enrollment, all students must submit the Verification of Placement (on Course Canvas). Eligibility Notice: Students with more than two years of formal schooling (K-12) in South Korea are ineligible for this course.

- Students taking Korean at GT for the first time: You must complete the [Placement Test](#) and submit the Verification of Placement (on Course Canvas). After completing the test, please email Dr. Chang at schang323@gatech.edu to let her know. She will then review and confirm your placement.
- Returning GT Korean students & Students who have taken Korean at another institution: You only need to submit the Verification of Placement (on Course Canvas).

Note 2: There is a required small-group component in this class. You'll meet (either online or in person) in a small group 4 times over the course of the semester. Make sure you're willing and able to participate.

Note 3: You will need to purchase the course textbook to complete your assignments. The textbook information is provided in the syllabus. If your book has not arrived yet, scans of Units [1](#) and [2](#) are available here for temporary use.

Course Description

KOR 2001 offers a rapid review of grammar with continued use of listening, speaking, reading, and writing skills in Korean, all with a cultural emphasis.

General Information

KOR 2001, Intermediate Korean I, aims to build oral and written communication skills in Korean at the intermediate level and improve cultural awareness and literacy of the Korean-speaking world. KOR 2001 contributes to students' education in the humanities by teaching both the Korean language and the humanistic cultures of the Korean-speaking world.

Learning Objectives:

Upon successful completion of this course, the student will be able to:

1. Use Korean to communicate with peers and the instructor both orally and in writing in order to create a shared community experience.
2. Employ strategies to comprehend texts written by and for Korean speakers (written, aural and video) in depth.
3. Employ strategies to express ideas orally and in writing related to familiar topics in presentational contexts in depth.
4. Employ strategies to express your ideas in interpersonal contexts in culturally appropriate ways in depth.
5. Demonstrate an understanding of their languages and cultures in relation to the practices, products, and perspectives of the culture(s) of Korean-speaking countries.
6. Develop intercultural awareness through the study of the similarities and differences among and the relationships between language and culture systems.
7. Be prepared to continue developing your Korean language skills and cultural understanding in KOR 2002.

Evaluation Criteria

Homework	50%	Examination	10%
Oral Performance	20%	Group Activity	20%

Description of Graded Components

Group Activity (20%)

Students meet (either online or in person) in a small group 4 times over the semester. Make sure you're willing and able to participate.

Homework (50%)

Each unit includes grammar and reading homework. After every two units, there is a review session. During each review session, students will have listening, writing, and speaking assignments.

- **Grammar HW** (100 pts): Students practice and reinforce their understanding of sentence structure and verb conjugation.
- **Reading and Comprehension HW** (100 pts): Students record themselves reading the given text and answering the questions based on the reading.
- **Writing HW** (100 pts): Students should write sentences on the given topic in Korean, using more than 10 words and incorporating 3 grammar points learned in the unit to create more complex sentences.
- **Listening HW** (100 pts): Students will complete listening comprehension questions for each unit.
- **Speaking HW** (100 pts): Students will speak on a given topic in a free-talking style in front of the camera. They may prepare a script or notes in advance, but they should not read directly from them while speaking.

Oral Performance (20%)

- Midterm project (100 pts): Choose one of the two options. More details are given in the Canvas.
 - Show & Tell (individual presentation): 3 min. “*My Favorite Korean OOO!*” (e.g., music, drama, movie, snack, food, place, people, class, culture, etc.) OR
 - Mini-Skit (pair work): 3 min. Open topic.
- Final project (+ draft) (100 pts): Choose one of the two options. More details are given in the Canvas.
 - Group Mini K-Drama OR
 - Individual Digital Story Telling
- Oral Quiz (100 pts): Assesses students’ ability to communicate effectively in Korean through brief, structured speaking tasks. A detailed guideline is available on Canvas.

Examination (10%)

- Vocab Quiz: Measures students’ mastery of essential words and expressions from each unit.
- Midterm Exam: Includes cultural competence, grammar, and a short essay.

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

A 90-100% B 80-89% C 70-79% D 60-69% F 0-59%

Course Materials

Course Text: Sogang Korean 2A Student’s book

Course Expectations & Guidelines

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. For information on Georgia Tech's Academic Honor Code, please visit

<http://www.catalog.gatech.edu/policies/honor-code/> or

<http://www.catalog.gatech.edu/rules/18/>.

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

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or <http://disabilityservices.gatech.edu/>, 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.

Attendance and/or Participation

While this asynchronous course offers flexibility in completing your work, staying on schedule is critical. Regular engagement with course materials and timely submission of assignments are key to your success. Refer to the Canvas schedule for all assignment due dates.

Collaboration and Group Work

Language learning occurs in a community of people. This semester, you will participate in multiple small group activities both oral and written.

However, the following forms of assistance are not allowed for doing any of the work in this course: copying (from someone else's assignments or from another source [a reading in a textbook, the Internet, etc.]) without clear attribution of the source; having another student, a tutor, or a friend suggest changes or correct the work you are to turn in; completing assignments in consultation with other students ("working together") unless specified by your instructor; translating directly from another source; and especially **using electronic translation programs**. These restrictions apply to any work turned in for this course, even daily homework assignments. The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. GT subscribes to a digital plagiarism detection program called Turnitin, which may be used to check assignments submitted in this course.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

No late assignments or extensions will be granted. Please plan accordingly. Contact your instructor in the case of extenuating circumstances.

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. See <http://www.catalog.gatech.edu/rules/22/> for an articulation of some basic expectation 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.

Campus Resources for Students

The Center for Academic Success (success.gatech.edu/) offers a variety of academic support services to help students succeed academically at Georgia Tech (e.g. tutoring, peer-led study groups, study skills, etc.).

The Office of Disability Services (disabilityservices.gatech.edu/) ensures that students with disabilities have equal access to all programs and activities offered at Georgia Tech. They provide documentation and officially sanctioned requests for accommodation for students, and serve as a resource for instructors as they build learning environments to meet the needs of all students.

OMED: Educational Services (omed.gatech.edu/) is the unit charged by Georgia Tech with the retention, development, and performance of the complete student learner who is traditionally underrepresented: African American, HiKORic, and Native American. OMED's programming and

academic support services are aimed at equipping all students with strategies to navigate the Georgia Tech environment.

Support for Students in Distress

Counseling Center counseling.gatech.edu/ 404-894-2575

Dean of Students (Student Life) studentlife.gatech.edu/ 404-385-8772

GT Police police.gatech.edu/ 404-894-2500

Stamps Health Services health.gatech.edu/ 404-894-1420

This is a Core IMPACTS course that is part of the Humanities area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I interpret the human experience through creative, linguistic, and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze and interpret the meaning, cultural significance, and ethical implications of literary/philosophical texts or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Ethical Reasoning
- Information Literacy
- Intercultural Competence