Korean Service-Learning in the Korean Community (KOR 6500/4150)

Spring 2027, January 11 ~ May 206

Instructor: Yongtaek Kim Virtual Office hours: by appointment

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1. Goals:

"KOREAN SERVICE-LEARNING IN THE KOREAN COMMUNITY" has two major objectives:

(1) Students will improve their practical skills of Korean through their short-term volunteer "service" in the Korean businesses and/or communities;

(2) Students gain more insights and understanding on the Korean communities in the US by studying Korean culture more in-depth through structured classroom "learning"

2. Timeline and structure of the course:

(1) **Off-campus service**:
For ten weeks of the semester, each student will perform his or her own service project for the Korean community recommended by the instructor(s) or chosen by himself/herself **3 (three) hours per week**. The time for the service will be determined based upon the discussion between the Korean communities that he or she will be serving and the student participating.

(2) **On-campus class**:
Each student will have **2 (two) hours of lecture and/or discussion each week** with the instructor.

Students may be involved in the following service projects in the Korean community:

- Bilingual customer service volunteers
- Translators or volunteer helpers for activities of other Korean service communities.
- Korean communities/organizations suggested by the student and approved by the course instructor

3. Course Schedule:

	Class Content:	**Korean Community Service Project Requirements:**
Week 1	• Introduction to course content, objectives, and format • Definitions of "service" and "service-learning" • Presentation of possible Korean community volunteer positions and outreach agencies • Completion of Waiver Form	Investigate potential community service project sites. Learn about local agencies that work in the Korean community.
Week 2	• Decision of Korean companies for each student	Complete "Korean Community Service Project Proposal"
Week 3	• Lecture and Discussion: **Activities Korean companies want students to work on**	3 hour service commitment
Week 4	• Turn in Korean Community Service Project Proposal • Oral presentation of Project Proposal • Lecture and Discussion: **Korean communities in the U.S.: Challenges and Obstacles** • Introduction to key terms for describing and capturing the Korean community experience - Part 1	3 hour service commitment

Week 5	• Turn in Korean Community Service Project Proposal • Oral presentation of Project Proposal • Lecture and Discussion: **Korean communities in the U.S.: Challenges and Obstacles** • Introduction to key terms for describing and capturing the Korean community experience - Part II	3 hour service commitment
Week 6	• Turn in Korean Community Service Project Proposal • Oral presentation of Project Proposal Lecture and Discussion: **The Korean Immigrant Experience: Stereotypes, Opinions, Problems/challenges the communities face** - Part I	3 hour service commitment
Week 7	• Turn in Korean Community Service Project Proposal • Oral presentation of Project Proposal Lecture and Discussion: **The Korean Immigrant Experience: Stereotypes, Opinions, Problems/challenges the communities face** - Part II	3 hour service commitment
Week 8	• Turn in Korean Community Service Project Proposal • Oral presentation of Project Proposal • Lecture and Discussion: **The Korean Immigrant Experience: Stereotypes, Opinions, Problems/challenges the communities face** - Part III	3 hour service commitment
Week 9	• Documentary Presentation: **What are the main concerns and/or interest of the Korean communities?**	3 hour service commitment
Week 10	• Documentary Presentation: **Are the approaches to the problems and solutions used by the Korean communities any different from those used in typical American communities?**	3 hour service commitment
Week 11	Spring Break	
Week 12	• Analysis and Discussion of Cultural Reflection Journal: Cultural Incidents and Problem Solving; Intercultural Competence	
Week 13	• Orientation for Final Project(all lecturers and students)	
Week 14 - 16	• Work on final project: Students' findings and reflections on their community volunteer work	Individual consultations with instructor during lecturer times
Final Exam	• Creative Final Project Presentations to entire class; Turn in time log and supervisor evaluation.	

4. Course Components and Grade Breakdown:

- Lecture: Cultural Reflection Journals in Korean 20%
- Documentary and Discussion Presentation 13%
  Rubric:
  Ability to capture the Internship Experience in the Documentary: *20%*
  Level and Quality of Interviews in Documentary: *10%*
  Ability to Address Korean Community Issues in Documentary: *20%*
  Ability to Lead the Class Discussion during 20 minutes: *30%*
  Level of Korean Used in Documentary and Discussion: *20%*

- Internship: Supervisor Evaluation, Self-Assessment Evaluation, Time Log 67%

ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION	
ML Learning Outcome 1: Demonstrate oral and aural proficiency in Korean	Students will conduct their service work in Korean and will communicate with people using Korean only during their service.
ML Learning Outcome 2: Demonstrate effective presentation skills in Korean	Students will deliver three 20-minute presentations in class. Presentations will be graded in terms of content, organization, and language use. Students will also present a 10-minute oral presentation for their final project.
ML Learning Outcome 3: Demonstrate writing proficiency in Korean	Students will keep weekly reflection journals and write a proposal for their final project, which will assess their writing proficiency.
ML Learning Outcome 4: Demonstrate proficiency in comprehension of authentic written texts in Korean	Assigned readings include contemporary news articles and peer-reviewed studies on issues related to Koreans in the U.S. Comprehension will be determined through class participation, journals/essays, and presentations.
ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE	
ML Learning Outcome 5: Demonstrate in-depth knowledge of a *specific* country or region	The course targets at finding and understanding the challenges and problems the U.S. Korean communities face and examining the Korean immigrant experience. Students will demonstrate their in-depth knowledge of this population through weekly journal writing, a documentary and discussion project, and a creative final project.
ML Learning Outcome 6: Demonstrate the ability to analyze an issue from target-culture perspective(s)	The professor will work to prevent cultural bias in the interpretation of the assigned texts and will point out pitfalls or cultural stereotypes. Students complete a "description, interpretation, evaluation" exercise and examine changes in their attitudes.
ML Learning Outcome 7: Demonstrate critical reflection on cultural complexity and context	The Cultural Reflection Journal is designed to facilitate this type of critical reflection. Students will also engage in discussion in debate throughout the semester.

5. Georgia Tech Course Policies

Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar. Course instructors are responsible for establishing reasonable deadlines and/or make-up materials for the missed work, and for clearly communicating this information to the relevant student(s), when absences for Institute activities are approved. http://catalog.gatech.edu/rules/4/

This course is conducted in alignment with the Georgia Tech Honor Code http://catalog.gatech.edu/rules/18/

Reasonable accommodations are provided to self-identified students with disabilities who meet the academic and technical standards requisite to admission or participation in the program of study. Consideration may be given to the substitution or modification of certain course requirements as long as such changes do not detract from the quality of the educational experience and the changes remain within the accreditation criteria for the degree program. Such substitutions or modifications must be approved by the school chair, department head, or college dean, and the Undergraduate Curriculum Committee and/or the Graduate Committee. http://disabilityservices.gatech.edu/