

Text and Context I: Korean

Code: 101547
ECTS Credits: 6

Degree	Type	Year	Semester
2500244 East Asian Studies	OT	4	2

Contact

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Use of Languages

Principal working language: (kor)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Prerequisites

None.

Objectives and Contextualisation

This course aims to continue developing the student's communicative competences in Korean, as well as to strengthen his ability to translate simple texts of different types.

2 ECTS will correspond to the Language part and the other 4 ECTS will correspond to the Translation part.

At the end of the course, the student will be able to:

- Understand easy written texts of different types about personal and general issues regarding known fields.
- Produce simple oral texts about everyday issues and general issues regarding known fields.
- Solve basic problems of translating non-specialized texts written in standard language (expositive, argumentative and instructive).

Competences

- Apply knowledge of East Asian culture in order to be able to communicate.
- Developing self-learning strategies.
- Ensuring the quality of one's own work.
- Produce oral texts in one of the languages of East Asia.
- Respecting the diversity and plurality of ideas, people and situations.
- Solving problems of intercultural communication.
- Understand oral texts in one of the languages of East Asia.
- Understand texts written in one of the languages of East Asia.
- Working in teams in an international, multilingual and multicultural context.
- Write texts in one of the languages of East Asia.

Learning Outcomes

1. Apply knowledge of lexis, morphosyntax, texts, rhetoric and linguistic variation.
2. Apply strategies to produce oral texts for different contexts and for specific communicative purposes.
3. Apply strategies to produce written texts for different contexts and for specific communicative purposes.
4. Apply strategies to understand oral texts from various different contexts.
5. Apply strategies to understand written texts from various different contexts.
6. Apply strategies towards acquiring knowledge of East Asian culture in order to be able to communicate.
7. Deal with interferences between the working languages.
8. Developing self-learning strategies.
9. Ensuring the quality of one's own work.
10. Identify the need to activate knowledge of East Asian culture in order to be able to communicate.
11. Integrate cultural knowledge to solve problems in communication.
12. Possess knowledge of East Asian culture in order to be able to communicate.
13. Produce oral texts for different contexts and for specific communicative purposes.
14. Produce oral texts that are appropriate to the context and linguistically correct.
15. Produce written texts for different contexts and for specific communicative purposes.
16. Produce written texts that are appropriate to the context and linguistically correct.
17. Respecting the diversity and plurality of ideas, people and situations.
18. Solving problems of intercultural communication.
19. Understand the communicative intent and the meaning of oral texts from various different contexts.
20. Understand the communicative intent and the meaning of written texts from various different contexts.
21. Working in teams in an international, multilingual and multicultural context.

Content

A. Language:

- Using grammar (connectors, periphrastic verbs, passives and causatives, dependent nouns, specific particles, indirect discourse, etc.)
- Understanding simple written texts in Korean in order to be able to translate them.

B. Translation:

- Solving problems of translating simple texts, which belong to expositive genres, such as an entry in a reference encyclopaedia, an instruction manual, a letter to the editor in a newspaper, a film or a book review, a recipe, an advertisement text, etc.
- Using tools (technological and documentation tools) to translate simple, non-specialized texts written in a standard language.

Methodology

- Learning based on problems (ABP; Problem-resolution). The students follow a pedagogical approach: while they are under the teacher's supervision, they start from real problems and they learn to look for the information required to understand the problem and find solutions.
- Case studies: the students analyze professional situations presented by the teacher in order to think about and conceptualize the experience, and to find solutions.
- Cooperative learning: the methodology encourages the student to socially form his knowledge. The students work together in small groups, thus improving their own learning and the classmates' learning.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			

Activities to master the methodological principles for the translation	15	0.6	1, 5, 4, 3, 2, 6, 20, 19, 8, 10, 11, 16, 15, 14, 13, 7, 18, 17, 12, 21, 9
Grammar	6	0.24	1, 5, 4, 3, 2, 6, 20, 19, 8, 10, 11, 16, 15, 14, 13, 7, 18, 17, 12, 21, 9
Type: Supervised			
Individuals translations of foreign language texts	15	0.6	1, 5, 3, 2, 6, 20, 8, 10, 11, 16, 15, 7, 18, 17, 12, 21, 9
Language exercises	5	0.2	1, 5, 4, 3, 2, 6, 20, 8, 10, 11, 16, 15, 7, 18, 17, 12, 21, 9
Writing	5	0.2	1, 5, 4, 3, 6, 20, 19, 8, 10, 11, 15, 7, 18, 17, 12, 21, 9
Type: Autonomous			
Individual Studies	20	0.8	1, 5, 4, 3, 2, 6, 20, 19, 8, 10, 11, 16, 15, 14, 13, 7, 18, 17, 12, 21, 9
Preparing for Translation	20	0.8	1, 5, 3, 6, 20, 8, 10, 11, 16, 15, 7, 18, 17, 12, 21, 9

Assessment

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class. All activity deadlines are indicated in the subject's schedule and must be strictly adhered to.

Written exams

During the course, the students will take three exams. Different competences will be evaluated depending on the students learning stage and the each exams will account for a 25% of the final note.

The dates of the exams are the last day of every month (march, april, may).

Teaching folder

That includes delivering a selection of tasks proposed by the teachers. Tasks must be delivered on time in order to be evaluated. This part will account for a 25% of the final note.

Related matters

The above information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

More information:

<http://www.uab.cat/web/study-abroad/undergraduate/academic-information/evaluation/what-is-it-about-13456700>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities of reading and writing texts	20%	16	0.64	1, 5, 4, 3, 2, 6, 20, 19, 8, 10, 11, 16, 14, 13, 7, 18, 17, 12, 21, 9
Language	20%	16	0.64	1, 5, 4, 3, 2, 6, 20, 19, 8, 10, 11, 16, 15, 14, 13, 7, 18, 17, 12, 21, 9
Translation of audiovisual texts	30%	16	0.64	1, 5, 4, 3, 2, 6, 20, 8, 14, 13, 7, 18, 17, 12, 9
Translation of written texts	30%	16	0.64	1, 5, 4, 3, 6, 20, 8, 10, 11, 16, 15, 7, 18, 17, 12, 21, 9

Bibliography

1. Reference textbooks

(dossier campus virtual)

- Yeon, Jaehoon. & Lucien Brown (2011), Korean: A Comprehensive Grammar, Routledge, London and New York.
- Yeon, Jaehoon. & Lucien Brown (2013), The Routledge Intermediate Korean Reader, Routledge, London and New York.

(Specialized bookstore: <http://www.aprendecoreano hoy.com>).

2. Reference books

- Ahn Jean-myung & MIN Jin-young (2013), Korean Grammar in Use - Intermediate, Darakwon, Seoul, Korea
- Lim, H.B., Hong, K.P. & Jang S.I. (2001), Korean grammar for international learners (new edition) - workbook, Yonsei University Press, Seoul, Korea
- Park, Bryan (2009), 500 Basic Korean Adjectives, Hollym, U.S.A.
- Park, Kyubyong (2012), 500 Basic Korean Verbs - The Only Comprehensive Guide to Conjugation and Usage (Paperback, eBook, Free Audio Download), Tuttle Publishing.
- Sohn, Ho-Min (1999), The Korean Language, New York: Cambridge University Press.
- Sohn, Ho-Min, (2006), Korean Language in Culture and Society (edited), Honolulu, UH Press.
- The National institute of the Korean language (2005), Korean Grammar for Foreigners 1, Communication Books, Seoul, Korea.
- The National institute of the Korean language (2005), Korean Grammar for Foreigners 2, Communication Books, Seoul, Korea.
- Yonsei univ. KLI (2007), Yonsei korean reading 1, Yonsei Univ. Press, Seoul, Korea.
- Yonsei univ. KLI (2009), Yonsei Business Korean (with CD), Yonsei Univ. Press, Seoul, Korea.

3. Dictionaries

- Spanish-Korean (Sô-Han Sajôn), ed. KIM, C., Seul, Minjung Publishers, 2003. (Libray UAB)
- Korean-Spanish (Han-Sô Sajôn), Seul, Minjung Publishers, 2003. (Libray UAB)
- Online dictionaries <http://spdic.naver.com/>
- The National Institute of Korean Language's dictionary http://www.korean.go.kr/09_new/index.jsp

4. Online resources for supporting the study

Korean-English dictionary <http://www.zkorean.com/hangul.shtml>

Korean Language Practice <http://www.lifeinkorea.com/language/korean.cfm>

Korean-Chinese-Japanese-English dictionary <http://dic.naver.com/?frm=nt>