

**SLO ARCHIVE**

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## Student Learning Outcomes for KORE 1

*Elementary Korean (First Quarter)*

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### Team Members:

**Team Leader:**

Yurha Lee () in KORE

**Other members:**

1. Yurha Lee (x) KORE

**Additional team members/notes about team:**

Hwaja Choi, Youngwha Jung

**Additional Notes:**

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### Outcomes:

**Outcome 1 Phase I: Statement**

Develop reading the Korean alphabet, Hangeul and demonstrate a working command of essential vocabulary (recognize and reproduce some 180 Korean words and expressions) and language structure necessary to request and provide, orally and in writing, basic /simple information relating to high-frequency situations in familiar contexts, such as greetings, introducing friends, locations, family, making requests, and describing people.

**Outcome 1 Phase II: Assessment Strategy Used:**

Assessment Quarter: Winter 2011

Assessors: Yurha Lee

Assessment Tools: • • •

Sections being assessed: 01

**Outcome 1 Phase III: Reflect & Enhance**

**Number of people involved in Phase III:** 1

**Changes:**

**Methods:**

## Mid-Term Exam-Written and Oral

### **Findings and Conclusions:**

More than three fourth of the students got a B or better grade. The top 12% of the students scored extremely well, which is A+. This is compared with the scores of the one fourth of the students who got a C or worse grade. Overall, they displayed good mastery of new vocabulary and grammar points. However, they lacked writing skills which required them to utilize the sentence patterns in describing some given situations such as "making requests", in which more improvements are needed.

### **Enhancement (Planned Actions)**

#### **Part I:**

More focuses on applying grammar points covered in the lessons for the students' writings will be given for them to do homework or course work. More consideration will be given for defining high-frequency situations which are taught in this course in order to avoid too difficult contents for this class.

#### **Part II:**

It would be greatly helpful if there are professional growth trainings which could offer teaching enhancements in grammar and writing skills. Also, this could be opportunities for faculty to share techniques.

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### **Outcome 2 Phase I: Statement**

Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.

### **Outcome 2 Phase II: Assessment Strategy Used:**

Assessment Quarter: Winter 2011

Assessors: Yurha Lee, Yurha Lee

Assessment Tools: • • •

Sections being assessed: 01

### **Outcome 2 Phase III: Reflect & Enhance**

**Number of people involved in Phase III:** 1

**Changes:**

**Methods:**

Mid-Term Exam-Written and Oral

### **Findings and Conclusions:**

More than three fourth of the students got a B or better grade. The top 12% of the students scored extremely well, which is A+. This is compared with the scores of the one fourth of the students who got a C or worse grade. Overall, they displayed good mastery of new vocabulary and grammar points. Still, the one fourth of the students who got a C or worse grade exhibited a lack in understanding key sentences taught as examples of grammar

points and they were poor at extracting the gist of short and simple texts.

### **Enhancement (Planned Actions)**

#### **Part I:**

More practices with deriving meanings from simple texts will be offering through the classwork or the homework assignments. Also, the students who exhibit poor understanding key example sentences will be recommended to utilize the "Office Hour" for them to get necessary help.

#### **Part II:**

It would be great if a language lab for Korean could be provided for the students to participate. Language Lab could be included in the course syllabus as mandatory so they could enhance their speaking and listening comprehension skills. Also, professional growth training would be provide faculty to improve teaching techniques.

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### **Outcome 3 Phase I: Statement**

Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.

### **Outcome 3 Phase II: Assessment Strategy Used:**

Assessment Quarter: Winter 2011

Assessors: Yurha Lee, Yurha Lee

Assessment Tools: • • •

Sections being assessed: 01

### **Outcome 3 Phase III: Reflect & Enhance**

**Number of people involved in Phase III: 1**

**Changes:**

#### **Methods:**

Mid-Term Exam-Written and Oral

#### **Findings and Conclusions:**

More than three forth of the students got a B or better grade. The top 12% of the students scored extremely well, which is A+. This is compared with the scores of the one forth of the students who got a C or worse grade. Overall, they displayed good mastery of new vocabulary and grammar points. All the same, the one forth of the students who got a C or worse grade made mistakes in composing simple sentences using core vocabulary and sentence structures covered in the lessons. They were unable to write comprehensible phrases or sentences with language structures.

### **Enhancement (Planned Actions)**

#### **Part I:**

I will give the students more pair work writing activities for them to tutor each other. Pairing a student with better score with a student with weak score could benefit both while they are

doing writing activities using key vocabulary and sentence patterns. More frequent feedback on student work will be given.

**Part II:**

It would be greatly helpful if professional growth trainings could be given for faculty to develop teaching writing skills. It will definitely enhance our teaching so students learning outcome will increase.

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**Outcome 4 Phase I: Statement**

Demonstrate a cursory grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).

**Outcome 4 Phase II: Assessment Strategy Used:**

Assessment Quarter: Winter 2011

Assessors: Yurha Lee, Yurha Lee

Assessment Tools: • • •

Sections being assessed: 01

**Outcome 4 Phase III: Reflect & Enhance**

**Number of people involved in Phase III:** 1

**Changes:**

**Methods:**

Cultural Presentation

**Findings and Conclusions:**

In general, the students who chose a free topic about the Korean cultural aspects performed very well and I am pretty satisfied with their work. More than three fourth of the students got a B or better grade. The top 10% of the students scored extremely well, which is A+. However, the four students who got a C or D displayed a lack in efforts in researching and demonstrating their findings.

**Enhancement (Planned Actions)****Part I:**

I will revise this activity for the students to have more limited sample selections while choosing their topics. The sample selections will include the cultural topics introduced in our textbook lessons. Also, I will give the students the more detailed feedback on their performances of cultural presentations.

**Part II:**

It would be absolutely great if the students could have the lessons in a "smart" classroom. I could provide them the more audio/visual materials more comfortably. For the most of Cultural Presentations, the class needs technology. Currently, I bring my computer, projector, and speakers for each lesson. Sometimes, the unexpected technical difficulties make the students and myself feel frustrated.

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