

**SLO ARCHIVE**

Student Learning Outcomes for KORE 2

Elementary Korean (Second Quarter)

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:

Outcomes:

Outcome 1 Phase I: Statement

Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 250 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as time, dates/days/schedules, daily activities, weekend plans, counting, weather, directions, saying good-bye, coming and going, giving and receiving, and like/dislikes.

Outcome 1 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2011

Assessors: Yurha Lee, Yurha Lee

Assessment Tools: • • •

Sections being assessed: 61L

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:

Majority of the students understood and memorized the key vocabulary and grammar points. They could answer the questions correctly. More than three quarters of the students got a B or better grade. They are contrasted with the scores of the one forth of the students who got a C or worse grade. However, overall, they displayed a lack of understanding correct uses of some sentence patters while making sentences for certain situations such as "directions" and "likes/dislikes".

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

More practices will be provided for utilizing certain grammar points for given situations through the classwork and the homework assignments. More pair and group works will benefit the students to improve the speaking and writing skills for certain situations targeted in the lessons.

Part II:

It would be really beneficial to the students if they have a language lab for Korean. The new syllabus will include the session of language lab as a mandatory assignment. Student learning outcome will greatly enhance in terms of the speaking and listening comprehension skills.

Outcome 2 Phase I: Statement

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

Outcome 2 Phase II: Assessment Strategy Used:

Assessment Quarter: Winter 2011

Assessors: Yurha Lee, Yurha Lee

Assessment Tools: • • •

Sections being assessed: 61L

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:

Majority of the students understood and memorized the key vocabulary and grammar points. They could answer the reading comprehension questions correctly. More than three quarters of the students got a B or better grade. They are contrasted with the scores of the

one forth of the students who got a C or worse grade. Still, the students who got a C or worse grade exhibited poor understanding in key grammar points taught as examples and displayed difficulties in extracting the gist of the given texts.

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

I will provide more practices on deriving meanings from texts with given vocabulary and sentence structures through the classwork and the homework assignments. I will strongly recommend to utilize the "Office Hour" for them to get necessary tutoring from myself.

Part II:

It would be very helpful if there are professional growth workshops for faculty to get training in teaching reading comprehension skills. It could opportunities for faculty to share our own experiences and techniques.

Outcome 3 Phase I: Statement

Compose comprehensible, simple sentences about familiar topics to reflect a greater 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: 61L

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:

On the whole, majority of the students understood and memorized the key vocabulary and grammar points. They could answer the questions correctly. More than three quarters of the students got a B or better grade. They are contrasted with the scores of the one forth of the students who got notably weak scores. All the same, in general, they displayed poor performances in writing a short story using 5 grammar points given as examples.

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

I will incorporate writing a in-class journal so the students can have more practice of writing essays using sentence patterns covered in the lessons. More frequent feedback on their writing will be provided.

Part II:

I would be great if there could be professional growth workshops for faculty to improve teaching writing skills. Also, given more space and time for faculty to share ideas, we will enhance teaching writing.

Outcome 4 Phase I: Statement

Demonstrate a deeper 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: 61L

Outcome 4 Phase III: Reflect & Enhance

Number of people involved in Phase III: 1

Changes:

Methods:

Cultural Presentation

Findings and Conclusions:

Overall, most students performed well in this assignments. 80% of the students got a B or better grade. The top 20% of the students scored extremely high by displaying much efforts towards this assignments. Still, 3 students performed poorly by failing in presenting their topics including some Korean sentences. However, by and large, I am satisfied with the result.

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

I will revise this assignment by providing the students the more detailed selections on the topics they can choose. I will incorporate the tutorial session for every presenters to take advantage for preparing their presentations.

Part II:

It would be greatly helpful if the students learn in a "smart" classroom. More audio/visual aids such as films or DVD will be provided for the culture lessons. Most of this Cultural Presentation need technology. Currently, I bring my computer, projector and speakers into the classroom and sometimes unexpected technical difficulties occur.

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