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## TEACHING PORTFOLIO

SOOHEE KIM

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### TEACHING PHILOSOPHY

I am not convinced by currently popular pedagogical approaches to language teaching, one of them being Entertain-Assign\_Tasks-Evaluate. In my opinion, too many precious hours are spent on developing an elaborate testing system just so students can be classified and placed somewhere. Also prevalent recently is the Task and Function approach, which, if adopted with no insight into the fundamentals of the grammatical structure of the language, easily nurtures speakers of a broken language. In general, I am against overly methodology-based second-language teaching, the long tradition of which comes from elaborate pedagogies of English as a second language. Most important is to build a respect-based rapport with students with a rigorous but not rigid class structure.

I am an ardent advocate of what I will call Proficiency-and-Motivation-Through-Intellectual Challenge. I let my students know that I expect them to learn to be their own teachers, that is, to motivate themselves, to assess their own needs and progress; and they quickly learn to do so. While applying to my own classes the principles adopted in writing our textbook series and training the TAs, namely, to teach a class that is grammar-strong and analytical, I also aim to create a fun learning environment where students take an active and voluntary role. I consider myself a good teacher, treating students with respect and building rapport rather than feeding them dry information. I also enjoy experimenting with a creative syllabus design and creating challenging, outside-the-classroom learning activities for students (please see attached). I once taught a class with no tests, emphasizing *learning* more than assessment. The experience offered me an opportunity to focus on content rather than form, and I am certain that it enriched my students' college experience similarly. I believe that *one can teach anything to anyone who wants to learn it*, and my teaching philosophy seems to resonate well with the students.

As it turns out, my classes do not usually need to be tightly "managed" -- they manage themselves with genuinely interested students emailing me their daily linguistic, cultural, and philosophical questions. When students take an active role in their learning, *learning* happens, and that is how my way of teaching facilitates student learning. My teaching style is apparently different from what students have seen in other language classrooms, and sometimes the students are shocked. Usually they are unanimous, however, in admitting that they learn much more over one term in my class than in one year of instruction in other languages they have previously studied. Most of my students are non-majors, and many of them continue on to take second, third, and fourth year Korean. This self-motivation is evidence to me of the quality and value of their learning.

Learning about others' culture is important, especially in a language class. Culture that is *taught* from a textbook, however, rarely leads to true understanding of the people. For this reason, I make use of native speakers whenever they are available, assigning projects so that my students work face-to-face with native Korean speakers early on, encouraging students to have daily meetings with study-abroad students from Korea, to make pen pals, to experiment with often low quality-but-authentic Korean texts on the web. Not every student aims to or should become a scholar in the Korean language, even after declaring a major in Korean. Intercultural experience is very important in my teaching and greatly enriches students' learning.

Finally, I am very accepting and encouraging with my students. I encourage them to hold their own and to create their own life, rather than conforming or simply following the rules. College can be a challenging time for many students, and I believe that only those who find themselves can accept others and progress in their lives as well. By letting my students know this, I create an inclusive learning environment.

Too often, teaching is treated as an isolated task to prescribe and to perform; in my experience, it works much better to keep in mind that, above all, teaching is a cooperation with people who are there to learn and to grow in knowledge and understanding.

## COURSES TAUGHT

2007- Senior Lecturer, Dept. of Asian Languages and Literature, University of Washington

- First-Year Korean for Non-Heritage Learners (Korean 301, 302, 303)
- Introduction to Conversational Korean (Korean 304)
- First-Year Korean for Heritage Learners (Korean 305, 306, 307)
- Second-Year Korean for Non-Heritage Learners (Korean 311, 312, 313)
- Vocabulary Acquisition through understanding lexical strata in Korean (Asian 498b)
- Business Korean (Asian 498a)
- Introduction to Chinese characters in Korean (Korean 499)

1999-2007 Lecturer, Department of Asian Languages and Literature, University of Washington

- First-Year Korean for Non-Heritage Learners (Korean 301, 302, 303)
- First-Year Korean for Heritage Learners (Korean 305, 306, 307)
- Second-Year Korean for Non-Heritage Learners (Korean 311, 312, 313)
- Second-Year Korean for Heritage Learners (Korean 315, 316, 317)
- Third-Year Korean for Non-Heritage Learners (Asian 498a, b, c)
- Readings in Contemporary Korean (Korean 411)
- Readings in Korean Journals (Korean 417)
- Introduction to Korean Linguistics (Asian 498a/Linguistics 480)

1998-1999 Instructor, Dept. of Asian Languages and Literature, University of Washington

- First-Year Korean for Non-Heritage Learners. (Korean 301, 302, 303)

1996, 1998 Teaching Assistant, Department of Linguistics, University of Washington

- Introduction to Linguistics (Linguistics 200)

1992-1994 Instructor, Pagoda Foreign Language Institute. Seoul, Korea

- Side-by-Side (English Conversation Course)
- AFKN (America Forces Korea Network) Intensive Listening Comprehension Course

1992 Instructor, Institute of Asian Simultaneous Translation. Seoul, Korea

- Intensive Listening Course
- TOEIC (Testing of English for International Communication)

1989 Instructor, Korean School. Miami, Florida

- Korean for Second-Generation Korean children

1987 Instructor, YoungJae Language Institute. Seoul, Korea

- TOEFL (The Test of English as a Foreign Language)
- Vocabulary 22,000 (Vocabulary Acquisition Course for Adult Learners)

## SAMPLE COURSE MATERIALS

### **Korean 301, Autumn Quarter 2009**

Korean Language Program  
University of Washington

#### **Instructors**

Classrooms and time	Section A	MLR 302B	10:30-11:20 daily	Kim, Soohye suhnsengnim
	Office: Gowen 229			Office hour: T 9:30, W 9:30 and by appointment
	Section B	MLR 316	11:30-12:20 daily	Email: koreanlg@u.washington.edu
	Office: Art 349			Jeong, Wookjin suhnsengnim
				Office hour: W 10:30 and by appointment
				Email: xuzhen@u.washington.edu
	Section C	DEN 307	12:30-1:20 daily	Ahn, Hyun-jung suhnsengnim
	Office: Art 349			Office hour: MW 11:30
				Email: ahnhj@u.washington.edu

#### **Textbook and Workbook**

We will use *You Speak Korean!* (by ParadigmBusters) volume 1. The textbook and workbook are available at the U Bookstore along with a required conjugation card. Be sure to get a copy of the most recent edition of the textbook. Bring the textbook and the workbook to class daily.

#### **Grading**

Participation & language partner/active learning	= 10%
Homework	= 20%
Vocabulary quizzes	= 15%
Listening quizzes	= 10% ( <a href="http://depts.washington.edu/llc/olr/korean/KOR_004/">http://depts.washington.edu/llc/olr/korean/KOR_004/</a> )
Grammar and Reading be-weekly tests	= 25%
Compositions	= 10%
Skit	= 10%

#### **Before you begin**

Keep it in mind that this academic term is *the most important* time for novice beginners. Do everything you can to memorize the consonant and vowel letters and their combinations along with pronunciation rules. Also, be forewarned that there will be much vocabulary for you to digest (and memorize for tests) during the first 5 weeks. This is to give you intensive training in Korean vocabulary. After the first half of the term, you should have gained insight into the basic sounds and structure of Korean and be able to take a breather. Hang in there!

#### ***What this class is & how to succeed in this class***

This is a class for learners with no home or formal Korean background. It assumes no knowledge on your part. Throughout the week, your instructor will introduce and reinforce/clarify grammar and vocabulary use, and help you internalize what you have learned. There will be a short test or a mock test or a pop quiz almost every day. *Much learning will take place in class*, and it is *crucial* to your learning that you come to class every day. Follow the guidelines provided below, and you will soon start communicating in Korean.

- Come to class and actively participate
- Read grammar ahead everyday (at home, *before* you come to class!)
- Do assigned homework. Set aside at least 2 hours every day to work on Korean
- Listen to the audio materials (vocabulary and dialogue) *every day*
- Make vocabulary relevant to your daily life. It will be easier to memorize. How do you know when you are done studying vocabulary? See whether you can do Korean -> English. Then English -> Korean. Don't just follow the given order. Do a random check. Put it aside for a few hours. Try it again. If you can't recall words, concentrate on those words. Use each vocabulary item in a sentence. If you can't recall a word, you are not quite done with the task! If you don't know how to use a word in a sentence, get help from your language partner or a teacher.
- Get a language partner as soon as possible (no later than the second week of class. You will receive more information on this in class.

- Keep a daily journal (or write 10 sentences) in Korean. Have it checked and signed at least once a week by your language partner (Your teacher will check it weekly for the **participation (“active learning”) part of your grade**). If you can't keep connected sentences, write 10 sentences practicing grammar and vocabulary you learned that week.

### Homework

Submit workbook assignments as directed by your instructor. There will also be some assignments from the textbook as well as loose-leaf handout homework assignments. Homework will be collected on various days, possibly every day in a given week. Turn in your homework on the teacher's desk **before** the class begins if you were told to do so the day before. If you miss class, it's **your** responsibility to get the assignment(s) from a classmate in order to complete it on time. For this, get at least **three classmates' contact information** (NOW!). The best solution is not to come late, and not to miss class. No late homework will be accepted for credit although your instructor may (or may not) agree to check it for accuracy. There will also be two composition homework assignments. Details will be announced in class.

### Compositions

Details to be announced in class.

### Skit

Details to be announced in class.

### Tests

There is no midterm or final exam for Korean 301, but there will be frequent pre-scheduled tests (see the tentative planner below). In case you have to miss test for medical or other reasons, your lowest score in each category (e.g., LC, vocabulary, etc.) will be dropped, but no make-up tests will be given. Do not even ask.

### Attendance and participation

Attendance is absolutely necessary for you to keep up. Korean class consists of three components: students, grammar/vocabulary, and the teacher. Among these three, students are the most important element in class. If you do not come to class, don't think that it's just you and the class will go on for the day. The class is TREMENDOUSLY and PROFOUNDLY affected, and you are doing yourself, your classmates, your teacher, and the whole class a lot of harm.

### Help along the way (programs and web materials)

For the learning of the language, it is essential that you come to class **every day on time, having read the grammar points and having done the homework assigned**. You will be called on for class activities and are expected to participate actively. This course is a demanding beginning level class, and there may be what you might find “silly” activities (e.g. sing-along and games). If you are too cool or too shy to participate, please find another language course. The University of Washington offers many other language courses.

You are also expected to listen to the audio materials on the web every day. Make it a daily habit that you practice listening. Leave two hours in your day that you are certain you can and will spend studying Korean. Once you have formed a daily habit, you might be able to reduce your study time to one hour. You can also purchase a CD at the Language Learning Center in person or on the web by clicking on “Order Audio on CDs” in <https://depts.washington.edu/lc/index.php> or directly go to <https://depts.washington.edu/lcorder/select-language.php>. It usually takes a day for the CDs to be ready, and a CD that holds a chapter costs \$4.00)

Finally, take the advice from those who took Korean before you - **get a conversation partner!** I will circulate a language-exchange partner request form during the quarter. **Get a partner** and it will make your learning easy and fun!

If you have class-content questions, contact your instructor. If you have administrative concerns or grievances, try to resolve the issue with your instructor first. If the problem persists, contact the program coordinator Dr. Soohye Kim ([koreanlg@u.washington.edu](mailto:koreanlg@u.washington.edu)). If the issue needs further handling, it will be taken to the chairperson of the department (Dr. Mike Shapiro, [hindimcs@u.washington.edu](mailto:hindimcs@u.washington.edu)).

## Tentative weekly planner

week	월요일	화요일	수요일	목요일	금요일
1			9/30 • Introduction • Simple Vowels & Consonants • 한글 Stroke order • Expressions	10/1 • Complex Vowels & Consonants • Consonant Order • Expressions	10/2 • <u>Test</u> on C+V • Final Consonants • Names of C's • Expressions
2	10/5 • <u>Test</u> on C+V +(C) • Possible final C in writing • Expressions • Preliminary dialogue	10/6 • Possible final C sounds • Major pronunciation rules	10/7 • More pronunciation rules • Loan words • (Sino #'s)	10/8 • <u>LC test</u> on rules • Reading practice with loan words • Sino #'s • Dictionary look-up	10/9 • <u>Test</u> on Sino #'s • Native numbers • Nationalities
3	10/12 • <u>Test</u> on Sino and Native #'s • Nationalities	10/13 • <u>Test</u> on nationalities • Dates and months	10/14 • <u>Test</u> on dates/months • Telling time • Chapter 1 dialogue	10/15 • Lesson 1 grammar • (Lesson 1 dialogue)	10/16 • <u>Test</u> hours/minutes • Lesson 1 vocab
4	10/19 • TB exercises • Checkpoint readings	10/20 • Checkpoint presentation • Lesson 2 vocab	10/21 • Lesson 2 grammar • (Lesson 2 dialogue) • <u>Test</u> on Lessons 1 & 2 vocab	10/22 • TB exercises • Checkpoint readings	10/23 • TB exercises • Checkpoint readings • <u>LC Test</u> on Lessons 1 & 2
5	10/26 • <u>Bi-weekly test</u> on Lessons 1 & 2 • Lesson 3 vocab	10/27 • Lesson 3 grammar • (Lesson 3 dialogue)	10/28 • <u>Test</u> on Lesson 3 vocab TB exercises • Checkpoint readings	10/29 • TB exercises • Checkpoint readings	10/30 • Lesson 4 vocab
6	11/2 • Lesson 4 grammar & exercises • (Lesson 4 dialogue)	11/3 • TB exercises	11/4 • <u>Test</u> on Lesson 4 vocab • TB exercises • Checkpoint readings	11/5 • Days of the week • Time	11/6 • Chapter 2 dialogue • Lesson 5 vocab • <u>LC Test</u> on Lessons 3 & 4
7	11/9 • <u>Bi-weekly test</u> on Lessons 3 & 4 • <u>Composition</u> 1 Due	11/10 • Lesson 5 dialogue • Lesson 5 grammar & exercises	11/11 Veteran's Day (베테랑의 날) 수업이 없어요! ☺	11/12 • <u>Test</u> on Lesson 5 vocab • Lesson 5 grammar & exercises • Checkpoint readings	11/13 • Lesson 6 vocab • Lesson 6 dialogue
8	11/16 • Lesson 6 grammar • Catch-up questions	11/17	11/18 • <u>Test</u> on Lesson 6 vocab • TB exercises • Checkpoint readings	11/19 • TB exercises • Checkpoint readings	11/20 • Lesson 7 vocab • <u>LC Test</u> on Lessons 5 & 6
9	11/23 • <u>Bi-weekly test</u> on Lessons 5 & 6 • Lesson 7 dialogue	11/24 • Lesson 7 dialogue • Lesson 7 grammar & exercises	11/25 • <u>Test</u> on Lesson 7 vocab • Lesson 7 grammar & exercises • Checkpoint readings	11/26 추수 감사절 수업이 없어요! ☺	11/27
10	11/30 • TB exercises • Checkpoint readings	12/1 • Chapter 2.5 vocab	12/2 • Lesson 8 vocab • Lesson 8 dialogue • <u>Composition</u> 2 Due	12/3 • Lesson 8 grammar • Catch-up questions	12/4 • <u>Test</u> on Lesson 8 vocab • TB exercises • Checkpoint readings • <u>LC Test</u> on Lessons 7 & 8
11	12/7 • <u>Bi-weekly test</u> on Lessons 7 & 8 • Lesson 9 vocabulary and grammar • (Chapter 3 dialogue) • Catch-up questions	12/8 • Lesson 9 grammar • TB exercises	12/9 • <u>Test</u> on Lesson 9 vocab • TB exercises • Checkpoint readings • Take-home test on Lesson 9 grammar/LC	12/10 • Skits (group 1) • Evaluations	12/11 • Skits (group 2) • End of the Quarter Party



## Composition 2 Guidelines

**Due** 2009 년 12 월 2 일 (월요일)

### Format

A double-spaced, 30-sentence (one full-page) composition on an 8.5x11 sheet of *lined* paper.

### Topic

“우리 가족의 하루”: Talk about what your family members do on a given day. Use all the grammar points that appear in lessons 1 ~ 9. You are expected to use the contracted (and full) connectors as well as other grammar points from lesson 9. Make use of time adverbs and frequency adverbs. As you can see, the purpose of this assignment is to help you learn how to self-study using the textbook. You need to read up on lesson 9 and use the grammar and vocabulary from the first three chapters (preliminary lessons ~ lesson 9) of your book.

### Grading

Your composition will be graded for creativity (that is, how *unboring* it is) (5), amount and (correct) use of grammar points (5), spelling (5), and logical flow (5), totaling 25 points. Points will be taken off for sloppy hand-writing. Make your composition fun, personal, and readable!

#### Grade for Composition 1 (5 X 5 = 25)

Student name:

CRITERIA	5 Excellent	4 Very good	3 Fair	2 Needs work	1 Poor
creativity/fun					
use of grammar points					
use of vocabulary					
spelling, word spacing					
logical flow					

#### Grade for Composition 2 (5 X 5 = 25)

Student name:

CRITERIA	5 Excellent	4 Very good	3 Fair	2 Needs work	1 Poor
creativity/fun					
use of grammar points					
use of vocabulary					
spelling, word spacing					
logical flow					

## Skit Guidelines



### Skit group

- It is up to YOU to decide who to work with. Pick members that are responsible and hard-working. (You can usually tell how responsible a person is by their attendance and in-class participation.) Get each member's phone number and email address so you can contact him/her outside class. Skit practice requires meeting outside class.
- Each group should have about 4 members (not fewer than 3, not more than 5), and the length of the skit should be about 10 minutes. (6 lines/sentences or 2-3 minutes total *per* group member - that's about 20 seconds per line, including transition time).

### Write-up and presentation

- Skit presentation will be on 12 월 10 일 (목요일) and 12 월 11 일 (금요일). Your **double-spaced** draft should be turned in to your instructor by 12 월 7 일 (월요일) with important grammar points you learned **underlined**. Your instructor will look at your submission, grade it, and return it with comments by 수요일 of the same week. You will receive a *group grade* for the draft.
- The flow of the dialogue should be natural, and you can earn an *extra* 1 point for a *creative* and *fun* story.
- All lines should be thoroughly **memorized**, and each member of the skit group should do his/her best not to cut down other members' points.
- You must use a minimum of **15 grammar points** and **40 vocabulary items** you learned this quarter – for the overall draft. (Underline grammar and vocabulary in *different* color pens.)

Tips: Use as many grammar points and vocabulary items (from the book) as you can fit in.

If you must use vocabulary items that are unfamiliar to your classmates, limit the number to fewer than 3. Write them and their meaning on the board before your presentation.

- *Attendance* on both days of skit presentation is required of everyone.

### Evaluation Criteria

Your performance will be evaluated based on the following criteria:

1. content, creativity of the script
2. pronunciation, fluency: whether you are applying pronunciation rules (e.g. 같이, 학년)
3. vocabulary and expressions
4. grammar & conjugation: whether you are properly using endings and connectors
5. overall communicability, naturalness: whether you are intelligible

Highest possible score you can get for each category is 5, so the total possible score is 25.

# Skit Presentation sign-up sheet

First day

Team 1: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Team 2: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Team 3: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Team 4: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Team 5: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Second Day

Team 6: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Team 7: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Team 8: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Team 9: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Team 10: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Grade (5 X 5 = 25)

Student name:

CRITERIA	5 Excellent	4 Very good	3 Fair	2 Needs work	1 Poor
content / creativity (script)					
pronunciation, fluency					
vocabulary and expressions					
grammatical accuracy					
overall communicability, naturalness					

## Project Guidelines

### Phone project

세번째 주 월요일 (4 월 13 일)까지 내세요

**Assignment** (과제) Call your language partner. If you do not have one, make an arrangement so you can talk to a classmate. Do not call your family or Korean friends who grew up in the States. For this exercise, you need you to pick someone who is grammar-conscious and can understand your level and be patient as well as helpful.

**무엇을** Talk at least 5 minutes on the phone. You can have some items ready to talk about by the phone, but do **not** read the sentences. They should only give you ideas when you are stuck. You may pick your own topic. Brainstorm before you pick up the phone. You can probably ask what they were doing, whether they had lunch/dinner, or even, whether they would like to meet to study together or go to a movie together. When you are done, write a short summary of your phone conversation in Korean to submit.

평가 기준:

25 points for a submission that is excellent, outstanding

20 points for a submission that is OK

10 points for a submission ridden with errors

0 for no submission

### Description project

다섯번째 주 월요일 (4 월 27 일)까지 내세요

**과제** Give a detailed as well as intelligent description of a picture.

**무엇을** Make a copy of a picture (that is, do not turn in the original photo. If you do not have a picture of your family or friends, you may use a picture from a magazine). Describe in 25 lines what the figures look like (e.g. *코가 높아요*), what they are wearing (*은 목걸이를 껴어요*), what they do usually and what they want to do in the future/during the break/after they graduate, etc. For extra credit, type your composition. Correct your own spelling mistakes on the typed composition (but you don't have to re-type it).

평가 기준:

CRITERIA	5 Excellent	4 Very good	3 Fair	2 Needs work	1 Poor
(correct and abundant) use of grammar points 문법					
use of vocabulary 단어 사용					
flow of story 이야기의 흐름					
content 내용					
real-life relevance/usefulness 유용성					

## Eaves dropping project

일곱번째 주 월요일 (5 월 11 일)까지 내세요

과제 Eaves drop a Korean conversation.

**무엇을** Go to some public place where you can overhear a conversation in Korean. It can be in a Korean restaurant or a grocery store, or somewhere on campus such as in front of the Odegaard Library. Hang around Koreans and see what and how much you can make out from their conversation. Your eaves-dropping has to continue at least 10 minutes or until you figure something out about the conversation. If you are a courageous learner, after the conversation you have listened to, you may tell the folks that you are learning Korean and you would like to know what the conversation was about (so that you can check whether what you thought was indeed talked about).

Write a 1-page summary (in English) about what you heard, list the words you think you heard.

**어떻게** Type your summary. Use 9-point **Times New Roman** font. Your summary should be 1.5-spaced, with the left-, right-, top- and bottom- margins being 1” each. The top and the bottom gutter should be set to 0”. At the top of page 1, write your name, left-aligned.

## Pen-pal letter project

아홉번째 주 화요일 (5 월 26 일)까지 내세요

**무엇을** You are trying to get a pen-pal. Write a letter introducing yourself, your family and friends. You need to include the following: Name, nationality, age, where you live, family members, friends, your major, what courses you are taking this quarter, your plans for after graduation. You may NOT just list the items. Make the letter as contentful as possible, as if you were reflecting on your life and how your life is going now. Incorporate grammar points you learned this quarter and the past quarters. You can talk about what you usually wear, whether your dad is a grumpy person (read **Lesson 19** exercise compositions for help), what you will be doing or would like to do after graduation, and/or which is your favorite class this quarter (Refer to the “superlative” grammar point from **Lesson 20** for this). Practice using new connectors such as **은데/는데**, and any of the new future endings **을 거예요, 을래요, 을 거예요**, as well as **고 싶어요** and **고 싶어해요**. Also, don’t forget to soften your sentences with **은/는 것 같아요**. You are encouraged to use a GOOD dictionary. You can hand in your draft by next Monday, if you would like me to look at it.

**어떻게** Type your composition. Use 9-point **바탕(체)** font. Your composition should be 1.5-spaced, with the left-, right-, top- and bottom- margins being 1” each. The top and the bottom gutter should be set to 0”. Your composition should be at least one and a half page long, following the format provided. At the bottom in the footer (on the right-hand side), date the composition with your name and section all in Times New Roman font 10. (You will learn how to convert your composition to an actual letter later in the quarter).

평가 기준:

CRITERIA	5 Excellent	4 Very good	3 Fair	2 Needs work	1 Poor
(correct and abundant) use of grammar points 문법					
use of vocabulary 단어 사용					
flow of story 이야기의 흐름					
content 내용					
accuracy in typing, following directions 정확도					

## Recording Project

아홉번째 주 월요일 (5 월 21 일)까지 내세요

**무엇을** Use the software program *Audacity*\* at the Language Learning Center to record the textbook dialogue 9 with your language partner. (If you do not have a language partner you meet regularly (yet!), work with any native speaker UW student).

**어떻게** You are allowed to edit the recording. However, do some reading and listening practice first – this will help your reading and listening as well as pronunciation. Before recording the dialogue, read aloud the lesson least 4-5 times. Check your pronunciation and intonation against the native speakers’ by listening to the on-line sound file.

Save your sound file in the **MP3** format. Name it using your own name (for example, lesson 9 Tina.MP3). Send the file to your teacher’s email.

\*The program you will be using is also available on-line. However, if you do not have a very good microphone, do not record at home. Your recording will not be accepted if it is not of good quality.

### Before recording

1. Find a time that will be quiet
2. Find a quiet terminal
3. Practice
4. Speak loudly and clearly and close to the microphone but 45 degrees off it and not directly into it with a puff of air
5. Don’t breathe or speak into the microphone
6. I may use your recording in class or share it with other Korean teachers or researchers to make a point related to improving pronunciation (withOUT revealing your name or identity). If you do not want me to use your voice for teaching or research purposes, please send me an email saying so.

## Restaurant Project

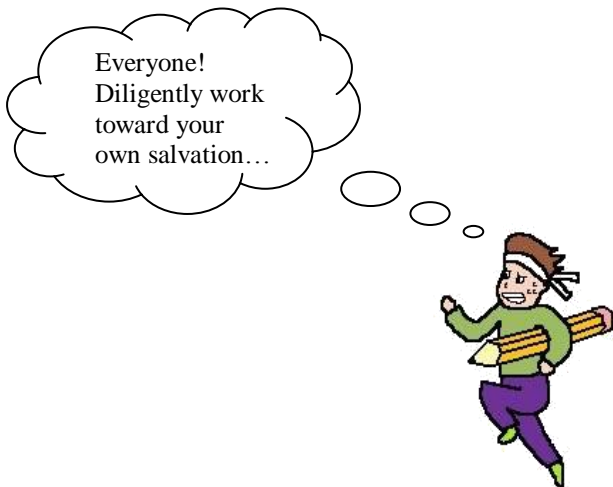
아홉번째 주 월요일 (5월 21일)까지 내세요

**과제** Order food in Korean. This is an individual (not a group) project. You may go to a restaurant with your language partner or classmates, but **YOU** do the talking to complete the assignment. When you are done, write a short summary of your conversation in **Korean** to submit. For extra credit, add in English how the project went. Was it fun, easy? Or was it a drag or difficult? Why?

**무엇을** Do some research – find out from newspapers and classmates where (good, cheap) Korean restaurants are first. Review food and dish names as well as restaurant expressions. You can have some items ready to use, but do **not** read them when you order. They should only give you ideas when you are stuck. Before you order, present “**the slip**” to the person taking your order to make sure he/she speaks in Korean. Brain storm and be ready before you present the slip. You can probably get away with the minimal expression “\_\_\_\_\_ 주세요”, but experiment and explore! You need to speak as much as possible to find out what Koreans **don't** understand about your speech so you can work on that aspect.

### The “slip”

저는 UW에서 1학년 한국어를 공부하는 학생입니다.  
제가 한국말로 주문을 하게 되어있으니, 한국말로 주문을 받아주십시오.  
감사합니다.



## STUDENT EVALUATIONS

The evaluation average for classes beyond 2009 is similar to the figures below (the average has risen over the years). I will provide more evaluations upon request.

### ASIAN LANGUAGES & LITERATURE KOREAN 301 A

Soohee Kim Lecturer SU09

Form A: Small lecture/discussion "11" surveyed "16" enrolled

Question	Excellent	Very Good	Good	Fair	Poor	Very Poor	Median
The course as a whole:	55%	45%	0%	0%	0%	0%	4.58
The course content:	73%	18%	9%	0%	0%	0%	4.81
Instructor's contribution:	82%	18%	0%	0%	0%	0%	4.89
Instructor's effectiveness:	64%	27%	9%	0%	0%	0%	4.71
Instructor's interest:	64%	27%	9%	0%	0%	0%	4.71
Amount learned:	73%	27%	0%	0%	0%	0%	4.81
Grading techniques:	27%	45%	27%	0%	0%	0%	4.00

For median calculation: 5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor 0 = Very Poor

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### ASIAN LANGUAGES & LITERATURE KOREAN 301 B

Soohee Kim Lecturer AU09

Form A: Small lecture/discussion "18" surveyed "23" enrolled

Question	Excellent	Very Good	Good	Fair	Poor	Very Poor	Median
The course as a whole:	89%	11%	0%	0%	0%	0%	4.94
The course content:	61%	33%	6%	0%	0%	0%	4.68
Instructor's contribution:	89%	11%	0%	0%	0%	0%	4.94
Instructor's effectiveness:	83%	17%	0%	0%	0%	0%	4.90
Instructor's interest:	89%	11%	0%	0%	0%	0%	4.94
Amount learned:	83%	11%	6%	0%	0%	0%	4.90
Grading techniques:	61%	22%	11%	6%	0%	0%	4.68

For median calculation: 5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor 0 = Very Poor

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# ASIAN LANGUAGES & LITERATURE KOREAN 306 A

Soohee Kim Lecturer WI09

Form A: Small lecture/discussion "9" surveyed "10" enrolled

Question	Excellent	Very Good	Good	Fair	Poor	Very Poor	Median
The course as a whole:	78%	22%	0%	0%	0%	0%	4.86
The course content:	67%	33%	0%	0%	0%	0%	4.75
Instructor's contribution:	78%	22%	0%	0%	0%	0%	4.86
Instructor's effectiveness:	89%	11%	0%	0%	0%	0%	4.94
Instructor's interest:	78%	11%	11%	0%	0%	0%	4.86
Amount learned:	89%	11%	0%	0%	0%	0%	4.94
Grading techniques:	67%	22%	0%	0%	11%	0%	4.75

For median calculation: 5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor 0 = Very Poor

# ASIAN LANGUAGES & LITERATURE KOREAN 307 A

Soohee Kim Lecturer SP09

Form A: Small lecture/discussion "8" surveyed "8" enrolled

Question	Excellent	Very Good	Good	Fair	Poor	Very Poor	Median
The course as a whole:	75%	12%	12%	0%	0%	0%	4.83
The course content:	75%	25%	0%	0%	0%	0%	4.83
Instructor's contribution:	88%	12%	0%	0%	0%	0%	4.93
Instructor's effectiveness:	88%	12%	0%	0%	0%	0%	4.93
Instructor's interest:	75%	12%	12%	0%	0%	0%	4.83
Amount learned:	75%	25%	0%	0%	0%	0%	4.83
Grading techniques:	38%	38%	12%	12%	0%	0%	4.17

For median calculation: 5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor 0 = Very Poor

# ASIAN LANGUAGES & LITERATURE KOREAN 311 A

Soohee Kim Lecturer AU09

Form A: Small lecture/discussion "14" surveyed "28" enrolled

Question	Excellent	Very Good	Good	Fair	Poor	Very Poor	Median
The course as a whole:	43%	50%	7%	0%	0%	0%	4.36
The course content:	36%	43%	21%	0%	0%	0%	4.17
Instructor's contribution:	64%	36%	0%	0%	0%	0%	4.72
Instructor's effectiveness:	57%	43%	0%	0%	0%	0%	4.63
Instructor's interest:	64%	36%	0%	0%	0%	0%	4.72
Amount learned:	36%	50%	14%	0%	0%	0%	4.21
Grading techniques:	43%	29%	29%	0%	0%	0%	4.25

For median calculation: 5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor 0 = Very Poor

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# ASIAN LANGUAGES & LITERATURE KOREAN 312 A

Soohee Kim Lecturer WI09

Form A: Small lecture/discussion "25" surveyed "28" enrolled

Question	Excellent	Very Good	Good	Fair	Poor	Very Poor	Median
The course as a whole:	76%	24%	0%	0%	0%	0%	4.84
The course content:	80%	20%	0%	0%	0%	0%	4.88
Instructor's contribution:	96%	4%	0%	0%	0%	0%	4.98
Instructor's effectiveness:	96%	4%	0%	0%	0%	0%	4.98
Instructor's interest:	84%	16%	0%	0%	0%	0%	4.90
Amount learned:	76%	20%	0%	4%	0%	0%	4.84
Grading techniques:	68%	20%	8%	0%	0%	4%	4.76

For median calculation: 5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor 0 = Very Poor

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# ASIAN LANGUAGES & LITERATURE KOREAN 313 A

Soohee Kim Lecturer SP09

Form A: Small lecture/discussion "12" surveyed "24" enrolled

Question	Excellent	Very Good	Good	Fair	Poor	Very Poor	Median
The course as a whole:	67%	33%	0%	0%	0%	0%	4.75
The course content:	75%	25%	0%	0%	0%	0%	4.83
Instructor's contribution:	92%	8%	0%	0%	0%	0%	4.95
Instructor's effectiveness:	92%	8%	0%	0%	0%	0%	4.95
Instructor's interest:	92%	8%	0%	0%	0%	0%	4.95
Amount learned:	75%	25%	0%	0%	0%	0%	4.83
Grading techniques:	42%	25%	25%	8%	0%	0%	4.17

For median calculation: 5 = Excellent 4 = Very Good 3 = Good 2 = Fair 1 = Poor 0 = Very Poor

## Student comments

KOREAN 301 (NON-HERITAGE FIRST YEAR, FIRST QUARTER) - 2009

"The teacher's enthusiasm and interest in students' learning has made the amount of information easier to sink in. Also, being able to work with others in this class has made the class more enjoyable, which gave me more motivation to learn."

"You make class very fun. I enjoy and am eager to come to class each day. Your style of teaching really helps me learn."

KOREAN 307 (HERITAGE FIRST YEAR, THIRD QUARTER) - 2009

"The textbooks were well written and the lectures helped a lot. I learned so much, I can actually converse with my cousins now. Thank you so much. "

"Never met a teacher that could teach me Korean so well; other teachers I had were ineffective in teaching the materials. The teacher made the class enjoyable and fun. The teacher gave us many real-life related lessons."

"The class was very intellectually stimulating. It stretched my thinking. The professor knew our abilities and expected us to put our knowledge in everything. When we were unsure about a topic, she would explain it thoroughly and give us practice problems repeatedly until the topic was like nature to us. Being able to work with other students and have the teacher available in class was very helpful."

KOREAN 313 (NON-HERITAGE SECOND YEAR, THIRD QUARTER) - 2009

"The work provided us with a more linguistic approach to Korean. It was fun and useful. Professor Kim contributed most to my learning. All of the grammar points learned were very useful and could be easily used in a fluent conversation. Group Activities and proverb/expression projects also were very helpful."

## STUDENT FEEDBACK

Some former students submitted unsolicited recommendation letters, once at a random time in 2001, and the other during the budget cut crisis in 2003.

March 13, 2001

Professor William Boltz  
Chairman of the Asian Language and Literature Department  
University of Washington

Dear Prof. Boltz and to whom it may concern,

We are writing this letter because we feel that the normal channels for student evaluations of professors is not adequate to communicate the outstanding quality of Prof. Soohye Kim as an educator. We would like a copy of this letter to be placed in her file for review when Prof. Kim is considered for a promotion or a new job.

Put simply, Prof. Kim is one of the best, if not the best, professor we have ever had. She is extremely engaging in the class room. Her command of the linguistic subtleties as well as the practical issues involved in teaching Korean is astonishing. She is able to teach effectively to both the strongest and the weakest students in the class. She is the kind of professor that makes a student consider taking more of her classes for no other reason than that she will be teaching.

Any institution that can boast of Prof. Kim on its faculty will have an excellent Korean program. Any institution that loses her, has made a grave error. We can only hope that you recognize her talents and skills and reward her accordingly.

Sincerely,

*Carlo C. Maley*      *Tina M. Rothman*  
*Susan Rawell*      *Taiwo Ueda*  
*David Gorkin*      *Ai Umeh*  
*David A. Johnson*      *Monica Powell*  
*Jim Harp*      *Ernest Cho*  
*Rii Kim*      *ATTZ*  
*Brenda Walsh*  
*July L. Kim*  
*Mirica D. Hock*

P.S. My classmates have asked me to make this letter public that they might sign it. But on a more personal note, and as the primary author of this letter, I should say that my reference for comparison is 4 years at Oberlin College, 2 years at Oxford University, and 5 years at MIT. Prof. Kim is world class. - Carlo Maley

June 6, 2003

Dr. Clark Sorensen, Chair, Korea Program  
P.O. Box 353650  
Seattle, WA 98195

Dear Dr. Sorensen:

We, the undersigned, have all, within the past year, had the privilege of studying Korean under Dr. Soo-hee Kim, Lecturer in the Department of Asian Languages and Literature. We are writing to express our appreciation for having had the opportunity to learn under Dr. Kim, and to describe what we believe are her exceptional qualities as an instructor.

To the classroom, Dr. Kim brings her professional training in linguistics, knowledge of other East Asian languages, and a near-native understanding and command of the English language. Her language expertise is fully matched by a mastery of second-language pedagogy that is seldom found among instructors of non-mainstream languages such as Korean. As a third dimension of her teaching ability, Dr. Kim adds to these other two a gift for engaging students and enlivening her material such that classroom activities are a pleasure rather than drudgery—quite an accomplishment, as any second-language student will attest.

Perhaps the best testimony to Dr. Kim's outstanding teaching is the numbers her classes attract. For example, during this past school year, only a minority of the twenty-odd students who continued with second-year (non-heritage) Korean did so in order to fulfill program or major requirements. Most of us simply wanted to take advantage of the opportunity to continue improving our language skills under Dr. Kim. As many of us have had experience studying other foreign languages under a variety of instructors, we can honestly say that Dr. Kim is a rare find.

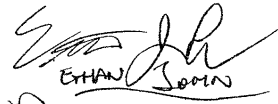
In light of recent news concerning the tenuous status of the Korean Studies Program, we submit our wholehearted recommendation that the University of Washington grant Dr. Kim retention and promotion. Any language department in the country, no matter how well endowed, would be fortunate to have Dr. Kim in its employ. Considering the severity of the current situation in Korean Studies, securing an instructor of her talent may well be critical to its survival.

Thank you very much for your consideration in this matter. If you have any further inquiries, please contact Lisa Fishman Kim at [lafk@u.washington.edu](mailto:lafk@u.washington.edu).

Sincerely yours,

Lisa Fishman Kim Lisa Fishman Kim

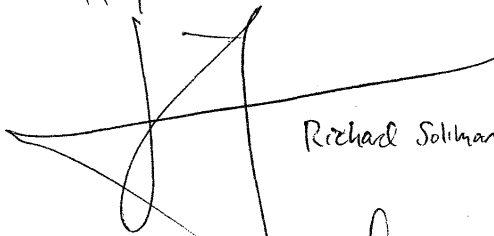
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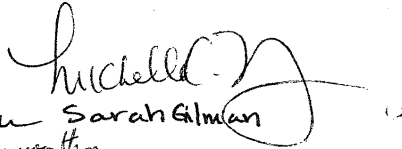
Lara LARA FIEDLER  Ethan Lewis


Laura J. Brown Laura Brown

Hayato Hayato KOSAI

Rody Ablao


 Richard Solomon Jake Jensen

 Sarah Gilman  
Matthew A. Agnew

 ALYSSA CANDELARIA

Suzanne Kim SUZANNE KIM

 MIA CARTERTON

 ALEXEI MOTASJERJASI

cc: William Boltz  
Soo-hee Kim

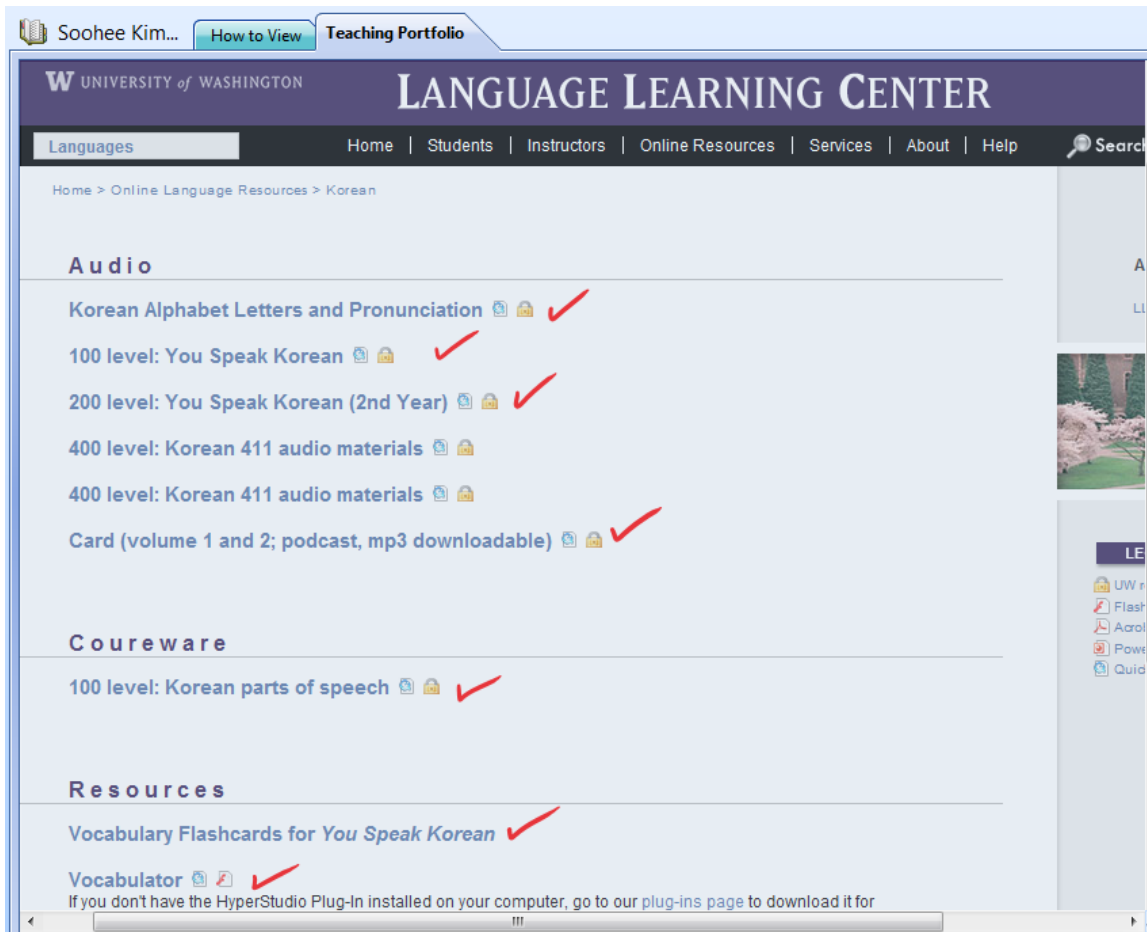
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## COMPUTER-ASSISTED AUXILIARY MATERIALS

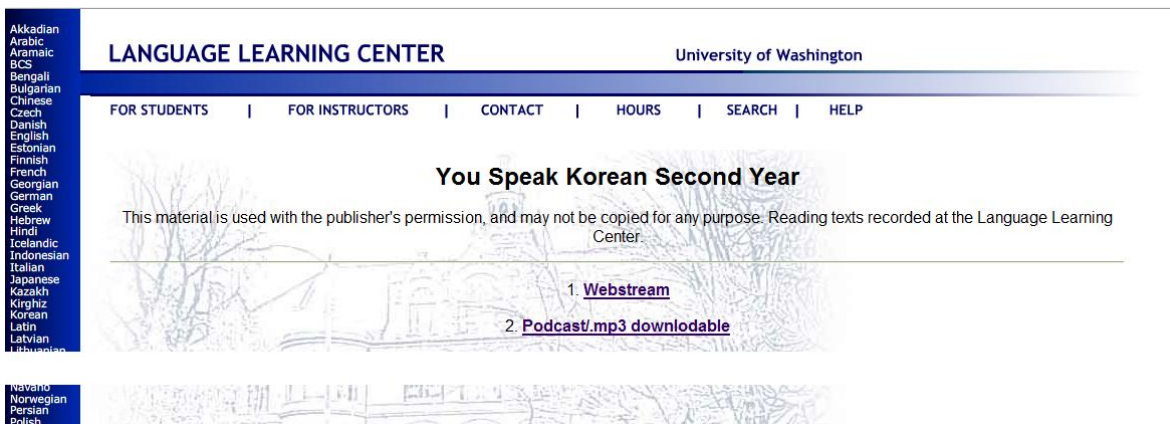
I have worked with several student staff members at the Language Learning Center to provide the current site. I have either designed, created or helped to create the pages/programs checked in red below.

<http://depts.washington.edu/llc/olr/korean/index.php>



## Sound files

Complete set of sound files for first- and second-year materials were created by volunteers under my orchestration and are available in two formats (Webstream and PodCast/MP3 downloadable)

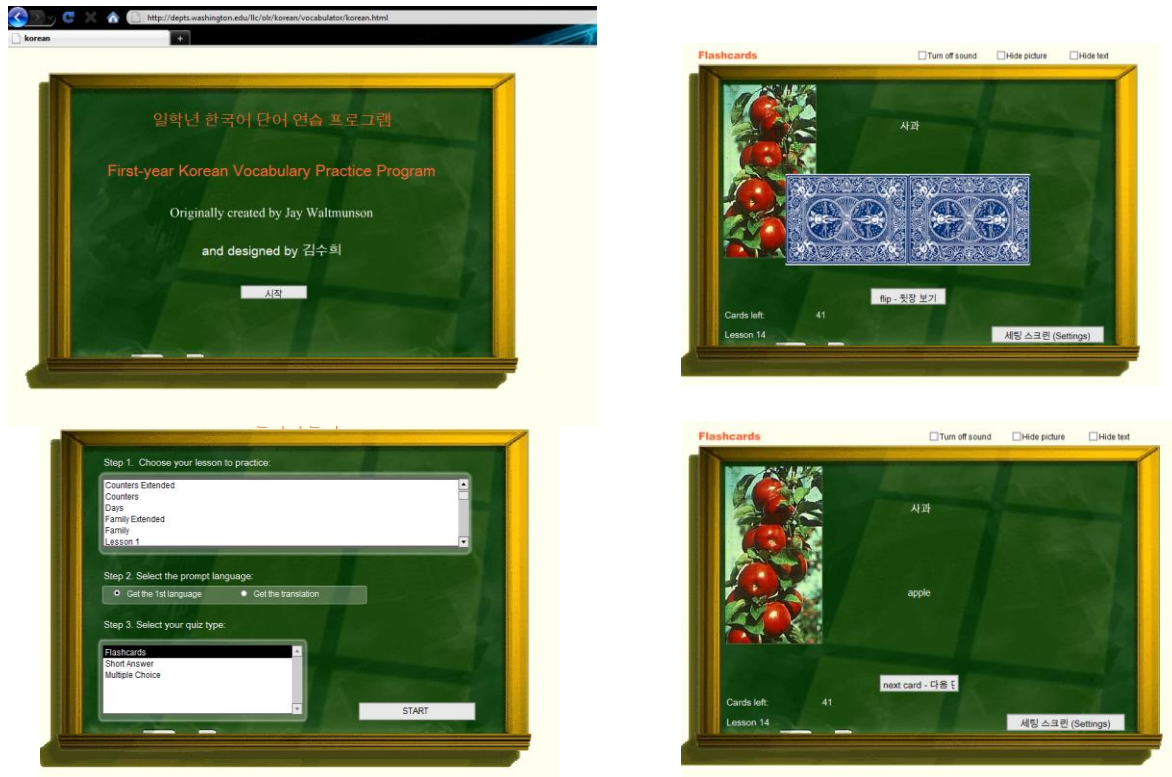


## Vocabulary programs

I have worked with the staff assistants to create a couple of vocabulary programs for beginning Korean classes. Here is one example:

<http://depts.washington.edu/lc/olr/korean/vocabulator/korean.html>

The program allows students to preview and review the vocabulary of each lesson. The practice can be Korean to English or English to Korean, and students may set quiz types from three options (Flashcards, Short Answer, and Multiple Choice questions).



## Alphabet worker

Each clip of this program shows animation of how the letter should be written while a sound file is played.

[http://depts.washington.edu/lc/olr/korean/kor\\_oo8/index.php](http://depts.washington.edu/lc/olr/korean/kor_oo8/index.php)

