GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

*Copy and paste **current** course information from Class Search/Course Catalog.*

College/School	**College of Liberal Arts and Sciences**	Department/School	**School of International Letters and Cultures**

Prefix:	**KOR**	Number:	**375**	Title:	**Intercultural Communication in Korea**	Units:	3

Course description: The course introduces the fundamental knowledge of Korean intercultural values and communication patterns. It explores and analyzes Korean communication styles and pragmatic strategies in regard to the relationship between language use in inter-cultural and cross-cultural communication, social meaning and cultural motivations.

Is this a cross-listed course?	Yes	If yes, please identify course(s): **SLC 375**
Is this a shared course?	No	If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics?   Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Social-Behavioral Sciences (SB)   **Mandatory Review:** (Choose one)

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2021 Effective Date: October 2, 2020   For Spring 2022 Effective Date: March 5, 2021

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

☒ Signed course proposal cover form
☒ Criteria checklist for General Studies designation being requested
☒ Course catalog description
☒ Sample syllabus for the course
☒ Copy of table of contents from the textbook and list of required readings/books

Proposals must be submitted electronically with all files compiled into one PDF.

Contact information:

Name	Ebru Türker	E-mail	Ebru.Turker@asu.edu	Phone	480-727-0236

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed):	Nina Berman	Date:	5/4/2021

Chair/Director (Signature):

Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA			
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	**NO**		**Identify Documentation Submitted**
☒	☐	**1.** Course is designed to advance basic understanding and knowledge about human interaction.	Highlighted in YELLOW on syllabus.
☒	☐	**2.** Course content emphasizes the study of social behavior such as that found in**:** • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY LINGUISTICS & COMMUNICATION	Highlighted in YELLOW on syllabus.
☒	☐	**3.** Course emphasizes: **a.** the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). **OR** **b.** the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	Highlighted in BLUE on syllabus
☒	☐	**4.** Course illustrates use of social and behavioral science perspectives and data.	Highlighted in BLUE on syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: • Courses with primarily arts, humanities, literary or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title		General Studies Designation
KOR	494	Aspects of Korean Linguistics		SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The course introduces Korean communication strategies and cultural values. It presents the language use both from cross-cultural and intercultural point of view.	See the section of 'Course Description and Objectives.'
2	The course explores pragmatic characteristics of Korean language from cultural and sociolinguistics point of view.	See the section of 'Course Description and Objectives' and 'learning outcomes.' Students learn interactions among culture, society and language particularly communcation styles, pragmatic uses as well as their motivations in Korean language.
3a	Students first learn theoretical views and methods that are used in the field of intercultural communication. Second, they gradually learn various discourse and pragmatic language use of Korean language. The last section of the course explores multiculturalism in Korea and language use of ethnic Korean living in abroad.	Highlighted in BLUE on syllabus From Week 1 to Week 6, the course introduces brief introductory of Korean language, theorectical backround of intercultural communcation and comparative studies on Asian languages. From Week 7 to Week 12, students will learn pragmatic language use of Korean language in spoken and written mode. From Weeek 13 to Week 15, the course discusses multilinguism and multiculturalism in Korea. Assignments: discussion questions, first and second group projects; final paper. NB: dates refers Spring 2022 semester

4d	The course demonstrates several linguistics approaches and data analysis methods in studies on Korean language. By applying data collection and analysis methods, students develop their own analysis or literature review in final paper.	Highlighted in BLUE on syllabus Linguistics approaches studied in class include: - discourse analysis in spoken and/or written mode (Week 7, 8, 9 - diacronic data analysis (Week 11) - corpus-based data analysis (Week, 10, 11) - surveys & interviews (Week 4, 5, 12, 13, 14, 15) Assignments: discussion question, presentation, final paper.

KOR 375 / SLC 375
Intercultural Communication in Korea
Course Syllabus

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1. Contact Information

Ebru Türker, Associate Professor of Korean Language and Linguistics

Email: Ebru.Turker@asu.edu
Tel: 480-727-0236
Office: LL 303E
Office hours: by appointment in Zoom
Zoom link: https://asu.zoom.us/j/4162914130
Associate Professor of Korean Language and Linguistics

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2. Course Description & Objectives

This course aims to focus on the fundamental knowledge of Korean intercultural values and communication patterns. We will explore and analyze Korean communication styles and pragmatic strategies in regard to the relationship between language use in inter-cultural and cross-cultural communication, social meaning and cultural motivations. While the main focus is on Korean language, the course will be conducted in a comparative and interdisciplinary manner on how communicative strategies differ between Korea and other countries (such as Japan and China) due to underlying differences in their cultural values.

Class hours: MW 12:15-13:30, ED304A
Credits: 3
Prerequisite(s): 30 credit hours earned

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3. Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain cultural self-awareness, other culture awareness, and the dynamics that arise in interactions between the two.
2. Discover the importance of the roles of context and power in studying intercultural communication.

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3. Explain the impact of culture on verbal and non-verbal communication.
4. Understand and analyze pragmatic language use and discourse patterns used in Korean language.
5. Compare Korean linguistic expressions of cultural conceptualization.
6. Discuss how Korean communication processes differ among cultures such as such as Japan and China.
7. Discuss cross-cultural differences in Korean language both in Korea and in abroad.
8. Identify challenges that arise from these differences in intercultural interactions and learn ways to creatively address them.
9. Acquire knowledge, skills and attitudes that increase intercultural competence.
10. Have cross-cultural, critical, analytical and interpretive competency/skills.

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4. Course Formats

Each week's classes will consist of a combination of lectures and student discussions/presentations. Course activities include substantial readings, discussions and presentations. All readings are in English.

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5. Course Requirements and Evaluations

1. All students are expected to attend and participate in every class meeting, having read assigned readings for that meeting.

2. Attendance & Classroom Participation (10%): Each week students will be assigned a grade based on their preparation for and participation in that week's class. Students are required to attend classroom lectures and participate actively in classroom discussions by peer students. The final participation grade will be the average of your weekly participation grades, excluding those weeks for which you had a formal excused absence.

3. Discussion questions (5%): Students are required to prepare and post to the Canvas 2 questions (and respond 1 or 2 question(s) which their classmates are posted) to the instructor for assigned reading. The questions are due by 8:00 p.m. the day before each class meeting.

   Grading Standards for Questions:

   0   - Question not submitted or late
       - Question could have been answered by reading the text carefully.

   1   - Question simply points out unrelated issues

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- Question implies that you did not read the text carefully
- Questions that fail to indicate sophisticated and academic opinions
- Questions that ask the meaning of a terminology

2 - Question notes apparent disagreements within the text, or between the text and the lecture.
- Question asks about a topic that was not explained clearly enough in the text.
- Question asks for more detail about a particular issue discussed by the text.
- Question makes direct reference to the text.

4. Everyday Reaction Paper (15%): Students are required to submit a half-page reaction paper for each reading and submit it to the Canvas. Late assignments get half credit. The reaction papers are due by 8:00 p.m. the day before each class meeting.

5. **Article Presentation (5%), Group Project Presentations (10%), Final Paper Presentation (5%):** Each student will make three types of presentations during the semester: (1) a presentation of a brief summary of an article or chapter we read in class, (2) group project presentations, and (3) a presentation of the final research paper at the end of the semester.

6. Group Projects (20%): Students will prepare two group projects with one of their classmates. The projects will be based on the topics studied in this course. Projects must be 2500-3000 words. They must be double-spaced, 12pt font, and one inch margin in doc or docx format, and will be submitted to the Canvas by 9pm on the days they are due.

   Group Project 1: due February 17, midnight.
   1. Choose minimum of 3 scholarly sources (journal articles or book chapters), with at least two of them is on Korean and at least one about intercultural communication (or on other topics related to the Module 1 presented in class schedule).
   2. Conduct further linguistic analysis and application of the topics by making comparisons and analyses of important concepts/main ideas/differences and similarities between Korean and English (or any other language).
   3. Identify and analyze communication strategies, especially in regard to the topics studied in class: cultural and social influences on communication interactions; verbal and nonverbal communication strategies; contextual influences; cognitive patterns; globalization; acquiring and applying cultural competence, etc.
   4. Organize the research into a coherent paper, with introduction, analysis, conclusion, and references.

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Group Project 2: due April 1, midnight.

1. Choose minimum of 4 scholarly sources (journal articles or book chapters), with at least two of them is on Korean and at least one about sociolinguistics (or on other topics related to the Module 2 presented in class schedule).
2. Conduct further linguistic analysis and application of the topics by making comparisons and analyses of important concepts/main ideas/differences and similarities between Korean and English (or any other language).
3. Focus on the importance of the social functions of Korean language and the close relation between language and social context.
4. Organize the research into a coherent paper, with introduction, analysis, conclusion, and references.

Final Paper Outline and References (5%): This assignment is designed to encourage students to begin working on the final paper in advance. It will consist of an abstract (minimum 300 words) that briefly describes the proposed topic, an outline of the sections of the essay, and references of the sources to be consulted for the research paper. If you have difficulties selecting a topic, it is advisable for you to talk to me earlier in the semester. Be sure to attach a List of References in **APA style.**

11. Final Paper (25%): Students will write a final term paper on the topics we studied throughout the semester. This paper may be a study of a comparative study, survey, replication of another study discussed in class or argumentative literature review. Students may also choose to expand one of their group projects as final paper. The final term paper (at least 4000 words, double space, 12 point font, and one inch margin in doc or docx format) will be submitted to the Canvas by 9pm on the due date. **Due May 2, midnight.**

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6. Grading Policies and Percentages

Grades will be assigned based on the following scale:

1. Classroom participation & discussions	10%
2. Everyday Reaction Paper	15%
3. Discussion Questions	5%
4. Article Presentations	5%
5. Group Presentations	10%
6. Group Projects	20%
7. Final Paper Outline and References	5%
8. Final Paper Presentation	5%
9. Final Paper	25%

Grading Scale				77-79	C$^+$
97-100	A$^+$	87-89	B$^+$	70-76	C
94-96	A	84-86	B	60-69	D
90-93	A$^-$	80-83	B$^-$	0-59	E

7. Technology Support

All communication will be sent to students' ASU email address.

For technical assistance, please contact the University Technology Office: https://uto.asu.edu/contact or by phone at (855) 278- 5080 or (480) 965-6500.

For help with technology and media, please contact Learning Support Services at the School of International Letters and Cultures: https://silc.asu.edu/learning-support-services/lss-for-students.

Printing: Students enrolled in courses offered by the School of International Letters and Cultures receive a $5.00 print quota for each undergraduate course (either 50 single-sided or 62 double-sided pages). Additional quota may be purchased in LL 66. Print quota can only be used in LL 61 and LL65.1 computer labs, in the basement of the LL building.

8. Course Policies

(1) Attendance:
Class attendance is mandatory. You must provide an official proof of absence/illness (e.g. note from the doctor, court, etc. with appropriate date). Each unexcused absence beyond three or more will result in a reduction of the student's final letter grade by one level (e.g., A becomes -A), and this continues for each successive absence as well. Tardiness is also not acceptable and considered inappropriate behavior in a university

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classroom. Assigned work will be accepted after the due date only in case of a justified absence; the new due date will be decided by the instructor.

Late works (reaction papers, group projects, final paper outline and final paper) will be penalized 10% per day late. Late reaction papers get half-credit.

Absences related to religious observances and practices are considered justified when in accord with the policies described in ACD 304-04 (http://www.asu.edu/aad/manuals/acd/acd304-04.html). Absences related to university sanctioned events/activities can be considered justified, in accord with ACD 304-02 (http://www.asu.edu/aad/manuals/acd/acd304-02.html).

(2) Plagiarism:
If you cite any text, use quotation marks and indicate the entire reference. If you paraphrase, you must also give a complete reference. If in doubt, cite. Evidence of plagiarism will lead to a failing grade on the assignment. Identical passages appearing in two or more students' works is prima facie evidence of plagiarism; all students involved will receive a failing grade. If you believe another student may have copied your work, notify us before we grade the assignment. If plagiarism appears to have been intentional, we will refer the matter to the University. If you are uncertain about the rules, ask us before the problem arises!

(3) Expected Canvas Platform Behavior:
Students are expected to participate in class discussions and other activities. Any disruptive behavior, which includes trolling, or any other actions intended to offend any participants in the educational process or to hamper that process will not be tolerated.

(4) Classroom Behavior Statement:
Use of cell phones and recording devices is prohibited during class, unless special approval of the instructor. Disruptive behavior is not tolerated.

(5) Zoom Policies:
The contents of this course, including lectures and other instructional materials, are copyrighted materials. Students may not share outside the class, including uploading, selling or distributing course content or notes taken during the conduct of the course. Any recording of class sessions by students is prohibited, except as part of an accommodation approved by the Disability Resource Center. Recording of class sessions (initiated by instructor) is authorized only for the use of students enrolled in this course during their enrollment in this course. Recordings and excerpts of recordings may not be distributed to others.

(6) Policy against Threatening Behavior:
Violent and threatening behavior in class or in interactions with the instructor or other students will not be tolerated. Any such behavior will be reported to university police and handled according to university policy. (See http://www.asu.edu/aad/manuals/ssm/ssm104-02.html.)

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(7) Use of Cell Phones and Electronic Devices:
Any devices that might beep, such as cell phones, pagers, or iPods should be turned off in class. Use of computers in class should be limited to reading assigned texts and note taking (i.e. no web-browsing or email checking). Violation of this policy will adversely affect your grade.

(8) Incompletes:
NO incompletes will be issued without extraordinary and documented reasons. Permission for Incompletes is very rare. Students hoping to receive either an Incomplete MUST see the instructor well in advance.

(9) Title IX:
Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity.   Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university.   If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at http://sexualviolenceprevention.asu.edu/faqs/students.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence.   ASU Counseling Services, https://eoss.asu.edu/counseling, is available if you wish discuss any concerns confidentially and privately.

(10) Academic Honesty Policy:
Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see http://provost.asu.edu/academicintegrity.

(11) Accommodating Students with Disabilities:
Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/

(12) Copyrighted materials:
Students must refrain from uploading to any course shell, discussion   board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty

members reserve the right to delete materials on the grounds of suspected copyright infringement. Please refer to ACD-304-10 Course Syllabus.

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All readings are available via Canvas.

* Readings marked by an asterisk are to be presented by students.

WEEK 1   1/10   - Sohn, H. M. 2006. Introduction: language, culture, and society, In Sohn, H.M. (Ed.). *Korean Language in Culture and Society.* (1-19). Honolulu: University of Hawaii Press.
- Yeon, J. H. 2006. "Standard Language" and "Cultured Language," In Sohn, H.M. (Ed.). *Korean Language in Culture and Society.* (31-43). Honolulu: University of Hawaii Press.

PART 1: INTERCULTURAL VALUES AND COMMUNICATION

1/12   McDaniel, Edwin R. & Samovar, Larry A. 2014. Understanding and Applying Intercultural Communication in the Global Community: The Fundamentals. In *Intercultural Communication: A Reader* (14th edition), Cangage Learning, pp. 5-15.

WEEK 2   1/17   - Martin Luther King Jr. Holiday
1/19   - *McDaniel, Edwin, R. 2011. Crossing Cultural Borders: Intercultural Communication from the Interpretation and Translation Perspective. *Journal of Interpretation and Translation Institute*, 14 (2). 355-388.

WEEK 3   1/24   - Yum, June Ock. 2014. The impact of Confucianism on Interpersonal Relationships and Communication Patterns in East Asia. In *Intercultural Communication: A Reader* (14th edition), Cangage Learning, pp. 110-120.
1/26   - Kim, Suk-Hyon. 2003. Korean Cultural Codes and Communication. *International Area Review*, 6(1). 93-114.

WEEK 4.   1/31   *Kang, Hyeon Sook. 2018. Traits of High-context Culture in Koreans' Communication. *Discourse and Cognition,* 25(2), 1-24.
2/2   - *McDaniel, E. R. 2011. Crossing cultural borders: Intercultural communication from the interpretation and translation perspective. *Interpreting and Translation Studies*, 14(2), 355-388.

WEEK 5   2/7   - Sanchez-Burks, J. et al. 2013. Conversing across cultures: East-West communication styles in work and nonwork contexts. *Journal of Personality and Social Psychology*, 85 (2), 363-372.
2/9   - Buchan, N, R., Johnson, E. & Croson, R.T.A., 2006. Let's get personal: An international examination of the influence of communication, culture and social distance on other regarding preferences. *Journal of Economic Behavior & Organization*, 60, 373-398.

WEEK 6   **2/14**   - 1st Group Project Presentation

PART 2: SOCIOLINGUISTIC INNOVATIONS

2/16   - The Structure and Use of Korean Honorifics (p. 132-145)
             - Usage of Korean Address and Reference Terms (p. 146- 154)

WEEK 7   **2/21**   - Yoon, Sang-Seok, 2015. Korean honorifics beyond politeness markers: change of footing through shifting of speech style. In *Interdisciplinary perspectives on Im/politeness.* John Benjamins Publishing Company. pp. 97-120.
2/23   - *Brown, Lucien. **2015**. Expressive, social and gendered meanings of Korean honorifics. *Korean Linguistics, 17*:2, 242-266.

WEEK 8   **2/28**   - Eun, Jong-oh, Strauss, Susan, 2004. The primacy of information status in the alternation between deferential and polite forms in Korean public discourse. *Language Science*, 26, 251-272.
3/2   - *Kiaer, Jieun; Park, Mee-Jeong; Choi, Naya, and Driggs, Derek. 2019. The roles of ages, gender and setting in Korean half-talk shift. *Discourse and Cognition,* 26:3, 279-308.

WEEK 9   **3/6-3/13**   - Spring Break

WEEK 10   **3/14**   - Lee, Kiri & Cho, Young-mee. 2013. Beyond 'power and solidarity': Indexing intimacy in Korean and Japanese terms of address. *Korean Linguistics,* 15 (1), 73-100.
3/16   -*Hong, Jin-ok. **2009**. Beyond Politeness: A Spoken Discourse. Approach to Korean Address Reference Terms. *English Language & Literature Teaching, 15(2), 93-119.*

WEEK 11   **3/21**   - Kim, Minju. 2009. On the Semantic Derogation of Terms for Women in Korean, with parallel developments in Chinese and Japanese. *Korean Studies,* 32, 148-175.
3/23   -* Yeon, Sook-Kyung. 2016. A Sociolinguistic Analysis of Korean Address Term, 'ajuma', *Journal of Language Sciences, 23(2), 173-191.*

WEEK 12   **3/28**   - *Tamaoka, Katsuo; Yamaguchi, Hyunjung Lim; Miyaoka, Yayoi; Kiyama, Sachiko. 2010. Effects of gender-identity and gender-congruence on levels of politeness among young Japanese and Koreans. *Journal of Asian Pacific Communication*, 20 (1), 23-45.
3/30   - 2nd Group Project Presentation

PART 3: MULTILINGUALISM AND MULTICULTURALISM IN KOREA

WEEK 13   4/4   - Lo, Adrienne & Kim, Jenna Chi. 2012. Linguistic Competency and Citizenship: Contrasting Portraits of Multilingualism in the South Korean Popular Media. *Journal of Sociolinguistics* 16(2). 255-276.

           4/6   – *Park, Joseph Sung-Yul & Bae, Sohee. 2009. Language ideologies in education migration: Korean jogi yuhak families in Singapore. *Linguistics and Education,* 20 (4), 366-377.

WEEK 14   4/11   - *Park, Mi Yung, 2017. Resisting linguistic and ethnic marginalization: voices of Southeast Asian   marriage-migrant women in Korea. *Language and Intercultural Communication,* 17 (2), 118-134.

           4/13   - *Park, Mi Yung, 2019. Challenges of maintaining the mother's language: marriage-migrants and their mixed-heritage children in South Korea. *Language and Education,* 33(5), 431-444.

WEEK 15   4/18   - Kim, Miso. & Kim, Tae-Young. 2015. A critical study of language and minority students' participation in language communities in the Korean context. *Language and Intercultural Communication,* 15(2), 224-239.

           4/20   - *Lee, Jinsook. 2014. Breaking the Façade of Linguistic and Cultural Homogeneity Education for Multicultural Children in South Korea. In *The Handbook of Bilingual and Multilingual Education.* Wiley-Blackwell Publishing Company. pp. 504-514.

Week 16   4/25   - Student Presentations (Final Paper)
           4/27   - Student Presentations (Final Paper)

Week 17   5/2   - Final Paper Due