

KOR 375 / SLC 375
Intercultural Communication in Korea
Course Syllabus

Ebru Türker, PhD
Associate Professor of Korean Language and Linguistics

Tel: 480.727.0236
Email: ebru.turker@asu.edu
Office: LL 645D
Office hours: Wednesdays 13:30-3:00 or by appointment

1. Course Description

This course aims to focus on the fundamental knowledge of Korean intercultural values and communication strategies. We will explore and analyze Korean communication styles and patterns in regard to the relationship between language use in 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 the US) due to underlying differences in their cultural values.

Class hours: MW 12:15-13:30, ED304A

Credits: 3

Prerequisite(s): 30 credit hours earned

Textbook: Sohn, Ho-Min. (2006). *Korean Language in Culture and Society*. ed. Honolulu: University of Hawaii Press.

In addition to the above book, required readings will be posted on the course web.

2. Learning Goals and Outcomes

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

1. Be able to explain cultural self-awareness, other culture awareness, and the dynamics that arise in interactions between the two.
2. Be able to explain the impact of culture on verbal and non-verbal communication
3. Be able to explain and discuss how Korean communication processes differ among

cultures such as such as Japan and the US.

4. Be able to identify challenges that arise from these differences in intercultural interactions and learn ways to creatively address them.
5. Be able to discover the importance of the roles of context and power in studying intercultural communication.
6. Be able to acquire knowledge, skills and attitudes that increase intercultural competence.
7. Have cross-cultural, critical, analytical and interpretive competency/skills.

3. 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.

4. 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 6:00 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
 - 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 6:00 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 18, 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.

Group Project 2: due April 2, 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**.

8. 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 5, midnight.**

5. 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

6. 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 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) 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.

(4) 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.

(5) 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>.)

(6) 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.

(7) 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>.

(8) 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/

(9) Printing:

Students enrolled in courses offered by the School of International Letters and Cultures receive a print quota: each undergraduate course carries \$5.00 in print quota (either 50 single-sided or 62 double-sided pages); each graduate course carries \$15.00. Additional quota may be purchased in LL 66 during regular hours of operation. Printing quota can only be used in LL 66 computer labs, in the basement of the LL building.

COURSE SCHEDULE **(may subject to change)**

All readings are available via Canvas.

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

WEEK 1 - Orientation
 - Introduction: language, culture, and society (p. 1-19)

PART 1: INTERCULTURAL VALUES AND COMMUNICATION

- “Standard Language” and “Cultured Language” (p. 31-43)

WEEK 2 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), Cengage Learning, pp. 5-15.

WEEK 3 - *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 4. - Yum, June Ock. 2014. The impact of Confucianism on Interpersonal Relationships and Communication Patterns in East Asia. In *Intercultural Communication: A Reader* (14th edition), Cengage Learning, pp. 110-120.
 - Kim, Suk-Hyon. 2003. Korean Cultural Codes and Communication. *International Area Review*, 6(1). 93-114.

WEEK 5 - Kang, Kil Ho & Hong, Jongbae. 2007. A Comparison of Korean and U.S. American Communication Apprehension: Based on Intracultural and Intercultural Interaction. *Speech & Communication*, 8. 313-347.

*Kang, Hyeon Sook. 2018. Traits of High-context Culture in Koreans' Communication. *Discourse and Cognition* 25:2, 1-24.

WEEK 6 - *Lim, Tae-Seop, Mike Allen, Nancy Burrell & Sang-Yeon Kim. 2008. Differences in Cognitive Relativity Between Americans' and Koreans Assessments of Self. *Journal of Intercultural Communication Research*, 37 (2). 105-118.

- 1st Group Project Presentation

PART 2: SOCIOLINGUISTIC INNOVATIONS

- WEEK 7
- The Structure and Use of Korean Honorifics (p. 132-145)
 - Usage of Korean Address and Reference Terms (p. 146- 154)
- 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.
- WEEK 8
- *Brown, Lucien. 2015. Expressive, social and gendered meanings of Korean honorifics. *Korean Linguistics*, 17:2, 242-266.
 - 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.
- WEEK 9
- *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 10
- 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.
 - *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
- 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.
 - * Yeon, Sook-Kyung. 2016. A Sociolinguistic Analysis of Korean Address Term, 'ajuma', *Journal of Language Sciences*, 23(2), 173-191.
- WEEK 12
- 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.
 - 2nd Group Project Presentation

PART 3: MULTILINGUALISM AND MULTICULTURALISM IN KOREA

- WEEK 13
- 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.
 - *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
- *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.
 - *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
- 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.
 - *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
- Student Presentations (Final Paper)
 - Student Presentations (Final Paper)
- Week 17
- Final Paper Due