

SEASSI Khmer Intermediate Syllabus

Asian Languages and Cultures 407/408, Third/Fourth Semester Southeast Asian Language-Khmer are the equivalent of a year-long (two-semester) sequence designed to bring students well beyond “survival-level” Khmer to a level of speaking, listening and reading, writing proficiency which allows them to communicate in a basic fashion with educated native speakers on a variety of basic topics, including favorite Khmer food, daily routine, transportation, travelling and vocation, landmarks, monuments in Cambodia and culture and history of Cambodia. The development of spoken proficiency relative to these topics is linked throughout the course with written material. Students will also spend a good deal of time honing their listening skills, involving “focused listening” of video and audio recordings of both colloquial and formal native speaker speech.

Non-native speaking students will benefit from special class hours (*Speaking Module*) dedicated to developing their command of informal, colloquial Khmer, especially the ways that the language is used to express emotions and opinions. Native speakers, while they will in no way be required to “give up” their colloquial, home-dialect way of speaking Khmer, will learn to conform to standard Khmer pronunciations and polite forms of verbs and other vocabulary appropriate for conversation in an academic/professional setting. Authentic Khmer texts written by native speakers for native speakers--will be used as reading material in the course.

The class will consist mostly of communicative, task-based or project-based activities which will give students the chance to use spoken and written Khmer in situations which mirror real-life social or academic situations. Lectures will also be given on Khmer grammar, the writing system and problem areas of pronunciation. These lectures will be conducted in Khmer. Students are expected to use appropriate classroom Khmer at all times in class, including when talking to other students.

Course prerequisites:

This course is intended for students who, through completing courses such as **ASIALANG 307/308**, self-study, or family experience, have attained a “survival” level of spoken Khmer proficiency. This will be determined in a placement evaluation conducted by the instructors on the first day of class. **The course assumes no prior knowledge of written Khmer**, although students who have already learned the basics of the writing system are welcome in the course.

The First Week of the course will provide an intensive review of the basics of the alphabet and sight words for those with prior experience, and the first Three Weeks will provide an intensive introduction to the alphabet for those with no experience, that will enable them to quickly “catch up” to those with prior knowledge of the writing system, so that by the second half of the second course in the sequence, it is assumed that most students will be more or less equal in their literacy skills.

Course requirements:

Students will be evaluated according to the following criteria (separately, for each half of the two-course sequence):

- Overall Class Participation: **45%** (*20% of this depends on whether or not you stick to using appropriate Khmer in the classroom...the more you use English or inappropriate Khmer, the more of those 20 points you will lose*)
- Independent Study Project: **30%**
- Weekly Dialog Journal: **5%**
- Completion of homework assignments, including using the materials on your Course Book and DVD: **10%**
- Performance on mid-term (4%) and final exam (6%): **10%**
- Grades are based on the total of the accumulated points according to the above evaluation criteria.

A	100 - 95	C	79 - 75
AB	94 - 90	CD	74 - 70
B	89 - 85	D	69 - 60
BC	84 - 80	F	59 - below

In general, students are expected to spend at least one hour per class hour preparing/studying outside of class. If you do not spend this minimum amount of time studying/practicing outside of class, you will not be able to reach the goals (described as “At the end of this Week, students will be able to...”) listed in this syllabus.

Class assignments and other announcements will be posted on box, located at [REDACTED]. Students are expected to check the blog at least once a day (preferably twice) and will be held responsible for everything posted there.

Students will not be graded on attendance per se, but note that if you don't attend, you can't participate, and active participation in class activities makes up 45% of your grade. The instructors must always be addressed by the titles you will learn to use with them on the first day of class. Please respect both your instructors and fellow students by coming to class on-time. No laptops will be allowed to be turned on during class (except for days, announced in advance, when we will be using laptops in class activities) ...this is a language class, take your notes on paper and in Khmer. No cellphone activity will be permitted in class, including texting.

Independent Study Project - Every student will design and complete a significant independent study project this summer. The topic of this project may be just about anything to do with Khmer culture, language, society, art, history, etc. that students choose, subject to the instructor's approval. Students will present oral reports (props such as video, etc. optional but encouraged) on their projects in class of week 8. Each oral presentation must be at least 15 but no more than 20 minutes long. 10 minutes will be set aside for questions from the rest of the class following each presentation.

Meeting Time and Location

Classroom: Humanities Building- Room [REDACTED]

Class Hours: Monday – Friday, 8:00 AM – 12:00 PM (Central time of North America)

1 st Period 8:00 – 8:50	2 nd Period 9:00 – 9:55	Break 9:55 – 10:15	3 rd Period 10:15 – 11:05	4 th Period 11:05 – 12:00
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Instructional Mode - All face-to-face instruction

INSTRUCTORS – Vathanak Sok and Sokunthearath Kep

INSTRUCTOR AVAILABILITY

Office hours: [REDACTED] Humanities, 2-4 Monday through Thursday, or by appointment.

Office: Humanities Building- Room [REDACTED]
[REDACTED]

Recommended Textbooks

- Sothea, Samreth. 2012. Khmer Language for Foreigners. Royal University of Phnom Penh, Linguistic Department, Volume 2
- Chhany Sak-Humphry, Khmer Interactive Learning 1
- Samurai Media FSI Course. 2016. Contemporary Cambodian (for both intermediate and operational level)
- Huffman, Franklin E., Charan Promchan, and Chhom-Rak Thong Lambert. 1970. Modern spoken Cambodian. New Haven: Yale University Press.

General Grammatical Support

- Ehrman, Madeline Elizabeth, and Kem Sos. 1972. Contemporary Cambodian: grammatical sketch. Washington: Foreign Service Institute, Dept. of State.
- Haiman, John. 2011. Cambodian Khmer. Amsterdam: John Benjamins Pub. Co. <http://public.eblib.com/choice/publicfullrecord.aspx?p=769696>
- Gorgoniev, IUřii Aleksandrovich. 1966. The Khmer language [by]. Y.A. Gorgoniyev: translated from the Russian by V. Korotky]. Moscow: Nauka Pub. House, Central Dept. of Oriental Literature.
- Keese, Allen P. K. 1996. An English-spoken Khmer dictionary: with romanized writing system, usage, and idioms, and notes on Khmer speech and grammar. London: Kegan Paul International.

Useful Reading and Reference Materials

Dictionaries

- Jacob, Judith M. 1974. A concise Cambodian-English dictionary. London: Oxford University Press.
- Kem Sos, Lim Hak Kheang, and Madeline Elizabeth Ehrman. 1990. Cambodian-English, English-Cambodian dictionary. New York: Hippocrene Books.
- Hippocrene Books (Firm). 2013. Khmer (Cambodian) dictionary & phrasebook.
- Khmer-English/English-Khmer Dictionary and Phrase Book (Soksan Ngoun)
- Chhun Leh and Chren Pheak. 2010. Pali and Sanskrit Dictionary. Cambodia: Banteay Srey Printing House.

- Shapiro, Norma, and Jayme Adelson-Goldstein. 1998. *The Oxford picture dictionary (English-Cambodian)*. New York: Oxford University Press.

Reading Material

- Huffman, Franklin E., and Im Proum. 1972. *Intermediate Cambodian reader*. New Haven: Yale University Press.
- Sothea, Samreth. 2012. *Khmer Language for Foreigners (Reading Passages)*. Royal University of Phnom Penh, Linguistic Department, Volume 2

Course Content: ASIALANG 407/408

Week One: “Classroom Spoken Khmer” and the Basics of the Writing System/Alphabet Review

We will use no phonetic transcription in this class; Khmer script only will be used from day one. We will rapidly move through the Khmer consonants and vowels, including both “series” of vowel sounds. Students will also memorize (in reading and writing) at least 15 important “sight words” in Khmer. We will also work on pronunciation problems in students’ speech, so that everyone begins to conform to standard spoken Khmer when speaking in the classroom. The **no prior knowledge of written Khmer** (*Upper Level Literacy*) students will cover the material listed in the course content for the first three weeks, for the **prior knowledge of written Khmer** (*Accelerated*) students in the first *Week* of class, as review.

We will also review important vocabulary and structures which are typically learned in a Beginning Khmer course. Another major goal of this Unit is to teach all students appropriate polite and respectful forms of verbs and other vocabulary, which are to be used at all times in the classroom. We will also learn the names of classroom objects in Khmer, and how to talk about language learning in Khmer, so we can keep the use of English in the classroom to an absolute minimum.

At the end of Week One, students will be able to:

- Greet and converse with fellow students, teachers and elders using appropriately polite and respectful vocabulary and speaking style
- Conduct themselves in body language appropriate to the Khmer classroom
- Identify objects in the classroom and discuss a variety of typical school activities in Khmer
- Understand typical teacher commands and respond appropriately
- Ask questions regarding language learning in Khmer
- Know the sounds of all 33 Khmer consonants and how to write them
- Know the sounds of all Khmer vowels (first series) and how they are represented in the writing system
- Write your name and city

Week Two:

The student will learn to talk about their favorite food. They will listen to description of foods, recipes. They will also read about how and why rice is very important to Cambodian people.

- Use the sequence adverbs (first, then, next, after that and finally).
- Learn and use the Khmer common adverbs (ជាទូទៅ ច្រើនតែ តែងតែ ឱយម)
- Write a recipe and give instruction how to cook.
- Express likes and dislikes
- Use to word not very/not so to express how much they like the food they eat.

Midterm Exam: June 28

The purpose of the test is to assess how you, the learner, are progressing against the objective set out in the intermediate syllabus. The objects relate to listening, speaking, and reading as well as grammar and key vocabulary areas.

Week Three:

The student will learn about adverb of quantity with countable and uncountable noun such as too much, not enough, more, fewer, less, many, a lot, a little, few. They will listen to a description of public transportation in Cambodia.

- Talk about transportation problems in Cambodian.
- Write a description of a Phnom Penh city transportation service.
- Know what to do when getting to the airport.
- Use the complex superlative adjective (more and more.../hotter and hotter)
- Use the pattern (ផង...ផង ដើម្បី... , ក៏...ផងដែរ, សិន....សិម/ចាំ)

Week Four:

In this unit, the student will learn to ask about someone’s childhood, listening to people talking about their past. They students will read and write an autobiography. They also learn to say how often they do something in their free time or their daily routine.

By the end of the lesson the student will be able to:

- Use past tense with the word ធ្លាប់ “used to” for habitual actions and their timeline.
- Use adverbs of frequency to describe their daily routines.
- Use the word never “មិនដែល” to respond to the question how often they do something.

Final Exam: July 12

There are four main components to the test as follows: Reading, Vocabulary and Grammar, Listening, Writing, Pronunciation. The purpose of the test is to assess how you, the learner, are progressing against the objective set out in the intermediate syllabus.

Week Five:

The students will learn about how to plan their vocation plans in Cambodia. They will listen for descriptions of vacation plans and listening to travel advice. The student will also read an article about how to save money during their stay in Cambodia.

By the end of the lesson, the student will be able

- Describe vacation plans, giving advice and plan a vocation.
- Use the modal verbs for necessity and suggestion: (don’t) have to, must, need to, better, should.
- Write about their vocation.

Week Six:

The students will listen to descriptions of landmarks, monuments in Cambodia. They student will read about modern wonder of the world. They student will learn to describe the monument that they visited and like the most using the relative pronoun.

- Use passive with by (simple past) ad passive without by.
- Talk about landmarks, and monuments in Cambodia.
- Write about one of Cambodian's world heritage
- Use impersonal pronoun “គេ”
- Use the relative pronoun *that and which* “ដែល” in appropriate context.

Midterm Exam: July 26

There are four main components to the test as follows: Reading, Vocabulary and Grammar, Listening, Writing and Speaking. The purpose of the test is to assess how you, the learner, are progressing against the objective set out in the intermediate syllabus.

Week Seven: Reported speech with “ថា”

They student will learn how to make simple reported speech and the students will be asked to report what the teacher have said. They will use the past simple to report (i.e., "the teacher said", NOT "the teacher says"). They will also learn the several reporting verbs in Khmer. Finally, they will be asked to restate a dialogue from a Khmer movie using reported speech.

- Report what people say using noun clause with the word “ថា”
- Turn the direct speech into indirect speech.
- Know the common verb used with noun clause and the word “ដែល”

Week Eight:

In this unit, the student will discuss and learn the different uses of linking words (Why do we use linking words? What is their purpose? How can they help with fluency and flow of sentences?). The students will learn how linking words are used in connecting opinions with reasons.

- Use some of the common linking words (ចំណែក ទោះបី ដើម្បី ដូច, etc...) in Khmer spoken and written language.
- Know the short version and full version of the linking word in Khmer language.
- Identify and practice the linking words by predicting liking words in a context.
- Understand phrases with linking words through listening and information gaps.

Final Exam: August 9

The purpose of the test is to assess how you, the learner, are progressing against the objective set out in the intermediate syllabus. The objects relate to listening, speaking, and reading as well as grammar and key vocabulary areas.

OTHER COURSE INFORMATION

RULES, RIGHTS & RESPONSIBILITIES

Every member of the University of Wisconsin-Madison community has the right to expect to conduct his or her academic and social life in an environment free from threats, danger, or harassment. Students also have the responsibility to conduct themselves in a manner compatible with membership in the university and local communities. UWS Chapters 17 and 18 of the Wisconsin Administrative Code list the university policies students are expected to uphold and describes the procedures used when students are accused of misconduct. Chapter 17 also lists the possible responses the university may apply when a student is found to violate policy. The process used to determine any violations and disciplinary actions is an important part of UWS 17. For the complete text of UWS Chapter 18, see [Office of Conduct and Community Standards](#) website, or contact them via phone at 608-263-5700 or room 70 Bascom Hall.

No student may be denied admission, participation in or the benefits of, or discriminated against in any service, program, course or facility of the [UW] system or its institutions or centers because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status.

For more information, including the student grievance procedure, please visit <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the University. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <http://studentconduct.wiscweb.wisc.edu/academic-integrity/>.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center syllabus statement: "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of their week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

DIVERSITY & INCLUSION

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.”
<https://diversity.wisc.edu/>

SEEKING ASSISTANCE

A student can seek help from many places on campus, for both personal and academic problems. For answers to general questions on many topics, a good place to start is [Ask Bucky](#), which is an excellent general referral service.

For personal problems, Counseling Services, a unit of [University Health Services](#), offers a variety of individual, group and couple counseling services. Experienced counselors, psychologists, and psychiatrists are available to assist students in overcoming depression and managing anxiety, and in developing self-awareness and understanding, independence, and self-direction. The counseling staff is experienced and sensitive to students of diverse cultural and ethnic backgrounds. Counseling Services is located at 333 East Campus Mall; 608-265-5600. In addition, an on call dean in Student Assistance and Judicial Affairs is usually available by telephone (608-263-5700) or on a walk-in basis (75 Bascom Hall) Monday-Friday, 8:30am-4:30pm.

For academic problems, many places can offer help. The student should first discuss the problem with the professor or TA. If the problem is not resolved at that time, the student can speak with an academic advisor or the SEASSI Director. If further assistance is needed, the student should contact one of the academic deans upon referral by SEASSI administration.