

SEASSI SUMMER 2020
Center for Southeast Asian Studies
University of Wisconsin - Madison
ASIALANG 307/308 (8 Credits): 1st Year Hmong
BBC (Monday – Friday: 8:00 – 12:00 AM)

Instructor: Choua Lee

Office: UW-Madison BBCollaborate Course Room (Remotely)
Office Hours: Tuesday and Thursday, 2:00 – 3:00 P.M. (or by appointment)
Phone: [REDACTED]
Cell: [REDACTED]
Email: [REDACTED]

Course Description

This course emphasizes listening and speaking skills in the context of basic conversation patterns and vocabulary. The course is also a basic introduction to the sound system of Hmong and the Hmong writing system used in this country, the Romanized Popular Alphabet (RPA). The main goals of this course are: 1) to introduce students to the sound system (consonants, vowels, and tones) of Hmong; 2) to develop basic Hmong language skills in the four learning components of listening, speaking, reading, and writing; 3) to learn simple words and phrases and a basic communicative ability based on simple questions, statements, and commands in culturally appropriate discourse contexts in Hmong; 4) to learn basic cultural norm (customs, ritual practices, etc.).

The target language will be used as means of communication and instruction in class. Students are expected to follow guidelines as required. **Note:** Based on the teacher’s assessment, a student who has registered for elementary level instruction may be required to move to a more appropriate class, according to his/her language proficiency level.

COURSE OBJECTIVES (LEARNING OUTCOMES):

Upon completion of this course, students can at least do the following based on “ACTFL – Can Do Statements.”

Interpersonal communication:

- Students can communicate on some very familiar topics using single words and phrases that students have practiced and memorized.
- Students can communicate on very familiar topics using variety of words and phrases that students have practiced and memorized.
- Students can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.
- Students can communicate using basic family structure (kinship terms)

Presentational (speaking and writing):

- Students can present basic information about herself/himself and some other familiar topics using language s/he has practiced using single words or memorized phrases.
- Students can present information about him/herself and some other very familiar topics using a variety of words, phrases, and memorized expressions.
- Students can copy some familiar words, characters, phrases, or lists memorized on familiar topics.
- Students can write short messages and notes on familiar topics related to everyday life.

Interpretive (listening and reading):

- Students can recognize a few memorized words and phrases when I hear them spoken.
- Students can recognize some familiar words and phrases when he/she hear them spoken.
- Students can recognize a few letters or characters and can identify a few memorized words and phrases when her/she read.
- Students can recognize some letters or characters and can understand some learned or memorized words and phrases when he/she read.
- Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life and sometimes understand the main idea of what he/she have read.

REQUIRED TEXTS:

You will need the following books for the course, which is **available in online folder** for all students.

1. Hmong Supplemental Language and Cultures of Asia 407
2. First Year Hmong Language Conversation Book 1
3. English-Hmong Glossary by Elizabeth Riddle
4. Languages & Cultures of Asia 307
5. Supplemental handouts ((supplied by the instructor; not on reserve)

RECOMMENDED BOOK:

1. Yuepheng Xiong, *English-Hmong/Hmong-English Dictionary* [Order from Hmong ABC Store: www.hmongabc.com]
2. Hmong Online Dictionary: <http://www.hmongdictionary.com>

GRADING

Participation	25%
Daily Journal & Homework	15%
Quizzes	10%
Projects: Oral Presentation and Service & Learning Activities	20%
Mid-Term Exam (Oral & Written)	15%
Final Exam (Oral & Written)	15%

A	92-100%
A/B	89-91%
B	82-88%
B/C	79-81%
C	70-78%
D	60-69%
F	59 and below

PARTICIPATION:

Participation is weighted heavily in this course. Since you cannot participate without being present in the classroom, attendance is extremely crucial. Three tardy and/or unexcused early departures from class constitute one day of absence. *Four days of unexcused absences will bring your grade down one letter grade.* **Note:** You will not be allowed to make up quizzes or tests (including mid-term and final exams) given during the days or times when you are tardy, leaving early, or are absent from the classroom without prior permission.

Online participation requirement: Participation will be graded based on the following criteria:

- 4 - 5 well-prepared, completed pre-class task*; responsible/engage and participate full in any tasks and activities
- 2 - 3 present, but did not complete pre-class task or relatively passive or late
- 1 significantly late (30 minutes after the class begins) or considerably disturb the class dynamic
- 0 elective absence

*pre-class task is given to help you better prepared for the discussion session; it will also help instructor diagnose areas of problem to be addressed during class. Pre-class task completed past the due date will not be accepted/graded.

DAILY JOURNAL & HOMEWORK:

JOURNAL: Each student is expected to write a daily journal entry as part of homework assignments. All weekly journals are due every **Monday** before class starts. The journal entries can be about anything from your daily activities to your learning experience in class. Please try to use the vocabulary you learned from class to produce your sentences, and be careful to use correct spelling. **Note:** Each student is encouraged to come up with his/her own topics.

HOMEWORK: Assignments will include both written and oral work and will be given throughout the eight week session. Assignments should be shared in class and reports should be turned in for credit. Students may also be required to write short summaries of readings, or do small group projects (translation English materials to Hmong).

PROJECTS & ORAL PRESENTATIONS:

During the course of the eight weeks, each student is expected to do **three small projects** which you can practice and present orally in Hmong. Both projects will require the ability to interview heritage speakers of the Hmong language to collect the data to complete your project requirements.

First project is a personal biography project, which requires a timeline of your life including a Microsoft PowerPoint Presentation with family background, pictures of family members, and friends or places you been to. The theme of this project is for students to learn about their family kinship terms and heritage history.

Second project is a "Culture Recipe Book". Every student is required to collect a Hmong recipe from Hmong families or friends in the community, which required a personal interview. The focus of this project is for students to learn about the Hmong ethnic foods and to transform it in writing and into recipes. The final project will be a collaboration work of the class by putting all recipes together in a "Hmong Recipe Book" by 1st Semester Hmong with references and all gathered information from all students. This project will finalize with a presentation of each student's work and a class potluck with 2nd Year Hmong students.

Note: The final oral presentation of both projects will be a measurement of students' progress from the course. Students will be evaluated by their ability to execute and deliver their project orally to an audience consisting of their peers. It is important for students to know that such ability to memorize accurately and to perform a task orally is crucial to the Hmong language and culture. *Projects' specifications and details will be provided in class.*

QUIZZES:

There will be a twenty five minutes quiz every Friday morning, on topics that have been covered in class.

Note: Specific dates of quizzes will be announced in class.

MIDTERM EXAM:

The midterm exam will cover all the lessons learned in class to date, on *Friday, July 10th, 2020.*

Note: There will be no curve; the grade will be based on your progress and performance.

FINAL EXAM:

The final exam will cover everything in the semester including all components of language acquisition (listening, reading, speaking, and writing), on *Friday, August 7, 2020.* **Note:** There will be no curve; the grade will be based on your performance.

COURSE OUTLINE:

Dates for topics and activities are **tentative and may change to accommodate guest presenters & student needs**).

Week 1 & 2: Introduction syllabus, survey, and assessment

- Introduction to the sound system and writing system
- Greetings & Pleasantries
- The Language of the Classroom
 - ❖ Dates, Time, Numbers, and Colors
- Common Questions and Responses
- Survival Skills

Week 3: Family structure and the basic Hmong kinship system

- Family, relatives, and friends

Week 4: Food

- Types of food
- Describing food
- Shopping for food
- Preparing food
- Eating food

Week 5: Direction and Transportation

- Asking for information
- Comparison
- Asking about time
- Transportation terms
- Giving and receiving directions
- Cardinal Points (North, South, East, West)
- Place names
- Provinces of Laos
- Talking about Location

Week 6: Health & Treatment Beliefs

- Body parts
- Types of illnesses
- Types of medications
- Name of facilities
- Treatments: Western Culture vs. Hmong culture (Spiritual Healing)

Week 7: Occupations, Work, and Getting Things Done

- Respectful Vocabulary (Culturally Appropriate Contents)
- Useful Work Sentences
- Work Verbs
- Official Terminologies
- Everyday Life Activities
 - Clothing
 - Life Style

Week 8: Final Review

- **Final Reviews**
- **Final Project**
- **Final Exam**
- **Exit Oral Language Assessment**

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's [Rules, Rights and Responsibilities](#)

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 studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS 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 the third 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/>