



Synchronous Course Syllabus of Intermediate Lao Language

Southeast Asian Studies Summer Institute (SEASSI)

Center for Southeast Asian Studies
 University of Wisconsin-Madison
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Course Subject, Number and Title

LCA Lang. 415 (3rd semester Lao)
 LCA Lang. 416 (4th semester Lao)

Instructional Mode

Online and Synchronous Instructions
Canvas Course URL

Credits 8 credits

INSTRUCTOR

Dr. Sam Inthaly

Meeting Time and Location

Class Hours: Monday – Friday, 10:00 AM – 2:00 PM, CDT (Central time of North America)

1st Period: 10:00 – 10:50
 2nd Period: 11:00 – 11:50
 Break: 11:50 – 12:10
 3rd Period: 12:10 – 1:00
 4th Period: 1:10 – 2:00

Instructor Availability

Office hours: M-F; 2 – 4 PM or by appointment

Phones: [REDACTED]

Email: [REDACTED]

How Credit Hours are met by the Course

45 Hours Per Credit is applied

45 Hours Per Credit – One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities. This option may be useful for nontraditional formats, “flipped” courses, lab courses, seminars, courses with substantial meeting time and little out-of-class work, or any time this is a better fit for learning activities than the Carnegie definition.

COURSE DESCRIPTION

Language and Cultures of Asia 415/416 is the equivalent of a year-long or two semesters sequence designed to continue and refine the goals of LCA 315/316 by bringing student well beyond beginning level of Lao to a level of speaking, listening, reading, and writing proficiency that allows students to handle successfully most uncomplicated communicative tasks and social situations. Learners can by now understand a lot of the linguistic content, it is possible to develop more ability for top-down processing of “new” information of the non-linguistic content with adequate input, different discourse genres, and registers of speech.

The course instruction will remain committed to a performance-based language pedagogy in all three modes of communication: interpretive, presentational, and interpersonal. In keeping with the National Standards for foreign language education, the Lao language program aim to provide quality teaching and learning that will assist learners using the language to communicate proficiently and successfully in the real-life social or academic situations. During the synchronous class sessions, students will engage in communicative tasks or project-based activities to be performed in pairs, small groups for role-plays, problem solving, games, and mingling via the virtual mode. The communicative tasks or project-based activities provide opportunities for learners to use Lao language with the instructor and classmates in real time.

Lectures will also be given on Lao grammar, the writing system, the use of final particles, sentence structures, and other materials to indicate nuance of expression and to develop a spoken style. These lectures will be entirely in Lao, except for short explanations in English of difficult materials from time-to-time. Mechanical drills, and exercises will primarily be assigned as outside class work in the asynchronous mode along with other homework assignments.

The sight-words that centers in each unit are expected to be recognized and memorized. Learning activities focus on obtaining language of essential life skills which are organized around a unit theme. Each unit begins with vocabulary preview in photo dictionary format which can be used as a study tool for mastering key words that occur in the unit. The core lessons provide sufficient practice for students to achieve the lesson objectives. Guided conversations are the dialogues and exercise that are the essential learning devices in the learning throughout the course. Model conversations depict situations in which people use the key vocabulary of each lesson. In the exercises that follow, students create their own conversations by placing new vocabulary items into the framework of the model. Follow-up exercises and activities provide all skills practice and learning through speaking competency in action, games, writing activities, listening exercises, community connections, collective learning activities, and journal writing. The guidelines of the American Council on the Teaching of Foreign Language (ACTFL) are used as

guides for instructional objectives. The proficiency-based and communicative methods are considerably selected and developed in the instructional strategies.

A big part of learning Lao language this summer is **culture**. It is important to make the classroom a distinctly Lao cultural environment. Students will be expected to show a cultural respect and they will use appropriate classroom Lao language at all times during the time of learning Lao language courses. Failure to perform in this regard will hurt one's grade just as much as not doing homework or not showing up to class. Proficiency in using Lao font on the computer is expected and important part of learning Lao language.

Requisites

This course is intended for students who, through completing courses such as 315/316, self-study, or family experience, have attained a solid "beginning" level of spoken and written Lao proficiency. The level of students' spoken proficiency will be determined in a structured intake evaluation administered by the instructor on the first day of class. The course assumes a clear knowledge of the basics of written Lao, including instant recognition of all written consonants, vowels, subscripts and most diacritics, and the ability to write these during dictation. Students should also be able to perform some basic spoken tasks using basic vocabulary.

LEARNING OUTCOMES

Course Learning Outcomes

The progress of learning stage depends on individual learning experiences and backgrounds. However, learning goals can't be reached without a full participation and effort throughout the course of synchronous and asynchronous learning. Following are learning outcomes in the communicative skills and cultural competency expected after two months of the intensive synchronous learning at SEASSI. After two months of the intensive synchronous learning at the SEASSI, learners can confidently reach to wide ranged communicative skills including:

Interpersonal Communication - Learner can:

- Use new learned words, phrases, simple sentences, or sometimes memorized language to share information, create and develop relationships, form new contacts, make decisions, solve problems, and express emotions and needs.
- Request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate following-up questions.
- Express my own preferences, opinions, or feelings and react to those of others, using a mixture of practiced words, phrases, simple sentences, and questions.
- Engage face-to-face conversations and short telephone conversations pertaining to culturally appropriate greetings and leave takings in informal and formal situations;

Presentational Communication - Learner can:

- Differentiate all Lao consonants, tones in syllables, basic vowels with final consonants, and numbers;
- Present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentence.
- Name very familiar people, places, and objects using practices or memorized words and phrases, with help of gestures or visuals.

- Read out loud high frequency words and phrases that have 3 to 6 tones in the Lao language with increased accuracy;
- Produce short simple letter that describes personal references, daily routines, everyday events, and other topics grounded in personal experiences.
- Produce writing materials that consists of learned vocabulary and structures into simple sentences on very familiar topics;

Interpretative Communication - Learner can:

- Understand content that refers to basic personal background and needs, social interactions, and routine tasks;
- Connect ideas from reading simple non-texts or instructional texts that pertain to all learned units;
- Summarize main ideas and some facts to make appropriate inferences from reading simplest connected texts dealing with basic personal and social needs and a clear underlying structure;
- Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.

Proficiency in Culture - Learner can:

- Awareness: develop understanding characteristics of Lao culture and traditions; familiarize using appropriate Lao language in sensible cultural situations.
- Knowledge: continue building cultural knowledge in the areas of Lao history, traditions, religion, and the ways of life of Lao people in general.

GRADING

Students will be evaluated according to the following criteria for each course, 415 and 416 separately:

- Class participation 20%
- Individual Project 20%
- Homework Assignments 20%
- Exams: Mid-term 20%, Final 20% 40%
- Grades are based on the total of the accumulated points according to the above evaluation criteria.

A	91 - 100	C	70 - 74
AB	85 - 90	CD	65 - 69
B	80 - 84	D	60 - 64
BC	75 - 79	F	59 - below

DISCUSSION SESSIONS (TBA)

LABORATORY SESSIONS (TBA)

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

1. Main textbook: Intermediate Lao Language by Dr. Sam Inthaly will be available to purchase on the first day of the class.
2. Daily hand-outs and other copies related to learning topics.
3. Dictionary Lao-English, English-Lao by Russel Marcus, Charles E. Tuttle Company, Rutland, Vermont & Tokyo, Japan, in addition to <http://www.sealang.net/lao/dictionary.htm>.

4. Watch information video in Lao, listen to recordings of Lao news broadcasts from the internet and from Lao TV.
5. Listen to Audio CD and list of vocabulary recording of each unit

EXAMS, QUIZZES, PAPERS & OTHER MAJOR GRADED WORK

- Monday, June 15th – Placement Test and Individual Interview with instructor
- Friday, June 26th – Mid-term exam of the 1st semester
- Friday, July 10th – Final exam of the 1st semester
- Friday, July 24th – Mid-term exam of the 2nd semester
- Thursday, August 6th – Oral Presentations of Individual Project
- Friday, August 7th – Final exam of the 2nd semester

HOMEWORK & OTHER ASSIGNMENTS

Completed homework or assignments must be *turned in on time*. In general, students are expected to spend at least one hour per a class hour preparing and studying outside of class. To reach the goals that listed in the course objectives, students must spend this minimum amount of time studying or preparing outside of class. 20% of the total grades is homework. Homework is assigned each day and must hand-in the next day morning.

Independent Study Project - Every student will design and complete a significant independent study project this summer. It counts for 20% of the total grade. The topic of this project may be just about anything to do with Lao 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.

OTHER COURSE INFORMATION (TBA)

- Any additional info (*identify honors, field trips, other special attributes or activities*)

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/>

SEASSI Program Expectations and Classroom Etiquette

SEASSI is a full-time job: regular attendance, promptness on homework and admin matters.

- BBC Ultra stands for Blackboard Collaboration Ultra. This is the platform that SEASSI will use for the entire summer.
- Top priority is to use a private, in-home workspace that is well-lit.
- Be mindful of your background lighting. Position yourself so that most of the light is coming from in front of you (behind your monitor), instead of behind you. If you have a window behind you, shut the blinds. Otherwise, you may be completely darkened by the light coming through the window.
- Be sure that there is nothing visually distracting in the background.
- Minimize the background noise, e.g., barking dogs, sound from television or radio.
- Be sure that you have tested the audio and video before the session starts.
- Be sure that you have updated your operating system prior the class to avoid the laptop or computer from running the update during the class.
- Ensure that you are the main user of the internet bandwidth in your household during daily sessions.
- Turn off all other gadgets that may absorb your internet bandwidth such as smartphones, iPads, Alexa, Google Assistant, among others. Please do not multitask, focus on your class.
- Join the session early. Give yourself time to find out if your computer can join the session; learn what you can and can’t do in the session.
- Be on time. If you cannot be early, be on time. Let the moderator know if you are going to be late or absent
- Make eye contact. If you are sharing video, look at the camera and not the session.

- Mute yourself when not speaking.
- Be professional. You are having a class with your teacher, classmates and guest experts. Make a good impression. Take a few minutes to make yourself presentable and dress appropriately.
- Take an active part. Don't talk over someone. Raise your hand if there is no opening to speak. Type questions and feedback in the chat.
- Disable Adblockers. Browser Adblockers can turn off your audio and video and can cause buttons to not show up.

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