

SEASSI First Year Khmer Syllabus

Languages and Cultures of Asia 307/008 is a year-long equivalent (two-semester) sequence designed to bring students up to “survival level” in standard spoken and written Khmer. Class will mostly consist of activities in which Khmer must be used to accomplish specific tasks relevant to the topical matter of the Unit, thus giving practical experience in using and hearing Khmer. There will also be lectures (in English) on various cultural and grammatical issues in Khmer, with a focus on how these issues relate to English and American culture). There will be lectures on the writing system and on common pronunciation problems as well. There will also be lots of “focused listening” practice, games, and songs. A playful and creative approach will be encouraged in the learning and practice of all four skills (speaking, listening, reading and writing) in Khmer, as well as Khmer culture.

CORUSE REQUIREMENTS:

Students will be evaluated according to the following criteria:

1. Overall Class Participation: 20%
2. Completion of homework/assignments: 30%
3. Quizzes: 20%
4. Mid-term exam (written and oral): 10%
5. Final exam (written and oral): 10%
6. Individual/group project: 10%

NOTE:

1. Participation: Participation will be graded based on the following criteria:
 - a. 4-5 well-prepared; engage to and fully participate in the classroom activities
 - b. 2-3 present, but relatively passive
 - c. 1 significantly late (30 minutes after the class begins) or considerably disturb the class including using your phones. The use of phones, laptops and other gadgets in the classroom is limited to instruction or learning purposes. Please respect both your instructors and fellow students by coming to class on-time.
 - d. 0 elective absence

Notes: In case of emergency situations or illness, students must notify the teacher or the coordinator. Otherwise, your absence will be considered an elected absence and affect your overall grade significantly. Except for illness or emergencies (e.g. accident, family emergency situation such as death or serious illness of the closest family member), all absences are considered elective absence.

2. Daily Assignment/homework: Class assignments will be given on Canvas. Students are responsible for checking this blog at least once a day; twice is better. 3:00 pm and 7:00 pm (central time) are recommended times to check. Homework should be submitted on the next day to the teacher who assigns it. A three-day late submission will not be graded. Homework will be assigned daily including weekend work.

3. Quiz: There are four open book quizzes on Fridays to assess learner progress. They will be administered remotely on Canvas. Please refer to the schedule for the Khmer language program to see quiz dates on Canvas.

6. Individual/group project: The topic of this joint project will be announced at the end of the first semester. Each oral presentation can last up to 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.

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 Unit, students will be able to...”) listed in this syllabus.

Class Hours: Monday – Friday, 08:00 AM – 12:00 PM (Central time of North America)

1 st Period 08:00–08:50	2 nd Period 09:00–9:50	3 rd Period 10:00–10:50	4 th Period 11:00–11:50
---------------------------------------	--------------------------------------	---------------------------------------	---------------------------------------

INSTRUCTOR – Nielson Hul

Instructional Mode – Online instruction via Zoom.

Office hours: Monday through Thursday by appointment via email [REDACTED]

Main textbook

- Sak-Humphry, Chhany. 2016. Communicating in Khmer: Reading and Writing for Beginners. Plus CD.

Other textbooks

- Sak-Humphry, Chhanny. 2010. Tales of the Hare: 27 Classic Folktales from Cambodia. ISBN 978-1-934431-54-2

No physical dictionary is required for the course, but students may wish to purchase the Hippocrene Books (Firm). 2013. Khmer (Cambodian) dictionary & phrasebook. It is usually available on amazon.com. Students are encouraged to use the free online dictionary at <http://www.sealang.net/khmer> or www.kheng.info. Note that this dictionary requires that Khmer Unicode fonts are installed on one’s computer. See the instructor for more info on this.

Other dictionaries

- Shapiro, Norma, and Jayme Adelson-Goldstein. 1998. The Oxford picture dictionary (English-Cambodian). New York: Oxford University Press.
- Soksan Ngoun, 2014. Khmer Dictionary phrasebook. Hippocrene Books; Bilingual edition

COURSE CONTENTS

Week One: In the Classroom “Another Brick in the Wall Pt. 2”

Topics covered in this unit include polite and colloquial greetings & farewells, introducing themselves, addressing people properly. Students will also learn to count to 10 in Khmer and begin to learn the basics of the Khmer writing system with corresponding sounds from day one in class. At the end of the week, students will be familiar with lines 1 & 2 of the Khmer Consonant Chart, Lines 1 & 2 of the Vowel Chart, and the digits 0-9 in Khmer

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

- Greet social peers and elders/teachers appropriately in Khmer
 - Address people properly
 - Be able to use appropriately the most common kinship terms (as pronouns) in Khmer
 - say farewell appropriately in a variety of social contexts
 - Express politeness and respect with អរគុណ and សូម ‘please’
- Construct basic sentences using basic SVO structure
- Construct basic negative sentences
- Use verb “to be” in Khmer
 - Adjectives and Stative Verb/Predicative Verb Constructions
- Write and count from 0 to 10 in Khmer
- Write lines 1&2 of Consonants and Vowels
- Use 10 common verbs (go, meet, come, learn, read, eat, sleep, see, walk, sit) in combination with pronouns.
- Use 11 common nouns (pencil, book, page, pen, phone, computer, chair, desk, chalkboard, lesson, room)
- Use demonstratives វានេះ & វាៗនោះ
- Ask basic “Yes/No” Questions: Q&A
 - The particle ឬ
- Ask basic Open-Ended Questions:
 - Ask and respond to very basic queries for name, country and nationality using question words អ្វី ‘What’ and ណា ‘Where’.

Week Two: In the Home “Home Sweet Home”

In this unit students will learn to talk and ask about their families using classifiers and the question word ‘how many’ and the verb “to have/has” in Khmer, talking about their ages. Students will be familiar with the possessive particle របស់. Students will also learn to count to 1000 in Khmer. The irregular consonants will also be learned in this unit. At the end of the lesson, students will also learn additional common verbs relating to activities in the home and be able to write more simple sentences. By the end of the week, students will have been introduced to all the conjunct consonants and vowels.

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

- Write and read the first 7 lines of Consonants and Vowels
- Recognize how the diacritic ្ក changes vowel sounds
- Read simple words with C, CV, and CVC structures
- Construct Khmer noun phrases using correct structure
 - Numeration and Classifiers
 - Use basic classifiers for humans and animals appropriately
 - Use adjectives of color (blue, black, red, gray, brown, green, purple, yellow, white)
- Count to 1,000 in Khmer
- Use ordinals to describe family members (first son, second son, etc)
- Describe their family members and ages
- Ask others about families
- Use the possessive របស់ to describe ownership and talk about what they have with មាន

Week Three: On the Job “Working Nine-to-Five”

Topics in this unit include occupations and professions in Khmer, talking about their dream jobs with the expressions “to want to be” including some Khmer modifier (not very much/not so and adverbs (too/as well). Students will also learn to talk about time with the Khmer locative particle វេលា. Students will learn Subscripts, Independent Vowels, Diacritics, and Punctuation this week.

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

- Read Khmer words with consonant clusters
- Talk about certain occupations and professions
 - Describe and ask about location with the locative particle ទីនេះ + Preposition constructions
 - Describe where they work using these prepositions constructions
- Describe *past* and *future* events using adverbs of time appropriately
- Ask where someone works
- Talk about action that is happening in the combination with the particle កំពុង
- Describe finished events using complete particles
- Read words with initial and medial consonant subscripts/consonant clusters
- Use register-flipping diacritics with the appropriate consonants
- Form basic compound sentences with នឹង and តែ
- Talk in time relative expressions about the months and seasons
- Use coordinating conjunctions ‘but’ and ‘and’ to form compound sentences

Week Four: Welcome to Phnom Penh “Holiday in Cambodia”

In this unit, students will learn how to get around Phnom Penh. Also, they will learn several subordinating conjunctions giving them the ability to form complex sentences in Khmer. They will learn about important landmarks and destinations in the capital city as well as the history and lore surrounding its founding. They will learn how to ask if there are certain places nearby, how to get there, and why they should go there. They will learn the structural response to these queries as well. Concurrently, students will be preparing for midterm exams and subject matter will be light this week.

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

- Give and receive directions appropriately in Khmer
- Read and write word-level text in Khmer
- Tell someone to do something
 - Tell someone not to do something
- Recognize signage prohibiting certain activities
- Give Cardinal Directions in Khmer
- Tell someone where to go and how to get there
 - Tell someone not to go somewhere
- Learn some basic prepositions in Khmer and how to use them with the locative particle ទីនេះ
- Tell the location of things by combining ទីនេះ ‘to be located’ and មាន ‘There is/are’
- Use subordinating conjunctions to form complex sentences
 - Be able to ask ‘why’ and answer with ‘because’
- Recognize the verb ធ្វើ versus when it is used as an instrumental particle

Midterm Exam: Date TBA

The final exam will consist of an oral and a written section. In the oral section, students will act out assigned scenarios in front of the rest of the class in pairs or groups of three. These scenarios will require the appropriate use of grammatical structures and vocabulary learned throughout the course. Students will be given three days to prepare these skits. The written section of the exam will consist of fill-in questions designed to measure comprehension of sentence-level constructions in Khmer similar to material previously covered in class.

Week Five: At the Market and in the Kitchen – Food in Cambodia “Soup is Good Food”

Topics covered in this unit include foods and mealtime in Cambodia, ordering food and drinks at a restaurant, talking about what they want in Khmer in polite way, expressing like and dislike, using the word ច្រើន to express preference, and inviting someone out to eat. In this unit students will learn how to give and receive directions for preparing food.

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

- Read and write polysyllabic word-level text in Khmer
- Indicate dietary restrictions and allergies
- Talk about food they like to eat
- Order food and drinks in a restaurant
- Instruct others on how to cook something
- Talk about what they want politely and appropriately
- Invite someone out to eat.
- Use the particle ជាមួយ and preposition “with” and “for” appropriately

- Bargain for the best prices with the question word “how much”
- Talk about some locations in Phnom Penh like famous markets and restaurants
- Bargain for price with question word “how much”
- Express likes and dislikes and their preference with the word រំពឹង

Week Six: Talking About Yourself and Others “Love Yourself”

Students will learn how to talk about how they feel in terms of emotions and health. They will be able to compare and discuss their features relative to their friends and relatives and express what they can or cannot do. They will also learn to talk about their hopes and dreams for the future.

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

- Read simple sentences in Khmer and synthesize them using similar structures
- Use 10 Khmer adjectives relating to personal identifying features such as height, skin color, etc.
- Describe parts of body
- Talk about health and how they feel
- Describe their emotions
- Make comparisons in Khmer
- Talk about common illnesses
- Use some modal verbs in Khmer appropriately
- Talk about their hopes and dreams

Week Seven: TBA

Week Eight: TBA

Final Exam: TBA

The final exam will consist of an oral and a written section. In the oral section, students will act out scenarios in front of the rest of the class in pairs or groups of three. The topic of these scenarios is open (as is the composition of each group) but should demonstrate the appropriate use of grammatical structures and vocabulary learned throughout the course. The written section of the exam will consist of fill-in questions designed to measure comprehension of a multiple paragraph-level reading passage similar to material previously covered in class.

OTHER COURSE INFORMATION

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 <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/>