



Center for Southeast Asian Studies

Southeast Asian Studies Summer Institute (SEASSI)

Course Syllabus of the Beginning Lao Language

Center for Southeast Asian Studies
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Course Subject, Number and Title

LCA Lang. 315 (1st semester Lao)
 LCA Lang. 316 (2th semester Lao)

Credits 8 credits

Course Designations and Attributes

The SEASSI program has been hosted by the University of Wisconsin-Madison for almost 40 years. This nationally-supported program has provided Southeast Asian language training to students from a wide variety of backgrounds, from those requiring language skills for research, professional development, or study abroad, to students of Southeast Asian heritage studying for those reasons and more. Having been hosted by a variety of institutions with strong SE Asian studies programs from 1984-1999, UW-Madison has been proud to host SEASSI since 2000.

COURSE DESCRIPTION

Language and culture of Asian 315/316 is an 8-week long intensive language program and it is equivalent to an academic year of the regular university level language course or two full semesters sequence. This course is designed for learning the Lao language and culture for both heritage and non-heritage students at the beginning level. The *proficiency-based* and *communicative methods* are implemented in the instructional strategies. About 60% of the learning time will be spending on speaking and listening, and about 40% on reading and writing. The learning will be mostly communicative, *task-oriented* or *project-based* activities which will give students the chance to use spoken and written Lao language in situations that reflect real-life situations. Explanations in English will be periodically given on Lao grammar, writing system, and other support materials to indicate nuance of expression and to develop a spoken style; and as needed for the difficult materials or for any clarification. 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, and collective learning activities. 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 classes. 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

The course will assume a little knowledge of Lao language or not at all. This course is intended for students who are heritage and non-heritage students. The level of students' spoken proficiency will be determined in a structured intake evaluation administered by the instructor on the first day of class. This is an intensive language learning program. It is required that students come to class **on time** from the beginning of the session until the end of the session. Every minute counts and **active participation** both in class and outside class activities is very essential. **Elective absence** is discouraged in the strongest possible terms. A day of absence reduces the highest possible grade. Illness and death of the immediate family member will be handled on individual basis. If you have made prior plans, you are advised to reschedule, particularly for those holders of FLASH scholarship.

Meeting Time and Location: Remote/Online

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

Monday – Friday

1st Period: 8:00 – 8:50

2nd Period: 8:55 – 9:45

Break: 9:45 – 10:15

3rd Period: 10:15 – 11:05

4th Period: 11:10 – 12:00

Instructional Modality

Online/Remote and Synchronous Instructions via Canvas & Zoom

Canvas Course URL - _____

How Credit Hours are met by the Course

45 Hours Per Credit is applied.

- a. Traditional Carnegie Definition – One hour (i.e. 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks. This is the status quo and represents the traditional college credit format used for decades. If you have regular classroom meetings and assign homework, reading, writing, and preparation for quizzes and exams, make this choice.
- b. 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.

OTHER COURSE INFORMATION (TBA)

Whether instruction is in-person, hybrid, online or remote, regular and substantive student-instructor interaction, as defined by the US Department of Education (Within [34 C.F.R. §600.2](#)), is always a requirement of UW-Madison for-credit learning activities.

INSTRUCTOR

Dr. Sam Inthaly

Instructor Availability

Office hours will be conducted remotely via Zoom. Occasional exceptions may be made following physical distancing and health recommendations at the discretion of your instructor.

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

Phones: [REDACTED]. Office; [REDACTED]

Email: [REDACTED]

Preferred Contact via Instructor Email

COURSE LEARNING OUTCOMES

After two months of the intensive learning at the SEASSI, learners can reach to various levels of learning from novice to novice-high or from novice to intermediate-low. 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 learning. By the end of the Lao language program, students can at least do the following communicative modes:

Interpersonal communication –

- Students can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. Students can usually handle short social interactions in everyday situations by asking and answering simple questions.
- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Students can clarify meaning by paraphrasing, questioning, and elaborating, and can interact in a wide range of situations, using culturally authentic languages and gestures.

Presentational Communication -

- Students can present basic information on familiar topics using language I have practiced using phrases and simple sentence. I can write short messages and notes on familiar topics related to everyday life.
- Students can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Their focus on presentation of information, concepts, and ideas in spoken and written modes is concerned with one-way speaking and writing.

Interpretative Communication -

- Students can often understand words, phrases, and simple texts related to either everyday life or highly practiced and memorized. They can recognize pieces of information and sometimes understand the main topic of what is being said, highly-predictable oral or written texts, with strong visual support.
- Students can understand and interpret written and spoken language on a variety of topics. The understanding and interpretation involve one-way listening and reading in which reader works with a variety of print and non-print materials. Students will refine their understanding of the sound system of the Lao language and discriminate among individual sounds and intonations of the Lao language.

Including Proficiency in Culture - Learners 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 traditions, and the ways of life of Lao people in general.

GRADING

Students will be evaluated according to the following criteria for each course, 315 and 316 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.

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|----|----------|----|------------|
| 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 (in-person or remote) T/D

Laboratory Sessions (in-person or remote) N/A

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

1. Main textbook: Let's Speak Lao, the Beginning Level of Learning Lao Language as a Foreign Language by Dr. Sam Inthaly will be via the remoted class platforms: Zoom and the canvas.
2. Daily hand-outs and other copies related to the 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 the list of vocabulary recording of each unit.

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.
- Study Project – Two study projects will be part of our learning this summer. Each study project counts for 20% of the total grade. The first study project will be assigned as a group project that will be presenting at the end of the first semester. The second study project will be an individual study project, presenting at the end of the second semester. The study project will be designed and respectively completed by the group or an individual. The topic of the project may be just about anything to do with Lao culture, language, society, art, history, family etc. that you or your group choose, subject to the instructor's approval. The final product of the study project will be presented orally along with visual aids or concrete products such as charts, cards, brochures, props such as video, etc. optional but encouraged. 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.

Panning for the Project Based Language Learning (PBL) includes:

- Topic
- Target Audience: TL Community (Beyond Classroom)
- Target Language needed for the project
- Public Product: Authentic Materials

EXAMS, QUIZZES, PROJECTS & OTHER Major Graded WORK

- Monday, June 14th – Individual Interview with instructor
- Friday, June 25th – Mid-term exam of the 1st semester
- Friday, July 9th – Final exam of the 1st semester
- Friday, July 23th – Mid-term exam of the 2nd semester
- Wednesday, August 4th – Oral Presentations of Individual Project
- Friday, August 6th – Final exam of the 2nd semester

SEASSI Program Expectations and Classroom Etiquette

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

Here are some of the expectations:

- Zoom and Canvas are used as the class platforms. These are the platforms that SEASSI will be used for the entire summer.
- Top priority is to use as 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, or 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.

Privacy of Student Records & the Use of Audio Recorded Lectures

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Students' Rules, [Rights & Responsibilities](#)

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-Madison [Badger Pledge](#)

Campus Guidance on the use of Face Coverings

Face coverings must be [correctly worn](#) on campus at all times and in all places (both outside and inside), except by students in their assigned residence hall rooms; by employees when alone in a private, unshared lab or office; when traveling alone in a private vehicle; and when exercising outside in a way that maintains 6 feet of distance from other people.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the [McBurney Disability Resource Center](#) or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the [Office of Student Conduct and Community Standards](#) and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

Quarantine or Isolation Due to COVID-19

Student should continually monitor themselves for COVID-19 symptoms and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Diversity & Inclusion Statement

[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.

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for Students with Disabilities 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. (See: [McBurney Disability Resource Center](#))

Academic Calendar & Religious Observances

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

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