SEASSI SUMMER 2021
Center for Southeast Asian Studies University of Wisconsin - Madison
ASIALANG 407/408: 2nd Year Hmong
(Monday – Friday: 8:00 – 12:00 A.M.)
Classroom: Canvas/Zoom Classroom

Instructor: Choua Lee

Office: UW-Madison BBCollaborate/Zoom Course Room (Remotely)
Office Hours: Wednesday, 2:00 – 3:00 P.M. (or by appointment)
Phone: 
Cell: 
Email: 

Course Description

This course will emphasize the four skills of listening, reading, speaking, and writing. It is designed for heritage students who have limited, or no Hmong written language background but with some speaking skills and for non-heritage students who have had first year Hmong. The main goals of this course are: 1) to strengthen the students’ ability to communicate and negotiate meanings in White Hmong at the inter-personal level in the classroom and on school settings; 2) to increase students’ vocabulary through mastery of selected topics; and, 3) to introduce and develop basic reading, writing, and speaking skills using the Hmong Romanized Phonetic Alphabets (RPA). The course will be taught utilizing lectures, practice pronunciation, Hmong dialogues, group discussions, and class exercises.

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 teacher’s assessment; students may be asked to move to a more appropriate class according to his/her language proficiency level.

Canvas Course URL: 
Zoom Course URL: 

Credit hours – This class meets 20 hours per week (i.e. 4 hours session) of classroom instruction in BBC/Zoom online Monday to Friday, from 8:00 to 12:00 am, and a minimum of four hours of out of class student work each week over approximately 8 weeks. Homework assignments (reading, writing, and preparation for quizzes and exams) are listed in detail on course requirements below.

BBC/Zoom Class Rules

1. Be professional – dress up like you are going to a physical classroom.
2. Do not use cell phone while in class – reduce class distractions.
3. Limit multi-tasking (use multiple devices, apps, social media window)
4. Use headphone to reduce background noises, as much as possible.
5. Turn on your video during class
6. Be on-time!
Classroom Recordings

- An announcement will be made when recording is turned on and off.
- The recordings will only be shared with the students in this class and will not be used for purposes outside of this course.
- Recordings will be available in the "Cloud Recordings" section of Zoom Conference within this Canvas course.
- Breakout rooms will not be recorded.
- You will be signing Online Synchronous Course Recording Consent Form when class starts.

COURSE OBJECTIVES (LEARNING OUTCOMES):

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

Interpersonal communication:
- Student can participate in conversations on a number of familiar topics using simple sentences.
- Student can handle short social interactions in everyday situations by asking and answering simple questions.
- Student can participate in conversations on familiar topics using sentences and series of sentences.
- Student can handle short social interactions in everyday situations by asking and answering a variety of questions.
- Student can usually say what he/she wants to say about him/herself and everyday life.

Presentational (speaking and writing):
- Student can present information on most familiar topics using a series of simple sentences.
- Student can make presentations on a wide variety of familiar topics using connected sentences.
- Student can write briefly about most familiar topics and present information using a series of simple sentences.
- Student can write on a wide variety of familiar topics using connected sentences.
- Students can write on general interest and academic topics in organized paragraphs in various time frames.

Interpretive (listening and reading):
- Student can understand the main idea in short, simple messages and presentations on familiar topics and the main idea of simple conversations that he/she overhear.
- Student can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
- Student can understand the main idea in conversations that he/she overhear.
- Student can understand the main idea of short and simple texts when the topic is familiar.
- Student can understand the main idea of texts related to everyday life and personal interests or studies.
REQUIRED TEXTS:

You will need the following books for this course, all course materials available in online texts shared folder to all students.

1. Phau Ntawv Kawm Hmoob Xyoo 2
2. English – Hmong Glossary
3. Hmong Supplemental Language and Cultures of Asia 407
4. Hmoob Lub Neej Kev Ua Noj Ua Haus
5. Languages and Cultures of Asia 307 – Vocabs Book
6. Supplemental handouts (supplied by the instructor, not on reserve)

RECOMMENDED BOOK:


GRADING

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<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Journal &amp; Homework Assignments</td>
<td>15%</td>
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<tr>
<td>Quizzes</td>
<td>15%</td>
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<tr>
<td>Projects</td>
<td>20%</td>
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<tr>
<td>Mid-Term Exam (Oral &amp; Written)</td>
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<tr>
<td>Final Exam (Oral &amp; Written)</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A/B</td>
<td>89-91%</td>
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<tr>
<td>B</td>
<td>82-88%</td>
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<td>B/C</td>
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<td>C</td>
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<td>D</td>
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<td>F</td>
<td>59 and below</td>
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PARTICIPATION:

Participation is weighed heavily in this course. Since you cannot participate without being present in the classroom, attendance is extremely crucial. Three tardies and/or unexcused early leaves 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 absent unexcused from the classroom.*

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.

JOURNAL & HOMEWORK ASSIGNMENTS:

Each student is expected to write two journal entries or one homework assignment per week.

**JOURNAL** entries must be computer-typed and be between 3 to 4 paragraphs or one page in length (double-spaced 12 point font). Weekly journals are due every **Monday** before class starts. Journal entries can be anything from your daily activities to your learning experience in class, or any current event you came across in the Hmong communities. All journals should be carefully proofread for content, spelling errors, and grammar. Students will be required to correct and re-submit papers with too many mistakes (**no more than 15 mistakes per page**) in order to get full credit (resubmissions are due as specify by instructor). **Note:** Each student is encouraged to come up with his/her own topics.

**HOMEWORK ASSIGNMENTS** include both written and oral work. During the course of the semester, students will occasionally be assigned small projects that may require them to interview someone in the Hmong community on certain topics assigned from instructor. Assignments findings 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 of English materials to Hmong, community activities…etc...).

**QUIZZES:**

There will be a 25 – 30 minutes of quiz every Monday morning on topics covered in class. The quiz will cover all language skills, in both written and oral skills.
PROJECTS & ORAL PRESENTATIONS:

During the eight-week sessions, each student is required to do two projects, 7 - 10 pages typed and double-spaced, based on the assignments assign from the instructor. These papers will require interviewing Hmong individual(s) about some aspect of the Hmong history, culture [daily life activities], or society. Oral interviews can be done over the phone or in person. The completed projects will be turned in for grading and present in class orally.

Students will be evaluated by their ability to execute and deliver their oral project 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.

Project 1 (Family Kinship & The Hmong Life (Hmoob Lub Neej): Students will interview parents, grandparents and family relatives to document their families background (great grandparents, grandparents, parents, & siblings) on both mother and father sides. The aim of this project is for the students to learn about their families’ histories and identities (who they are, where they came from, and what they do back in Laos), extended from 1st Year Hmong. * Note: Project audience are K-12 students in target language. Students will be asked to produce a public product video in target language on Hmong family kinships structure, for educational purpose.

Project 2: During the 8 weeks, each student is expected to learn several oral skills practiced and valued by the Hmong. This final oral presentation and report required each student to learn to write and to sing one Hmong traditional song (khv txhiaj), [standard three rhyming couplets/verses]. * Note: Project audience are college students and/or adults in target language. Students will be asked to produce a public product video in target language on Hmong oral expressions, for educational purpose.

Note: All projects’ details and specifications will be provided when the projects are assigned.

MIDTERM EXAM:

The midterm exam will cover all the lessons learned in class to date, on Friday, July 9th, 2021. It will in both written and oral skills. * Note: Study guide and reviews will be cover in advanced.

The final exam will cover most language functions from the beginning of class to the end of class and will apply to all components of the language (listening, reading, speaking, and writing skills), on Friday, August 6, 2021. * Note: There will be no curve; the grade will be based on your performance.
COURSE OUTLINE:

Date for topics and activities are **tentative** and *may change to accommodate guest presentations & students’ needs*.

Week 1: Introduction/Narrative styles and structures
- syllabus, survey, and assessment
- Introduction to the Hmong writing system
- Grammar Usage (sentence structure, language rules, punctuation marks, etc.)
- Culture Expressions

Week 2 & 3: Family Values & the Hmong Life
- Kinship system (family value)
- Daily life activities
- Hmong Foods (Recipes)
- Hmong farming life (agriculture, slash and burn)

Week 4 & 5: Religion and Culture
- Hmong New Year (the important of the new year in details)
- Courtship & Marriages
- Spiritual Calling
- Story telling
- Pop Culture (Media & the Movies)
- Modern Culture & Worldview (Hmong Life in America)

Week 6 & 7: Hmong Tradition Values
- Traditional Songs (Kvw Txhiaj)
- Modern Songs (Nkauj)
- Poems (Paj Huam)

Week 8: Advanced grammar and discourse review
- Final Reviews
- Final Project
- Final Exam
- Exit Oral Language Assessment
RULES, RIGHTS & 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/

General Instructional Information During COVID-19

Providing a syllabus is a critical means for clearly communicating essential information to students. It also is a vital component of the course design process. The template outlined below provides both required components and recommended components. The template is also available digitally through Canvas (see the “Course Syllabus/AEFIS” menu item). Learn more about how to use the digital syllabus template.

This 2020-2021 version specifically addresses policies, resources and information developed in response to the COVID-19 pandemic. In general, italicized text indicates notes to instructors. Plain text provides examples of language to include in the syllabus.

UW-Madison is actively implementing measures to protect the safety, health and well-being of all students and instructors, particularly during the COVID-19 pandemic. Preserving the health of our campus community will be a broadly shared responsibility. In order to provide students and instructors with a safe, in-person learning environment, students and instructors have a shared role in adhering to the following protocols while in
Face Covering Guidelines (for in-person instruction)
While on campus all employees and students are required to correctly wear appropriate and properly fitting face coverings while present in any campus building (or outdoors when physical distancing is not possible) unless working alone in a laboratory or office space. (See Face Coverings During In-person Instruction Statement in the Syllabus Template.)

Quarantine and Isolation (for remote and in-person instruction)
Every effort should be made to accommodate the academic progress of students who may become ill or be asked to isolate or quarantine. It is essential for students to have the confidence that their progress and grade will not be put at risk by staying out of class because they are experiencing possible-COVID19 related symptoms or are required to quarantine. It is encouraged that instructors plan for this event with highly flexible course plans that utilize content delivery via Canvas and reserve in-person activities for participation and discussion.

If a student becomes ill and needs to suspend or reduce their class participation, then the student should consider dropping the course or the instructor may need to engage the student whether the conditions of an incomplete grade are likely. While flexibility is greatly encouraged, this does not imply that work towards achievement of course learning goals and engagement in activities is optional. (See: Isolation or Quarantine due to COVID-19 in the Syllabus Template, as well as these additional guidelines and resources for supporting students’ academic progress should the need to isolate or quarantine.)

Instructor Notification: Student Tests Positive for COVID-19
Instructors of only in-person courses will receive notification from University Health Services of a positive case within their classroom. The notification will not identify the individual but will alert the instructor that “an individual in your course has tested positive for COVID-19.” Specific directions will be included reminding instructors not to share the information with others in class to preserve Protective Health Information (PHI) and the contact tracing system. Unless the instructor hears from the contact tracers, there is no reason to believe that the instructor or others have had close contact to necessitate isolation for quarantine. See further campus guidance on test results and what to do if you test positive for COVID-19.

Exam Proctoring
Instructors should inform students in advance and include a statement in the course syllabus that proctoring (remotely or in-person) will be required. The instructors should also make it clear in the syllabus that failure to use the proctoring service assigned will result in specific consequences (e.g., zero on exams, quizzes, etc.). Once the decision to use the proctoring service is made by the instructor and the student has registered for the class, the use of the proctoring is a condition of enrollment in the class. This should be stated explicitly in the syllabus. (See Exam Proctoring Statement and Privacy of Student Information and Digital Proctoring Statement in the Syllabus Template.)

Other In-person Instructional Requirements
- Practice physical distancing (staying at least six feet apart from others), in both indoor and outdoor spaces, including when entering and exiting building and instructional spaces.
- Monitor symptoms using the COVID-19 Symptom Tracker daily and, if symptoms exist, stay home and immediately get tested. Free testing is available to the entire campus community including students. Find more information on testing including on-campus testing locations, getting test results and what to do if you test positive for COVID-19.
- Follow specific guidance on classroom seating and furniture use. “Sit Here Signs” will be placed in classrooms to indicated where students should sit, as well as floor decals to indicate where furniture should be placed and remain.
- Limit the sharing of materials (papers, books, writing utensils, calculators, etc.) with others in class. Any materials brought to class must be taken with you when leaving the classroom.
- Food and beverages are not allowed in instructional spaces. For students who may need access to food or beverages during class (e.g., medical condition, other accommodation or circumstance) may do so while wearing face coverings. If this will be a reoccurring situation, students should discuss their on-going need with their instructor.
• Carefully observe and follow health and safety signs posted inside and outside the classroom
• Course start and stop times are not staggered. At their discretion, instructors may start or end class a few minutes off schedule to avoid congestion in the halls.

Additionally, students should:
• Clean desks and seats before and after class with the provided classroom supplies and wipe off hands with disinfectant wipes. The provided cleaning supplies will be safe for skin contact; gloves are not needed. See guidance for cleaning classrooms.
• Exit the classroom as quickly as possible to allow the next section to transition in safely
• Be aware of and sensitive to others around you, particularly those who may be struggling or having difficulties.

In-person lab, studio and performing arts and field (education, agricultural, community-based, clinical) courses: Additional hygiene protocols, safety standards and physical distancing measures may be required for in-person lab, field and studio and performing arts courses. Instructors please provide details here.

Instructor Office Hours
Due to the COVID-19 pandemic, office hours will be conducted remotely. Occasional exceptions may be made following physical distancing and health recommendations at the discretion of your instructor.