

SEASSI Khmer Intermediate Syllabus

Languages and Cultures of Asia, ASIALAND 407/408 are the equivalent of a year-long (two-semester) sequence designed to bring students well beyond “survival-level” Khmer to a level of speaking, listening and reading, writing proficiency. The class will consist mostly of communicative, task-based or project-based activities which will give students the chance to use spoken and written Khmer in situations which mirror real-life social or academic situations. Lectures will also be given on Khmer grammar, the writing system and problem areas of pronunciation. These lectures will be conducted in Khmer. Students are expected to use appropriate classroom Khmer at all times in class, including when talking to other students.

CORUSE REQUIREMENTS:

Students will be evaluated according to the following criteria:

1. Participation: attendance and pre-task preparation: 30%
2. Completion of homework: 20%
3. Quizzes: 20%
4. Mid-term exam (written and oral): 10%
5. Individual/group project: 20%

NOTE:

1. Participation

Attendance: You need to attend all required virtual classes and participate actively in class. Participation will include willingness to do in-class activities and your effort in class. The use of phones, and other gadgets in the classroom is limited to instruction or learning purpose. Please respect both your instructors and fellow students by coming to class on-time.

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

Pre-task preparation (focusing mostly on learning new items and recognition of language):

Your instructor will assign regular presentations to watch and preparation exercises to complete before the virtual meetings. The virtual class times will be spent using the new language in various communicative activities and tasks. You need to complete and submit on time all required pre-tasks assigned by the instructor.

2. Daily homework (focusing mostly on production of language): Your instructor will assign various types of homework throughout the semester (expect up to 2 hours of homework for every hour in class). Class assignments will be given on Canvas. Students are responsible for checking this blog at least once a day; twice is better. A three-day late submission will not be graded.

3. Quiz: There are four quizzes on Fridays to assess the learner’s progressing against what have been learned. Please refer to the schedule for Khmer language program for quiz date on Canvas.

6. Individual/group project: The topic of this project can be anything to do with Khmer culture, language, society, art, history, etc. that students choose, subject to the instructor’s approval. It can be a research-based project. However, when developing projects, students should take into consideration on who are their specific target audiences and how their projects can be not only beneficial for their class or for the language programs but also for their target audiences or communities. Students will present oral reports (props such as video, etc. optional but encouraged) on their projects. 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, 10:00 AM – 14:00 PM (Central time of North America)

1 st Period 10:00–11:00	1 st Break 11:00–11:20	2 nd Period 11:20–12:20	2 nd Break 12:20–12:40	3 rd Period 12:40–14:00
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INSTRUCTOR – Vathanak Sok

Instructional Mode – Online instruction via ZOOM.

Office hours: 15:00-17:00 Monday and Wednesday.

Main Textbook

- Vathanak, Sok. 2021. **Contemporary Cambodian: A Communicative and Interactive Intermediate Khmer Course**

Other Textbooks

- Sothea, Samreth. 2012. Khmer Language for Foreigners. Royal University of Phnom Penh, Linguistic Department, Volume 2
- Chhany Sak-Humphry, 2003. Communicating in Khmer, An Interactive Intermediate Khmer Course, level 1

General Grammatical Support

- Haiman, John. 2011. Cambodian Khmer. Amsterdam: John Benjamins Pub. Co.
<http://public.eblib.com/choice/publicfullrecord.aspx?p=769696>

Useful Reading and Reference Materials

Dictionaries

- Hippocrene Books (Firm). 2013. Khmer (Cambodian) dictionary & phrasebook.
- Khmer-English/English-Khmer Dictionary and Phrase Book (Soksan Ngoun)
- Chhun Leh and Chren Pheak. 2010. Pali and Sanskrit Dictionary. Cambodia: Banteay Srey Printing House.
- Shapiro, Norma, and Jayme Adelson-Goldstein. 1998. The Oxford picture dictionary (English-Cambodian). New York: Oxford University Press.
- Kem Sos, Lim Hak Kheang, and Madeline Elizabeth Ehrman. 1990. Cambodian-English, English-Cambodian dictionary. New York: Hippocrene Books.

Course Content:

ASIALAND 407/408

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

- Review the sounds of all 33 Khmer consonants and how to write them.
- Review the sounds of all Khmer vowels (first series and second series) and how they are represented in the writing system.
- Review sub-consonants and consonant clusters.
- Review consonant clusters with one-syllable and two-syllable words.
- Review Khmer Independent Vowels.
- Greet and converse with fellow students, teachers and elders using appropriately polite and respectful vocabulary and speaking style.
- Conduct themselves in body language appropriate to the Khmer classroom.
- Identify objects in the classroom and discuss a variety of typical school activities in Khmer
- Understand typical teacher commands and respond appropriately.
- learn and understand the education system in Cambodia.
- Learn and talk about library and reading in Cambodia.
- Learn about the history of Cambodian National Library.

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

- Understand the origin of Khmer.
- Express their personal view on the origin of Khmer.
- Use indirect speech in Khmer with the particle “ថា”
- Learn and use verbs that commonly used with indirect speech such as អះអាង “to claim” លើកឡើង “to mention” and បញ្ជាក់ថា “to confirm”.
- Express negative response with មិនមែន “not”
- Use ផ្ទុយទៅវិញ “however/yet” and ឯ/ចំណែកឯ “whereas” to introduce a statement that contrasts with something that has been said previously-
- Understand high levels of education during the Angkor Empire.
- Understand the subjects of study that offered by the two most famous universities in Angkor Era.
- Use passive voice in Khmer.
- Use the expression បើនិយាយដល់ “when it comes to...” appropriately.
- Learn and use តាមរយៈ: “through” to express something that being done by means of

something.

- Understand the development and the conservation in Angkor archaeological park
- Develop short passage about both conservation and development of Angkor archaeological park.
- Use repeating comparative adjective “កាន់តែ...ឡើង/ទៅៗ” in appropriate context.
- Learn and use ដើម្បី “in order to” with an infinitive form of a verb to express the purpose of something.
- Learn and use ក្រៅពីនេះ “in addition to that” to express that something extra exists or is happening together with the thing that is being talked about.
- Understand Khmer Modern Architecture
- Learn about National Museum in Phnom Penh
- Understand lotting problem in Cambodia.

At the end of Week Three-Four, students will be able to:

- Talk about Buddhism and Christianity in Cambodia.
- Understand Theravada and Mahayana Buddhism in Cambodia
- Understand the influence of Christianity in Cambodia.
- Learn and use the pattern តែ...ប៉ុណ្ណោះ “Only” and the pattern ទោះបី/ទោះបីជា/ថ្វីបើ...ក៏ដោយ “although”
- Use the word គ្មាននរណាម្នាក់/គ្មានអ្នកណាម្នាក់ “No one” referring to an absence of people, things or places.
- Learn and talk about Islamic religion and Hinduism in Cambodia
- Understand the importance of art in building peace in Cambodia.
- Understand different view of artists Cambodia concerning art.
- Use particle “មកហើយ” after time expressions to talk about duration.
- Learn and use the particle “ដ៏” to give the phrase more emphasis.
- Learn and use ប្រសិនបើគ្មាន “without” indicate the absence or lack of something or someone.
- Learn and talk about Khmer cinema
- Understand the importance of Palm Tree and “Krama” in Khmer society
- learn about the history of “Krama”.
- learn and use the particle “យ៉ាង” to provide a slight emphatic meaning “very”.
- Use another adverb of frequency ជានិច្ច “always”.
- Express several unspecified additional persons or things with punctuation ។ល។ “et cetera”
- Use the word ដូចជា “such as” to introduce an example or series of examples.
- Learn and used the pattern មិនទាន់...នៅឡើយ “not yet”.
- Learn and use យោងតាម/យោងទៅតាម/បើយោងតាម “according to” to refer to an opinion which is not the speaker's opinion.
- Learn Khmer literature and folktale and the moral of each tale that applicable to situations in daily life.
- Learn and understand Cambodian traditional wedding.
- Learn about Cambodian traditional cakes for Khmer wedding ceremony.
- Learn about the National Kite: Religion belief and the symbol of Matriarchy in Cambodian society.

Mid-term exam: July 9

There are four main components to the test as follows: Reading, Vocabulary and Grammar, Listening, and writing. The purpose of the test is to assess how the learners are progressing against the objective set out in the intermediate syllabus.

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/>