

SEASSI Khmer Beginning Syllabus

Languages and Cultures of Asia 307/008 is a two-semester programme that spans over a year. It aims to equip students with the necessary skills to achieve a "survival level" in both spoken and written Khmer. Most of the time in class will be spent on activities that require the use of Khmer language to accomplish tasks related to the subject matter of the unit. This will give students practical experience in using and listening to Khmer. Additionally, lectures will be conducted in English covering a range of cultural and grammatical topics related to the Khmer language, with a focus on their connection to English and American culture. In addition, there will be lectures addressing common pronunciation issues and the writing system. Furthermore, the course will include a variety of "focused listening" exercises, and musical pieces. The learning of all four skills (speaking, listening, reading, and writing) in Khmer language, along with Khmer culture, will be taught using a creative and engaging methodology.

COURSE REQUIREMENTS:

Students will be evaluated according to the following criteria:

1. Participation: in-class participation (20%), and pre-class assignment (10%): 30%
2. Completion of homework: 20%
3. Quizzes: 15%
4. Journals: 15%
5. Exam (written and oral): 10%
6. Individual/group project: 10%

1. Participation

In-class participation: 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.

NOTE:

a. 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 disturbing 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 or illness, students 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 (e.g., accident, family emergency such as death or serious illness of the closest family member), all other absences are considered elective absence.

b. 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 time 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 three quizzes on Fridays to assess the learner's progress against what has been learned. Please refer to the schedule for Khmer language program for quiz date on Canvas.

4. Journals: Students will be asked to write or record short journals in the target language once a week. The journals' contents will be relevant to what have been learned throughout the week, such as describing their family members, or daily routines, etc. Writing in a journal allows students to practise their language abilities, such as vocabulary, grammar and sentence structure while developing their writing skills.

5. Individual/group project: The topic of this project can be anything to do with Khmer culture, language, etc. that students choose, subject to the instructor's approval. 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, 08:00 AM – 12:00 PM (Central time of North America)

1 st Period 08:00–09:00	1 st Break 09:00–09:20	2 nd Period 09:20–10:20	2 nd Break 10:20–10:40	3 rd Period 10:40–12:00
---------------------------------------	--------------------------------------	---------------------------------------	--------------------------------------	---------------------------------------

INSTRUCTOR – Vathanak Sok

Instructional Mode – Online instruction via [REDACTED]

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

Main textbook:

- Sok, Vathanak. 2022. *Basic Khmer: Online Interactive Theme-based Textbook for the Beginner of the Khmer Language*. Michigan: Michigan State University Libraries.
<https://openbooks.lib.msu.edu/basickhmer/>

In addition to the online textbook, the instructor will use other materials that have been compiled to support the learning outcomes and activities.

Other textbooks:

- Chhany, Sak-Humphry. 2016. *Colloquial Cambodian: The Complete Course for Beginners*.
- Samreth, Sothea. 2012. *Khmer Language for Foreigners*. Vol.1. Linguistic Department, Royal University of Phnom Penh.
- Gilbert, Richard K. 2008. *Cambodian for Beginners (second edition)*.
- Smith, Frank. 2006. *Muk Khmer*. It includes DVD-ROM with videos, audio tracks of vocabulary and structures and clickable alphabet chart. To order the book, please click on the following link <https://studykhmer.com/textbooks/>.

No physical dictionary is required for the course, but students may wish to purchase the Hippocrene Books. 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: (19-23/June)

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

- greet social peers and elders/teachers appropriately in Khmer.
- address people properly
- use verb “to be” in Khmer.
- say farewell appropriately in a variety of social contexts.
- learn to write and count to 10 in Khmer.
- learn and use subject pronouns in Khmer.
- learning some common verbs (go, meet, come, learn, etc...) in combination with subject pronouns.

- ask and respond to very basic questions regarding your name, country and nationality using question word “what and where”.
- express politeness and respect with អញ្ជើញ and សូម
- be able to use appropriately the most common kinship terms (as pronouns) in Khmer
- respond appropriately with “Yes and No” in Khmer.
- seek confirmation with the question word “មែនទេ?”.
- read and write the first 16 individual consonants and their meanings.
- learn the combination of consonants and the combination of consonants with diacritic “៉”.
- generate simple sentences with consonants, and the combination of consonants with diacritic “៉” in combination with subject pronouns

Week Two: (26-30/June)

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

- read and write the rest of consonants.
- begin to use Khmer classifiers appropriately.
- count to 1,000 in Khmer
- read and write the second series of consonants.
- ask and talk about families and ages.
- use the question word “bpon-maan” in different contexts.
- learn the first and second group of the vowels and the positions of the vowels.
- use the possessive adjectives appropriately.
- exchange telephone number
- ask for and say a phone number using the question word “ប៉ុន្មាន”.
- learn the combination of CV and CVC
- make simple sentences using common verbs in the combination of CV and CVC.
- revise Khmer numbers and irregular consonants.

Week Three: (03-07 July)

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

- ask for and tell the time using the question word “ប៉ុន្មាន”
- learn expressions related to time.
- understand the abbreviation of “a.m.” and “p.m.” in Khmer.
- use time expressions with the particle “ហើយ” and “នៅ”.
- ask and talk about days of the week and months of the year.
- ask for and tell the time of the day.
- read and write more vowel symbols (group 3-7).
- learn and use continues tense in Khmer
- learn and use the conjunction “so” in Khmer
- learn another question word-Who "Neak-naa"
- read and write the rest of the vowel symbols (group 8-9).
- count to one million.
- understand the combination of consonant, vowel, and consonant (CVC).
- write basic sentences by combining a consonant and vowel (CV) or by combining a consonant, vowel, and consonant (CVC).

Week Four: (10-14/July)

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

- learn and use past tense properly.
- say past time expressions correctly in sentences.
- learn and use adverbs of time correctly in the sentences.
- learn and use the expression ធ្លាប់ “used to”
- ask and talk about what you used to do when you were a child.
- use the expression ធ្លាប់ “used to” and the word នៅ “at” as the past tense of “to be”.
- learn first and second series vowel sounds and how to pronoun them correctly with consonants.
- ask question using question word “When.”
- learn additional words related to daily schedule and routine.
- talk about some occupations and professions using expressions related to occupations and professions: I want to be “ខ្ញុំចង់ធ្វើជា”; What is your job? អ្នកធ្វើការអី?
- properly use the word also “ដែរ”.
- apply sub-consonants and consonant clusters.
- use the conjunctions: ពេល “When” and; ប៉ុន្តែ “But”.
- use the modifiers មិនសូវ “not very/not so” and ណាស់ “very”.
- use demonstrative adjective “This” in combination of time expressions in Khmer.

Exam: 14th July

The 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 a short reading passage like 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/>