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.

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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)
INSTRUCTOR – Vathanak Sok
Instructional Mode – Online instruction via
Office hours: Monday through Thursday by appointment via email

Main textbook:
  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:
- 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

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.

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• ask and respond to very basic questions regarding your name, country and
  nationality using question word “what and where”.
• express politeness and respect with អេ ើញ  and សូ ម  
• 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 “ែមនេទ?”.
• 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 “ប៉ុន្មែន”.
• 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 “ប៉ុន្មែន”.
• learn expressions related to time.
• understand the abbreviation of “a.m.” and “p.m.” in Khmer.
• use time expressions with the particle “យប់ៈ” and “ប្រ។”.
• 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 បើប “used to”
- ask and talk about what you used to do when you were a child.
- use the expression បើប -used to” and the word មាន -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 ឯកដ្ឋឋន្ធភាព; What is your job? អ្វីអាចធ្វើអាចទៅនឹងការធ្វើអាចទៅរស់អូត្ត? 
- properly use the word also “ដូច”.
- apply sub-consonants and consonant clusters.
- use the conjunctions ដោយ “When” and ប៉េឃ្បៈ “But”.
- use the modifiers មិនសូវ “not very/not so” and សំសដ្ល “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/