

Syllabus of The Beginning Lao Language Course 2023

University of Wisconsin-Madison

LCA Lang. 307 (1st semester Lao)

LCA Lang. 308 (2nd semester Lao)

Credits - 8 credits

Course Designations and Attributes - Southeast Asian Studies Summer Institute, SEASSI - Lao Language and Culture Courses

Meeting Time and Location

Classroom:

Class Hours: Monday – Friday, 8:30 AM – 12:25 PM (Central time of North America)

1st Period: 8:30 – 9:20

2nd Period: 9:30 – 10:20

Break: 10:20 – 10:35

3rd Period: 10:35 – 11:25

4th Period: 11:35 – 12:25

Instructional Mode - Face-to-face Instruction and Distance Learning (Hybrid Instruction)

How Credit Hours are met by the Course - 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.

INSTRUCTOR & COORDINATOR - Dr. Sam Inthaly

INSTRUCTOR AVAILABILITY

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

Office:

Phones:

Email:

COURSE DESCRIPTION

Language and culture of Asian 307/308 is an 8-week long intensive language program and it's equivalent to an academic year of regular university level language course or two full semesters sequence. This is the beginning level class of learning Lao language and culture. The proficiency-based and communicative methods are implemented in the instructional strategies. The guidelines of the American Council on the Teaching of Foreign Language (ACTFL) are used as tools for key competencies and instructional objectives. 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 both socially and academically. Lectures will be given on Lao grammar, writing system, and other support materials to

indicate nuance of expression and to develop a spoken style. Explanation in English will be given as needed for the any clarification or difficult learning materials.

The Five Cs of Standards of Learning Foreign Language are integrated and organized into the learning goals:

I. **Communication:** Students will engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions in Lao language other than English.

II. **Culture:** Student will demonstrate an understanding of the relationship between the practices and perspectives of the Lao culture. A big part of learning Lao language is **culture**. Understanding cultural expectations and traditions is very essential in order to make the classroom a distinctly Lao cultural environment. Students are also expected to use appropriate Lao language at all times both in class and outside the class during the time of learning Lao language courses including talking to other students.

III. **Connection:** Students will connect and further their knowledge of other disciplines through learning Lao language.

IV. **Comparison:** Students will demonstrate understanding of the nature of language through comparisons of the Lao language and their own.

V. **Communities:** Students will use the Lao language both within and beyond the school setting and participate in Multicultural communities organized by SEASSI.

REQUISITES

This course is designed for the beginning Lao for both heritage and non-heritage learners. The level of students' spoken proficiency will be determined in a structured intake evaluation administered by the instructor on the first day of class. The course will assume a little knowledge of Lao language or not at all.

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.

LEARNING OUTCOMES

After two months of the intensive learning at the SEASSI, learners can reach to different 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.

COURSE OBJECTIVES

By the end of the Lao language program, students can at least do the following communicative skills:

Interpersonal communication

Students will be:

- able to 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.
- able use correct words that center on areas of the course objectives, learned vocabulary to build up conversation skills to the next level.

Presentational communication (speaking and writing)

Students will be:

- able to effortlessly use simple words, phrases, and simple sentence in the classroom discussion or conversation in Lao about everyday topics.
- able to successfully handle simple task-oriented social situations such as:
 - Greetings and leave taking
 - Talking about oneself, family, & friends
 - Identifying and talking about objects, people, and animals
 - Talking about days of the week, months of the year, weather, & seasons
 - Discussing about daily activities
 - Giving and following simple instructions
 - Presenting simple reports about any or all of the above events
- able to legibly copy or transcribe learned consonants, vowels, tone markers, learned words, phrases, and simple sentences;
- able to demonstrate a mastery of learned sight words or word choice;
- able to correctly spell and write learned words, phrases, and simple sentences.
- able to take down dictation and simple notes based on the learned topics.

Interpretive communication (listening and reading)

Students will be:

- able to hear a distinction between different sounds, tones, & words.
- able to guess the meaning of vocabulary based on context and background knowledge.
- able to follow high frequency learned commands and courtesy formula.
- able to understand words, phrases, and simple sentences; answer to simple questions;
- able to recognize characters of the syllabic writing system and learned words, simple sentences.
- able to share ideas and insights gained from short reading passages or stories.
- able to interpret written language in areas where vocabulary has been learned such as reading formulating text (e.g. maps, signs, timetable)
- able to gradually build cultural knowledge in the areas of Lao history, traditions, religion, and the ways of life of Lao people in general.

GRADES & EVALUATIONS

Students will be evaluated according to the following criteria for each course, 315/316 separately:

- Participation 30%
- Independent study 20%
- Homework Assignments 30%
- Quizzes, tests 10%
- Exams: Mid-term 5%, Final 5% 10%
- 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

LABORATORY SESSIONS

TBA

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

1. Main textbook: “Lao Language – The Beginning Level” written by Dr. Sam Inthaly.
2. Daily hand-outs and other copies related to 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 Audio CD and list of vocabulary recording of each unit.
6. Open to other appropriate resources that support learning Lao language @ SEASSI.

EXAMS, QUIZES, PAPERS & OTHER MAJOR GRADED WORK

- 1st day – Placement Test and Individual Interview with instructor
- Friday of the 2nd week – Mid-term exam of the 1st semester
- Friday of the 4th week – Final exam of the 1st semester
- Friday of the 6th week – Mid-term exam of the 2nd semester
- Thursday to Friday of the 7th week – Oral Presentations of Individual Project
- Friday of the 8th week – Final exam of the 2nd semester

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 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.

Independent Study Project - Every student will design and complete a significant independent study project this summer. It counts for 10% of the total grade. The topic of this project may be just about anything to do with Lao culture, language, society, art, history, etc. that students choose, subject to the instructor's approval. Students will present oral reports (props such as video, etc. optional but encouraged) on their projects in class of week 8. 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.

OTHER COURSE INFORMATION

Field trips for community connections:

- Farmers Market (TBA)
- Botanical Gardens (TBA)
- Lao Community Field Trip (TBA)

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/>

SEASSI Program Expectations and Classroom Etiquette of the Distance Learners

- Zoom is a communicating platform that is going to be used with the distance learner for the entire summer.
- Top priority is to use 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 cannot do in the session.
- Be on time. If you cannot be early, be on time. Let the instructor 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 and 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.