

# ASIALANG 307

Center for Southeast Asian Studies

University of Wisconsin - Madison

**ASIALANG 307** (4 Credits): 1st Year Hmong

**Class Time:** [REDACTED]

**Class Modality:** [REDACTED]

**Instructor:** Koobmeej Lee

Office: UW-Madison SEASSI (Virtually)

Office Hours: [REDACTED]

Email: [REDACTED]

## Course Description

This course emphasizes listening and speaking skills in the context of basic conversation patterns and vocabulary. The course is also a basic introduction to the sound system of Hmong and the Hmong writing system used in this country, the Romanized Popular Alphabet (RPA). The main goals of this course are: 1) to introduce students to the sound system (consonants, vowels, and tones) of Hmong; 2) to develop basic Hmong language skills in the four learning components of listening, speaking, reading, and writing; 3) to learn simple words and phrases and a basic communicative ability based on simple questions, statements, and commands in culturally appropriate discourse contexts in Hmong; 4) to learn basic cultural norm (customs, ritual practices, etc.).

The target language will be used as a means of communication and instruction in class. Students are expected to follow guidelines as required.

**Note:** Based on the teacher's assessment, a student who has registered for elementary level instruction may be required to move to a more appropriate class, according to his/her language proficiency level.

## **COURSE OBJECTIVES (LEARNING OUTCOMES):**

Upon completion of this course, students can at least do the following based on "[ACTFL – Can Do Statements](#)."

### **Interpersonal communication:**

- Students can communicate on some very familiar topics using single words and phrases that students have practiced and memorized.
- Students can communicate on very familiar topics using a variety of words and phrases that students have practiced and memorized.
- Students can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.
- Students can communicate using basic family structure (kinship terms)

### **Presentational (speaking and writing):**

- Students can present basic information about herself/himself and some other familiar topics using language s/he has practiced using single words or memorized phrases.
  - Students can present information about him/herself and some other very familiar topics using a variety of words, phrases, and memorized expressions.
  - Students can copy some familiar words, characters, phrases, or lists memorized on familiar topics.
  - Students can write short messages and notes on familiar topics related to everyday life.

### **Interpretive (listening and reading):**

- Students can recognize a few memorized words and phrases when I hear them spoken.
- Students can recognize some familiar words and phrases when he/she hear them spoken.
- Students can recognize a few letters or characters and can identify a few memorized words and phrases when her/she reads.
- Students can recognize some letters or characters and can understand some learned or memorized words and phrases when he/she reads.
- Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life and sometimes understand the main idea of what he/she has read.

## **REQUIRED TEXTS:**

You will need the following books for the course, which are available in an online folder for all students.

1. Languages & Cultures of Asia 307
2. First Year Hmong Language Conversation Book 1

3. English-Hmong Glossary by Elizabeth Riddle
4. Supplemental handouts (supplied by the instructor)

**RECOMMENDED BOOKS AND RESOURCES:**

1. Yuepheng Xiong, English-Hmong/Hmong-English Dictionary [Order from Hmong ABC Store: [www.hmongabc.com](http://www.hmongabc.com)]
2. Hmong Online Dictionary: <http://www.hmongdictionary.com>

**GRADING**

Participation	25%
Daily Journal & Homework	20%
Quizzes	10%
Projects: Oral Presentation and Service & Learning Activities	20%
Final Exam (Oral & Written)	25%

**GRADING SCALE**

A	92-100%
A/B	87-91%
B	82-86%
B/C	77-81%
C	72-76%
D	62-71%
F	61 and below

**ATTENDANCE AND PARTICIPATION:**

We will uphold the Attendance standards provided by the Wisconsin Intensive Summer Language Institute found with the following link. <https://wisli.wisc.edu/attendance-and-tardiness/>

Participation is weighted heavily in this course. Since you cannot participate without being present in the classroom, attendance is extremely crucial.

**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 are absent from the classroom without prior permission.

**Online participation Scale:** Participation will be graded based on the following criteria:

- 4 - 5 well-prepared, completed pre-class task\*; responsible/engaged, and participate fully in any tasks and activities given
- 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 disturbs the class dynamic
- 0 elective absence

\*Pre-class tasks are given to help you better prepare for the discussion session; it will also help the instructor diagnose areas of problem to be addressed during class. Pre-class tasks completed past the due date will not be accepted/graded.

## **DAILY JOURNAL & HOMEWORK:**

### **JOURNAL:**

Each student is expected to write a daily journal entry as part of homework assignments. All daily journals are due every day at midnight. Students are expected to use vocabulary they learned from class to produce their journal entries.

### **HOMEWORK:**

Assignments will include both written and oral work and will be given throughout the eight-week session. Assignments 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 (translate English materials into Hmong).

### **PROJECTS & ORAL PRESENTATIONS:**

During the course of the eight weeks, each student is expected to do two small projects, which will be presented orally in Hmong. Both projects will require the ability to interview heritage speakers of the Hmong language to collect the data to complete your project requirements.

**Final project:** is a personal biography project, which requires a timeline of your life, including a Microsoft PowerPoint Presentation with family background, pictures of family members, friends, or places you have been to. The theme of this project is for students to learn about their family kinship terms and heritage history.

**Note:** The final oral presentation of both projects will be a measurement of students' progress from the course. Students will be evaluated by their ability to execute and deliver their project orally 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 specifications and details will be provided in class.

**QUIZZES:**

There will be two 20-minute quizzes each week, on Monday and Friday in the morning, covering topics from the previous and current week.

1. Monday spelling quiz (10 points)
2. Friday chapter quiz (20 points)

**FINAL EXAM:**

The final exam will cover everything in the semester, including all components of language acquisition (listening, reading, speaking, and writing). **Note:** There will be no curve; the grade will be based on your performance.

# **COURSE OUTLINE:**

Dates for topics and activities are tentative and may change to accommodate guest presenters & student needs.

## **Weeks 1: Introduction syllabus, survey, and assessment**

- Syllabus, Pre assessment
- Introduction to the sound system and writing system
- Greetings & Pleasantries
- The Language of the Classroom
  - Dates, Time, Numbers, and Colors
- Adjectives

## **Weeks 2: Family relations and kinship**

- Common Questions and Responses
- Family, relatives, and friends
- Kinship
- Project Introduction

## **Week 3: Food**

- Types of food
- Describing food
- Shopping for food

## **Week 4: Asking for information and time**

- Asking for information
- Asking about time
- Final Reviews
- Final Project
- Final Exam

## **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 UWMadison'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/](http://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 are 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/>

## Journal Entry Rubric

	5	4	3	2	1	0
Vocabulary Usage	Used up to 5 Hmong vocab words to complete assignment	Used up to 4 Hmong vocab words to complete assignment	Used up to 3 Hmong vocab words to complete assignment	Used up to 2 Hmong vocab words to complete assignment	Used up to 1 Hmong vocab words to complete assignment	No Hmong vocab words were used
Journal Length	Write up to 5 sentences or more in journal entry	Write up to 4 sentences or more in journal entry	Write up to 3 sentences or more in journal entry	Write up to 2 sentences or more in journal entry	Write up to 1 sentences or more in journal entry	No Sentence was produced
Correct Hmong Language Usage	All Hmong Language was used correctly and spelled correctly	Most Hmong Language was used correctly and spelled correctly	Some Hmong Language was used correctly and spelled correctly	minimal Hmong Language was used correctly and spelled correctly	Bearly Hmong Language was used correctly and spelled correctly	No Hmong word was used
Completeness	Journal entry addresses all of the asked prompts	Journal entry addresses most of the asked prompts	Journal entry addresses some of the asked prompts	Journal entry minimally addresses prompts	Journal entry barely addresses the asked prompts	Did not address the asked prompts

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