

WISLI: SEASSI Summer 2025

Asian Lang & Culture: Language 407 & 408

Institution Name: University of Wisconsin–Madison

Credits: 8 Credits

Course Designations and Attributes: 3rd and 4th Sem Hmong Section 003

Course Description: Proficiency at the intermediate level in listening, speaking, reading, and writing, using communicative approaches.

Requisites: Declared in Southeast Asian Studies Summer Institute

Meeting Time: [REDACTED]

Instructional Modality: [REDACTED]

URL: [REDACTED]

Instructor Contact Info:

Yang Vang (X.F. Yaj Ceeb Vaj)

Office hours: [REDACTED]

Join URL: [REDACTED]

Email: [REDACTED]

Phone: [REDACTED]

Course Learning Outcomes:

Interpersonal communication:

- Students can participate in conversations on several familiar topics using simple sentences.
- Students can handle short social interactions in everyday situations by asking and answering simple questions.
- Students can participate in conversations on familiar topics using sentences and series of sentences.
- Students can handle short social interactions in everyday situations by asking and answering a variety of questions.
- Students can usually say what he/she wants to say about him/herself and everyday life.

Presentational (speaking and writing):

- Students can present information on the most familiar topics using a series of simple sentences.
- Students can make presentations on a wide variety of familiar topics using connected sentences.
- Students can write briefly about the most familiar topics and present information using a series of simple sentences.
- Students can write on a wide variety of familiar topics using connected sentences.
- Students can write on general interest and academic topics in organized paragraphs in various time frames.

Interpretive (listening and reading):

- Student can understand the main idea in short, simple messages and presentations on familiar topics and the main idea of simple conversations that he/she overhear.
- Students can understand the main idea in messages and presentations on a variety of topics related to everyday life, personal interests, and studies.
- Student can understand the main idea in conversations that he/she overhear.
- Students can understand the main idea of short and simple texts when the topic is familiar.
- Students can understand the main idea of texts related to everyday life and personal interests or studies.

How Credit Hours are Met by the Course:

The credit standard for this course is met by an expectation of a total of 156 hours of student engagement with the course learning activities (at least 39 hours per credit) which include regularly scheduled instructor and student meeting times (e.g., 4 hours of synchronous course sessions daily five sessions per week), reading, writing, listening, speaking, and out-of-class homework and project activities.

Regular and Substantive Student-Instructor Interaction:

This course meets the regular and substantive student-instructor interaction requirement by engaging students in teaching, learning, and assessment through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content on a weekly basis. Regular and substantive student-instructor interaction, as defined by the US Department of Education (Within 34 C.F.R. §600.2), is always a requirement of UW-Madison for-credit learning activities.

Course Overview:

We will focus heavily on developing reading, writing, speaking, and listening skills in Hmong. Students enrolled in this course are expected to have already learned the consonants, vowels, and tones. In addition to learning how to speak, read, write, and listen in basic Hmong, this class will also encourage students to step out of their comfort zones to explore.

Course Website and Digital Instructional Tools

- [REDACTED]

- Join URL: [REDACTED]

REQUIRED TEXTS: You will need the following books for this course; all course materials are available in the online texts shared folder for all students.

1. Hmong Lives: From Laos to La Crosse: Stories of Eight Hmong Elders by Wendy Mattison, Laotou Lo, and Thomas Scarseth. You can purchase the textbook from Amazon here: LINK or from any other retailer of your choice. <https://www.amazon.com/Hmong-Lives-Harcourt-Brace-Publishing/dp/0964733706>

The following works are also available online and can be downloaded for free.

2. White Hmong English Dictionary by Ernest E. Heimbach (Linked Here) <https://www.enincorp.org/bookshelf/white-hmong-english-diction.pdf>
3. Phau Xyaum Nyeem Ntawv Hmoob Thoob Teb (Hmong Primer) (Linked Here) https://studyhmong.com/wp-content/uploads/manual_uploads/Xyaum%20Nyeem%20Cov%20Ntawv%20Hmoob%20Thoob%20Teb.pdf
4. White Hmong Dialogues by David Strecker and Lopao Vang (Linked Here) <https://conservancy.umn.edu/server/api/core/bitstreams/5287c61f-bde1-45f5-8153-307bb2864e04/content?>

RECOMMENDED Websites:

1. <https://studyhmong.com/>
2. <http://hmonglessons.com/>
3. Hmong Online Dictionary: <http://www.hmongdictionary.com>

General Guidelines for Exam Proctoring: We will utilize a proctoring service named Honorlock during our online quizzes and exams.

<https://www.youtube.com/watch?v=kl6dtREwO9o>

<https://assessment.wisc.edu/proctoring-with-honorlock/>

Course Schedule/Calendar:

COURSE OUTLINE: Dates for topics and activities are tentative and may change to accommodate guest presentations & students' needs.

Week 1: Introduction/Review

- syllabus, assessment, and review
- Introduction to the Hmong writing system
- Grammar Usage (sentence structure, language rules, punctuation marks, etc.)
- How to introduce yourself in Hmong:

- By the end of the first week, students will be able to state their full name, birthday, birthplace, number of siblings, favorite food, favorite animal, hobbies, free-time activities, preferred places to visit, and things they enjoy doing, etc.

Week 2 & 3: Family Values & the Hmong Life

- Kinship system (family value)
- Daily life activities
- Advanced classifiers, animal terms, body part terms, and job title vocabularies
- Hmong Foods
- Hmong fruits and vegetables
- Money, buying, and selling
- Travel and vacations
- Times, Days, Months, and Seasons

-By the end of weeks two and three, students will have a basic understanding of the Hmong way of life, including what is most important and their daily activities. In addition, students will learn a good amount of daily vocabulary and engage in basic conversations in real-life situations, from discussing life in a Hmong household to buying items at the Hmong flea market. They will also be able to talk about their jobs and travel plans, including time, days, months, and seasons.

Weeks 4 & 5: Religion and Culture

- Self-Assessment
- Oral presentation of the family project.
- Mid-Term!
- Hmong New Year (the importance of the new year in detail)
- Courtship & Marriages
- Taboo and restrictions
- Pop Culture (Media & the Movies)
- Modern Culture & Worldview (Hmong Life in America)

- By the end of weeks four and five, students will have a basic understanding of Hmong language and culture, the importance of the Hmong New Year celebration, dating, taboos, and restrictions regarding what to say, what not to say, what to do, and what not to do during cultural events and ceremonies. In addition, they will be exposed to modern Hmong pop culture.

Weeks 6 & 7: Hmong Traditional Values

- Traditional Songs (Kwv Txhiaj)
- Modern Songs (Nkauj)
- Poems (Paj Huam)

- By the end of weeks six and seven, students will possess basic skills in writing Hmong modern music, traditional Hmong folk songs, and poems. This will prepare them for the oral cultural presentation project.

Week 8: Advanced grammar and discourse review

- Review week
- Oral presentation of the final project.
- Final!

Grading:

Participation: 25%

Homework Assignments: 15%

Quizzes: 15%

Projects and Oral Presentation: 15%

Mid-Term Exam (Oral & Written): 15%

Final Exam (Oral & Written): 15%

A 92-100%

A/B 87-91%

B 82-86%

B/C 77-81%

C 72-76%

D 62-71%

F 61% and below

Homework Assignments and PARTICIPATION:

Participation is heavily weighted in this course. Since you cannot participate without being physically present in the classroom, attendance is crucial. Three tardies and/or unexcused early departures count as one day of absence. Two days of unexcused absences will lower your grade by one letter. Note: You will not be permitted to make up quizzes or tests (including mid-term and final exams) that occur during the days or times when you are tardy, leaving early, or absent without an excuse from the classroom.

HOMEWORK ASSIGNMENTS include reading, writing, and oral. Additionally, students will be assigned two projects that require them to conduct interviews with individuals in the Hmong community or at home on specific topics designated by the instructor.

QUIZZES:

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

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

PROJECTS & ORAL PRESENTATIONS: During the eight-week sessions, each student is required to complete two projects, each 5 to 7 pages in length, typed and double-spaced, based on the assignments provided by the instructor. These papers will involve interviewing Hmong individuals about some aspect of Hmong history, culture, daily life activities, or society. Oral interviews may be conducted over the phone or in person. The completed projects must be submitted for grading and presented orally in class. Students will be assessed on their ability to execute and deliver their oral project to an audience of their peers. Students need to understand that the ability to memorize accurately and perform tasks orally is essential to the Hmong language and culture.

Project 1 (Family Kinship & The Hmong Life (Hmoob Lub Neej): Students will interview parents, grandparents, and family relatives to document their family's background (great grandparents, grandparents, parents, & siblings) on both the mother and father sides. The aim of this project is for the students to learn about their families' histories and identities, extended from the 1st Year Hmong.

Project 2: During the 8 weeks, each student is expected to learn several oral skills practiced and valued by the Hmong. This final oral presentation and report required each student to learn to write and to sing one Hmong traditional song (Paj Huam, Kwv Txhiaj, Lus Taum), [standard three rhyming couplets/verses]. Note: Project specification will be given in advance.

Note: All project details and specifications will be provided when the projects are assigned.

MIDTERM EXAM: The midterm exam will cover all the lessons learned in class to date and will be on **Friday, July 11, 2025**. Note: There will be no curve; the grade will be based on your performance.

FINAL EXAM: The final exam will cover all material from the beginning to the end of the class and will assess all components of the language (listening, reading, speaking, and writing skills) on **Friday, August 8, 2025**.

Project 1 is due on Thursday, July 10, 2025.

Project 2 is due on Thursday, August 7, 2025.

Note: There will be no curve; the grade will be based on your performance.

WISLI Program Policies:

WISLI Attendance Policy: Students may miss one class per semester without penalty; a second absence can result in a full grade deduction; three or more absences may lead to an additional grade reduction or automatic failure.

WISLI Tardiness Policy: Given the intensive nature of the summer language classes, it is imperative to be ready to join class on time for both 2-hour sessions.

To ensure a productive learning environment for all participants, WISLI defines tardiness as the following:

Tardiness: arriving more than 5 minutes late to a class session.

Excessive tardiness: arriving more than 10 minutes late to any session.

Tardiness in excess of 30 minutes will be considered an absence for the 2-hour session.

Repeated tardiness: Three instances of tardiness will lead to a warning. A fourth instance of tardiness will require a meeting with an Academic Director. Three instances of excessive tardiness (arriving more than 10 minutes late but less than 30 minutes) will be counted as one absence for the 2 hours.

Repeated tardiness over 30 minutes will then be subject to the WISLI absence policy. Continued tardiness or excessive tardiness may result in further penalties or dismissal.

WISLI understands that unforeseen circumstances can occur. Please communicate any tardiness or absences to the course instructor as soon as possible.

WISLI Technology Policy

There are many helpful online tools available to language learners, and it is expected that these tools are used responsibly and in alignment with UW-Madison's expectations of [academic integrity](#) and guidelines on [generative artificial intelligence](#). Do not use translation software such as Google Translate or AI tools such as Microsoft Copilot unless your instructor directs you to use these tools for assignments or projects. And in these instances, these types of tools are only to be used in the manner permitted by the instructor. Ask your instructor for clarification if you have any questions about what is allowed.

UW-Madison Academic Policies and Statements

Academic Calendar & Religious Observations. View the full [academic calendar](#) in addition to information about religious and election day observances. Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to [religious observances](#).

Establishment of the academic calendar for the University of Wisconsin–Madison falls within the authority of the faculty as set forth in [Faculty Policies and Procedures](#). Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, the State of Wisconsin, and the federal government. Find [additional dates and deadlines for students](#) on the Office of the Registrar website.

Academic Integrity. By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin–Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct that may result in disciplinary action. Examples of [disciplinary sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for Students with Disabilities: 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 ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations at the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the [McBurney Disability Resource Center](#) to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.

Course Evaluations. Students at the University of Wisconsin–Madison have the opportunity to evaluate their learning experiences and the courses they are enrolled in through course evaluations. Many instructors use a [digital course evaluation tool](#) to collect feedback from students. Students typically receive notifications two weeks prior to the end of the semester requesting that they complete course evaluations. Student participation is an integral component of course development, and confidential feedback is important. UW–Madison strongly encourages student participation in course evaluations.

Diversity & Inclusion. [Diversity](#) is a source of strength, creativity, and innovation for the University of Wisconsin–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. UW–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.

Mental Health and Well-Being. Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, and financial matters, among others. UW–Madison students are encouraged to learn about and utilize the university’s mental health services and/or other resources as needed. Students can visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.

Privacy of Student Records & Use of Audio-Recorded Lectures. Lecture materials and recordings for this course are protected intellectual property at UW–Madison. Students enrolled in this course may use the materials and recordings for their personal use related to participation in the course. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4.1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a netaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor’s express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university’s policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct. View [more information about FERPA](#).

Students’ Rules, Rights & Responsibilities. View more information about [student rules, rights, and responsibilities](#), such as student privacy rights, sharing of academic record information, academic integrity, and grievances.

Teaching and Learning Data Transparency. The privacy and security of faculty, staff, and students' personal information is a top priority for UW–Madison. The university carefully reviews and vets all campus-supported digital tools used for teaching and learning, including those that support [data empowered educational practices](#) and proctoring. View more information about [teaching and learning data transparency](#) at UW–Madison.

Property of SEASSI