

## SEASSI Khmer Beginning Syllabus

**INSTRUCTOR** – Vathanak Sok

**Email:** [REDACTED]

**Instructional Mode** – [REDACTED]

**Office hours:** [REDACTED]

**Languages and Cultures of Asia 307/008: Lec007** is an 8-week language learning program equivalent to one year's worth of language study during the academic year. This course is designed to bring students well beyond "survival-level" Khmer to a level of speaking, listening and reading, writing proficiency. The class will consist mostly of communicative, task-based or project-based activities which will give students the chance to use spoken and written Khmer in situations which mirror real-life social or academic situations. 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. Furthermore, the course will include a variety of "focused listening" exercises, and musical contents. 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. Lectures will also be given on Khmer grammar, the writing system and problem areas of pronunciation. Upon completion of this course, students will achieve a B2 level on the Common Framework for Language and a mid-intermediate level on the ACFTL proficiency scales. Upon completion of the program, students receive 8 UW-Madison credits and two letter grades for each semester.

### **CORUSE 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 (expecting up to 2 hours of homework for every hour in class). Class assignments will be given on Canvas. You 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 six 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:** You 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 you to practice your language abilities, such as vocabulary, grammar and sentence structure while developing your writing skills.

**5. Individual/group project (August 6<sup>th</sup>):** 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 who their specific target audiences are 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 minutes but is 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	92	C	72
AB	87	D	62
B	82	F	Below 62
BC	77		

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/Week, students will be able to...") listed in this syllabus.

Class Hours: Monday – Friday, 09:00 AM – 14:00 PM (Central time of North America)

1 <sup>st</sup> Period 09:00–10:00	1 <sup>st</sup> Break 10:15-10:30	2 <sup>nd</sup> Period 10:30–11:00	Long Break 11:00–12:00	3 <sup>rd</sup> Period 12:00–13:00	2 <sup>nd</sup> Break 13:15–13:30	4 <sup>th</sup> Period 13:30–14:00
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**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/>
- Sok, Vathanak. 2024. *Intermediate Khmer: Online Interactive Theme-based Textbook*: Michigan State University Libraries.  
<https://openbooks.lib.msu.edu/intkhmer/>

**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](http://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: (16-20/June)**

By the end of Week One, students will be able to greet and address others properly in Khmer, use basic verbs and pronouns, ask simple questions, show politeness, and express confirmation. Students will be able to read, write, and count to ten, and form simple sentences using consonants, consonant combinations, and basic grammatical structures.

### **Week Two: (23-27/June)**

By the end of Week Two, students will be able to read and write more consonants, use classifiers, count to 1,000, ask about age and family using the question word “bpon-maan”, exchange phone numbers, use possessive adjectives, form consonant-vowel and consonant-vowel-consonant (CV/CVC) sentences, and learn vowels and positions.

### **Week Three: (30 June- 4 July)**

By the end of Week Three, students will be able to tell time, use related expressions, understand a.m./p.m in Khmer, learn Khmer grammar (continues tense, conjunctions, question words- Who "Neak-naa"), identify days, months, read/write the rest of the vowel symbols, count to one million, and form basic sentences using consonant-vowel patterns including CV and CVC structures.

### **Week Four: (07-11/July)**

By the end of Week Four, students will be able to use past tense, time expressions, and adverbs correctly; practice “used to” in Khmer; ask and answer about childhood; pronounce vowel sounds with first and second series of consonants; ask questions with “When”; discuss routines and jobs using related expressions; use conjunctions, modifiers, sub-consonants, and demonstrative adjectives appropriately.

### **Week 5: (14-18/July)**

By the end of Week Five, students will be able to discuss travel experiences, learn Khmer transport terms, use present perfect structures like “Have you ever?” and “Never,” and apply particles like Baan and Tloab. Students will be able to use travel-related expressions, Khmer adverbs such as “maybe,” “already,” and “yet,” and ask about ticketing, bus schedules, and experiences traveling by bus or boat.

### **Week 6: (21-25/July)**

By the end of Week Six, students will be able to discuss Cambodian weather and seasons, use adverbs like "too" and "very," give travel advice with "should," talk about temperature, habits, and hobbies in Khmer, order food politely, and express preferences using "វិញ." Students will also be able to use Khmer frequency adverbs, plural pronouns, and common weather expressions correctly.

### **Week 7-8: (28 July/8 August)**

By the end of Week 8, students will be able to talk about common illnesses, buy medicine and clothes, ask about colors and sizes, understand key Khmer verbs and particles, and make exchanges or refunds. They'll also learn to shop at local markets, bargain, use expressions for quantities, book hotels and flights, and express opinions. Grammar includes verbs like “ចង់/ចង់បាន,” “ត្រូវ/ត្រូវការ,” and structures like “សិន...សឹម.” Student will learn and understand cultural and practical vocabulary related to food, clothing, and travel.

**Exam: 1st Semester/July 11<sup>th</sup> and 2<sup>nd</sup> Semester August 7<sup>th</sup>**

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. Students have 10 minutes to read through the scenarios and prepare the role play. The oral scenario sample and speaking assessment criteria are available on Canvas. These scenarios will require the appropriate use of grammatical structures and vocabulary learned throughout the course. The written exam consists of reading, listening, and writing as well as grammar and key vocabulary areas. The exam includes true-false questions, matching, and filling in the blanks. The purpose of the exam is to assess how you, the learner, are progressing against the objectives set out in the beginning syllabus.

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## **OTHER COURSE INFORMATION**

### **[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, 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 which 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 during 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, 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. Student can visit [uhs.wisc.edu](https://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 notetaker 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.

## **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 result in 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) will be counted as one absence for the 2 hours.
- Repeated tardiness in excess of 30 minutes will then be subject to the WISLI absence policy. Continued tardiness or excessive tardiness may result in further penalty 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 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.