

First Year Thai – First and Second Semester

ASIALANG 307-308

SEASSI – University of Wisconsin-Madison

Credits: By the end of the SEASSI program, you will complete two, four- credit language courses.

Meeting Time: [REDACTED]

Instructional Modality: [REDACTED]
[REDACTED]

Instructors Contact Info:

Name: Aimkamon Bunmee **Email:** [REDACTED]

Office hours: [REDACTED]

Name: Pavitra Berger **Email:** [REDACTED]

Office hours: [REDACTED]

Course Learning Outcomes

Interpersonal:

- Communicate and exchange information for basic personal and familiar topics using phrases and simple sentences, sometimes supported by memorized language.
- Handle short social interactions in everyday situations by asking and answering questions.

Presentational (speaking and writing):

- Present information about themselves and some other familiar topics using language they have practiced using phrases and simple sentences.
- Write short messages and notes on familiar topics related to daily activities.

Interpretive (listening and reading):

- Understand familiar words, phrases and simple sentences related to everyday life. They will recognize pieces of information and sometimes understand the main topic of what is being said.
- Understand words, phrases, and sentences within short and uncomplicated texts related to familiar everyday topics. They can sometimes understand the main ideas of what they have read.

Course Overview

At the beginning, students have to familiarize themselves with the AUA transcription symbols; thus, attention is given to sound production and representation. Students are expected to listen to online audio materials to improve listening skills and pronunciation. By the end of the first week, the Thai writing and reading system will be introduced and eventually fully replaced the transcription symbols.

Right from the start, students will be prepared to handle simple survival tasks and straightforward social situations using Thai such as introducing self and others, discussing daily activities, asking for and giving directions, describing places and locations, expressing preferences, making comparisons, making requests, telling time, buying and bargaining, traveling, reading simple advertisements and simple stories, and writing short lists, notes and short messages. Basic grammar and structure are presented and taught in real life contexts. Aspects of Thai culture will be integrated in the instruction when appropriate.

Thai will be the main language of instruction: questions or concerns that require the use of English are addressed outside of class.

Course Website and Digital Instructional Tools

- [SEASSI](#)
- [REDACTED]
- [REDACTED]
- [Quizlet](#)

Required Textbook, Software and Other Course Materials

- Speaking Thai 1 & 2 Textbooks and Writing Thai Workbook
- AUA Language Center, Reading and Writing: Text (mostly reading) can be ordered either from Amazon or Cornell University Press.
- Additional materials will be provided in class or uploaded on Canvas.

Homework and Assignments

This course will utilize Canvas where students will practice and review topics, submit assignments and receive information about the course.

- Submit all homework and assignments and pre-class activities via Canvas by the due date. Submitting homework and assignments via email is not allowed except when specifically noted by the instructor.
- Each homework and assignment are worth 10 points. Late homework will be subject to a 1-point deduction from the full score for each day that it is late. Late homework may be submitted a maximum of one day after the due date.
- All homework and assignments must be written on **lined paper, double spaced and use a black or deep blue pen.**
- Make sure to upload all homework and assignments in **pdf format.**
- Please be assured that my only goal is helping you learn Thai language, and to know more about Thai society and culture. The purpose of feedback in the assessment and learning process is to improve a student's performance. We encourage you to read our feedback in order to help you learn from your performance and apply what you have learned to revision and future assessment.

Course Evaluations and Grading

Participation

Active classroom participation will be assessed based on **daily** participation and full attendance in class using the following rubric:

- 4 Well prepared, completed pre-task activities, engaged and fully and successfully participated in all classroom activities with the highest level of motivation and willingness. Followed all internet requirements and Classroom Policies.
- 3 Engaged and fully participates in some classroom activities but does not seem well- prepared for class and doesn't follow some of the internet requirements and classroom policies.
- 2 Late, forgets textbook and materials, does not complete pre-task activities, does not complete homework, does homework in class, and is engaged and participates in some classroom activities.
- 1 Present but is not engaged or does not participate, does not show interest in class activities, unprepared.
- 0 Not present in class.

Course Policies

- Students are expected to come to class on time. Repeated tardiness will result in a lowered grade.
- Absences on days of exam, projects, presentations etc. will lead to failure of that coursework except in case of documented emergencies. There will be no make-ups of quizzes, projects, presentations etc. due to absence.
- Students must come to class prepared for every session. This requires students to study the relevant vocabulary and patterns in the Textbook, and complete pre-task activities such as homework and assignments given before the class. The point of the in-class session is to practice, perform and discuss what you have worked on/ learned from the assigned tasks.
- Students are encouraged to print out materials to use during the class.
- Students who will be absent must contact the instructor via email **before the class starts**. Students who are absent are still responsible for turning in assignments on time.
- Smartphones must be turned off or silenced and kept out of sight during class time.

- Take pair work or small group work seriously. Remember that your peer's learning is partly dependent upon your engagement.
- Respect others' right to hold opinions and beliefs that differ from your own. Be open to hearing their perspectives. Be open to changing your perspectives based on what you learn from others. Be okay with disagreement.
- Students must contact the instructors if they have any questions regarding the class, grades, homework and assignments, etc. Questions, concerns or other questions that require the use of English are addressed outside of class time during the teacher's office hours.

Remote Program Requirements

- Use only a laptop or personal computer with a webcam.
- Connecting with mobile hotspots is not allowed as it does not provide sufficient data for full-time remote work.
- No other streaming should occur during class to ensure the highest quality of bandwidth.
- Your camera must remain 'on' for the duration of the class.
- Join class from an appropriate location to fully participate without distractions or interruptions (e.g., no Zooming while driving, etc.).
- Ensure that you are the main user of the internet bandwidth in your household during daily sessions.
- Use a proper headset with a microphone to prevent background noise and echo.
- Close all programs on your computer except Zoom and those necessary for class.
- Additional information regarding Remote Program Guidelines can be found [here](#).

Quizzes

The quiz will cover the materials given on previous week(s)/day(s) at the beginning of the class for ten minutes. The quiz will be divided into three days:

- Mondays: there will be a quiz on vocabulary, grammar.

- Wednesdays: there will be a quiz on speaking and listening.
- Fridays: there will be a quiz on reading and writing Thai.

Students must come to class on time. Students will not receive extra time to complete the quiz if they come to class late on the assigned quiz day.

Project

The Project will be assessed by the presentation of one project at the end of each semester. The presentation will be scaffolded throughout the course. The 1st project will be presented on Thursday, July 10, 2025 and the 2nd project will be presented on Friday, August 8, 2025. Additional information will be available on Canvas.

Final Exam

Final exam will contain both oral and written exams. The 1st final will be on Friday, July 11, 2025 and the 2nd final will be on Thursday, August 7, 2025.

Grading

Grading Scale

A	92 - 100
AB	87 - 91
B	82 - 86
BC	77 - 81
C	72 - 76
D	62 - 71
F	< 62

Evaluation is based on:

a. Participation	20 %
b. Homework	30 %
c. Quizzes	25 %
d. Project	10 %
e. Final exam	15 %

Classroom conducts

Learning can be uncomfortable; embrace grappling with your thoughts and ideas. Communicate with us after class, during an appointment, in a written note or over

email when you feel uncomfortable about an event or discussion relevant to class.

The classroom should be a safe environment that encourages the participation of everyone. With this goal in mind, we can agree and disagree about ideas or viewpoints.

Take pair work or small group work seriously. Remember that your peer's learning is partly dependent upon your engagement. The point of language learning is to practice, perform and discuss what you have worked on/ learned from the assigned tasks and apply what you have learned to express your ideas, and also learn what your peers think.

Thus, we will not tolerate personal attacks, or blatant sexist, racist, homophobic or antagonistic language in the classroom. Do not insult each other or your teachers. Respect one another's prior experience and points of view.

Course Calendar

The courses will begin with the focus on verbal communication. (The reading-writing skills in Thai will gradually be introduced and by the end of the summer, students should know the whole reading-writing system and be able to go on practicing on their own.)

Week 1 - Phonetic transcription, sounds of consonants and vowels, classroom language; greetings and small talk (greetings and leave taking, self-introduction); introducing the Thai Reading and Writing system

Week 2 - Talking about places and describing their locations; numbers; basic comparison of people and places

Week 3 - Describing things around classroom and university; learning languages; describing places, basic characteristics of people and expressing preferences of people and places

Week 4 - Describing family and kinship terms; occupations; telling time (days and months), talking about clothing and colors; talking about daily activities.

Final project and final presentation: July 10, 2025

Final Exam: July 11, 2025

Week 5 - Describing food items & fruits; identifying tastes and going to the market: buying and selling (bargaining)

Week 6 - Cooking Thai food; giving and following instructions; inviting/ accepting and declining invitations; eating out at a restaurant

Week 7 - Asking for and giving directions; description of places and providing details; describing pastime activities

Week 8 - Asking for and giving information on traveling; talking about weather and seasons; inquiring and responding to sickness, getting treatments and talking about feelings.

Final Exam: August 7, 2025

Final Presentation and final project: August 8, 2025

Oral Proficiency Interview will be conducted during the last week.

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

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

Tardiness: arriving more than 5 minutes late to a two-hour class session (each day of class consists of two blocks of time, 9:00-11:00 a.m. and 12:00-2:00 p.m. (CDT)).

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.

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.

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 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.