



## Course Website and Digital Instructional Tools

- [SEASSI](#)
- [REDACTED]
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## Required Textbook, Software and Other Course Materials

- [Thai Reader \(Vol. 1\)](#) developed by UW-Madison Thai Reader Project
- Other supplementing material from social media and the Internet will also be provided in class.
- **Recommended:** Thai-English Student's Dictionary by Mary Haas.

*Note: There are 17 lessons in the Thai Reader Vol. 1, most are selected for learning in class and you are encouraged to utilize the rest outside of class.*

## Homework and Other Assignments

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

- Students are required to submit all homework, assignments, and pre-class activities via Canvas by the due date because we will discuss the answers in class. 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, resubmission and future assessment.
- 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 and homework completed in class will be subject to a 1-point deduction; homework submitted after class 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 handwritten on **lined paper, double spaced and use a black or deep blue pen**. Please **write out entire sentences**, instead of filling in blanks; it is good practice for both vocabulary and writing.
- Use the scanner to scan and upload on Canvas. Make sure to upload all homework and assignments in **pdf format**.
- **Journal:** The writing assignments are designed to reinforce students' learning and to provide an opportunity for students to practice vocabulary and sentence structures related to the topics covered in class, correct tone markers and improve their accuracy. Students are required to write a weekly journal (writing specifications will be given in class) and submit in Canvas every **Sunday by 6 P.M.** After writing assignments are reviewed, students can revise their work following the instructor's comments and resubmit in order to practice improving their writing by **Wednesday by 6 P.M.** of that week.

## 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 are encouraged to print out materials to use during the class.
- 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 synchronous session is to practice, perform and discuss what you have worked on/ learned from the assigned tasks.
- 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 5-20 minutes. The quiz will be divided into two days:

- *Mondays*: there will be a quiz on vocabulary, grammar.
- *Wednesdays*: there will be a quiz on speaking and listening

*\*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

### Final project and final presentation

The final project in each course provides students with the opportunity to integrate what you have learned in the course and apply these skills to real-life situations. This is also an opportunity to explore your own interests. The content of these projects must include the grammar, sentence structures and vocabulary learned in class. More information will be provided in class and also available on class Canvas.

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 project will be presented on Thursday, July 10, 2025.

## Final Exam

Final exam will contain both oral and written exams. The 1<sup>st</sup> final will be on Friday, July 11, 2025.

*\*Oral Proficiency Interview will be conducted during the last week.*

## Grading

<u>Grading Scale</u>		<u>Evaluation is based on:</u>	
A	92 - 100	a. Attendance/Participation	20%
AB	87 – 91	b. Homework	20 %
B	82 – 86	c. Journal	10 %
BC	77 – 81	d. Quizzes	25 %
C	72 – 76	e. Final project and final presentation	10 %
D	62 – 71	f. Final exam	15 %
F	Lower than 62	<b>Total</b>	<b>100 %</b>

## 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 on another's prior experience and points of view.

## Course Calendar

### **Week 1: Introduction of oneself and others, advertisement about food and menu, places and activities**

- Get to know members of the class.
- Review reading/ writing system; words, phrases and sentence structure.
- Introduce self and other people in informal and formal contexts.

### **Week 2: Reading instructions; comparing schools; providing information about oneself, family, and holiday activities**

- Understand the main idea and key information on familiar topics from sentences and series of sentences.
- Tell stories, exchange information and ideas in conversation.

**Week 3: Expressing feelings, sharing past experiences, discussing the benefits of food, and explaining simple processes**

- Exchanges preferences, feelings or opinions and provide advice on a variety of familiar topics.
- Ask a variety of related follow-up questions.

**Week 4: Healthy diet, advice on good habits, and project presentation**

- Use connected sentences to form a paragraph/ paragraphs
- Give a presentation on a variety of familiar topics, interested topics using multi-paragraphs; revise the spoken presentation (incorporate responses from Q-A during the presentation) in writing

**Mondays:** Vocabulary & grammar quiz

**Wednesdays:** Speaking and listening quiz  
-Revise submitting revised weekly journal (by 6 P.M.)

**Sundays:** Weekly journal (by 6 P.M.)

**Every day:** Homework/assignment

**Thu Jul 10, 2025:** Final project and final presentation

**Fri Jul 11, 2025:** Final exam

*\*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. Additional notes on WISLI's Attendance Policy are as follows:

- Pre-program requests for absences cannot be granted.
- All absences must be communicated with WISLI program staff.
- Students must pass the first four weeks to advance to the next semester.
- No incomplete grades will be given.
- Absences on exam or presentation days result in failure of the assignment without an opportunity for make-up.
- Emergency, "excused" absences are considered on a case-by-case by both the instructor and program staff and may require additional documentation.
- Remote participation in an in-person class due to illness or travel is not permitted.
- Class sessions may not be recorded.

[WISLI Tardiness Policy](#)

Tardiness is 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** is 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. In instances of 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 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. Students 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 Chapter 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.