

**ASIALANG 307/308****First and Second Semester Indonesian****Classroom:**

- ASIALANG 307 LEC-007: [REDACTED]
- ASIALANG 308 LEC-008: [REDACTED]

Institution Name: University of Wisconsin–Madison

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

Course Designations and Attributes: This course sequence covers first- and second-semester Indonesian language instruction and is designed to develop proficiency in listening, speaking, reading, and writing through communicative approaches.

Course Description:

First Year Indonesian introduces students to Indonesian pronunciation, basic vocabulary and phrases. This level prepares students to use the language in straightforward social situations and uncomplicated daily tasks, such as introducing self and others, expressing likes and dislikes, giving simple instructions for daily tasks at home, buying things, reading simple advertisements, making and responding to invitations, and writing simple lists and notes or short messages. Basic grammar and structure are taught and presented in real life contexts. As an important component of language learning, various aspects of Indonesian culture are integrated into the language instruction.

A range of language-learning activities is available in and out of the classroom. *Indonesian is the language of instruction. Questions or concerns requiring the use of English will be addressed outside of class.*

Requisites: First-semester language courses require no prior knowledge of the language. Enrollment in subsequent semesters requires successful completion of the preceding semester, equivalent coursework, or demonstrated proficiency as determined by the instructor.

Meeting Time and Location: 8:30 a.m. - 1:30 p.m. (CDT), [REDACTED]

Instructional Modality: In Person

The class will also be conducted both synchronously (in person) and asynchronously (via Canvas). Should this method of delivery change, you will be notified by the university, and this syllabus will be updated. The course meets Monday through Friday in [REDACTED] from 8:30 AM to 1:30 PM according to the schedule below.

Time	Activity
8:30–9:30 AM	First hour
9:30–9:40 AM	10- minute break
9:45–11:15 AM	Second hour

11:10 AM–12:00 PM	50-minute break
12:00–1:30 PM	Third hour

Canvas will be our preferred learning portal; it is crucial that you access your Canvas regularly. Canvas will be extensively used to post pre- and post-class assignments, additional readings and supplementary teaching materials, as well as to upload assignments. Students are required to check the course Canvas page daily.

Instructor Contact Info:

Name: Hany Noviya

Email: [REDACTED]

Office hours: Monday and Thursday at 4:00 PM - 5:00 PM, or by appointment

Office: [REDACTED]

Virtual office: [REDACTED]

Extracurricular Activities

The program also offers an Indonesian Conversation Table at the Memorial Union Terrace from 4:00–5:00 PM on Wednesday, July 1 (Week 3), Wednesday, July 8 (Week 4), Tuesday, July 14 (Week 5), and Wednesday, July 29 (Week 7). If there are any changes to the location or schedule, we will notify you in advance.

We also plan to offer some Cultural Activities that are scheduled throughout the summer. More information about the activities will be announced later. Students are encouraged to participate in these opportunities.

Course Learning Outcomes

(adopted from <https://www.actfl.org/uploads/files/general/Resources-Publications/Intermediate-Can-Do-Statements.pdf>)

First- and Second-Semester Indonesian provide students with an introductory foundation in Bahasa Indonesia, including pronunciation, vocabulary, basic grammar structures, and essential communication skills. Through a proficiency-oriented and communicative approach, students develop the ability to understand, speak, read, and write Indonesian in everyday situations.

This course emphasizes meaningful communication and cultural understanding. Students are encouraged to use Indonesian as much as possible both inside and outside the classroom. Through authentic materials, cultural activities, and interactive learning experiences, students will gain insight into Indonesian society, traditions, and contemporary life while developing their language proficiency.

By the end of the program, each student will at least be able to do the following:

Interpersonal communication:

- exchange information in conversations on familiar topics and some researched topics
- interact with others to meet their needs in a variety of familiar situations
- exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.

Presentational (speaking and writing):

- tell a story about their life, activities, events and other social experiences
- state their viewpoint about familiar topics and give some reasons to support it
- give straightforward presentations on a variety of familiar topics and some concrete topics they have researched, using sentences and series of connected sentences.

Interpretive (listening and reading):

- understand the main idea and key information in short straightforward informational texts
- identify the main idea and key information in short straightforward conversations

How Credit Hours are Met by the Course

The credit standard for each of the 4-credit courses is met by requiring at least **180 total hours of student engagement** with course learning activities, consistent with the UW–Madison standard of **at least 45 hours of learning activities per credit**. These learning activities include scheduled instructor-student meeting times as well as asynchronous reading, writing, listening, speaking, preparation, homework, projects, studying, and other course-related activities. **Required co-curricular programming** will take place on Fridays, which includes lectures, language practice, cultural sessions, and other structured activities designed to support and extend course learning.

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

This intensive course sequence covers first- and second-semester Indonesian and is designed for students with little or no prior knowledge of the language. Through a proficiency-oriented and communicative approach, students will develop their ability to understand, speak, read, and write Indonesian in everyday situations. The course emphasizes meaningful communication, active participation, and the use of Indonesian as much as possible during class.

Students will engage in a variety of interactive learning activities, including conversations, role-plays, interviews, presentations, reading authentic texts, listening to audio and video materials, and writing short messages and reflections. Students are encouraged to take risks, experiment with the language, and learn from mistakes as part of the language-learning process.

Indonesian (Bahasa Indonesia) is the national language of Indonesia and serves as a common language among the country's hundreds of ethnic groups and regional languages. As students develop their language skills, they will also explore Indonesian cultures, traditions, daily life, and contemporary issues through authentic materials and cultural activities. By the end of the program, students will have built a foundation for communicating in Indonesian and for engaging more deeply with Indonesian-speaking communities and cultures.

Course Website and Digital Instructional Tools

- Link to institute website: <https://wisli.wisc.edu/seassi/>

Required Textbook, Software, and Other Course Materials

Required textbook(s):

- Rafferty, Ellen, et al. *Ayo Berbahasa Indonesia / Let's Speak Indonesian, Vol. 1*. Honolulu: Univ. of Hawaii Press, 2014
- Rafferty, Ellen, et al. *Asyik Berbahasa Indonesia / Indonesian Grammar in Context, Vol. 1*. Honolulu, Univ. of Hawaii Press, 2014

Audio file Ayo Vol. 1:

[Redacted audio file link]

Audio file Asyik Vol. 1:

[Redacted audio file link]

Ayo Membaca (Tingkat 1): [Redacted]
 Asynchronous remote learning: via Canvas (log in using UW ID)
 All additional materials will be provided through Canvas.

Homework and Other Assignments

- Pre-Class and Post-Class Assignments: Students are expected to complete assigned pre-class and post-class activities throughout the program. Pre-class assignments may include readings, vocabulary preparation, grammar review, listening activities, or other tasks designed to prepare students for class. Post-class assignments are intended to reinforce and extend learning through practice, reflection, and application of course content. These assignments are an essential part of the intensive language-learning experience and should be completed by the deadlines indicated on Canvas.
- Homework should be submitted by the beginning of the next class meeting to the instructor who assigns it. Homework is designed to reinforce language skills and prepare students for upcoming lessons.
- Late work will be accepted with a 10% grade deduction per day for up to three days after the due date. Assignments submitted more than three days late will not be graded unless prior arrangements have been made due to documented illness or emergency circumstances.
- A weekly quiz, including written and oral components, will be administered throughout the program. The schedule and format of quizzes will be announced by the instructor and posted on Canvas.
- Students will complete one project during each semester of the program. Detailed project guidelines, deadlines, and grading criteria will be provided on Canvas.
- The summer program is divided into two semesters. Each semester includes oral and written final examinations that assess students' progress in listening, speaking, reading, and writing.
- Students will complete a weekly journal entry, to be submitted on Canvas by the deadline specified by the instructor. Journal entries may take the form of a dialogue, reflection, or short paragraph and should incorporate the language functions and topics covered during the week.
- Reading and listening proficiency assessments may be administered during the program. Although these assessments may not be included in the course grade, students are required to complete them so that instructors can monitor language development and proficiency growth.

Exams, Quizzes, Papers, and Other Major Graded Work

Students will have multiple opportunities to demonstrate their language development throughout the program through participation, homework, quizzes, journal entries, projects, presentations, and oral and written examinations.

- **Weekly Quizzes**

Weekly quizzes may include listening, speaking, reading, writing, vocabulary, grammar, and cultural content covered in class. Quizzes are generally tied to recently completed units rather than cumulative. Unless otherwise specified, quizzes are closed-book, closed-note, and electronic devices are not permitted.

- **Journal Entries**

Students will complete weekly journal entries that allow them to reflect on course topics and practice written communication in Indonesian. Journal prompts and submission instructions will be provided on Canvas.

- **Projects and Presentations**

Students will complete one project during each semester. Projects may include presentations, interviews, cultural investigations, or other communicative tasks that encourage the application of language skills in authentic contexts. Detailed instructions, deadlines, and grading rubrics will be provided on Canvas.

- **Oral and Written Final Examinations**

Each semester concludes with oral and written final examinations. Final exams are cumulative and assess students' progress toward the course learning outcomes in listening, speaking, reading, and writing. Final examinations are closed-book, closed-note, and electronic devices are not permitted unless specifically authorized by the instructor.

- **Reading and Listening Proficiency Assessments**

Students will complete reading and listening proficiency assessments during the program. These assessments help instructors evaluate language growth and program effectiveness. While the assessments may not contribute to the final course grade, participation is required.

- **Make-Up Work and Assessments**

Students who miss a quiz, examination, presentation, or project deadline because of documented illness or emergency circumstances must notify the instructor as soon as possible. Make-up opportunities will be considered on a case-by-case basis. Unexcused missed assessments will receive a grade of zero. Late assignments will be subject to the course late-work policy.

- **Assessment Conditions**

Unless otherwise specified, all quizzes, examinations, and graded assessments must be completed without the use of dictionaries, translation tools, artificial intelligence tools, notes, textbooks, or electronic devices. Any exceptions will be communicated by the instructor in advance.

General Guidelines for Exam Proctoring

All quizzes, examinations, oral assessments, and other graded assessments will be administered and supervised in person by the instructor during scheduled class meetings. No remote proctoring service will be used in this course.

Students are expected to follow all assessment instructions and academic integrity policies during quizzes and examinations. Failure to comply with instructor directions or university academic misconduct policies may result in academic penalties consistent with university regulations.

Course Schedule/Calendar

Students will receive a detailed weekly schedule through Canvas that outlines lesson topics, assignments, assessments, project deadlines, and other course activities.

Important Program Dates

Date	Time	Activity
Every Friday	During Class	Weekly Quizzes Note: On the week 5, the quiz will be moved to Thursday, July 16
Project (Due Date)	6/26; 6/29; 7/1 7/24; 7/29; 7/30	First Semester Project Second Semester Project
Friday, June 19	11:00 AM	Global Professionals Panel Sessions
Friday, June 26	11:00 AM	Language Practice Tables
Friday, July 3	TBD	WISLI Research Symposium
Friday, July 10	8:30 AM	Final Examination – First Semester
Friday, July 17		Asynchronous Review/Study Day
Friday, July 24	11:00	Language Practice Tables
Friday, July 31	11:00	Intercultural Learning Session
Friday, August 7	8:30	Final Examination – Second Semester

Grading

Grades are calculated separately for each semester/course (ASIALANG 307 and ASIALANG 308).

Component	Percentage
Participation	20%
Homework:	
- Pre-Class	10%
- Reinforcement	10%
Quizzes	20%
Projects	20%
Final Exams (Oral & Written)	20%
Total	100%

Grading Schema and Class Policy

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

Participation

Participation is evaluated daily and is an essential component of language learning in this intensive course. Students are expected to come to class prepared, engage actively in classroom activities, and contribute positively to the learning environment.

Participation will be graded based on the following criteria:

- 5 well-prepared, responsible/engaged and participating fully in *all* tasks and activities
- 4 well-prepared, responsible/engaged and participating fully in tasks and activities, but coming late to class (up to 5 minutes)
- 3 present, but relatively passive or late (6-15 minutes)
- 2 present, but relatively passive or late (16-29 minutes)
- 1 significantly late (30 minutes after the class begins) or significantly disturbing the class dynamic
- 0 elective absence

Weekly Plan

Students will receive a weekly plan every Friday that details the schedule, lessons, and other information their class will cover in the following week.

Language Portfolio

As language learning is a lifetime venture, documenting the process is important. Students are encouraged to document their language learning progress. Your language portfolio documents your journey in this area. It allows you to follow your own progress, identify strengths and challenges, and adjust your learning goals.

Maintaining your language portfolio is mandatory for students in the Southeast Asian Flagship Language Initiative (SEAFLI). For SEAFLI, particularly, the language portfolio helps articulate what the students learn in the domestic segment prior to the overseas program. If you are not part of SEAFLI and are interested in developing your own language portfolio, please meet with the teacher, Hany Noviyya, during her office hours.

Classroom Conduct

Learning can be uncomfortable; embrace grappling with your thoughts. 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 views to our heart's content – that is the heart and soul of learning. We will not, however, tolerate personal attacks, or blatant sexist, racist, homophobic, or antagonistic language in the classroom. Do not insult each other or your instructor. Please respect one another's prior experiences and viewpoints.

WISLI Program Policies

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.

Tardiness Policy

Tardiness is defined as arriving more than 5 minutes late to the start of class as well as the time immediately following scheduled breaks. **Excessive tardiness** is arriving more than 10 minutes late to class. Tardiness in excess of 30 minutes will be considered a half- or full-day absence. 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 a half-day absence.
- **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 notify the course instructor of any tardiness or absences as soon as possible.

WISLI Technology Policy

There are many helpful online tools available to language learners, and these tools should be used responsibly and in alignment with UW-Madison expectations of [academic integrity](#) and guidelines on [generative artificial intelligence](#). Do not use translation software or AI tools unless instructed to use these tools for assignments or projects. In these instances, these tools are to be used only in the manner permitted by the instructor. Ask for clarification if you have any questions about what is allowed.

Generative Artificial Intelligence

The use of artificial intelligence (AI) tools and applications (including, but not limited to, Copilot, DALL-E, and others) for course assignments and assessments does not support the learning objectives of this course and is prohibited. Using them in any way for this course is a violation of the course's expectations and will be addressed through UW-Madison's [academic misconduct policy](#), specifically UWS 14.03(1)b (b) Uses unauthorized materials or fabricated data in any academic exercise. *However, we may occasionally use AI tools for specific classroom or homework activities as directed by the instructor.*

UW-Madison Academic Policies and Statements

- [Academic Calendar and Religious Observances](#)
- [Academic Integrity](#)
- [Accommodations for Students with Disabilities](#)
- [Course Evaluations](#)
- [Diversity and Inclusion](#)
- [Student Health, Well-Being & Basic Needs](#)
- [Privacy of Student Records and the Use of Audio Recorded Lectures](#)
- [Remote Proctoring with Honorlock \(if applicable\)](#)
- [Students' Rules, Rights and Responsibilities](#)
- [Teaching & Learning Data Transparency](#)

References

American Council on the Teaching of Foreign Languages (ACTFL). “NCSSFL-ACTFL Can-Do Statements. Progress Indicators for Language Learners.” <https://www.actfl.org/educator-resources/ncssfl-actfl-can-do-statements>

American Council on the Teaching of Foreign Languages (ACTFL). “Oral Proficiency Levels in the Workplace.” <https://www.actfl.org/uploads/files/general/OralProficiencyWorkplacePoster.pdf>

American Council on the Teaching of Foreign Languages (ACTFL). “ACTFL Proficiency Guidelines 2024. <https://www.actfl.org/educator-resources/actfl-proficiency-guidelines?resources=view>

“21st Century Skills Map: World Languages.” <https://eric.ed.gov/?id=ED519498>

**This syllabus is subject to change at the discretion of the instructor. Students will be notified of such changes ahead of time via email or in class.