

Intermediate Thai (ASIALANG 407 – 408)

Institution Name: University of Wisconsin-Madison

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

Course Designations and Attributes: Third and Fourth Semester Thai

Course Description: Intermediate Thai, an immersive and interactive course designed to build confidence and fluency in Thai through conversation, storytelling, reading, writing, and authentic communication. Students will practice spontaneous spoken and written conversations, improve pronunciation and accuracy, present organized ideas across time frames, and understand main ideas and key details in Thai texts and speech while gaining meaningful cultural insights.

Requisites: This course is intended for students who have completed at least one year, or two semesters, of university-level Thai or equivalent experience. Students should be familiar with:

- Basic Thai sentence structures and everyday vocabulary for familiar topics
- Thai pronunciation features, including tones and vowel length
- Thai script for reading and writing

Meeting Time: Monday-Friday 8:30 a.m. – 1:30 p.m. CST

Zoom 

Instructional Modality: Online instruction

Instructor: Aimkamon Bunmee

Email:

Office hours: Mondays 1:30-3:30 p.m. CST and by appointment

I. COURSE LEARNING OUTCOMES

At the end of the courses, students are expected to be able to perform in the following modes of communication:

Interpersonal:

- Maintain spontaneous spoken or written conversations & some discussions across time aspects on a variety of familiar and some unfamiliar concrete topics using series of connected sentences and probing questions.
- Converse with accurate pronunciation and sufficient accuracy on issues or topics related to familiar and some unfamiliar concrete topics.

Presentational (speaking and writing):

- Deliver detailed & organized presentations, spoken or written, on familiar topics and unfamiliar concrete topics in paragraphs using a variety of time aspects.

Interpretive (listening and reading):

- Understand main ideas and some important details across various time aspects on a variety of general interest topics in concrete and organized spoken or written texts.

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

II. COURSE OVERVIEW

The course is designed to develop students' conversational and presentational competence on familiar topics with some complications. The students will be prepared to use language in organized ways and deal with a wide variety of authentic texts. Advanced language use and structure are presented and taught in real life situations. Various aspects of Thai culture in context, as an important component of language learning, are integrated in the instruction.

A wide range of language learning activities are employed for realistic practice both inside and outside of the classroom. **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]

III. REQUIRED TEXTBOOK, SOFTWARE AND OTHER COURSE MATERIALS

- Thai Reader (Vol. 1) developed by UW-Madison Thai Reader Project
- Additional materials will be provided in class or available on Canvas.
- **Recommended:** Thai-English Student's Dictionary by Mary Haas

Note: There are 47 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.

IV. 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, 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 or other assignment is 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 understand more about Thai society and culture. The purpose of feedback in the assessment and learning process is to improve a student's performance. You are encourage to read the feedback on your work in order to learn from your performance and apply what you have learned to revisions and future assessments.

Writing Assignment

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 overall accuracy in writing. Students are required to write a weekly journal (writing specifications will be given in class) to be submitted on Canvas

on Sundays by 6 P.M. After writing assignments are reviewed, students can revise their work following the instructor's comments and resubmit them by Wednesdays by 6 P.M. of that week in order to practice improving their writing.

Speaking Activity

During the lesson or after each finished lesson, students will have the opportunity to search for more information on what we are learning or what they are interested in. These activities will help students gain more confidence in speaking and presentation skills. More information will be available on Canvas.

V. 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: arriving more than 5 minutes late to the start of class as well as the time immediately following scheduled breaks, 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.

VI. COURSE POLICIES

- Students are expected to come to class on time. Repeated tardiness will result in a lowered grade.
- Absences on days of exams, projects, presentations etc. will lead to failure of that coursework except in the 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 class. The point of the in-class session is to practice, perform and discuss what you have worked or 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 instructor 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.

VII. 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](#).

VIII. QUIZZES

Quizzes conducted at the beginning of class for 10-20 minutes, will cover the materials discussed on previous week(s)/day(s). Quizzes will occur on three different days:

- Mondays: quiz on vocabulary and grammar
- Wednesdays: quiz on reading and writing
- Fridays: quiz on listening and speaking

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.

IX. 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. The 1st project will be presented on Thursday, July 9, 2026 and the 2nd project will be presented on Friday, August 7, 2026. Additional information will be available on Canvas.

X. FINAL EXAM

First Semester: The final exam will contain both oral and written portions. The first final will be on Friday, July 10, 2026. Students are expected to earn a grade of C or higher to pass the first semester and to continue studying during the second semester.

Second Semester: The second final will be on Thursday, August 6, 2026.

XI. GRADING

Although this is an eight-week program, students are enrolled in two distinct courses. Grades are assigned separately for each course and are not cumulative across the full eight-week period.

Grading Scale:		Evaluation is based on:	
A	92-100	Attendance & Participation	20%
AB	87-91	Homework & Assignments	25%
B	82-86	Journal	10%
BC	77-81	Quizzes	20%
C	72-76	Final project and final presentation	10%
D	62-71	Final exam	15%
F	< 62	Total	100%

XII. 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.

XIII. COURSE CALENDAR

Week 1: Building Foundations and Introductions

- Get to know members of the class and build a supportive learning community.
- Review the reading and writing system, including words, phrases, and basic sentence structures.
- Practice introducing yourself and others in both informal and formal contexts.

Week 2: Understanding and Sharing Information

- Identify the main idea and key information in sentences and connected sentences on familiar topics.
- Practice telling stories and exchanging information and ideas in conversations.

Week 3: Expressing Ideas and Continuing Conversations

- Share preferences, feelings, and opinions, and give advice on a variety of familiar topics.
- Ask related follow-up questions to extend conversations and gain more information.

Week 4: Paragraph Writing and Presentations

- Use connected sentences to create organized paragraphs.
- Prepare and give a presentation on familiar or personally interesting topics using multiple paragraphs, then revise the spoken presentation in writing by incorporating responses from the question-and-answer session.

Final project and final presentation: July 9, 2026

Final Exam: July 10, 2026

Week 5: Reading for Main Ideas and Supporting Viewpoints

- Understand and identify the main ideas and most important supporting details in multi-paragraph texts on familiar topics.
- State a viewpoint using clear sentence structures and provide supporting evidence.
- Describe categories of common activities, products, and practices, and provide examples or details.

Week 6: Discussion and Negotiation

- Read, listen to, and exchange information and ideas in discussions on a variety of familiar topics using short paragraphs across different time aspects.
- Discuss food, fruits, flavors, cooking methods, and bargaining.
- Negotiate unexpected changes or results and provide appropriate reasons to support your position.

Week 7: Travel, Questions, and Adjusting Plans

- Use connected sentences to combine ideas into paragraphs and ask a variety of questions across different time aspects.
- Discuss and converse about taking trips or traveling.

- Speak with a representative to make necessary changes or adjust plans.

Week 8: Presentations and Revision

- Deliver presentations on topics of general interest, including familiar or unfamiliar topics, using short paragraphs and a variety of time aspects.
- Revise the oral presentation or written draft by incorporating information and feedback arising during the presentation.

Final Exam: August 6, 2026

Final Presentation and final project: August 7, 2026

Course Schedule/Calendar

Required co-curricular Friday programming is as follows:

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 Exams
Friday, July 17	-	Asynchronous Review/Study Day
Friday, July 24	11:00 am	Language Practice Tables
Friday, July 31	11:00 am	Intercultural Learning Session
Friday, August 7	8:30 am	Final Exams

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.

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.

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.

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.

UW-Madison Academic Policies and Statements

- [Academic Calendar and Religious Observances](#)
- [Academic Integrity](#)

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- [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](#)

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