

# SEASSI First-Year Lao Syllabus

## University of Wisconsin-Madison

LCA Lang. 315 (1<sup>st</sup> semester Lao)  
LCA Lang. 316 (2<sup>nd</sup> semester Lao)

### Meeting Time and Location

Classroom: Humanities Bldg, room 2125

Class Hours: Monday – Friday, 8:00 AM – 12:00 PM (Central time of North America)

1<sup>st</sup> Period: 8:00 – 8:55  
2<sup>nd</sup> Period: 9:05 – 10:00  
Break: 10:00 – 10:15  
3<sup>rd</sup> Period: 10:15 – 11:10  
4<sup>th</sup> Period: 11:15 – 12:10

**INSTRUCTOR** - Dr. Samlong Inthaly

### INSTRUCTOR AVAILABILITY

Office hours: M-F; 2 – 4 PM or by appointment

Office: [REDACTED]

Phones: [REDACTED]

Email: [REDACTED]

### COURSE DESCRIPTION

Language and culture of Asian 315/316 is an 8-week long intensive language program and it's equivalent to an academic year of regular university level language course or two full semesters sequence. This is the beginning level class of learning Lao language and culture. The proficiency-based and communicative methods are implemented in the instructional strategies.

The guidelines of the American Council on the Teaching of Foreign Language (ACTFL) are used as tools for key competencies and instructional objectives.

About 60% of the learning time will be spending on speaking and listening, and about 40% on reading and writing. The learning will be mostly communicative, task-oriented or project-based activities which will give students the chance to use spoken and written Lao language in situations that reflect real-life situations both socially and academically. Lectures will be given on Lao grammar, writing system, and other support materials to indicate nuance of expression and to develop a spoken style. Explanations in English will be given as needed for the difficult materials or for any clarification.

Standards of learning foreign language are integrated in the learning goals and organized into the Five Cs:

I. Communication: Students will engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions in Lao language other than English.

II. Cultures: Student will demonstrate an understanding of the relationship between the practices and perspectives of the Lao culture. A big part of learning Lao language is **culture**. It is important to make the classroom a distinctly Lao cultural environment. Students are also expected to use appropriate classroom Lao language at all times both in class and outside the class during the time of learning Lao language courses including talking to other students.

III. Connections: Students will connect and further their knowledge of other disciplines through learning Lao language.

IV. Comparison: Students will demonstrate understanding of the nature of language through comparisons of the Lao language and their own.

V. Communities: Students will use the Lao language both within and beyond the school setting and participate in Multicultural communities organized by SEASSI.

## REQUISITES

This course is intended for students who are heritage and non-heritage students. The level of students' spoken proficiency will be determined in a structured intake evaluation administered by the instructor on the first day of class. The course will assume a little knowledge of Lao language or not at all.

This is an intensive language learning program. It is required that students come to class *on time* from the beginning of the session until the end of the session. Every minute counts and *active participation* both in class and outside class activities is very essential. *Elective absence* is discouraged in the strongest possible terms. A day of absence reduces the highest possible grade. Illness and death of the immediate family member will be handled on individual basis.

## LEARNING OUTCOMES

After two months of the intensive learning at the SEASSI, learners can reach to different levels of learning from novice to novice-high or from novice to intermediate-low. The progress of learning stage depends on individual learning experiences and backgrounds. However, learning goals can't be reached without a full participation and effort throughout the course of learning. Following are learning outcomes in four language skills and cultural competency expected after two months of the intensive learning at SEASSI.

### Criteria of Language Observation and Evaluation

#### 1. Language Proficiency in Speaking and Listening:

- **Comprehension**: Students are able to understand words, phrases, and simple sentences; answer to simple questions; and follow high frequency learned commands and courtesy formula.
- **Fluency**: Students are able to effortlessly use simple words, phrases, and simple sentence in the classroom discussion or conversation.
- **Vocabulary**: Students are able use correct words that center on areas of the course objectives and use learned vocabulary to build up conversation skills to the next level.
- **Grammar**: Students are able to use word order correctly; and ask simple statements involving learned materials.
- **Pronunciation**: Students are able to hear distinguish between different sounds and tones; and use proper sounds and tones.

## 2. Language Proficiency in Writing:

- **Vocabulary:** Students are able to demonstrate a mastery of learned sight words or word choice; correctly spell learned words.
- **Letters:** Students are able to legibly copy or transcribe learned consonants, vowels, tone markers, learned words, phrases, and simple sentences.
- **Grammar:** Students are able correctly write phrases and simple sentences.

## 3. Language Proficiency in Reading:

- **Attitude:** Students are able to confidently display and understand alphabet, vowels, tone markers, learned words, simple sentences.
- **Comprehension:** Students are able to recognize characters of the alphabetic syllabic writing system and able to share ideas and insights gained from short reading passages or stories.

## 4. Proficiency in Culture:

- **Awareness:** Students begin to understand cultural expectations and traditions.
- **Knowledge:** Students begin to build cultural knowledge in the areas of Lao history, traditions, religion, and the ways of life of Lao people in general.

At this stage of learning students can understand new information, but it still helps if that information is still specially geared to a new speaker's needs. This means that meaning must often be negotiated. In order to keep increasing in comprehension fluency during this stage, the key ingredient is coming to understand information that everyone in the culture know about, and in particular, learning this information in connection with the language that associate with them.

Because students can by now understand a lot of the linguistic content, it is possible to develop more ability for top-down processing of "new" information of the non-linguistic content. If there is adequate input, learners should be developing a sense of the different discourse genres and registers of speech.

## GRADING

Students will be evaluated according to the following criteria for each course, 315/316 separately:

- Class participation 40%
- Independent study 20%
- Homework Assignments 20%
- Exams: Mid-term 10%, Final 10% 20%
- Grades are based on the total of the accumulated points according to the above evaluation criteria.

A	100 - 95	C	79 - 75
AB	94 - 90	CD	74 - 70
B	89 - 85	D	69 - 60
BC	84 - 80	F	59 - below

## **REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS**

1. Main textbook: Lao Language Study written by Dr. Samlong Inthaly will be available to purchase on the first day of the class.
2. Daily hand-outs and other copies related to learning topics.
3. Dictionary Lao-English, English-Lao by Russel Marcus, Charles E. Tuttle Company, Rutland, Vermont & Tokyo, Japan, in addition to <http://www.sealang.net/lao/dictionary.htm>.
4. Watch information video in Lao, listen to recordings of Lao news broadcasts from the internet and from Lao TV.
5. Listen to Audio CD and list of vocabulary recording of each unit.
6. Open to other appropriate resources that support learning Lao language @ SEASSI.

## **EXAMS, QUIZES, PAPERS & OTHER MAJOR GRADED WORK**

- 1st day – Placement Test and Individual Interview with instructor
- Friday of the 2nd week – Mid-term exam of the 1<sup>st</sup> semester
- Friday of the 4<sup>th</sup> week – Final exam of the 1<sup>st</sup> semester
- Friday of the 6<sup>th</sup> week – Mid-term exam of the 2<sup>nd</sup> semester
- Thursday to Friday of the 7<sup>th</sup> week – Oral Presentations of Individual Project
- Friday of the 8<sup>th</sup> week – Final exam of the 2<sup>nd</sup> semester

## **HOMEWORK & OTHER ASSIGNMENTS**

Completed homework or assignments must be *turned in on time*. In general, students are expected to spend at least one hour per class hour preparing and studying outside of class. To reach the goals that listed in the course objectives, students must spend this minimum amount of time studying or preparing outside of class. 20% of the total grades is homework. Homework is assigned each day and must hand-in the next day morning.

Independent Study Project - Every student will design and complete a significant independent study project this summer. It counts for 20% of the total grade. The topic of this project may be just about anything to do with Lao culture, language, society, art, history, etc. that students choose, subject to the instructor's approval. Students will present oral reports (props such as video, etc. optional but encouraged) on their projects in class of week 8. Each oral presentation must be *at least 15 but no more than 20 minutes long*. 10 minutes will be set aside for questions from the rest of the class *following* each presentation.

## **OTHER COURSE INFORMATION**

Field trips for community connections:

- Farmer market (TBA)
- Botanical Garden (TBA)
- Lao Community field trip (TBA)

## **ACADEMIC INTEGRITY**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the

highest academic integrity standards. Academic misconduct compromises the integrity of the University. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <http://studentconduct.wiscweb.wisc.edu/academic-integrity/>.

### **ACCOMMODATION FOR STUDENTS WITH DISABILITIES**

McBurney Disability Resource Center syllabus statement: “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 (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of their week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.”

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

### **DIVERSITY & INCLUSION**

Institutional statement on diversity: “Diversity is a source of strength, creativity, and innovation for UW-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.

The University of Wisconsin-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.” <https://diversity.wisc.edu/>