

**SEASSI 2018**  
**Second Year Lao Syllabus**

**University of Wisconsin-Madison**

LCA Lang. 415 (3<sup>rd</sup> semester Lao) – 4 credits

LCA Lang. 416 (4<sup>th</sup> semester Lao) – 4 credits

**Course Designations and Attributes** - Southeast Asian Studies Summer Institute, SEASSI, Lao Language Study Program

**Meeting Time and Location**

Classroom: [REDACTED]

Class Hours: Monday – Friday, 8:00 AM – 12:00 PM

1<sup>st</sup> Period: 8:00 – 8:50

2<sup>nd</sup> Period: 9:00 – 9:55

Break: 9:55 – 10:15

3<sup>rd</sup> Period: 10:15 – 11:05

4<sup>th</sup> Period: 11:05 – 12:00

**INSTRUCTOR** - Dr. Samlong Inthaly

**INSTRUCTOR AVAILABILITY**

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

Office: [REDACTED]

Phones: [REDACTED]

Email: [REDACTED]; [REDACTED]

**COURSE DESCRIPTION**

Language and Cultures of Asia 415/416 is the equivalent of a year-long or two semesters sequence designed to continue and refine the goals of LCA 315/316 by bringing student well beyond beginning level of Lao to a level of speaking, listening, reading, and writing proficiency that allows students to communicate in a sophisticated fashion with educated native speakers on a variety of topics, including religion, local history and folklore, news and public information including speeches and advertising. The development of spoken proficiency relative to these topics is linked throughout the course with written materials, the textbook, used in this course will in many cases overlap with those used in Beginning Lao (LCA 315/316).

The class will consist mostly of communicative, task-based or project-based activities which will give students the chance to use spoken and written Lao in situations which mirror real-life social or academic situations. Lectures will also be given on Lao grammar, the writing system, the use of final particles, sentence structures, and other materials to indicate nuance of expression and to develop a spoken style. These lectures will be entirely in Lao, except for short explanations in English of difficult materials from time-to-time. Students are expected to use appropriate classroom Lao language at all times in class, including when talking to other students.

A large number of common sightwords that centers each unit are expected to be recognized and memorized. Learning activities focus on obtaining language of essential life skills which are

organized around a unit theme. Each unit begins with vocabulary preview in photo dictionary format which can be used as a study tool for mastering key words that occur in the unit. The core lessons provide sufficient practice for students to achieve the lesson objectives. Guided conversations are the dialogues and exercise that are the essential learning devices in the learning throughout the course. Model conversations depict situations in which people use the key vocabulary of each lesson. In the exercises that follow, students create their own conversations by placing new vocabulary items into the framework of the model. Follow-up exercises and activities provide all skills practice and learning through speaking competency in action, games, writing activities, listening exercises, community connections, collective learning activities, and journal writing. The guidelines of the American Council on the Teaching of Foreign Language (ACTFL) are tools for key competencies and instructional objectives. The proficiency-based and communicative methods are implemented in the instructional strategies.

A big part of learning Lao language this summer 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. Failure to perform in this regard will hurt one's grade just as much as not doing homework or not showing up to class. Students must show appropriate respects for their instructor and for their peers. Proficiency in using Lao Unicode on the computer is expected and important part of learning Lao language.

### REQUISITES

This course is intended for students who, through completing courses such as 315/316, self-study, or family experience, have attained a solid "beginning" level of spoken and written Lao proficiency. 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 assumes a clear knowledge of the basics of written Lao, including instant recognition of all written consonants, vowels, subscripts and most diacritics, and the ability to write these during dictation. Students should be able to read basic Lao folk tales in Lao with little difficulty. Students should also be able to perform a number of basic spoken tasks using basic vocabulary.

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. There are a few necessary "rules" that all students are required to follow:

1. Please respect your instructor
2. Please address your instructor by the title that you are learned on the first day of class.
3. Please, no cell phone is used in class
4. No laptop will be allowed to use in class, except for certain group project or when you are taught to type in Lao.

### LEARNING OUTCOMES

After two months of the intensive learning at the SEASSI, learners can reach to a different level of learning from stage one to stage two or from stage two to stage three. 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.

### **Language Proficiency in Listening**

Learners can:

- understand sentence-length utterances which re-combinations of learned-words, sentences, and on a variety of topics;
- understand content that refers to basic personal background and needs, social conventions and routine tasks;
- sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places.

### **Language Proficiency in Speaking**

Learner can:

- handle successfully a variety of uncomplicated, basic and communicative tasks and social situations;
- talk simply about self and family;
- ask and answer questions and participate in simple conversations on topics beyond the most immediate needs such as personal history and leisure time activities;
- talk with Lao educated speakers and explain the basics of their research or work interests using educated vocabulary, or express opinions on current events;
- pronunciation may continue to be strongly influence by first language and fluency may still be strained.

### **Language Proficiency in Reading**

Learner can:

- Understand main ideas and or some facts from simplest connected texts dealing with basic personal and social needs;
- Read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs;
- Comprehend the facts to make appropriate inferences;
- Read somewhat long paragraphs in length, particularly if presented with a clear underlying structure.

### **Language Proficiency in Writing**

Learner can:

- Write short messages, postcards, and take down simple notes such as telephone messages;
- Produce writing materials that consists of learned vocabulary and structures into simple sentences on very familiar topics;
- Write short simple letter that describes personal preferences, daily routine, everyday events, and other topics grounded in personal experience.

## Proficiency in Culture

Learner can:

- Awareness: develop understanding characteristics of Lao culture and history; familiarize using Lao language in cultural, sensitive, and appropriate setting.
- Knowledge: continue building 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, 415/416 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

## DISCUSSION SESSIONS

TBA

## LABORATORY SESSIONS

TBA

## REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS

1. Main textbook: Lao Language Study 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
5. Optional: The textbook written by Frank Smith @ <http://www.studylao.com>

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

- Monday, June 18<sup>th</sup> – Placement Test and Individual Interview with instructor
- Friday, June 29<sup>th</sup> – Mid-term exam of the 1<sup>st</sup> semester
- Friday, July 13<sup>th</sup> – Final exam of the 1<sup>st</sup> semester
- Friday, July 27<sup>th</sup> – Mid-term exam of the 2<sup>nd</sup> semester
- Thursday, August 9<sup>th</sup> – Oral Presentations of Individual Project
- Friday, August 10<sup>th</sup> – 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)
- Picnic (TBA)

### **RULES, RIGHTS & RESPONSIBILITIES**

- See the Guide's Rules, Rights and Responsibilities

### **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/>