

*Fall Semester 2008*

## Hmong 100 – Hmong intermediate Reading and Composition Syllabus

MW 5:00 PM-6:15 PM  
Industrial Tech Bldg Room 117

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The Hmong intermediate 100 course is opened to students who already have an adequate beginning level: they have mastered the mechanism of writing and reading basic texts and tones, and possessed the basic vocabulary in addition to sufficient listening and speaking skills. Instructor will assess students' level during the first class in order to appropriately place them and propose individual strategies for learning.

### I. PURPOSES AND CONCRETE OBJECTIVES

The purpose of the Hmong intermediate Reading and Composition class is to teach “by writing and reading story”. The concrete objective is to increase language proficiency of expository texts within Hmong traditional and modern literature.

The study of Hmong language takes in consideration the oral tradition and the recent written tradition: students will acquire aural and written styles, deepen the understanding of Hmong language as a system of dynamic sounds, of grammatical rules and as a collection of verbal expressions. In addition, they will learn to approach the language and the culture in an analytical way, and to become sensitive to the existing – but invisible –links that tie word to concept, and knowledge to practice to enhance their bilingual and bicultural competency.

The expectations for literal and cultural proficiency are:

1. To enhance **listening** skills and abilities: to be able to seize sociolinguistic, pragmatic and cultural content in conversational or formal debates
2. To perfect **speaking** skills and abilities: to develop vocabulary, to improve tones in using chanting/singing learning approach, to be able to converse in describing, explaining a story.
3. To improve **writing** skills and abilities through creative writing, here tale, novel or script, to pass from oral style to written style.
4. To extend **reading** skills and abilities: to get into habits of reading for personal purposes such as reading expository texts: stories, diaries, letters, etc. To acquire the **whole approach** in term of reading: being able to build hypotheses and interpretation on texts. Reading well involves reading **faster** and **in silence**, and not word by word or deciphering.
5. To develop **linguistic, bilingual and bicultural competency** and **accurate knowledge**: to be able to identify issues, and analyze then propose appropriate answers to situations of use of language where there may be discrepancies and/or cultural and language conflicts.

## **II. TEACHING APPROACH**

The educational approach is mainly based on a student-centered approach where students will be active learners and actors of the studied language in classroom. There will be a learning contract between instructor and students where very clear expectations of language improvement will guide students towards advancement.

Regarding study skills and abilities, the objectives are:

1. To develop **academic excellence** in term of organizational skills, of team working ability, and especially of critical thinking skills and of abstraction skills, and of creativity abilities in order to prepare students to pass the California Subject Examination for Teachers or CSET-Hmong.
2. To **use technology** such as internet and software for writing, reading, presenting purpose, as a part integrated into learning strategies,
3. To **apply and transfer English academic abilities into Hmong language learning process**, especially the passage of oral style to written approach or conversational to literate, formal and/or academic style,

Students are encouraged to share from their own experience, and fragments of the Hmong culture that they are familiar with in sight of fostering a better understanding of their own and of another contemporary civilization, and also stimulating a systematic reflection on their own ideas, values and beliefs.

## **III. TEXTBOOKS**

1. Book: Yaj Ntxoov Yias, 1985: “*Dab Neeg, Kwv Txhiaj, Keeb Kwm Nyob Moos Laj*”. Patrimoine Culturel Hmong, editor: Yves Bertrais. (Instructor will lend books to students)
2. Recommended purchase:
  - Heimbach, E.E. (1979). White Hmong-English Dictionary. Southeast Asia Program Data Paper No. 75. Ithaca, New York: Cornell University.
  - Lang, Xiong; William J. Xiong; Nao Leng Xiong (2002). English-Mong/Mong-English Dictionary. Milwaukee, WI: Xiong Partnership Productions. 8th printing edition of comprehensive 2-way Green Mong/English dictionary.
  - English Hmong Picture Dictionary And CD “Talking Dictionary” at <http://ww2.saturn.stpaul.k12.mn.us/Hmong/sathmong.html>

## **IV. ACTIVITIES & ORGANIZATION**

The weekly teaching takes forms of lecturing, quiz, exercises session, play roles, and creative writing. At the intermediate level, students are expected to read and to work – individually or in group— at least 4 hours per week at home.

1. DICTATION: 1 hour/week
2. STUDY OF GRAMMAR AND VOCABULARY: 1 hour/week
3. TEXT STUDY: 1 hour/ week
4. WRITING OF INDIVIDUAL STORY + CORRECTION: 1 hour/week: For the writing activity, students need **to correct each part and send it back** in order to have the total grade. For any late sending or half work, instructor will take half point off. (See outlines with deadlines for turning in homework and assignments).
5. WRITING OF A PLAY: Students will be writing in group a theatrical piece that they will be playing at the end of the semester.

## V. REQUIRED STUDENT ACTIVITIES

Positive and active class participation includes:

1. Attendance is required. If absent, notify instructor promptly. Instructor will take roll even though she may not call roll. Attendance and active participation in class is extremely important to language learning. Therefore, having more than 5 unexcused absences will cause your grade to be lowered by one grade point (i.e. from B to C, or C to D).

Unplanned student absences should be authorized when the student has a short-term serious and compelling medical condition or when a death or serious illness in the immediate family (i.e., parent, spouse, sibling or child) prevents attending class. The student is responsible for contacting the instructor as soon as possible after the missed class period and for providing documentation of the reason for the absence upon returning to class. In the event the student absence is authorized and make-up work is allowed, missed papers, tests and/or homework assignments should be made up as soon as practicable. Students with extensive absences should recognize the consequences of missing class on both their learning and grade. When a student is absent for an extended time period, a viable make-up plan may not be feasible. In these circumstances, other actions such as dropping the class or withdrawing from the University may be appropriate. (CSUF-Fresno Policy on Student Absences: <http://www.csufresno.edu/aps/apm/232.pdf>)

2. Participation in communicative pair and group activities in class as well as courtesy and respect toward each other.
3. Do the 8 dictations, the 10 home exercises (grammatical exercises and reading + one loud reading)
4. Participate actively to the collective writing of a script and to the acting.
5. Turn in homework and written requirements on time. Late homework will be marked down.
6. Participation in all examinations, including the final examination. There is **no make-up** test for all.
7. For any cheating and plagiarism, CSUF rules will be applied: [http://www.turnitin.com/research\\_site/e\\_home.html](http://www.turnitin.com/research_site/e_home.html).
8. If students do not turn back textbooks to instructor before or during the final exam, a grade "F" will be given as the final grade of the semester.
9. Students with disabilities or special needs are asked to identify themselves to the instructor so reasonable accommodation for learning and evaluation within the course can be made.
10. For any cheating, plagiarism, or disruptive behaviors, CSUF rules will be applied. The university defines:

**Cheating** as "the practice of fraudulent and deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term 'cheating' not be limited to examination situations only but that it includes any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent and deceptive means."

**Plagiarism** as "a specific form of cheating which consists of the misuse of published and/or unpublished works of another by representing the material so used as one's own work." <http://www.csufresno.edu/aps/apm/235.pdf>. Instructor can easily tell the difference between original student writing and plagiarized work. In the course of this semester, students will write several exercises in class and various assignments at home so that instructor will have a fairly good idea of your true writing abilities. Writing is like signature: it is unique to each student. To turn in someone else's writing is foolish, easily recognized, and a good way to get into serious trouble. Finally, honesty is fundamental to the academic integrity of the university. It is essential to the maintenance of mutual trust in the campus community. Cheating and plagiarism erode the integrity of the student/faculty relationship and will not be tolerated in any class on this campus.

11. **Honor Code:** "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." Students should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors will require students to sign a statement at the end of exams and assignments that *"I have done my own work and have neither given nor received unauthorized assistance on this work accordingly to the CSU Fresno Honor Code"*.

For more details, please check out APM-236 for the complete text of the Honor Code.  
<http://www.csufresno.edu/aps/documents/apm/236.pdf>

**VI. GRADING**

The most important element in language learning is improvement. If the work at the end of the semester is consistently high, then the final grade will reflect that level of performance. The grading system bases on 500 points.

ACTIVITIES		Points	%	
<b>Attendance &amp; participation</b> More than 3 unexcused absences may be lowered at the discretion of the instructor.	8 Dictations	80	280	56%
	7 Home exercises (reading + grammar)	70		
	Play role (script + acting)	100		
	Discussion participation	30		
<b>Story writing</b> Each student has to write individually. Each part must be at least 500 words +/- 10%.	Chapter 1: Beginning Chapter 2: Chapter 3: Chapter 4: End of the story Presentation	100	20%	
<b>3 Exams: reading + dictation+ grammar + composition.</b> No make up test. Each test is worth 30 points:		90	18%	
<b>Final exam:</b> reading + composition		30	6%	
<b>Extra-Credit points</b> may be earned for doing some of the following activities: attending cultural activities related to Hmong language and culture, (Each activity counts for 10 points; student has to write an account of 50 words)		20	4%	
<b>TOTAL</b>		500+20	100% +4%	
<u>Out of 500 points:</u> A: 470-500; A-: 450-465; B+: 435-445; B: 420-430; B-: 400-415; C: 350-395; D<345 F: see university policy				
<u>Out of 100 points:</u> A: 94-100; A-: 90-93; B+: 87-89; B: 84-86; B-: 80-83; C: 79- 70; D<69; F: see university policy				

## HMONG 100 COURSE OUTLINE

*This outline is subject to change.*

Week & Topic	Date	Class Activity	Writing Deadlines	Homework
August <b>WEEK 1</b>	<b>Monday 25</b>	Syllabus + Student's evaluation Presentation of the semester agenda Student placements Overview of the Hmong writing systems		
	Wed 27	Hmong language structure + Parts of speech Reviewing consonants, vowels, tones		
September <b>WEEK 2</b>	<b>Monday 1</b>	Labor Day		Dictation #1 Home Exercises #1
	Wed 3	Lab LS131		
<b>WEEK 3</b>	<b>Monday 8</b>	Text Study #1 + Quiz + Discussion	Chapter 1	Dictation #2 Home Exercises #2
	Wed 10	LabLS131 Grammar		
<b>WEEK 4</b>	<b>Monday 15</b>	Grammar		
	Wed 17	EXAM #1		
<b>WEEK 5</b>	<b>Monday 22</b>	Text Study #2 + Quiz + Discussion		Dictation #3 Home Exercises #3
	Wed 24	Individual story writing: expectations + Guideline		
October <b>WEEK 6</b>	<b>Monday 29</b>	Text Study #3 + Quiz + Discussion	Chapter 2	Dictation #4 Home Exercises #4
	Wed 1	LabLS131: Grammar:		
<b>WEEK 7</b>	<b>Monday 6</b>	Grammar		
	Wed 8	EXAM #2		
<b>WEEK 8</b>	<b>Monday 13</b>	Thanksgiving		Dictation #5 Home Exercises #5
	Wed 15	Text Study #4: Movie + Discussion		
<b>WEEK 9</b>	<b>Monday 20</b>	Text Study #5 + Quiz + Discussion	Chapter 3	Dictation #6 Home Exercises #6
	Wed 22	Lab LS131		
<b>WEEK 10</b>	<b>Monday 27</b>	Text Study #6 + Quiz + Discussion		Dictation #7 Home Exercises #7
	Wed 29	EXAM #3		
November <b>WEEK 11</b>	<b>Monday 3</b>	Oral exam		
	Wed 5			
<b>WEEK 12</b>	<b>Monday 10</b>	Veteran's Day	Chapter 4: End of the story	Dictation #8 Home Exercises #8
	Wed 12	Play role: expectations and guideline		
<b>WEEK 13</b>	<b>Monday 17</b>	Lab LS131		Dictation #9 Home Exercises #9
	Wed 19			
<b>WEEK 14</b>	<b>Monday 24</b>	Updating of the Play		Dictation #10 Home Exercises #10
	Wed 26	Lab LS131 Script writing + Play role		
December <b>WEEK 15</b>	Monday 1	Lab LS131 Script correction + rehearsal		
	Wed 3			
<b>WEEK 16</b>	<b>Monday 8</b>	PLAY ROLE		
	Wed 10	Reviewing for the final examination		
<b>WEEK 17</b>	<b>Monday 15<sup>th</sup></b>	Final Examination: 05:45PM-07:45PM		

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