

California State University of Fresno
Department of Linguistics

Spring semester 2009

HMONG 101 SYLLABUS

Reading and Composition of Complex texts

Advanced Level

MW: 6:30PM-7:45PM

Engineering East Bldg Room 190

Instructor: Kao-Ly Yang, Ph.D.

Office Hours: Room EE 112

Phone: 278 6437

MW: 2:15PM-4:45PM

E-mail: kayang@csufresno.edu

I. COURSE DESCRIPTION

Development and enhancement of the reading and composition skills in complex texts. Emphasis on students' bilingual competency as well as analytical abilities and critical thinking skills in the Hmong language. Students are expected to become aware, sensitive and proficient readers, writers, listeners, speakers and thinkers at the end of the semester.

Pre-requisite: Hmong 100 or equivalent (A test will be given to the new students at the beginning of the semester in order to check their level then to appropriately place them in the good course)

II. OBJECTIVES AND OUTCOMES

The expectations for literal and cultural proficiency focus on the following criteria:

- Enhancing **listening** skills and abilities: to be able to seize sociolinguistic, pragmatic and cultural content in conversational or formal discussion.
- Perfecting **speaking** skills and abilities: to be able to communicate in conversational situations, to have a better pronunciation, especially the pre-nasalised consonants (Nt, nts, ntx, etc.), to acquire communicative strategies for different situations in daily life such as expressing feelings, making plans, presenting and reacting to opinions, initiating, continuing and ending a conversation, a discussion or a debate. Students will learn strategies to empower themselves while communicating with community and family, and for professional needs.
- Developing ritual, poetic and abstract **vocabulary**: to be able to use a richer and more diversified vocabulary to describe ideas--in a language with shade of meanings, capable to express and communicate complex thoughts, reflections or emotions.
- Expanding **writing** skills and abilities for formal and professional purposes: to be able to write essay, journalistic article and academic research, to transcribe and to translate from English to Hmong.
- Reinforcing **reading** skills and abilities: students will enhance the approach of "Posing hypotheses- finding answers by making interpretation" or global comprehension on complex texts. Reading well means reading faster and in silence, and not word by word.
- Developing **bilingual competency**: to become aware of the existing parallelism between English and Hmong.
- Enhancing **cultural competency** and accurate knowledge: to be able to identify, to analyze then to propose appropriate outcomes to situations or contexts where there are discrepancies and/or cultural and language conflicts.
- Developing **analytical skills and academic knowledge in the Hmong language** focusing on Hmong history, culture and language issues: students will write a semester project.

III. TEACHING APPROACH

The educational approach is mainly based on a student-centered approach where students will be active learners. The course will promote concrete goals in writing and reading such as writing for newspaper, reading for research purpose, communicating for presentation and debate.

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 in order to prepare students to pass the California Subject Examination for Teachers or CSET-Hmong.
2. To use technology as integrated learning: internet, software for writing, reading, presenting research,
3. To apply and transfer English written standards into Hmong writing and reading.

Native speakers will be asked to share their knowledge of culture and experiences.

IV. TEXTBOOKS AND OTHER ANCILLARY MATERIALS

- ❖ Set of texts (academic, poetic, and ritual texts)
- ❖ A Hmong/English dictionary

V. ACTIVITIES

The weekly teaching takes forms of lecturing, workshop, conversation, exercise, student's presentation, and translation. Students are expected to read and to work – individually or in group--at least 4 hours per week at home. Native students are asked to share fragments of Hmong culture that they are familiar and to pose a “regard more academic” on Hmong heritage.

1. **DICTIONATION:** 1 hour/week (Only one dictation per week)
2. **TEXT STUDY + GRAMMAR AND VOCABULARY:** 1 hours/week
3. **PREPARATION FOR DISCUSSION:** 1 hour/week (see discussion guideline)
4. **SEMESTER PROJECT:** 1 hour/week (16 hours per semester). The theme of the debate will cover the theme of the semester project: the debate serves as a resource and a ferment to validate and/or enhance the quality of the semester project (See semester project guideline)

VI. STUDENT REQUIRED 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. The grade of any student not attending classes regularly, otherwise, having more than 3 absences, will be lowered.

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. For the semester project study, each student needs to produce 3 mini personal and individual papers.
3. Turn in homework and written requirements on time. Late homework will be marked down.
4. Participation in communicative pair and group activities with courtesy and respect.
5. Turn in homework and written assignments on time. Late homework will be marked down. (see COURSE OUTLINES)
6. Participation in all examinations, including the final examination. There is no makeup test.
7. 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.

8. **Honor Code:** As a student and a member of the CSUF university community, you will respect all principles of academic integrity in your course work, class assignments, and other instructional or extra-curricular activities. Therefore, you will pledge to:
 - Clearly understand or ask for clarification about what your instructor expects from you in terms of honesty in your academic work as well as what the nature and scope of your eventual collaboration with other students from the same class should be.
 - Always avoid any cheating, plagiarism, or other types of dishonest behavior.
 - Neither gives nor receives any unauthorized assistance during exams or for other assignments which the instructor uses to grade your own individual work.
 - Take responsibility in monitoring academic dishonesty in any form and in timely reporting it to your instructor or any other appropriate official for appropriate action.

How does CSUF’s new Honor Code affect you as a Hmong Student?

- For all assignments you usually draft and edit, you will keep your original research notes, outlines, and rough versions... so be sure to save or print out some of your drafts if you do them on your computer. You should be able to produce them if your instructor has any doubt as to whether or not you have done your assignments as instructed.
- You will write and sign the following pledge at the end of each exam or assignment before submitting it to your instructor: *“I pledge to have completed my exam/ devoir/ journal entry/ film critique in accordance with CSUF’s Honor Code and neither given nor received any unauthorized assistance while doing this assignment.”*
- You will also have to indicate at the end of your assignment whether or not you have used “le patron” or any other editing software while writing that assignment.

VII. GRADING

The most important aspect in language study is personal **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 point system is based on 500 points.

Evaluation			In term of points	In terms of %
Attendance & participation	10 dictations: the 8 best grades will be kept for the final grade	80	220	40%
	Host 1 45-minute discussion (hosting group of 2 students)	40		
	Individual discussion participation	40		
	6 reading quizzes	60		
3 reading + composition: 40 points per exam. No makeup test.			120	30%
3 mini-semester projects + presentations (see guideline for more information): 40 point per mini-semester project			120	20%
Final examination: reading + composition			40	10%
Extra-Credit points 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 100 words)			20	4%
TOTAL			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 101 COURSE OUTLINES

This outline may be subject to change.

Week	Date	Class Activity	THEMES	Deadlines Homework
JANUARY WEEK #1	Wednesday 21 st	Syllabus + Course Outlines Propositions of the Semester Project themes in relation with the CSET-Hmong Exam + Evaluation of the language		
WEEK #2	Monday 26 th	Text study # 1 + Grammar + Voc	Issues on the Hmong writing system	Dictation #1
	Wednesday 28 th			
FEBRUARY WEEK #3	Monday 2 nd	Discussion #1: Host: Prof.	The Myth of Paj Cai	Dictation #2
	Wednesday 4 th	Text study #2		
WEEK #4	Monday 9 th	+ Grammar +Voc Test skills issue		Dictation #3
	Wednesday 11 th	Discussion #2 Semester project guideline		
WEEK #5	Monday 16 th	President's Day		ALL 3 MINI-SEMESTER PROJECT DRAFTS
	Wednesday 18 th	EXAM #1		
WEEK #6	Monday 23 rd	Correction of the exam Text study #3	Ritual: Soul calling	Dictation #4
	Wednesday 25 th	+ Grammar + Voc		
MARCH WEEK #7	Monday 2 nd	Discussion #3	Kwv Txhiaj tsib teb tsaws chaw	Dictation #5
	Wednesday 4 th	Text study #4		
WEEK #8	Monday 9 th	+ Grammar + Voc		Dictation #6
	Wednesday 11 th	Discussion #4		
WEEK #9	Monday 16 th	Semester projects presentation	Mini-semester project #1	
	Wednesday 18 th	Text study #5: (Text related to movie to be watched at home) Discussion #5	Interracial marriage (Movie): "Kev Hlub Txiaj Tsis Tau (Lis Ceeb)" You can borrow the movie at the library -media center	
WEEK #10	Monday 23 rd	EXAM #2	Kwv Txhiaj ua nyab + Zaj tshoob Comparative approach	Dictation #7
	Wednesday 25 th	Correction Text study #6		
APRIL WEEK #11	Monday 30 th	Text study #6		Dictation #8
	Wednesday 1 st	+ Grammar + Voc		
WEEK #12	Monday 6 th	Spring recess		
WEEK #13	Monday 13 th	Semester projects presentation	Mini-semester project #2	
	Wednesday 15 th	Text study # 7: (Text related to movie to be watched at home) +	Kwv Txhiaj Ua Ntsuag "Txwj Ntsuag Nkawm Kum Xyooj & Teb Lauj"	
WEEK #14	Monday 20 th	Grammar +Voc		
	Wednesday 22 nd	Discussion #6		
WEEK #15	Monday 27 th	Text study # 8: (Text related to movie to be watched at home) +	Gender Relationship "Tseem Hlub Koj"	
	Wednesday 29 th	Grammar + Voc		
MAY WEEK #16	Monday 4 th	EXAM #3		Mini-semester project #3
	Wednesday 6 th	Semester projects presentation		
WEEK #17	Monday 11 th	Semester projects presentation		
	Wednesday 13 th	Review for final examination		
WEEK #18	Monday 18 th	FINAL EXAM: 8:00PM-10:00PM		