

### General Education Course Proposal

Proposed Course: Hmong 1B Basic Hmong Units 3  
Prefix No. Title

Department: Linguistics School: Arts & Humanities

**GE Category (Indicate one category only):**

Foundation: A1\_\_\_; A2\_\_\_; A3\_\_\_; B4\_\_\_  
Breadth: B1\_\_\_; B2\_\_\_; C1\_\_\_; C2X; D\_\_\_; E\_\_\_  
Integration: B\_\_\_; C\_\_\_; D\_\_\_; International/Multicultural\_\_\_

Existing Course X; Revised Course X; New Course \_\_\_

Course Included in Current GE Program X

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

**Proposed catalog description:** Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Beginning course in spoken Hmong. Covers <sup>listening</sup> ~~learning~~ comprehension and oral practice, basic grammar, vocabulary, and traditions and lifestyle of the speakers of the language.

Enrollment limit per section: \_\_\_\_\_

Expected number of sections per semester – Year 1 \_\_\_\_\_; Year 3 \_\_\_\_\_

**Attachments:**

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

**Approval for Inclusion in General Education**

<u>Brewer</u>	<u>26 March '98</u>	<u>Kim Martin</u>	<u>4/22/98</u>
Department Chair	Date	School Curriculum Committee	Date
<u>John Costa</u>	<u>4/28/98</u>	<u>Peter Ann</u>	<u>12/15/98</u>
School Dean	Date	General Education Subcommittee	Date
<u>Brandt Kehoe</u>	<u>12/22/98</u>		
Associate Provost	Date		

Attachment 2: Common syllabus. [Note: the points made in Attachment 1 need to show up in Attachment 2 and in Attachment 3]

This is a statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, participation, attendance, and exams.

Course syllabus for each section taught should normally include:

**a. Course content:**

INTRODUCTION: THE SOUND SYSTEM OF HMONG

Syllable Structure

Tones

Vowels

Consonants

Representing Hmong Sounds: The Romanized Popular Alphabet (RPA) Writing System

Pronunciation Guide to the Hmong RPA Writing System

I. Tones

II. Vowels and Consonants

A. Vowels

B. Consonants

CULTURE-BASED UNITS

FAMILY/KINSHIP

*Xeem npe Hmoob* 'Hmong clan names'

*Cag cegHmoob* 'Hmong lineage groups'

I. *Kwv tij* 'Patrilineal relatives and clan mates'

II. *Neej tsa* '(Loosely) relatives-in-law'

THE HUMAN BODY

The Metaphorical and Metonymic Roles of Body Parts

I. The Metaphorical Role of *plawv* 'Heart'

II. The Metaphorical Role of *siab* 'Liver'

III. The Metonymic Role of *siab*

CLOTHING

*Khaub ncaws Hmoob* 'Traditional Hmong clothing'

Dialogue: *Ua paj ntaub* 'Doing traditional embroidery'

*Khaub ncaws* 'General clothing'

Dialogue: *Maiv thiab Nplias mus muas khaub ncaws* 'My and Blia go shopping'

WEATHER '*HUAB CUA*'

Terminology

*Hnub no, huab cua zoo ii cas?* 'How is the weather today?'

TIME

*Lub hnuub ua dab tsi?* 'What is the sun doing?'

*Thaum tav twg?* 'What time of day is it?'

The Gregorian Calendar

### ORAL COMPREHENSION UNITS

#### STORIES FOR ORAL COMPREHENSION PRACTICE

*Npis mus tom lub vaj tsiaj* 'Bee goes to the zoo'

*Npis thiab nws cov phooj ywg* 'Bee and his friends'

*Saib daim duab: Npis thiab nws cov phooj ywg* 'Look at the picture: Bee and his friends'

*Kuv lub tsheb* 'My car'

*Tus me nyuam dev tom Npis ko tauw* 'The puppy bites Bee's foot'

*Tus tsov los xyuas* 'Tiger shows up for a visit'

*Txiv Nraug Ntsuag thiab cov uas kawm hais lus Hmoob*

'The orphan and the Hmong students'

### READING UNITS

*Muas khaub ncaws* 'Buying clothes'

*Kuv tsev neeg* 'My family'

*Ua ncuav* 'Making rice cakes'

*Ua paj ntaub* 'Doing needlework'

*Dab neeg nab qa tsiaj* 'The school lizard'

*Tus Tsov thiab tus Qav* 'The Tiger and the Frog'

### GRAMMAR UNITS

#### NOUN PHRASE STRUCTURE

##### Structure of the Noun Phrase

- I. Noun Phrase = Classifier + Noun + Demonstrative
- II. Noun Phrase = Classifier + Noun + Adjective
- III. Noun Phrase = Pronoun
- IV. Noun Phrase = Classifier Used Pronominally

##### Noun Classifiers

- I. Discourse Functions of Classifiers
  - A. Functions of Classifiers in Word Formation
  - B. Classifiers as Pronouns

##### Quantifiers

- I. Non-Numeral Quantifiers
  - A. *Ntau* 'Much, many, a lot of'; *coob* 'Many, a lot of'
  - B. *Tsawg* 'Little, few'
  - C. *Sawv daws* 'All, every'
  - D. *Txia'txhua* 'All, every'
  - E. *Niaj/nej* 'Each, every'
  - F. *Tej* 'A few, some, certain (people, things)'

## Pronouns

- I. Other Pronouns
  - A. The Indefinite Pronoun *yus*
  - B. The Pronouns *lawv tej*, *luag*, *luag tej*  
'Others, other people, they/them'
- II. Pronoun Usage

## Functions of the Marginal -D Tone

- I. The -D Tone in Demonstrative Nouns
- II. Other Functions and Meanings of the -D Tone
  - A. The Definite Reference Function
  - B. The Vocative Function
  - C. The Sociolinguistic and Stylistic Function

## Tone Change

- I. Examples of the Five Possible Tone Changes
- II. Tone Change Environments
  - A. Constructions Involving Numerals
  - B. Constructions with *sib* 'Each other'  
+ Verb with a j, v, s, ø or m Tone
  - C. Certain Compounds
  - D. Tips to Familiarize Yourself with Tone Change Constructions

## Compounds

- I. (Non-) Transparent Compounds
- II. Synonym Compounds
- III. "Two-Halves" Compounds
- IV. Shape Prefix Compounds

## VERB PHRASE STRUCTURE

## Questions and Answers

- I. "Or" Questions and Answers
- II. Reporter's "wh"-Questions and Answers

## Verb Serialization

- I. Disposal Serial Verb Constructions
- II. Instrumental Serial Verb Constructions
- III. Purpose Serial Verb Constructions
- IV. Verb (Object) + Accomplishment Verb Serial Constructions
- V. Elaboration Serial Verb Constructions
- VI. Tips to Familiarize Yourself with Serial Verb Constructions

## Tense and Aspect Markers

- I. *Tau*
  - A. *Tau* as a Main Verb = 'To Get, to Obtain'
    - i. *Tau* Used by Itself = 'To Get, to Obtain'
    - ii. Verb + 'To get, to obtain' = Actual Accomplishment of Action
  - B. *Tau* as an Auxiliary Verb
    - i. *Tau* + Verb = 'To Get to, to Manage to V'  
= *Tau* as an Attainment Marker

- ii. Verb + *kul* = 'Can, Be Able to V'  
= Tau as Potential Mode Marker
- C. *Tau* + Time Phrase Constructions = Duration, Past Time Reference
- D. *Tau* in Other Constructions
  - i. *Tseem tsis tau* V or *tseem V (Objeci) tsis tau*  
= Not .. Yet
  - ii. X ... *puas tau?* = Polite Request
  - iii. X + *los tau* = Consent, Agreement
  - iv. X + *las lawm los tsis tau~* = 'X + Finished or Not?'
- II. *Yuav*
  - A. *Yuav* + Verb = Irrealis Situation
  - B. Other Meanings of *yuav*

The Reciprocal Marker *sib/sis* 'Each other'

Spatial Deictics (Location Words)

- I. Metaphorical Uses of *nram*, *pem*, and *tim* in the United States
  - A. *Nram*
  - B. *Pem*
  - C. *Tim*
- II. Use of Spatial Deictics in the Time Dimension

SENTENCE/DISCOURSE STRUCTURE; HALLMARKS OF HMONG STYLE

The Topic Markers *mas* and *ne*

Expressives

Four-Word Phrases (Coordinate Constructions)

Concessive Constructions

Subordination and Parataxis

I. Subordination

- A. The Complementizer (*hais*) *tias* 'That'
- B. The Complementizer *kom* 'So that, in order to'
- C. The Relative Marker *uas* 'That, which, who(m), whose'
- D. Conclusion

II. Parataxis

Conversation Particles

- I. The Particle *nawb*
- II. The Particle *pob*
- III. Other Particles

## b. Course objectives.

At the end of this course students will be able to read texts on frequently occurring simple social situations. Students will also have acquired the basic foundations of the Hmong standard letter-sound and letter-tone correspondences. In addition, students will be able to write simple texts on familiar topics and will understand sufficient culture to function in simple social situations. The course, which will use the Roman script developed by Smalley and Bertrais, will emphasize the White Hmong dialect, but will also compare and contrast it with Green Hmong.

**c. Required student activities:**

Attendance.  
Tests, and quizzes.  
Class participation.

**d. Grading policy:***Grading Criteria:*

		Scale	
Attendance/Participation	20%	100-90	A
Quizzes	10%	89-80	B
Homework	10%	79-70	C
Midterms	30%	69-60	D
Final	<u>30%</u>	59-	F
	100%		

**e. Representative text:**

Annie Jaisser. Hmong for Beginners. 1992. The center for South & Southeast Asia Studies. University of California at Berkeley.

**f. Approximate calendar:**

Calendar of Activities:

Week 1: January 26, 28

## Noun Classifiers

- I. Discourse Functions of Classifiers
  - A. Functions of Classifiers in Word Formation
  - B. Classifiers as Pronouns

## FAMILY/KINSHIP

*Xeem npe Hmoob* 'Hmong clan names'

*Cag cegHmoob* 'Hmong lineage groups'

- I. *Kwv tij* 'Patrilineal relatives and clan mates'
- II. *Neej tsa* '(Loosely) relatives-in-law'

More on tones.

Week 2: February 2, 4

## Structure of the Noun Phrase

- I. Noun Phrase = Classifier + Noun + Demonstrative
- II. Noun Phrase = Classifier + Noun + Adjective
- III. Noun Phrase = Pronoun
- IV. Noun Phrase = Classifier Used Pronominally

STORY: FOR ORAL COMPREHENSION PRACTICE  
*Npis mus tom lub vaj tsiaj* 'Bee goes to the zoo'

Tuesday, February 3 --- last day to drop a class

Week 3: February 9, 11

Questions and Answers

- I. "Or" Questions and Answers
- II. Reporter's "wh"-Questions and Answers

Quantifiers

- I. Non-Numeral Quantifiers
  - A. *Ntau* 'Much, many, a lot of'; *coob* 'Many, a lot of'
  - B. *Tsawg* 'Little, few'
  - C. *Sawv daws* 'All, every'
  - D. *Txhia'txhua* 'All, every'
  - E. *Niaj/nej* 'Each, every'
  - F. *Tej* 'A few, some, certain (people, things)'

STORY: FOR ORAL COMPREHENSION PRACTICE  
*Npis thiab nws cov phooj ywg* 'Bee and his friends'

Week 4: February 16 Presidents' Day

Pronouns

- A. The Indefinite Pronoun *yus*
- B. The Pronouns *lawv tej*, *luag*, *luag tej*  
'Others, other people, they/them'
- C. Pronoun Usage

THE HUMAN BODY

The Metaphorical and Metonymic Roles of Body Parts

- I. The Metaphorical Role of *plawv* 'Heart'
- II. The Metaphorical Role of *siab* 'Liver'
- III. The Metonymic Role of *siab*

STORY: FOR ORAL COMPREHENSION PRACTICE  
*Saib daim duab: Npis thiab nws cov phooj ywg* 'Look at the picture: Bee and his friends'

Week 5: February 23 & 25

Functions of the Marginal -D Tone

- I. The -D Tone in Demonstrative Nouns
- II. Other Functions and Meanings of the -D Tone
  - A. The Definite Reference Function
  - B. The Vocative Function
  - C. The Sociolinguistic and Stylistic Function

First midterm.

## STORY: FOR ORAL COMPREHENSION PRACTICE

*Kuv lub tsheb* 'My car'

Week 6: March 2, 4

## Tone Change

- I. Examples of the Five Possible Tone Changes
- II. Tone Change Environments
  - A. Constructions Involving Numerals
  - B. Constructions with *sib* 'Each other'  
+ Verb with a j, v, s, ø or m Tone
  - C. Certain Compounds
  - D. Tips to Familiarize Yourself with Tone Change Constructions

## STORY: FOR ORAL COMPREHENSION PRACTICE

*Tus me nyuam dev tom Npis ko taw* 'The puppy bites Bee's foot'

First paper due.

Week 7: March 9, 11.

## Verb Serialization

- I. Disposal Serial Verb Constructions
- II. Instrumental Serial Verb Constructions
- III. Purpose Serial Verb Constructions
- IV. Verb (Object) + Accomplishment Verb Serial Constructions
- V. Elaboration Serial Verb Constructions
- VI. Tips to Familiarize Yourself with Serial Verb Constructions

Week 8: March 16, 18.

## STORY: FOR ORAL COMPREHENSION PRACTICE

*Tus tsov los xyuas* 'Tiger shows up for a visit'

## CLOTHING

*Khaub ncaws Hmoob* 'Traditional Hmong clothing'Dialogue: *Ua paj ntaub* 'Doing traditional embroidery'*Khaub ncaws* 'General clothing'Dialogue: *Maiv thiab Nplias mus muas khaub ncaws* '

My and Blia go shopping'

Week 9: March 23, 25.

Reading: *Kuv tsev neeg* 'My family'Week 10: Second Mid-term examination. March 18.  
March 30, April 1.Reading: *Ua ncuav* 'Making rice cakes'

## TIME



*Lub hnub ua dab tsi?* 'What is the sun doing?'

*Thaum tav twg?* 'What time of day is it?'

The Gregorian Calendar

Second paper due.

April 6 -10 Easter Recess

Week 11: April 13, 15. .

Tense and Aspect Markers

I. *Tau*

A. *Tau* as a Main Verb = 'To Get, to Obtain'

i. *Tau* Used by Itself = 'To Get, to Obtain'

ii. Verb + 'To get, to obtain' = Actual Accomplishment of Action

B. *Tau* as an Auxiliary Verb

i. *Tau* + Verb = 'To Get to, to Manage to V'

= *Tau* as an Attainment Marker

ii. Verb + *kul* = 'Can, Be Able to V'

= *Tau* as Potential Mode Marker

C. *Tau* + Time Phrase Constructions = Duration, Past Time Reference

D. *Tau* in Other Constructions

i. *Tseem tsis tau V* or *tseem V (Objeci) tsis tau*

= Not .. Yet

ii. *X ... puas tau?* = Polite Request

iii. *X + los tau* = Consent, Agreement

iv. *X + las lawm los tsis tau~* = 'X + Finished or Not?'

II. *Yuav*

A. *Yuav* + Verb = Irrealis Situation

B. Other Meanings of *yuav*

STORY: FOR ORAL COMPREHENSION PRACTICE

*Txiv Nraug Ntsuag thiab cov uas kawm hais lus Hmoob*

'The orphan and the Hmong students'

Week 12: April 20, 22.

Compounds

I. (Non-) Transparent Compounds

II. Synonym Compounds

III. "Two-Halves" Compounds

IV. Shape Prefix Compounds

The Reciprocal Marker *sib/sis* 'Each other'

WEATHER '*HUAB CUA*'

*Hnub no, huab cua zoo ii cas?* 'How is the weather today?'

Reading: *Ua paj ntaub* 'Doing needlework'

Week 13: April 27, 29.

## Spatial Deictics (Location Words)

- I. Metaphorical Uses of *nram*, *pem*, and *tim* in the United States
  - A. *Nram*
  - B. *Pem*
  - C. *Tim*
- II. Use of Spatial Deictics in the Time Dimension

Reading: *Dab neeg nab qa tsiav* 'The school lizard'

Week 14: Third midterm.  
May 4, 6.

## Subordination and Parataxis

## I. Subordination

- A. The Complementizer (*hais*) *tias* 'That'
- B. The Complementizer *kom* 'So that, in order to'
- C. The Relative Marker *uas* 'That, which, who(m), whose'
- D. Conclusion

## II. Parataxis

## Conversation Particles

- I. The Particle *nawb*
- II. The Particle *pob*
- III. Other Particles

Reading: *Muas khaub ncaws* 'Buying clothes'

Week 15: Third paper due.  
May 11, 13.

The Topic Markers *mas* and *ne*

## Expressives

## Four-Word Phrases (Coordinate Constructions)

## Concessive Constructions

Reading: *Tus Tsov thiab tus Qav* 'The Tiger and the Frog'

Week 16: Final: Comprehensive

Attachment 3: Typical syllabus.

## Hmong 1B

### Beginning Literacy for Non Speakers

#### Syllabus

Instructor: Phooj Yaj

Office: PB 547

Hours: TTH 14:30-16:00 (or by appointment)

Messages: pjy01@lennon.csufresno.edu or 278-7680

#### **Objectives:**

At the end of this course, students should have a stronger grasp on several aspects of *lus Hmoob*. Students will acquire a more advanced foundations of the Hmong letter-sound and letter-tone correspondence. In addition, students will be able to write simple texts and carry on simple conversation on familiar topics and will understand sufficient culture to function in simple social situations. The course, which will use the Roman script developed by Smalley and Bertrais, will emphasize the White Hmong dialect, but will also compare and contrast it with Green Hmong.

**Texts:** Hmong for Beginners. Annie Jaisser. 1992. The center for South & Southeast Asia Studies. University of California at Berkeley.

**Exams:** There will be several announced quizzes, three tests, and a final exam.

#### **Contents:**

Pronunciation and spelling of vowels and consonants.  
 Discrimination between different tones and tone markers.  
 Reading  
 Vocabulary Development.  
 Writing  
 Basic understanding of certain aspects of the culture.  
 Developing a sense of audience.  
 Basic Hmong Grammar.  
 Use of various available dictionaries.

#### **Grading Criteria:**

			Scale
Attendance/Participation	10%	100-90	A
Quizzes	10%	89-80	B
Homework	20%	79-70	C
Tests (10% each)	30%	69-60	D
Final	<u>30%</u>	59-	F
	100%		

**Course description:**

This is a continuation to the introductory course in Hmong for non-speakers. Students must have had Hmong 1A or the equivalent. The primary target of this class is to introduce the student further to Hmong writing, speaking, reading, and grammar. At the end of this course, the student should have an adequate grasp on the sound and tone representations in Hmong as well as basic Hmong grammar.

**a. reading**

Students will improve on reading short and simple texts. Materials will be drawn from Hmong folktales, proverbs, simple conversations, and class textbook. The linguistic emphasis will be put on more precise tone recognition and sound production. The cultural emphasis will be on discussion of the cultural information necessary for understanding the folktales, the proverbs, and the conversations.

**b. writing**

Students will be exposed to short and simple text writings using acquired vocabulary. Some sample writings include: letters to someone, more complex descriptions, summaries of stories etc...

In addition, this class requires 2,000 words of writing on topics related to aspects of Hmong culture. This writing will, of necessity, be done in English and will consist of three short papers, each of roughly 700 words.

**c. grammar**

Students will have a good grasp about Hmong sentence structure and usage.

**d. conversation**

Students will be exposed to conversation using Hmong. Topics will be drawn from familiar topics. The majority of this class will emphasize Hmong speaking. Students will communicate using Hmong as much as possible. Upon the completion of this class, students would have been ear trained to discriminate and produce the many exotic sounds in the language.

**e. culture**

Students will get a general overview of some aspect of Hmong culture. Illustrations will be done through showing movies and going to presentations of native speakers' class. This will include areas such as: weddings, funerals, taboos, history, medicine, language and writing system etc...

**Homework:**

Homework will be assigned and collected. They are to be done by the date specified. If you are going to miss a class, make sure someone gets the day's handout or homework to you.

**NO LATE HOMEWORK WILL BE GRADED.**

**Quizzes:**

There will be several short quizzes to prepare you for each tests. Most quizzes will be taken on quiz strip scantrons unless mentioned otherwise.

**Exams:**

There will be three tests and a final exam. It would be to your benefit to keep all the quizzes and use them as study guides for each exam. All exams are comprehensive as you would expect.

**Make ups:**

There is no make up quizzes or exams in this class.

Attendance and participation:

Participation is very important in my class. Since most of the learning is done in the classroom, I urge you to come to every session.

**Students:**

Your success in learning Hmong is very important to me. If you have any questions or feel that you need extra help on something, please don't hesitate to contact me, or come to my office.

**Plagiarism:**

Plagiarism will not be tolerated. If it is not clear what plagiarism is, please read the description in the Schedule of Classes.