

## Sinhala Language (Intermediate)

### Syllabus 2015 SASLI

**University of Wisconsin Madison - SASLI (South Asia Summer Language Institute)**

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**Instructor:** Bandara Herath

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**Office hours:** Monday to Friday (by appointments)

#### **Objective/Goals:**

Our goals are to increase competency in Sinhala, enhance communicative skills, improve reading skills, deepen knowledge of Sinhala grammar and introduce advanced vocabulary, expressions, and terminology of Sinhala culture.

By the end of this course, students should be able to:

- Exchange information about their general interests, discuss plans, talk about cultural and political topics using complex sentences, talk about subjects related to work, places, events and people through a series of connected, advance and complex sentences using, mostly, correct tenses and frequently used constructions
- Communicate ideas/opinions about an issue/problem using large paragraph-length discourse
- Express views/agreements/disagreements about a range of cultural and political topics, producing large paragraph-length, reasoned arguments
- Begin to understand written and communicative abstract ideas
- Begin to use idiomatic and proverbial expressions in daily speech and reading
- Read/Listen to and comprehend paragraphs, short stories, songs/poetry, news items, TV programs, movies/dramas etc
- Write paragraphs, messages, essays, letters using literary vocabulary and showing signs of paragraph-discourse

#### **Class Materials:**

##### **Required Texts and Books:**

- Intermediate Sinhala Reader - Bandara Herath
- Advance Sinhala Reading Materials prepared by the Instructor
- Sinhala story books [short stories, novels, newspaper articles]
- Songs and poems
- Movies and teledramas
- spoken Sinhala grammar – Bandara Herath (to review the book)

**Dictionaries;**

- English – Sinhala Dictionary by Prof. G.P. Malalasekara, Gunasena publications
- Dematapitiya Sinhala – English Dictionary by Somapala Dematapitiya
- English – Sinhala Dictionary – Bandara Herath

**Other:**

Handouts will provide in class. In addition, audio-video clips may assign for viewing at home and in class.

**Content:**

<b>Grading:</b>	<b>Percentage</b>
Written work/In-class quizzes [drills, journals, essays etc]:	20
Spoken/Oral Proficiency [Oral component of assignments]:	10
Class Participation/attendance:	10
Assignments	10
Final Exam [Written, Oral, Spoken and Listening]:	50
<b>TOTAL</b>	<b>100</b>

**Requirements/Homework**

All class exercises will be collected and graded and will form part of the in-class quizzes/exercises grade. Home works are graded based on accuracy [grammar, spellings and syntax]. Spoken/oral proficiency grade on an ongoing assessment of the student during the semester as reflected in the oral components of the assignments and class activities.

**Class Format:** In order to achieve the goals mentioned above, the communicative approach will be highly emphasized throughout the entire course. The first two hours of the morning session lecture are devoted to new topics through systematic grammar instruction (based on the textbook with necessary vocabulary) and classroom activities (writing etc). From time to time, video/movie clips will be shown and you will be given relevant questions to answer. The class will also watch/ listen, learn and sing-along to some songs.

In the second session, the daily discussion session will be a follow-up of the first two hours with a stronger emphasis on the communicative approach. The use of English will decrease as the class progresses. Students will be expected to take an active role in the class under the instructor's supervision. Students will form groups and engage in different types of classroom activities with the aid of a vocabulary list. The instructor will give short topics for conversations or students may also come up with their own topics.

Students will be regularly updated on their progress and areas of weakness through the

homework corrections, weekly quizzes and the midterm exam. Students who need extra assistance are strongly encouraged to attend office hours.

Students are encouraged to actively participate in the classroom by volunteering to write on the blackboard so that they may overcome hesitation in the new language and help/correct one another with spelling, structure and grammar.

Regular vocabulary review will be done in class to help students build their vocabulary. In addition, regular reading and writing practice will also be done in the classroom.

**Your final grade will be calculated as follows:**

**Grade scale (you may change this)**

A (Excellent)	90-100
AB (Intermediate Grade)	83-89
B (Good)	74-82
BC (Intermediate Grade)	67-73
C (Fair)	61-66
D (Poor)	55-60
F (Failure)	54 or less

**Attendance:** The class times are 8:30-10:30, 11.00 - 1.00. You will be expected to be on time.

**Class Etiquette:**

1. Be on time (classes starts at 8:30am)
2. Turn in your homework on time.
3. Participate in discussions and activities.
4. Be respectful of other students and avoid distracting them and hindering their opportunity to learn.
5. Show your group members the same courtesy that you would give to the professor. Inform them of group meetings or activities that you will have to leave early or miss.
6. Do not record the class video /audio devices.
7. Mute your cell phone or digital phone during the class time.
8. Do not text with your cell-phone or digital devices during the class time

## **Rights and Responsibilities**

Students with disabilities have the right to:

- Full and equal participation in the services and activities of the University of Wisconsin-Madison
- Reasonable accommodations, academic adjustments and/or auxiliary aids and services
- Privacy and to not have confidential information freely disseminated throughout the campus
- Limit access to confidential records. In doing so, however, students recognize that implementing accommodations may become more difficult
- Information readily available in accessible formats

**Students with disabilities have the responsibility to:**

- Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs and activities
- Identify as an individual with a disability when an accommodation is needed and to seek information, counsel and assistance as necessary
- Demonstrate and/or document (from an appropriate professional) how the disability limits their participation in courses, programs, services, jobs and activities
- Follow published procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services, or requesting barrier removal

**The University, through faculty and staff, has the right to:**

- Establish essential functions, abilities, skills, knowledge and standards for courses, programs, services, jobs and activities or facilities and to evaluate students on this basis;
- Determine the appropriate standards in developing, constructing, remodeling and maintaining facilities;
- Confirm disability status and request and receive current, relevant documentation that supports requests for accommodations, academic adjustments and/or auxiliary aids and services;
- Have appropriate staff discuss students and their disabilities in order to implement requested accommodations (particularly instructional accommodations);
- Deny a request for accommodations, academic adjustments or auxiliary aids and services, and/or barrier removal in facilities if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation;
- Select among equally effective accommodations, academic adjustments and/or auxiliary aids and services;
- Refuse unreasonable accommodations, academic adjustments or auxiliary aids and services, and/or facility-related barrier removal requests that impose a fundamental alteration on a program or activity of the university.

### **The University has the responsibility to:**

- Provide information to faculty, staff, students and guests with disabilities in accessible formats upon request
- Ensure that courses, programs, services, jobs, activities and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- Evaluate students on the basis of their abilities and not their disabilities
- Respond to requests on a timely basis
- Provide or arrange reasonable accommodations, academic adjustments and/or auxiliary aids and services for students with disabilities in courses, programs, services, jobs, activities and facilities
- Maintain appropriate confidentiality of records and communication except where permitted or required by law

McBurney Disability Resource Center: The McBurney Center is available for all students at the University of Wisconsin. The Center offers a wide array of services for students with disabilities. If you need any disability accommodations you need to register with the McBurney Center. The McBurney Center is available for all students at the University of Wisconsin. The Center offers a wide array of services for students with disabilities. For a list of the services provided, please visit the website:

<http://www.mcburney.wisc.edu/services/>

### **Contact information for the McBurney Disability Resource Center:**

702 W Johnson Street, Suite 2104, Madison, WI, 53715

phone: 608-263-2741, text: 608-225-7956, fax: 608-265-2998

mcburney@studentlife.wisc.edu

**Student Code of Conduct:** The student Academic Misconduct Policy & Procedures for the University of Wisconsin is available on the website listed below:

<http://www.wisc.edu/students/saja/misconduct/misconduct.html>

This document outlines the rules and regulations regarding your student rights and responsibilities while a student at the University of Wisconsin-Madison. It states that “**Academic misconduct is an act in which a student:**

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.”

Please see the website listed above for further information.

**CLASSROOM ATMOSPHERE:**

SASLI is committed to creating a diverse and welcoming learning environment for all students, and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other identity or community are deemed unacceptable in class, and will be addressed by the instructor or referred to the Academic Director.

Class rosters are provided to the instructor with the student's legal name. We will gladly honor your request to address you by an alternate name or gender pronoun.

Bandara Herath

Senior Lecturer in Intermediate Sinhala

SASLI 2015