

**Bengali/ Bangla**  
SASLI- 2016 Syllabus, UW-Madison

**Course title and level:** Elementary Bengali/Bangla  
**Course number:** LCALANG 349 & LCALANG 350  
**Instructor name:** Razima Selim Chowdhury  
**E-mail address:** razima.chowdhury@gmail.com  
**Office Location:** Medical Science Center B438, 1300 University Avenue.  
**Office Hours:** Monday, Wednesday & Thursday (2:30-3:30)  
**Classroom location:** Social Work Building, Room- 106, 1350 University Avenue  
**Classes meet:** Monday-Friday (8:30 am -1:00 pm) Break (10:30-11:00 am)

### **Course Description**

#### **Class Objectives:**

The main objective of the course is to develop the students' Bangla competency in the following skills: interpersonal communication, presentational speaking, interpretive listening, interpretive reading, and presentation writing. The assessment of those skills and the building of competency will be accomplished through an assortment of classes, which focus on various aspects of learning Bangla. At the end of the course students will be able to attain a proficiency level in all these skills equivalent to "Intermediate Low" according to ACTFL proficiency guidelines.

#### **Syllabus Overview:**

The main topics covered in the Elementary syllabus will be:

**Script:** The main emphasis is on recognition of scripts and their sounds with writing practice. The distinctions between the forms and sounds of full vowel, vowel signs, consonants, consonant signs, conjuncts and how they form words will be taught.

**Grammar:** The grammar topics to be covered are: pronouns (personal, possessive, demonstrative and objective), classifier/article, case, zero verb construction, postposition, questions words, verb tense and aspects with conjugational endings, negation of tenses, non-finite verb forms in infinitive, past active participle, conditional and verbal nouns, comparison structures, conjunct verb, extended verb, compound verb and imperative mode of verbs.

**Vocabulary:** At the elementary level, you will learn vocabulary of food items, color, adjective, number, household items, animal, telling time and dates, days of the week, months, seasons, weather, transportation, apparels, accessories, kinship terms, body part, health, occupations and frequently used English loan words transcribed in Bangla used in a variety of contexts. Vocabulary based on situations and your specific interests will also be provided.

**Speaking:** Speaking will start from day one when you will learn how to do basic

greetings and phrases useful for basic survival needs in different contexts through role-plays. Throughout the course the following topics will be covered: self introduction, talking about family, telling time, expressing liking-disliking, expressing opinion, picture description, comparing weather-food-dress, talking about hometown, hobby, favorite books, movies, music, hiring a rickshaw/cng, asking for directions, ordering food at a restaurant, buying, bargaining, making appointment over phone, conducting a short interview etc.

**Listening:** Recorded audio video materials will be used in this level, which will be incorporated with the grammar and vocabulary classes. You will hear recorded conversation, role-play, announcements, songs, and audio of reading texts. Towards the end of the course authentic materials like clips from movie, TV commercial, documentary and children's show will be introduced.

**Reading:** You will start reading at the beginning of the course while learning to recognize alphabets. Reading will be introduced with shop signs where English words are frequently transcribed in Bangla alphabets. Reading materials incorporating grammatical forms and vocabulary learned in the class will be used regularly. Students will also read authentic materials such as information about people (place of residence, age, etc.) in newspapers; a concert or a film on calendars of public events or posters, wedding invitations, a questionnaire (entry permit form, hotel registration form) to be able to give the most important information about oneself (name, surname, date of birth, nationality); words and phrases on signs encountered in everyday life; shopping lists, sales promotion leaflet etc. Later in the course newspaper advertisements for apartment hunting, matchmaking, etc. will be introduced. Texts from children's book, graphic novel and other authentic sources will be used for reading comprehension in class and for assignments.

**Writing:** You will be introduced to writing at the beginning of the course with the practice of script. As you begin acquiring mastery over the script they will be introduced to filling in a questionnaire with personal details (job, age, address, hobbies); writing a greeting card, a simple postcard (for example with holiday greetings); a note to tell somebody where they are or where they would like to meet; sentences and simple phrases about themselves, their hobbies, their hometown, likes and dislikes, description of their rooms etc. Towards the end of the course, you will also learn to write a recipe and a letter to a friend in Bangla. You will be required to write weekly journals from week 4 and submit them at the end of each week until the end of the course. Your journal entry should incorporate grammatical forms and vocabulary learnt in class to describe your everyday experiences.

**Note on script:**

It is expected that all elementary students will master the basic scripts within the first week of the program. The recommended online program for learning the Bangla script is: <http://depts.washington.edu/llc/olr/bengali/index.php>.

**Required Textbook & Materials:**

*Epar Bangla Opar Bangla: Bangla Across Borders* by Carol Salomon, Nandini Abedin, Klaus Brandl, University of Washington, 2011  
*Amar Bangla Boi: Prothom Sreni* by Shafiul Alam, Mahbubul Haq, Syed Azizul Haque, Noorjahan Begum, National Curriculum & Textbook Board, Dhaka, Bangladesh, 2013  
*Shonamonider Lekha Shekha: Prothom Vag* by Ataul Huq, Bichitra Publication, 2014

**Reference and Suggested texts and materials:**

*Bengali A Comprehensive Grammar* by Hanne-Ruth Thompson, Routledge, 2010.  
*Teach Yourself Bengali* by William Radice, London: Hodder Education, 2008  
*Essential Everyday Bengali* by Hanne-ruth Thompson, Dhaka: Bangla Academy, 2006  
*Dictionaries: Bangla – English and English – Bengali*, Dhaka: Bangla Academy.

**Technology and online resources used in the course:**

**Quizlet** is an online application for learning vocabulary. The instructor will invite the class via email to join on Quizlet. You can create your Quizlet profile either by signing up directly or by using your google account or facebook profile. After logging in you can study your assigned vocabulary set with pictures and sounds. Each vocabulary set can be studied using *flashcard*, *learn* and *speller* options. You can test yourself using *test*, *scatter* and *space race* options. The instructor will be able to monitor if you have practiced your assigned vocabulary set on quizlet.

**Recommended programs and fonts for Bangla typing**

A number of applications are available for Bangla typing. The most widely used program is "Avro Keyboard" for PC and Mac. The installation guideline and Avro keyboard is available in the following link: <http://www.omicronlab.com/avro-keyboard.html> Google transliteration can also be used for Bangla typing. The preferred fonts for typing are 'Bangla', 'Shonar Bangla' and 'Kalpurush'. The preferred font size is 18.

**Course Requirement**

**Attendance & Class Participation:** Regular attendance and class participation is mandatory for the course. Unless there is a medical emergency, you are required to attend all classes throughout the course. Since SASLI is an intensive program, note that missing one day of class is equivalent to missing one week of class in a regular academic semester. Each unexcused absence will result in deduction of half points from attendance and class participation in your final grade.

**Homework:** You will be assigned homework in each class, and are expected to submit it on time on the agreed date. Your work is factored into planning for future classes; therefore, timely completion of all assigned homework will allow instructor to more accurately gauge student progress and effectively utilize class time. You can expect the instructor to correct your homework and return them before your following quiz date and review in class with the whole group if deemed necessary.

**Assignment:** Each week you will be assigned to prepare a skit or role-play to present in

class the following week. You will also be assigned to do poster presentation on vocabulary covered in class.

**Journal:** You are required to write your journal starting from week 4 on July 5. You should hand in your journals each Monday morning starting from week 5 onwards (July 11, 18, 25, August 1). The purpose of writing journal is to enhance your writing capability and organizing thoughts in Bangla. You are not expected to write in your journals without errors. In fact, the errors in your journal will allow the instructor to understand the gaps in your learning and help design remedial activities in class. Journals will be graded based on timely submission and proper integration of topics learned during the academic week. Some pointers regarding journal:

- Use a new notebook.
- Write date & day of the week on top of each entry in Bangla.
- Keep double line spacing for error correction.
- Write only on one side of the page.

**Quiz:** Your weekly quiz will be scheduled on Tuesday morning from week 2, which will test on topics and skills covered in the previous week. On the 8-week program you will take 5 quizzes in total. The weekly quiz will have a speaking section where you will be assessed on your oral proficiency in a one to one session with the instructor.

**Midterm:** Your mid term is scheduled on week 5 of the program on July 12. The mid term will assess contents covered in the first half of the course from week 1 to 4. The midterm will test all skills including grammar and vocabulary.

**Final Project:** You will be required to present on a topic of interest on the final week of your program on August 2. You need to submit the topic and an abstract of your final project by July 14 and discuss with the instructor during office hours the following week.

**Final Exam:** The final exam is scheduled on Friday, August 5, the last day of the class. The format and content of the exam will test all skills, grammar and vocabulary points learnt in the second half of the program. An extended interview will be part of your final exam.

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

Attendance & Participation	10%
Homework, Assignments & Journal	20%
Weekly Quiz	20%
Midterm	20%
Final Project	10%
Final exam	20%

**Grade scale:**

A (Excellent)	90-100
AB (Intermediate Grade)	83-89
B (Good)	74-8Final 2
BC (Intermediate Grade)	67-73
C (Fair)	61-66
D (Poor)	55-60
F (Failure)	54 or less

### **Important Dates**

**Holiday:** July 4, 2016 (Monday) No Class

**Weekly Quiz:** (Tuesdays)

Quiz 1-June 21, Quiz 2- June 28, Quiz 3- July 5, Quiz 4- July 19, Quiz 5- July 26

**Mid term:** July 12 (Tuesday)

**Final Project Presentation:** August 2 (Tuesday)

**Final Exam:** August 5 (Friday)

### **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 cellphone during the class time.**
- 8. Do not text with your cell-phone or digital devices during the class time**

**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/>

## 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

Contact information for the McBurney Disability Resource Center:

702 W Johnson Street, Suite 2104

Madison, WI, 53715



**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 step-by-step grammar instruction (based on the textbook with necessary vocabulary) and classroom activities. 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 film 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 (2-4) 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. Please keep in mind that participation makes up 10% of the final grade.

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. Some potlucks, picnics and sports (like cricket, etc.) will also be organized so that students can get to know one another better and form study groups outside the class to practice speaking Bangla with each other. Starting the 5<sup>th</sup> week, a selection of short and simple children's stories will be read and acted out in the class as skits.

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

<https://www.students.wisc.edu/doso/academic-integrity/>

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.

Week 1	June 13-17, 2016
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Day 1 June 13 Monday	Discussion on syllabus, Introductions, Question word (ki) Greetings, Question word (kemon achhen) Classroom expression Scripts & Sounds: Vowel (অ আই, ঐ), Vowel signs (া, ি, ী), Consonant (ক, খ, গ, ঘ, ঙ, চ, ছ, জ, ঝ, ঞ)	Homework: -Practice script on writing practice book. -Practice greetings, introduction, classroom expression
Day 2 June 14 Tuesday	Personal Pronoun, Question Word (ke) Possessive pronoun, Question Word (kar) Use of -আছে Classroom objects vocabulary, Question (Eta ki? Eta kar?) Scripts & Sounds: Vowel (ঐ ঐ এ, ঐ), Vowel signs (ু, ুে, ৈ) Consonant (ট, ঠ, ড, ঢ, ণ, ত, থ, দ, ধ, ন, প, ফ, ব, ভ, ম)	Homework: -Practice script on writing practice book. -Worksheet on pronouns.
Day 3 June 15 Wednesday	Zero Verb Construction, Colors, Numbers (1-10), Size, Shape Scripts & Sounds: Vowel (ও, ঔ, ঋ) Vowel signs (ো, ৌ, ্) Consonant Sounds (য, র, ল, শ, ষ, স, হ, ড়, ঢ়, ঝ, ঞ, ং, ঃ, ঁ)	Homework: -Practice script on writing practice book. - Worksheet in colors, numbers, size and shape -Draw a picture of the classroom and mark the classroom objects in Bangla.
Day 4 June 16 Thursday	Demonstrative Pronoun, Article Household vocabulary, Numbers (10-20) Scripts & Sounds: Revision Dictation Consonant signs (ফলা)	Homework: - pronoun, article & number worksheet -Draw a picture of your apartment and label the objects in Bangla
Day 5 June 16 Friday	Days of the week, Months, Numbers (20-30) Conjuncts: Frequently used English words in Bangla Reading signboards, maps Review of the week	Homework: -Join & practice vocabulary on quizlet -Conjunct worksheet -Prepare a monthly/ weekly planner for your summer in Madison