

**Marathi**  
SASLI - 2016 Syllabus, UW-Madison

Monday, June 13, 2016 – Friday, August 5, 2016

**Course:** Elementary Marathi (LCALANG 359 & LCALANG 360)

**Instructor**

Purnima Thakur

Email: pthakur4@wisc.edu

**Office Location:** Medical Science Center B436, 1300 University Ave.

**Office Hours:** 1:30 pm - 2:30 pm (every Monday, Tuesday and Wednesday)

**Classroom location:** Social Work 110, 1350 University Ave.

**Classes meet:** 8:30 am - 1:00 pm, Monday to Friday (Break: 10:30 am – 11:00 am)

**Course Requirement:**

No prior knowledge of Marathi is required to be eligible for the elementary level.

**Goals of the course:**

The course aims to develop the students' Marathi speaking, listening, reading and writing skills. By the end of the program students will have learnt to undertake simple communicative tasks, like introducing oneself in a social setting, asking for directions, greeting and leave taking. They will also be able to understand clearly articulated commonplace conversations, and follow simple instructions related to everyday life. In addition, they will have learnt the Devanagari script (vowel, vowel signs, consonants and ligatures/ conjuncts), and will have the ability to read and comprehend short texts including but not limited to road signs, home addresses, print ads, and short and simple new stories. And finally, they will also be able to write short notes, and a paragraph or two about ordinary experiences.

**Required Textbooks:**

- Marathi in Context, 2<sup>nd</sup> rev. ed., (Chicago: ACM, 2003) online resource available at <http://ochre.lib.uchicago.edu/marathi/>

**Recommended Resources:**

Dictionaries

- English-Marathi Dictionary, Dhongade, R., (Mumbai, New York: Oxford University Press) available in the library.
- A basic Marathi-English Dictionary, Bernsten, Maxine, 1982-83 (New Delhi: American Institute of Indian of Indian Studies) online resource available at <http://dsal.uchicago.edu/dictionaries/berntsen/>  
Other online dictionaries available here: <http://dsal.uchicago.edu/dictionaries/>

Technology and online resources used in the course

Quizlet for vocabulary practice

Quizlet ([www.quizlet.com](http://www.quizlet.com)) is an online vocabulary learning tool. Students will be invited via email to join their particular class on Quizlet. Students would need to create a Quizlet profile either by signing up directly or by using their google account or facebook profile. After logging in students can study the desired vocabulary set with pictures and sound recordings. Each vocabulary set can be studied using *flashcard*, *learn* and *speller* options. Students can test their learned vocabulary on Quizlet using *test*, *scatter* and *space race* options. The instructor will monitor student progress on Quizlet.

Recommended program and fonts for Marathi typing

A reliable program for Marathi typing is the google input tool

<http://www.google.com/intl/en/inputtools/try/>. We will discuss more about this as we go.

**Additional resources:**

- Reading materials/ vocabulary sheets/ hand outs (provided by the instructor).
- Online audio and video clips for all listening classes.

**Course requirement**

**Attendance policy:** Regular attendance is mandatory. Unless there is a medical emergency, half point will be deducted for each absence. You are required to actively participate in class and contribute to learning environment of the classroom: this would include setting cell phones on silent, not talking over the phone while in the classroom, and helping the instructor deliver the lesson to fellow students.

**Homework:** The students will be assigned homework on a regular basis which they are expected to complete by the agreed date and hand it in (if required) by the set date. This instructor will review the handed in homework on a regular basis. Assignments that are not handed in will be reviewed in the class.

**Journal:** Students are required to write their journals starting from week 4. They should hand in their journals each Monday. The purpose of writing a journal is to enhance students' writing skills and ability to organize thoughts in Marathi. Journals are graded based on timely submission and proper integration of topic learned during the week. Some pointers regarding the journal:

- Use a separate new notebook
- Write date on top of each entry
- Use double line spacing to allow space for error correction
- Write only on one side of the page.

**Quiz:** There will be 6 weekly quizzes. Students will take the weekly quiz on Tuesday morning starting from Week 2, where they will be tested on topics covered in the previous week. Each weekly quiz will have an oral component where the interaction skills of students will be assessed in a one to one session with the instructor.

**Project:** Each student will submit a project by the end of week 7 and present on the last day of week 8. Students are required to submit their project proposal by the end of week 4.

**Final Exam:** The final exam will have the following components – grammar, vocabulary, listening, reading, writing and oral test.

**Structure/Schedule:**

**Week 1:** Book 1, Unit 1 “Introductions”;  
Unit 2 “Identifying Persons and Places”  
Writing and phonetic system.

**Week 2:** Book 1, Unit 3 “Naming Things, Placing Things, Commands”  
Unit 4 “Requests, Simple Transactions”  
*Quiz 1 on Tuesday*

**Week 3:** Book 1, Unit 5 “Getting Better Acquainted”  
Unit 6 “Calendar, Time, Invitations”  
*Quiz 2 on Tuesday*

**Week 4:** Book 1, Unit 7 “Asking Your Way Around”  
Book 2, Unit 1 “Planning”  
*Quiz 3 on Tuesday*

**Week 5:** Book 2, Unit 2 “What Hurts, What Comforts”  
Unit 3 “Going Shopping”  
*Midterm on Tuesday*

**Week 6:** Book 2, Unit 5 “Telling What You Did”  
Book 3, Unit 2 “Traveling”  
*Quiz 4 on Tuesday*

**Week 7:** Book 3, Unit 3 “Feeling and Liking”  
Unit 4 “Stories”  
*Quiz 5 on Tuesday*

**Week 8:** Book 3, Unit 5 “Social Aspects”  
Review  
*Final Project on Tuesday*  
*Final on Friday*

### **Grading/Assessment:**

Class participation/ Attendance	10%
Homework/ Assignments and Journal	20%
Weekly Quizzes	20%
Midterm exam	20%
Project	10%
Final Exam	20%

### **Grading Scale:**

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

### **Important Dates**

Holiday: Monday, Jul. 4 – No Class

Weekly Quiz schedule: Tuesdays

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

Tuesday, Jul. 12 – Midterm

Wednesday, Aug. 3 – Final Project

Friday, Aug. 5 – Final exam

### **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 cellphone 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

phone: 608-263-2741

text: 608-225-7956

fax: 608-265-2998

**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 Marathi 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.