

University of Wisconsin - Madison
South Asian Summer Language Institute (SASLI) 2015
Elementary Sinhala
Instructor: Sandamali Karunarathna
lokeshsk28@gmail.com

Class Location:	Van Hise 486
Classes meet:	Monday through Friday 8.30 am- 1.00 pm
Office Location:	Van Hise 1244
Office Hours:	Mon & Thu 1-2
Homework:	Expectation of 3-4 hours of homework/ study at home

1) CLASS ETIQUETTE:

- i. Be on time (classes starts at 8:30am). Session I: 8.30- 10.30am. Break- 10.30 to 11 and Session II from 11-1pm.
- ii. If for some reason you are late to class, please do not be disruptive to the other students. You may write down any questions you may have about the missed material and ask the instructor later.
- iii. Greeting one another and the instructor upon arrival in the morning contributes to a positive learning environment and is highly encouraged.
- iv. 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.
- v. Sorry: But NO pets allowed in the classroom.
- vi. Answering the phone calls and texting in the class are highly discouraged. Mute your cell phone or digital phone during the class time.
- vii. Do not record the class with video /audio devices.
- viii. Be respectful of other students and avoid distracting them and hindering their opportunity to learn.

2) EXPECTATIONS:

- i. Attending to classes everyday and active participation during the 4 hours of the class is very important.
- ii. Check emails every day/ every afternoon.
- iii. Turn in your homework on time.
- iv. Bring all the relevant materials to class everyday: textbooks, notebook previous handouts etc.
- v. Keep the handouts in a separate folder and bring them to class every day. You may reuse them in class activities.

3) COURSE DESCRIPTION

Elementary Sinhala has two-semester program sequence. The course emphasizes the individual learning styles and preferences. All the aspects of language: speaking, reading,

writing and listening would be given equal consideration. Using essentially a communicative-interactive teaching methodology, supplemented with appropriate grammatical details, the students are, systematically and incrementally introduced to materials that enable them to acquire cultural and linguistic literacy about Sri Lanka. At the end of the program, students are expected to have complete mastery over the Sinhala script, so they can read and write Sinhala efficiently. They are expected to be able to carry on basic conversation in Sinhala with native speakers, displaying a fair command of the contextually appropriate linguistic articulations of different speech acts in Sinhala.

4) REQUIRED TEXTBOOK:

- i. **Student Edition:** Beginning Colloquial Sinhala: An Introductory Sinhala Curriculum
 - a. by: Theresa McGarry and Liyanage Amarakeerthi.
 - b. <http://www.einaudi.cornell.edu/southasia/publications/sinhala>
- ii. **Sinhala Script Workbook:** Reading and Writing practice with the Sinhala
 - a. Alphabet
 - b. by: Bandara Herath
 - c. <http://www.einaudi.cornell.edu/SouthAsia/publications/sinhala>
- iii. **Student Reader:** Beginning Reading in Colloquial Sinhala
 - a. by: Bandara Herath
<http://www.einaudi.cornell.edu/southasia/publications/sinhala>
- iv. **English - Sinhala Dictionary**
 - a. by Bandara Herath
- v. Additional reading materials will be provided and Handouts will be provided by the instructor.

5) HOME WORK assignments:

Homework will be assigned regularly and the due date will vary.

- i. **Home work Evaluation:** Depending on the length of the home-assignment. These assignments will help you to become thorough with the material taught in the class and experiment with the language by yourself.

6) QUIZZES / EXAMINATIONS:

There will be two types of quizzes:

1. Weekly: Weekly quizzes are part of the final grading. (First day of the week)
2. Short quizzes: The purpose of these short quizzes is to get a regular feedback on

your daily achievement of language skills.
The duration would be 5-10 minutes. The objective of this is to evaluate the acquisition of language in different skill areas.

Exam Format:

Oral: Conversation / oral presentation / achievement of oral skills during the semester.

Written: Covers all the grammar points and includes short paragraph writing.

Final examination will be held in the finals week of the program.

Final examination will be cumulative that is it will cover the syllabus from day one till the instruction ends. It will have an oral and written part.

7) GRADING SYSTEM:

i. Your final grade will be calculated as follows:

Quizzes (Written, oral)	20%
Class participation	10%
Home work	20%
Midterm Exam	20%
<u>Final Exam</u>	<u>30%</u>
Total	100%

ii. 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

8) ATTENDANCE:

Because this is an intensive course, attendance is crucial. Missing one day of class is equivalent to missing an entire week during the academic year. If any student misses two or more classes during the course without a genuine or unavoidable reason, then he/she will lose 2 points for each of the missed classes. Five bonus points will be added to the points obtained in the final exam for the perfect attendance. Please schedule your departures so as not to conflict with the final exam dates. If you have a legitimate reason which requires an earlier departure before the scheduled exam dates, you must first make your request with the SASLI Director.

9) COURSE CALENDAR:

The calendar is tentative, but follows the main textbook and it may be changed according to the needs of the class and students.

1st week	June 15 - 19	Unit 1 Lesson 1 - 5	Quiz 1
2nd week	June 22 - 26	Unit 2 Lesson 6 - 10	Quiz 2
3rd week	June 29 - July 3	Unit 3 Lesson 11 -15	Quiz 3
4th week	July 6 - 10	Unit 4 Lesson 16 - 20	Quiz 4
5th week	July 13 - 17	Unit 5 Lesson 21 - 25	Mid-term test
6th week	July 20 - 24	Unit 6 Lesson 26 - 30	Quiz 5
7th week	July 27 - 31	Unit 7 Lesson 31 - 35	Practice test
8th week	Aug 3 - 7	Unit 8 Lesson 36 - 40	Final test & Presentation

10) 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 indifferent 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.

11) 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.

12) 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.

13) 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/>

14) 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 mcburney@studentlife.wisc.edu