

Welcome to Tamil Learning in SASLI 2016

TAMIL: Elementary Levels (Introductory Levels)
SASLI- 2016 Syllabus, UW-Madison

Course title and level: Introductory Tamil (Elementary Tamil)
 Course number: LCALANG365Lec1, 301 & LCALANG366Lec1&Lec 301
 Instructor name: Sankaran Radhakrishnan
 E-mail address: radha@austin.utexas.edu
 Teaching Assistants: - -
 Office Location: Medical Sciences Building Room #B432
 Office Hours:
 PM Office phone number:
 Cell phone number:
 Classroom location: Ag Eng 101 (Ag Eng: Agricultural Engineering Building)
 Classes meet: 8.30 AM – 1.00 PM
 Language Tables / Coffee Hour: 10.30-1.00 AM

Course Description:

The class meets four hours a day, five days a, eight weeks for the entire course. In the beginning, Tamil alphabets will be introduced using Tamil Script Book and introduction to Tamil language, land, traditions, socio-cultural importance, traditions of grammar, religions, literatures etc., are for two hours. While learning Tamil alphabets, the learners also will learn to speak in Tamil and they are introduced to Tamil language sentence patterns. After 6-7 hours of classes, learners are thorough with Tamil alphabets and know considerable number of Tamil words and can acquire writing and reading skills. They are able to write and read Tamil. Completion of exercises in the Tamil Script Book is compulsory and mandatory as and when the script lessons (Frames) are completed in the class. Daily, there will a dictation in the beginning of the class (5-10 words, may be increased as we move forward) in the classroom for students. Learning Tamil continues in Tamil for the rest of the semester. Drill practice, reading, speaking etc. will be done in the following classes after introduction of a theme (through a lesson). Usually, one hour will be devoted to introduction of structure, one hour for reading and conversation;, one hour listening and drills of various kinds and revision.

The course aims at developing proficiency in the four basic skills of language learning: namely, writing, reading, listening and speaking. The book on the script aims at imparting proficiency in the writing and reading skills of Tamil and vocabulary development. An Intensive Tamil Course (Basic Tamil-I) aimed at imparting proficiency in listening and speaking and Tamil culture extensively. Classroom discussions on the aspects of language and culture make the learning more interesting and fun. The materials cover the basic structures of Tamil used for certain identified topics of common interest. Lessons are presented in Tamil with English translation and all lessons are in dialogues format. Audio, video support materials like the lessons on audiocassettes, movie clips/movies, pictures will be used in the class.

Course Objectives: Objectives:

At the end of the course students should be able to:

I Perceive and reproduce the sounds and their meaningful sequences, that is:

- Identify the sounds in their meaningful sequence,
- Discriminate the sounds in meaningful sequence,
- Reproduce the sounds in meaningful sequence.

II Form sentences orally from given patterns and lexical items.

Speak with the professor and fellow students on specified topics under controlled situations.

Required Materials/Course Packets:

1. Tamil Script Book
2. An Intensive Tamil Course
3. Dictionary (English-Tamil Pedagogic Dictionary)

In the “Tamil Script Book”, Introduction to Tamil language, cultures, land, literatures, religion, etc., 25 Feed Back questions for you to answer, Tamil alphabets in 18 Frames, List of vocabulary and more are found.

“Introductory Tamil” consists of 31 lessons. Basic vocabularies used in day-to-day situations are used in each conversational lesson. Each lesson will have lesson, list of vocabulary, drills, exercises, and grammatical notes.

Besides these core materials, you will have audio materials for listening and for drills

Movie tiles will for Read Faster practice (multimedia materials)

Pictures/visuals for Pictorial Learning

Audio-video materials and

There will be more additional Xeroxed materials for class-work, reading, listening- comprehension, dictation, and pictorial learning in the class to support and enhance your learning.

You will learn Tamil alphabets in the beginning to gain writing and reading skills. While learning alphabets, simultaneously you will learn how to speak though lessons that are in conversational pattern. In order to achieve the goals mentioned above, the communicative approach will be emphasized throughout the 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, besides core materials, supplementary/remedial materials such as multimedia materials, video/movie clips, pictures (pictorial learning) will be used in the class as and when needed. You will have more activities inside the classroom and homework based on these materials. As our learning advances, the class will also have variety of movie songs/poems to watch/ listen, learn and sing.

In the second session, the daily discussion session will be a follow-up of the first two hours with a stronger emphasis on developing communicative skills. 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 group(s) and engage in different types of classroom activities for vocabulary development. The topic may be assigned by professor or students may come up with topic(s) for conversational practices. The pedagogic dictionary that you have will be in immense help to develop vocabularies and the structure of Tamil verbs and parts of speeches.

You will receive and know your progress from the professor through your work you do for the class. This will help you progress well and acquire language skills well. You are strongly recommended to use your professor whenever you need to get help to improve your learning during office hours or for extra hours by appointment.

Few potlucks, picnics, Tamil community meetings and sports (like cricket, etc.) may be organized so that students can get to know one another better and form study groups outside the class to practice speaking. Starting the 5th week, a selection of short and simple children's stories will be read and acted out in the class as skits.

Reference and Suggested texts and materials:

English-Tamil Pedagogic dictionary (Course material), one or two pages short stories/collection of similar stories from you can check-out from the library (Memorial Library on campus)

Technology and online resources:

Professor will suggest you suitable online resources to watch and do activities

Attendance:

Students are expected to attend every class. Class attendance is mandatory for all classes from the very first day of the class.

Grading:

Weights assigned to each activity:

Attendance: 80 classes (0.250% for each class)	20%
Homework:	
Class Participation:	20%
Tests (6) 5% each (dates will be announced later)..	30%
Exams (2) each 15%	30%
Total.....	100%

The above distribution of points is followed for First half and second half semesters.

(Exams: one in the middle of first half ; another is at the end of first half. Similar ones are for the second half of the semester). Exact date & time will be announced later.

Grade scale (you may change this)

A	90 and above \
B	80-89
C	70-79
D	60-69
F	59 and below

Let us note and consider these:

Turn your homework everyday on my table in the class without fail. The evaluated homework will be turned either on the same day or next day in the class. We like to bring an active classroom for effective learning environment and for sound learning; participate without hesitation. Let us all focus our attention in learning so that we are not distracted. Please put off devices (cell phone or any electronic devices) during the class hours.

If anyone needs: 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:

text:

fax:

GOOD LUCK!