

ELEMENTARY TAMIL 2014 SYLLABUS

SASLI 2014, UW-Madison

Monday June 16, 2014 – Friday August 08, 2014

Course: Elementary Tamil
Instructor: J. Arun Raja Selvan
Instructor Office Hours: Tue and Thurs : 2PM- 3 PM by appointment

Instructor Contact Information: Email: arunrajaselvan@hotmail.com

Objective/Goals:

At the end of the first semester, students would have mastered the Tamil syllabic writing system and would have learned the skills needed to exchange greetings, talk about their identity, name a number of familiar objects and be able to carry out day to day conversations in Tamil. They should be able to speak in past, present and future tenses and be proficient in using impersonal, finite and non-finite verb forms. Moreover, a good control of Tamil case markers and post positions will also be evident.

At the end of the second semester, they will display a good proficiency in their speaking and writing abilities. They will be able to handle a variety of communicative tasks such as describing daily activities, interests, personal and social needs such as food, travel and lodging with ease and confidence. In addition, they will also be capable of asking a variety of questions to obtain information to satisfy basic needs. They will be able to speak and write comfortably by linking sentences into a connected discourse of paragraph length. Their linguistic quality and quantity will be similar to the attributes described for Intermediate High Level speakers by ACTFL (American Council for Teaching of Foreign Languages).

Class Schedule:

M-F 4 hours/day with an expectation of 3-4 hours of study/home work eachday. A rough class schedule is given below. However the first few weeks will be primarily devoted to learning Tamil script, syllabic writing system and sounds. As the class progresses, changes to the structure and schedule will be gradually implemented.

	1	2	3	4
Monday	<i>Lesson</i>	<i>Textual Grammar</i>	<i>Oral Presentation</i>	<i>Casual conversation</i>
Tuesday	<i>Lesson</i>	<i>Textual Grammar</i>	<i>Vocabulary</i>	<i>Language Lab</i>
Wednesday	<i>Conversation</i>	<i>Lesson</i>	<i>Textual Grammar</i>	<i>Film Viewing/ review</i>
Thursday	<i>Lesson</i>	<i>Textual Grammar</i>	<i>Task Based Language presentation</i>	<i>Language Lab</i>
Friday	<i>Quiz / Test</i>	<i>Lesson</i>	<i>Grammar</i>	<i>Review & pronunciation practice</i>

Content:

Lesson: Students should read the materials before coming to class. Materials will be given at the beginning of the session. Students should note down their questions, new vocabulary and structures for class discussion.

Textual Grammar: Exercises will be given which will cover the new grammatical structures and syntax learned in the prepared reading class. Students are expected to finish the exercises in the class and generate more sentences based on the new structures. They are strongly encouraged to use the new structures with their classmates.

The teacher will also introduce new grammar and review old grammar in the class. Items such as Tamil very conjugations, case markers, post positions, pronouns, tense and PNG suffixes, conditionals, reported speech, progressive and perfect tenses will be reviewed/taught and home work sheets will be given regularly.

Conversation: A topic for each class will be assigned before and students are asked to gather vocabulary relating to the assigned topic. They are also expected to make sentences and frame questions (in Tamil) relating to the topic, before coming to class. In the class, the students will ask questions and involve in conversation in Tamil.

Oral Presentation: This is an important class to develop the students' spoken ability and to build up confidence in their speaking skills. Students will choose a topic and prepare for an oral presentation on that topic. They are encouraged to be creative when they prepare their presentations. They will have to give their presentation in the class which might be recorded for review later, if necessary.

Film Viewing: Students will watch a chosen Tamil film during or after the class hours. A certain part of the film will be reviewed in the class and a few phrases, constructions and utterances will be highlighted for memorization. They are encouraged to watch certain part of the film again to see the 'language in action' and create a context where they will be able to use them again for practice. Tamil cultural elements that appear in the film will be explained. It is proposed to screen Tamil films at one of the theatres in the Van Hise Hall or at #110 Social Work building each week on Wednesdays, if possible.

Pronunciation Practice /Tutorial: Reading materials will be given to be practiced in the class to improve Tamil pronunciation. This class will also be utilized to tutor the students individually, clarify the doubts and to give issue-specific drills to improve their language. Students are strongly encouraged to come up with questions and should feel free to get their doubts cleared.

Language Lab: Jim and Raja conversation exercises will be practiced in the lab. Students have to bring Jim and Raja book and CD and repeatedly listen to the conversational exchanges and practice repeating them in the lab sincerely. This class is primarily incorporated to practicing and internalizing utterances in spoken Tamil, in addition to learning intonation, stress and accent patterns in the spoken language.

Vocabulary: Vocabulary list on a certain topic will be given to the students before the vocabulary class. Students should learn the vocabulary and are required to make sentences of their own and frame questions using the words given in the list. Students will then be asked to gather synonyms and antonyms for each word given in the list.

Quiz / Test: There will be quizzes every week and there will be at least two tests – one at the end of the first session (11 July 2014) and one at the end of the second session (08 Aug 2013). There may be two smaller tests before the final tests each session. The quizzes will cover the items learned in that

particular week and may also involve speaking and listening as well. The tests will have four components (Listening, Speaking, Reading and Writing) and will cover the items finished in that particular session.

Class Materials:

Required Text Books:

- 1. A Basic Tamil Reader and Grammar Volume I: Readings(with CDs)**
K.Paramasivam and James Lindholm
Tamil Language Study Association
Evanston, Illinois. (available with tapes)
- 2. A Basic Tamil Reader and Grammar Volume II: Annotations**
K.Paramasivam and James Lindholm
Tamil Language Study Association
Evanston, Illinois
- 3. The Jim and Raja Conversations (with CDs)**
E. Annamalai
Tamil Language Study Association, Evanston, Illinois

Dictionary:

- 1. English-Tamil Dictionary**
A. Chidambaranatha Chettiyar
University of Madras, Madras
- 2. Kriyavin Tarkala Tamil Akarati (Tamil-Tamil-English)**
Cre-A, Chennai.
- 3. Tamil-English Dictionary**
Johann Philip Fabricius
Asian Educational Services, Madras

Other:

- 1. A Grammar of Modern Tamil**
Thomas Lehmann
Pondicherry Institute of Linguistics and Culture, Pondicherry.
- 2. Web Assisted Learning and Teaching of Tamil**
University of Pennsylvania, PA
<http://ccat.sas.upenn.edu/plc/tamilweb/>
- 3. Center for Advanced Research on Language Acquisition(CARLA)**
University of Minnesota
<http://www.carla.umn.edu/LCTL/materials/tamil/intermediateTamil.html>

Recommended Text Books:

- 1. Colloquial Tamil**
R.E. Asher and E. Annamalai
Routledge, Oxon
- 2. Conversational Tamil**
K.Karunakaran
Centre for South and Southeast Asian Studies
University of Michigan

Materials to be provided: Hand outs

Audio: Jim and Raja Conversations and audio files for situational conversation class

Grading:

Grading	Percentage
Quizzes	15
Spoken / Oral Proficiency	15
Class Participation	10
Home Work	10
Mid-term Test	20
Final Test	30
TOTAL	100

Grading Scale:

The following grading scale will be used to determine the final course grade each session/semester

A	90-100		BC	67-73		F	54 or Less
AB	83-89		C	61-66			
B	74-82		D	55-60			

Attendance Policy:

Daily attendance and active participation in class are necessary and expected. Learner's active participation and creativity is very crucial for language development and will be accessed on a daily basis. The following criteria will be used to determine the grade. One mark will be taken off for absences.

10 Always well-prepared; is attentive and volunteers often; tries to use Tamil with classmates and instructor; makes most out of each activity; shows resourcefulness and imagination in using the language; responds to and engages classmates in a respectful manner; remains open-minded towards target culture; very highly motivated and never tired of using language; smiling and flexible

08 Usually well-prepared; is attentive and volunteers occasionally; tries to use Tamil with classmates and makes some effort to engage fellow students; completes exercise with some imagination and resourcefulness; shows some development of cultural sensitivity; motivated and not often tired of using language

06 Adequately prepared and attentive and often waits to be called upon; needs to be reminded to use Tamil outside and with classmates; responds and completes exercises with minimal imagination; does not engage in language use beyond the minimum requirements for an assignment

04 Not adequately prepared and completes assignments just for the sake of doing it; often needs to be reminded to use language outside; completes exercise with no imagination; shows low energy and laziness in using language

02 Usually unprepared; makes little effort to participate or complete exercises; rarely tries to use Tamil outside of class and with classmates; sluggish and shows no interest; complaints a lot

00 Makes no contribution to class whatsoever; is not on task; looks 'blind' in class; yawns, talks, appears irritated and hostile

Requirements/Homework:

Assignment and Home work:

Assignment and homework are crucial components for learners overall language development. Assignments can require them to prepare for some oral presentation, translation exercise and a conversational piece to practice language. Drill to review grammar, pronunciation, vocabulary, structures will also become an integral part of homework. Students should submit the home work sincerely on the due dates. One mark a day will be deducted for late submissions and any assignment late by more than two days will not be graded.

Oral Presentation and Language Use:

This is a very vital component for developing functional aspect in language use. The students are expected to put sincere and original effort to develop presentations and should aim for native speaker-like pronunciation, intonation and stress. The presentations should be creative, natural, unhampered, smooth and substantial. Grading will be done largely based on the scheme mentioned in the previous section. Missed presentations can't be made up.

Learning a Foreign Language:

Please keep in mind that language learning is a long-term process and necessarily involves making mistakes from time to time. Do not expect it to pop up suddenly in your mind, instead. Initially, you need to put more effort to familiarize yourself with the new (and often alien) structures, formations, vocabulary and sounds and will have to work hard to retain them in your mind. Since you are going to learn a language that is not related to your mother tongue, the differences will be more and so are difficulties. Your instructor is there to help you along the way, but ultimately the effort must come from you to make the experience worthwhile and fun.

Please note that errors are part of the learning process and are to be viewed as natural outcomes of positive encounters with the material learned and acquired in class. Please also be aware that there may be some 'low days' during the learning period in which you will find the learning becoming difficult and stressful. On the other hand you will also see some 'high' days when you will be amazed to see your ability to produce unbelievable amount of target language with little effort and stress. This swing is very common. Talk to your instructor if you have any concern about your learning.

The structure of the class and the style and method of teaching may not be similar to some of the language classes you might have had before in your life. Please know that your instructor has been teaching this language for many years and has been successful in producing outstanding students in his carrier. It will be difficult for the instructor to change to new style all of a sudden, even if you want him to change his style and method. His approach may be different but the outcome will be substantial.

Academic Integrity:

Greeting one another and the instructor upon arrival in the class contributes to a positive learning environment and is encouraged. Using mobile phones and computers is discouraged.

If for some reason you are late to class, please don't be disruptive to other students. Likewise leaving the classroom in the middle of class for restroom use or for other reason without the permission of the instructor is not acceptable.

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. 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. Early departure petitions require the Director's approval before they can be granted.

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 behaviours 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 referred to the Academic Director.

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

Students with documented disabilities are encouraged to inform me of their conditions at the beginning of the program (first three days), so that the necessary arrangements for attendance, assignments, tests, etc., can be made in advance in consultation with SASLI administration.

McBurney Disability Resource Center: 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 <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

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, remodelling 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

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.