



South Asian Summer Language Institute (SASLI) 2018

## Elementary Sinhala සිංහල Syllabus

**Classroom:** Van Hise Hall 479

**Class time:** Monday through Friday, 4 hours each day, from 8:30 AM – 1:00 PM  
(with a break from 10:30-11:00 AM)

**Office:** B576 MSC (Medical Sciences Center)

**Instructor:** Bandara Herath

**Phone:** (Weekdays, until 7:00pm)

[herathkandy@hotmail.com](mailto:herathkandy@hotmail.com) / [mph82@cornell.edu](mailto:mph82@cornell.edu)

**Office Hours:** Monday -Thursday from 2:00 pm to 3:00 pm and by appointments

### **Class Schedule:**

Instruction begins Monday, June 18, 2018 – Friday, August 10, 2018 Monday to Friday for 4hrs a day.

### **Class Etiquette:**

1. 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.
2. Greeting one another and the instructor upon arrival in the morning contributes to a positive learning environment and is highly encouraged.

### **Course Overview:**

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

***Class Materials:***

Required Text Book:

1. Beginning Colloquial Sinhala: An Introductory Sinhala Curriculum by Theresa McGarry and Liyanage Amarakeerthi.  
<http://www.einaudi.cornell.edu/southasia/publications/sinhala>
2. Sinhala Script Workbook: Reading and Writing with the Sinhala Alphabet by Bandara Herath  
<http://www.einaudi.cornell.edu/SouthAsia/publications/sinhala>
3. English Sinhala Dictionary by Bandara Herath
4. Beginning Colloquial Sinhala reader: Bandara Herath  
<http://www.einaudi.cornell.edu/southasia/publications/sinhala>
5. Additional reading materials will be provided, Handouts, Audio and video/ Sinhala movies / Tele dramas will be available online / provide by the instructor.

***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.

***One on One Interview:***

Students must sign for one on one interview with the instructor once in a week. Interviews focus on the special needs of the students and for the revision of the previous lessons. Students can use this opportunity to work more on writing skills and speaking skills.

***Homework assignments:***

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

***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.

Quizzes (Written, oral)	20%
Class participation	10%
Home work	20%
1 <sup>st</sup> semester Exam	20%
Final Exam	30%
Total	100

***Grade scale:***

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

***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 18 - 22	Unit 1 Lesson 1- 5	Quiz 1
2nd week June 25 - 29	Unit 2 Lesson 6- 10	Quiz 2
3rd week July 02 - 06	Unit 3 Lesson 11 -15	Quiz 3

4th week July 09 - 13	Unit 4 Lesson 16 - 20	Quiz 4
5th week July 16 -20	Unit 5 Lesson 21 - 25	1 <sup>st</sup> Semester test
6th week July 23 -27	Unit 6 Lesson 26 - 30	Quiz 5
7th week July 30-Aug 03	Unit 7 Lesson 31 - 35	Practice test
8th week Aug 6 - 10	Unit 8 Lesson 36 - 40	Final test and Presentation

July 4th Independence Day. The Independence Day falls on Wednesday and there will be no class on that day.

### ***Student Attendance:***

It is the policy of SASLI that students are expected to attend class every day during the summer due to the intensive structure. Students with extenuating circumstances must discuss the situation with the instructor and SASLI administration. Absences, other than illness, will be worked out on a case-by-case basis. Vacation is not a valid excuse for a student to have an extended absence. If a student misses class, it is his/her responsibility to make up the work and to keep up with the other students in the class. SASLI has a written absence, tardiness, and religious observance policy as below. These policies must be in your syllabus.

### ***Tardiness and Absence Policies:***

Classes start promptly at 8:30am and go until 1:00pm (with one half hour break). The tardiness and absence policy of the instructor may be stricter than the policy listed below and will supersede the SASLI policies.

Please refer to the syllabus of your class for any adjustments to the policies.

***Absence:*** An unexcused absence is any absence without prior approval from the instructor. Unanticipated medical/other emergencies may require additional documentation and approval from the administrative office to be considered "excused."

1st unexcused absence = warning

2nd unexcused absence = 2nd warning + grade deduction

3rd unexcused absence = 3rd warning + sent to the SASLI administrative office

Total excused and unexcused absences may not exceed more than 5 days over the duration of the entire summer language program. SASLI's classroom contact hour policy meets UW-Madison's requirements for course credit fulfillment; therefore, exceeding a total of 5 excused and unexcused absences will result in automatic course failure. Any exception to SASLI's absence policy above requires prior approval in writing from the SASLI administrative office.

***Tardiness:***

1st time = warning

2nd time = 2nd warning

3rd time = grade deduction

4th time = sent to administrative office/possible additional grade deduction

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

***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>

***Academic misconduct is an act in which a student:***

1. Seeks to claim credit for the work or efforts of another without authorization or citation;
2. Uses unauthorized materials or fabricated data in any academic exercise;
3. Forges or falsifies academic documents or records;
4. Intentionally impedes or damages the academic work of others;
5. Engages in conduct aimed at making false representation of a student's academic performance;
6. Assists other students in any of these acts.

***Cell phones and laptops:***

Students should turn off their laptops and cell phone ringers during class.

***Consistent independent work:***

Students should expect to spend at least 3-4 hour studying and preparing outside of class every day. (with an expectation of homework / study at home).

## **Rules, rights & responsibilities**

### **ACADEMIC INTEGRITY**

*By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).*

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

**McBurney Disability Resource Center syllabus statement:** *“The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.”* <http://mcburney.wisc.edu/facstaff/other/faculty/syllabus.php>

### **DIVERSITY & INCLUSION**

**Institutional statement on diversity:** *“Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.*

*The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.”* <https://diversity.wisc.edu/>

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