

தமிழ் பாடவே  
**Elementary Tamil: First and Second Semesters**  
**SASLI 2018 University of Wisconsin, Madison**  
**June 18—August 10**  
**M-F 8:30—1 PM**  
**Van Hise 387**

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LCALANG365 First Semester Tamil  
LCALANG366 Second Semester Tamil  
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Van Hise 946  
4 credits  
4 credits

### **Course Description**

Tamil, a Dravidian language spoken in India, differs from other Dravidian languages in having several informal speaking styles in addition to written styles that differ considerably in pronunciation and syntax. Literate Tamil speakers control at least one or more spoken varieties in addition to the reading/writing form, which is acquired as early as first grade by schoolchildren.

### **Objective/Goals**

This course is designed for students to gain proficiency in speaking and listening to the unmarked spoken variety of Tamil, as well as in the standard reading/writing variety. After completing their study, students should be able to continue improving their proficiency on their own as they would have acquired the necessary foundation during these eight weeks.

### **Learning Outcomes**

By the end of the first four weeks, students will be able to:

- Read and write using the Tamil orthography.
- Understand native speakers when they speak clearly on familiar topics.
- Communicate effectively with native speakers in a variety of informal speaking situations.
- Interact in culturally appropriate ways with native speakers.
- Differentiate between reading and speaking pronunciation and intonation.
- Differentiate between colloquial and formal registers.
- Understand a wide range of simple written materials.
- Write paragraph length passages.
- Recognize cultural values, practice, and heritage.

By the end of the second four weeks, students will be able to:

- Read and understand articles and editorials in newspapers and newsmagazines.
- Demonstrate understanding of formal as well as spoken Tamil in a variety of listening situations.
- Communicate with confidence on a variety of formal and informal topics.

- Use coping strategies effectively to communicate in formal and informal situations.
- Write connected discourse which demonstrates control of the grammar and vocabulary.
- Demonstrate familiarity with various aspects of the culture, literature, cinema, and current politics.
- Conduct fieldwork in Tamilnadu.

### Class Schedule

Class meets four hours a day, five days a week. This is an intensive course; students are expected to devote a minimum of four hours a day outside of class in order to gain basic proficiency levels. The first two days of class will be devoted to mastering the Tamil script. Please be prepared to spend extra time outside of class on these days as well as the rest of the week to practice your writing. A tentative schedule is included below:

	Hour 1	Hour 2	Hour 3	Hour 4
Mon	New lesson: discuss syntax, vocabulary, and grammar. Reading aloud; exercises and drills.	New topic introduced. Exercises and drills using new topics Pronunciation practice	Conversation practice Writing practice Homework assignments	Listening comprehension from CD Dictation
Tues	Review lessons, topics, assignments from previous class New lesson: discuss vocabulary and cultural background Read passage aloud; students repeat together and individually.	New topic Pronunciation practice	Using vocabulary; forming new structures. Conversation practice: narration Writing	Listening Comprehension from CD Grammar topic Dictation Homework
Wed	Review topics from previous class New lesson (see above)	New topic Pronunciation practice	New structures Conversation Writing Grammar topic	Listening comprehension Dictation Quiz (20 minutes) Homework
Thurs	Review New lesson (see above)	New topic. Pronunciation	Grammar topic Conversation Review grammar	Listening comprehension Dictation Homework
Fri	Review lessons, topics, assignments from previous class New lesson (see above)	New topic Pronunciation: review Quiz: (30 minutes)	Review differences between spoken and written Tamil Grammar	Listening comprehension Dictation Homework

## **Instruction**

Reading Students are expected to review the assigned passage(s) before class and look up new vocabulary in their dictionaries. They are also expected to review the explanations of the relevant grammatical structures in their textbooks. Instruction, in addition to going over the syntax and grammatical structures, will include reading the passage aloud, so that students can familiarize themselves with the reading pronunciation, which is quite different from that of conversation.

Drills and exercises All topics will be reinforced through exercises, drills, and in-class as well as homework assignments. Students are expected to memorize vocabulary and certain grammatical structures.

Conversation Students are expected to practice conversing in every class. During the first couple weeks, students will be provided with templates to facilitate conversation.

Listening/pronunciation Students are expected to listen to the assigned listening exercises before class. Word and sentence level pronunciation will be practiced through drills and exercises during class. In addition, students are expected to review the listening exercises and assignments outside class.

Speaking/Listening In addition to conversing in class, students are expected to make short presentations during class. Following the presentation, they will respond to their classmates' questions and comments. This activity is designed to hone listening as well as speaking skills as students will take notes during their classmates' presentations and ask follow-up questions.

Grammar and syntax Students will be given supplementary materials and handouts to help master the complex syntactic structures of the language.

Language Lab Students will be using the language lab on a regular basis to practice their listening skills. Although we will be listening to the Jim and Raja conversations in class, students are expected to listen and repeat these conversations outside of class so that they are able to internalize the pronunciation and intonation of spoken Tamil. Students will be exposed to a variety of additional spoken situations through audio and video clips.

Dictionary Students are expected to look up meanings of words in one or more of the online dictionaries. During the second four weeks, students will be expected to consult a Tamil-Tamil dictionary.

Assessment The midterm and final exams include a speaking component. Students will be scheduling individual appointments on the afternoon before the exam. Quizzes and homework assignments also count toward the final grade.

## **Required Textbooks and supplies**

### Textbooks

1. Paramasivam, K. and James Lindholm  
*A Basic Tamil Reader and Grammar Volume I: Readings* (with CDs)  
*A Basic Tamil Reader and Grammar Volume II: Annotations*  
*A Basic Tamil Reader and Grammar Supplement: Translations*  
 Tamil Language Study Association, Evanston, IL
2. Annamalai, E. "*The Jim and Raja Conversations*" (with CDs) Tamil Language Study Association, Evanston, IL
3. Renganathan, Vasu *Tamil Language in Context: A Comprehensive Approach to Learning Tamil* [www.thetamilanguage.com](http://www.thetamilanguage.com)

Supplies: Binder, notebooks, filler paper, index cards, pens, pencils, markers

Supplementary materials (provided by the instructor)

Handouts

Audio and video clips (websites)

### **Online resources**

#### Online Dictionaries

Winslow	<a href="http://dsal.uchicago.edu/dictionaries/winslow/">http://dsal.uchicago.edu/dictionaries/winslow/</a>
Fabricius	<a href="http://dsal.uchicago.edu/dictionaries/fabricius/">http://dsal.uchicago.edu/dictionaries/fabricius/</a>
Cre-A	<a href="http://www.crea.in/index.php">http://www.crea.in/index.php</a>
Tamil Cube	<a href="http://dictionary.tamilcube.com/">http://dictionary.tamilcube.com/</a>

Websites (some of the following might not be secure; use with caution)

<http://ccat.sas.upenn.edu/plc/tamilweb/>

<http://www.tamiltyping.in/>

#### Technology in the classroom

Canvas

Language Lab

The LSS InfoLab, located in 464 Van Hise Hall, is open to all UW students needing to work with faculty-assigned courseware, word processing and internet services. In addition, laptops are available for three-day checkout from the lab.

### **Course evaluation**

Grading will be based on the following criteria:

Attendance/Participation/Discussion	20%
Homework	15%
Quizzes	15%
Oral Presentation	10%
Midterm	20%
Final exam	20%

Details of assignments will be announced in class and posted on Canvas.

The University of Wisconsin grading policy is based on Letter grades ONLY. The conversion chart is shown below:

<u>Grade</u>	<u>Grade points per credit</u>
A (Excellent)	4
AB (Intermediate grade: Good/Excellent)	3.5
B (Good)	3
BC (Intermediate grade: Fair/Good)	2.5
C (Fair)	2
CD (Intermediate grade: Fair/Poor)	1.5
D (Poor)	1
F (Failing)	0

There are no incompletes for this course.

## Grading Scale

A: 91-100	B: 81-86	C: 67-75	F: 54 and below
AB: 87-90	BC: 76-80	CD: 63-66	D: 55-62

## Attendance and Tardiness

Attendance is mandatory as it is integral to your success in this course. This is an intensive interactive course, and as such it is essential for students to not only attend all classes, but also actively participate during class. Informing me that you will be absent does not constitute an excused absence. Unanticipated medical/other emergencies as well as extenuating circumstances may require documentation and approval from the administrative office in order to be considered "excused."

Attendance will be taken at the beginning of class and immediately following the break. The consequences for absences are given below:

- 1st unexcused absence = warning + 1.5-point deduction
- 2nd unexcused absence = 2<sup>nd</sup> warning + 3-point deduction
- 3<sup>rd</sup> unexcused absence = 3<sup>rd</sup> warning + 5-point deduction + 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.

If absent for a class, it is the student's responsibility to complete all classwork and homework assignments. Students are responsible for finding out from a classmate what was covered in class and come fully prepared for the next class. Students are also responsible for all assignments that were due on the day they were absent, as well as those announced on that day. Instructors are not in a position to reteach missed instruction through email or during office hours. Please note that the final exam scheduled on the last day of class is mandatory and cannot be rescheduled.

## Tardiness:

Tardiness includes coming to class late, leaving early, and taking unscheduled breaks during class. Missing 10 minutes of class constitutes one instance of tardiness; 3 instances of tardiness will result in losing points.

- 1st time = warning
- 2nd time = 2nd warning
- 3rd time = 1-point grade deduction
- 4th time = 1.5-point grade deduction; student must bring documentation from SASLI administrative office/possible additional grade deduction

**Participation**

Participation includes speaking practice, oral drills, class discussions, in-class assignments, being actively engaged during class, completing assignments, and coming to class prepared with textbooks and the required handouts/assignments.

The following criteria will be used to determine the participation grade:

20-17 points: Always well-prepared; engaged, attentive and volunteers often; tries to use Tamil with classmates and instructor; makes the most out of each activity; responds to and engages with classmates in a respectful manner; remains open-minded towards target culture; very highly motivated and never tires of using the language; confident, resourceful, and unafraid of making mistakes

16-13 points: Usually well-prepared; engaged, attentive, and volunteers occasionally; tries to use Tamil with classmates and makes some effort to engage fellow students; shows some development of cultural sensitivity; motivated for the most part and makes a conscious effort to use the language; fairly confident and resourceful when using Tamil

12-9 points: Adequately prepared; attentive but often waits to be called upon; needs to be reminded to participate during class and to use Tamil with classmates and outside class; responds and completes exercises with minimal resourcefulness; does not engage in language use beyond the minimum requirements for the assignment

8-5 points: Inadequately prepared; often disengaged, distracted, and inattentive; assignments are incomplete; very minimal use of the language

4-1 points: Usually unprepared; disengaged, distracted, and inattentive; visibly bored during class; makes little or no effort to participate in class; or complete exercises; rarely tries to use Tamil outside of class and with classmates;

Please note that absences, tardiness and visible electronic devices can further lower your participation scores.

**Cell phones, laptops, and other electronic devices**

Electronic devices should be put away and out of sight before entering the classroom. This includes but is not restricted to phones, laptops, headphones, earbuds, and blue tooth ear pieces.

If you want to use your cell phone during the break or before class, please do so outside the classroom. The classroom is designed for practicing your oral and listening comprehension skills. You will lose participation points each time you check your cell phone, or if it is visible during class. Please note that this policy applies to electronic dictionaries as well.

**Reminder: Visible devices will lower your participation grades.**

**Recording in the classroom**

Students are not allowed to audio or video record classroom activity for any reason. Please talk to someone in the SASLI office if you have any questions about this policy.

**Assignments** are due on the dates and times assigned. Homework should be submitted at the beginning of class. Late assignments cannot be graded. There are no make-up or extra credit assignments. Some assignments can be uploaded on Canvas. Assignments should not be emailed.

### **Classroom etiquette**

Students are expected to be in class by 8:30 AM.

Students should bring to class their textbooks, notebooks/binders, relevant handouts, supplies, and all assignments for the day.

Students are required to participate actively in class. This means taking notes, asking and answering questions, and participating in class discussions. Students who do not speak up in class will lose points in the Participation component of the course.

Students should be prepared to work in groups, and to change seats if necessary.

We will be using English during the first week of classes. Students can use English to ask for clarification during instruction.

**Assignments are due at the beginning of class. Late assignments will not be graded.**

### **Class Disruptions**

The following behaviors which are contagious as well as extremely disruptive will not be tolerated in the classroom. You will be given an oral warning the first time, a written warning the second time, and dismissed for the day if the disruptions continue. They include, but are not restricted to the following:

- Walking in and out of the classroom during class
- Ridiculing your classmates
- Checking, looking at, and/or glancing at any electronic device
- Engaging in activities that are not related to the instruction
- Sleeping or resting your head on the desk

This is an intensive course, so make sure that you have enough energy to stay motivated for the duration of the class. If you need to leave the class for any reason, you should wait until the break or the end of the class to return to the classroom, unless you have checked with me first. This is especially critical during pronunciation and conversation practice, and related activities.

### **How to contact me:**

It is best to contact me through Canvas. I will respond to your emails by the end of the day during the week. I might not be checking Canvas or my email on a regular basis during weekends. Please remember that email is a formal written mode of communication and appropriate language should be used. Remember to keep your emails brief; do not include any attachments. See this link <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

### **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 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 will work either directly with the student 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/facstaffother/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/>

UW 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/on the online forum.

Every class is comprised of students from a variety of backgrounds, some with previous exposure to Tamil, some with none. Additionally, each student learns best in a different style and at a different pace. Just like any other subject from art to zoology, some students have an aptitude for language learning (or certain aspects of it) and some find it more challenging. Some have more difficulty reading than speaking, and vice-versa. These differences do not necessarily reflect on a student's commitment, effort, intelligence, or worthiness. Although it can be difficult during the prolonged contact of an intensive language program, **all students are expected to respect each other's learning needs and abilities at all times.** Disrespect will not be tolerated.

### **Religious observance**

Students must notify the course instructor within the first week of the summer term of the specific dates conflicting with an exam or assignment.