ELEMENTARY BANGLA, ASIALANG 317 & ASIALANG 327
SASLI 2019, University of Wisconsin-Madison
Classroom: Van Hise Hall, Room 387 - Class Hours: 8:30 am-1:00 pm
SASLI Office: Medical Science Building, Room-B576

Instructor: Anamitraa Chakraborty
Email: achakrabor26@wisc.edu
Office Hours: Medical Sciences Center B576, MTWThF: 2-3 pm
Language Tables: Every Wednesday (Week 3-Week 7), Memorial Union Terrace 4-5 pm
Canvas Course URL: 1st semester https://canvas.wisc.edu/courses/152442/users
                                    2nd semester https://canvas.wisc.edu/courses/152460/users
Credit Hours: ASIALANG 317 (4.0 credits) & ASIALANG 327 (4.0 credits)
The credit hours for this course is met by an equivalent of academic year credits of "one hour (i.e. 50 minutes) of classroom or direct faculty/instructor and a minimum of two hours of out of class student work each over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks." Students will meet with the instructor for a total of 156 hours of class (4 hours per day, 5 days a week) over an 8-week period.

Course Description:

Bangla (বাংলা) is the seventh most commonly used language in the world today with more than 250 million speakers around the world. It is the national language of People's Republic of Bangladesh (বাংলাদেশ) and the official language of India, majorly spoken in the states of West Bengal (পশ্চিমবঙ্গ), Assam (আসাম) and Tripura (ত্রিপুরা). The geographical concentration of Bangla speaking population extends to Australia, East and Southeast Asia, Middle East, European Union, United Kingdom, Canada and the United States of America, as more and more people are migrating to these regions for education and work. The International Mother Language Day observed on February 21 is associated with the Language Movement of Bangladesh in 1952, which paved the way for the independence of the country.

Bangla has a strong literary tradition dating back to 10th Century C.E. *Caryapada* (চর্যাপদ)*,* a collection of mystic songs composed by various Buddhist poets is known to be the earliest examples of Bangla. The language has evolved over the centuries with influence on vocabulary from Pali, Sanskrit, Arabic, Persian, Dravidian and other foreign languages. The Bangla language, as spoken today has a sizable vocabulary borrowed from English for use in business, health, law, natural science, social science and other disciplines, often transcribed using Bangla scripts.
The Elementary Bangla course offers a foundation in developing skills to be able to speak, listen, read and write in Bangla in a culturally appropriate way in various social situations.

Course Objectives and Outcomes:
The main objective of the course is to develop Bangla proficiency in the following skills - interpersonal communication, presentational speaking, interpretive listening, interpretive reading, and presentation writing. The assessment of these skills and the building of proficiency will be accomplished through an assortment of lessons by focusing on various aspects of Bangla. At the end of the course, you will be able to attain a proficiency level in these skills equivalent to Intermediate-Low, according to ACTFL proficiency guidelines –

- have a simple conversation on a number of everyday topics, talk with someone about family or household tasks, hobbies and interests, and school or work.
- ask and answer questions on factual information that is familiar to you related to subjects such as geography, history, art, music, math, science, language, or literature.
- use the language to meet basic needs in familiar situations, ask for help at school, work, or in the community, make a reservation, arrange for transportation, such as by train, bus, taxi, or a ride with friends.
- talk about people, activities, events, and experiences; express needs and wants; present information on plans, instructions, and directions; present songs, short skits, or dramatic readings and express your preferences on topics of interest
- write about people, activities, events, and experiences; prepare materials for a presentation; write about topics of interest and basic instructions on how to make or do something.
- understand the basic purpose of a message, messages related to your basic needs, questions and simple statements on everyday topics when you are part of the conversation.
- understand messages in which the writer tells or asks you about topics of personal interest, identify some simple information needed on forms and some information from news media.

Note on script:
It is expected that all elementary students will master the basic scripts within the first week of the program.
Recommended online program for learning the Bangla script is **http://depts.washington.edu/llc/olr/bengali/index.php**.

Textbook and Materials:
Required: Solomon, Carol et. al. Epar Bangla Opar Bangla – Bangla Across Borders! University of Washington: ISBN 978-0-615-52514-3.
Link to Textbook & Workbook: http://depts.washington.edu/llc/bengali/
Software for typing Bangla script: Avro Keyboard (preferred font: Kalpurush). https://www.omicronlab.com/avro-keyboard.html
Other resources: Quizlet, to be provided by the instructor.

Course Policies:
1. **Class Etiquette:**
- Be punctual (classes start every day at 8:30 am).
- Turn in your homework on time.
- Actively participate in discussions and activities, that takes place in class or on Canvas.
- Be respectful towards other students, avoid distracting them and hindering their opportunity to learn.
- Show your group members the same courtesy that you would give to the professor.
- Do not audio or video record the class instruction, either partially or entirely (absolute no-no)!
- Do not involve yourself into text messaging, social networking or any other kind of digital activity on your smartphone, tablet or laptop.

2. **Attendance Policy:**
   It is the policy of SASLI that students attend class every day during the summer, due to the intensive structure. SASLI has a written absence, tardiness, and religious observance policy as below. Classes start on time at 8:30 am and go until 1:00 pm (with a half hour break between 10:30 to 11:00 am)

- **Absence:** One absence per semester is allowed. Two absences in a semester will result in a 2% grade deduction for that semester. Three or more absences in a semester will result in automatic failure of the course.

- **Tardiness:** Arriving to class on time is important for successful participation in the SASLI program. Being late to class is disruptive and disrespectful to the instructor and fellow students and could result in a marked absence or grade deduction.

- **Other things to note:**
  o Absences on days of quizzes, exams, projects, presentations, conversation table leaderships etc. will lead to failure of that coursework. There will be no make-up quiz, exam, project, presentation etc. due to absence.
  o If you don't turn in your homework on the assigned day, you will be graded zero for that homework. No makeup homework or extension of deadline is allowed.
  o Failure in first semester course prohibits students from moving to the second semester course and will result in dismissal from the program without refund.
  o Contact hours for federal grants require that the SASLI program must end on the last day of class. Requests to leave or take final exams early will not be granted.
  o Pre-program requests for absences will not be granted.
  o Emergency circumstances for absences can be addressed to the SASLI Academic Director, Lalita du Perron (lalita.duperron@wisc.edu).

3. **Electronic Policy:** This class has a no-electronics policy. Students should not use their laptops and put their cellphones in silent mode during class, unless instructed for academic purposes meant for the class.

4. **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. **In the context of this course, most assignments must be completed individually (unless specified) and without the use of online translators (which will always produce comically incorrect results anyway)!**

Assignments and Assessments:

Class Participation	**20%**
Homework	**20%**
Quiz	**15%**
Conversation Table Leadership	**5%**
Project	**20%**
Final Exam (oral & written)	**20%**

(a) **Class Participation:** Attendance & class participation accounts to 20% of your grade. You are required to participate in all individual, pair and group work assigned in class and outside, and discussions posted on Canvas.

(b) **Homework Assignment:** Homework assignments count towards 20% of your final grade. There will be homework assignments at the end of each class with due date at the beginning of the class the next day. You are expected to submit it on time on the assigned date, failing which will result in grading zero in that particular assignment. Your work is factored into planning for future classes; therefore, timely completion of all assigned homework will allow the instructor to accurately gauge student progress and effectively utilize class time. You can expect the instructor to correct your homework and return them before the following quiz date and review the assignment in class, if necessary. The assignment schedule for a week will be announced in class on the first day of class scheduled that week. Each assignment will be graded on a system of points and posted on Canvas against that particular assignment. The final score will be converted to a letter grade.

(c) **Quiz:** Quizzes count to 15% of your final grade. There will be weekly quizzes on Monday starting from week 2, which will test on topics and skills covered in the previous week. In this 8-week program you will take 6 quizzes (Week 2, 3, 4, 5, 6 and 7).

(d) **Conversation Table Leadership:** This activity accounts to 5% of your final grade. Starting from Week 3, there will be conversation tables on Fridays from 12 noon to 1 pm. On each day, one of you have to be the conversation leader. You will decide on a topic of your choice (consult with the instructor if you want to) and run the conversation table for 1 hour allowing discussion on several avenues of that topic. The leader will be graded for the leadership that week and the other students will be graded for class participation. This activity will test your oral proficiency in semi-formal and informal situations. The leader will prepare a list of 10 vocabulary pertaining to that subject (I am always there to help!) and provide this to me at least 24 hours before the conversation table. I will post the list on Canvas for the fellow students to access. If you are the conversation leader in a particular week, feel free to meet me during my office hours or by appointment to discuss about the vocab

list or things you want to talk about. You have to sign up for the week in which you want to be the leader and provide us with the topic of your choice. Co-ordinate with your fellow classmates and try not to repeat topics in the course of this short 8-week semester! The grades for this section will be posted altogether in the second semester section whether you lead the table in the first or second semester.

(e) **Class Project:** You will be required to prepare a project and present on a topic of your choice on the Thursdays of Week 4 and Week 8 in the program. In Week 4, the requirement of the class project will be a PPT presentation on a topic of your choice. For the Week 8 project, you will need to submit a 500-word abstract of your final project on a topic of your choice by Week 6 present and present your class project via PPT presentation in Week 8. The presentations should be 5-10 minutes long. You have to decide on your presentation topic and let the instructor know by Week 1 and Week 5 for Week 4 and Week 8 projects respectively. It is suggested that you meet and discuss with the instructor during office hours to ensure the high quality of your project. This count towards 20% of your final grade.

(f) **Final Exam:** The final exams for each semester are scheduled on the last day of the class in each semester, that is on Fridays of Week 4 and Week 8. The format and content of the exam will test all skills – reading, writing, speaking and listening. The speaking exam will be conducted by the instructor on a one-to-one interview basis.

(g) **All SASLI Program:** On the Tuesday of Week 7, there will be an all SASLI program, where students need to participate as a class and perform in the target language. Participation in this program is mandatory for all students.

Grading System and Grading Scale: All assignments must be done in the required format (as announced in class) and must be submitted on time. Unexcused late assignments will receive no points. Late, incomplete, and missed assignments will adversely affect your final grade. The grading scale for this course is given below –

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

Important Dates:

1st Semester –

Events	Date	Day
Weekly Quizzes	June 24, July 1, July 8	Monday
Project Presentation	July 11	Thursday
Conversation Tables	July 5, July 12	Friday
Final Exam	July 12	Friday
Student Orientation	June 17	Monday
Ice Cream Social	June 28	Friday
SASLI, SEASSI, APTLII, CESSI Student Conference	June 29	Saturday
Holiday	July 4	Thursday
Chai-Samosa Study Break	July 12	Friday

2nd Semester –

Events	Date	Day
Weekly Quizzes	July 15, July 22, July 29	Monday
Project Presentation	August 8	Thursday
Conversation Tables	July 19, July 26, August 2	Friday
Final Exam	August 9	Friday
All SASLI Program	July 30	Tuesday
Chai-Samosa Study Break	August 2	Friday

Class Format – Overview of Instruction:
- In order to achieve the goals mentioned above, the communicative approach will be highly emphasized throughout the entire course. Communicative tasks will be blended with grammar instructions, vocabulary lessons and cultural explanations. Video clips will be shown throughout the course and tasks will be developed based on the content. The class will also listen, learn and sing-along to some songs, read few short stories and poems.
- The use of English will decrease as the class progresses. By middle of Week 2, the instructor will switch to 90% use of the target language. Don't be intimidated! This will yield the best of results.
- Students will be expected to take an active role in class. They will work individually or in groups to engage in different types of classroom activities.
- Students will be regularly updated on their progress and areas of weakness through the homework corrections, weekly quizzes and 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 script and help/correct one another with spelling, structure and grammar. Please keep in mind that participation makes up 20% of the final grade.
- Regular vocabulary review will be done in class to help students build their vocabulary. In addition, regular reading and writing practice will also be done in the classroom.
- The schedule for each week will be posted by Friday of the previous week on Canvas.
- All course materials, announcements and other necessary information will be sent via Canvas. Please take care of your notification settings so that you don't miss out on any.

Classroom Atmosphere:
- Every class is comprised of students from a variety of backgrounds, some with previous exposure to Bangla, some with none. 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.
- 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 or on the online forum.
- Class rosters are provided to the instructor with the student's legal name. The instructor will gladly use the preferred name or pronoun, as suggested by the student.

University Policies and Resource Centers:

Student Code of Conduct:

The Student Academic Misconduct Policy & Procedures for the University of Wisconsin-Madison is available on the website list - https://www.students.wisc.edu/doso/academic-integrity/. This document outlines the rules and regulations regarding your rights and responsibilities as 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.

McBurney Disability Resource Center:

The McBurney Center is available for all students at the University of Wisconsin-Madison. 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. For a list of the services provided, please visit the website - http://www.mcburney.wisc.edu/services/

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, through faculty and staff, 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 of McBurney Disability Resource Center –

https://mcburney.wisc.edu/mcburneyconnect/

University Health Services:
You are all considered UW-Madison students for the summer, and so you have access to all student services, including those relating to physical and mental well-being. Issues tend to arise in small, intensive classes, and some students find that the pace and intensity of the summer classes can be mentally or even emotionally difficult. You are encouraged to take good care of yourself and take advantages of the resources available, should any issues arise.
University Health Services: https://www.uhs.wisc.edu/ or 608-265-5600
University Mental Health Services: https://www.uhs.wisc.edu/mental-health/
24-Hour Mental Health Crisis Services: 608-265-5600 (option 9)

LGBTQ Support:
The Gender & Sexuality Campus Center is a fantastic resource for LGBTQ students on campus. Visit them in person at the Red Gym or online at https://lgbt.wisc.edu/.

Dean of Students:
The Dean of Students' office can provide you with support and resources for a variety of problems; their main reason for existing is to promote student well-being. They are located in Bascom Hall and can be contacted at 608-263-5700. Their website is https://students.wisc.edu/doso/.

Week 1: Elementary Bangla: SASLI 2019

Week 1: June 17-21	Topic	Homework	Due at 8:00 am
June 17, M	1. Introduction, discussion on syllabus, course policies, assessments, course expectations and outcomes. 2. Greetings and goodbye phrases. 3. Scripts and Sounds: Vowels 4. Introducing yourself and asking others to introduce.	1. Write all vowels you learnt in class. 2. 1-sided audio HW: Greet and introduce yourself. (check Canvas)	**June 18, T**
June 18, T	1. Roleplay in a context: meeting at a party - greeting each other, ask and respond to each other's question about name, birthplace, profession etc. 2. Scripts and Sounds: Consonants, revising vowels. 3. Question Word: what, when, where, whose, yes-no questions. 4. Possessive Case. 5. Zero Verb Construction. 6. Count from 1-20.	1. Write all Bangla alphabets. 2. Answer all the questions as posted on Canvas (Audio HW).	**June 19, W**
June 19, W	1. Family members. 2. Colors. 3. Script and Sounds: Vowel Postpositions. 4. Count from 21-50. 5. Grammar Article	1. Write from 1-50 **2.** Audio HW posted on Canvas.	**June 20, TR**
June 20, TR	1. Practice counting from 1-50 orally. 2. Script and Sounds: Vowels, Consonants and Vowel Postpositions. 3. How to tell time. 4. Describe your day with respect to time. 5. Use of question word – how. 6. Describing regular activities with verbs.	1. Write Consonants and Vowels with postpositions. **2.** Answer the questions posted on Canvas (Audio HW).	**June 21, F**
June 21, F	1. Days of the week, months, 2. Giving directions: how to see a map 3. Scripts and Sounds Practice 4. Week review	1. Study for Quiz 1 2. Read consonant clusters from book 3. Who am I? (Audio HW)	**June 24, M**