

ELEMENTARY MARATHI, ASIALANG 317 & ASIALANG 327
SASLI-2019, UW-MADISON
Classroom: Van Hise Hall, Room-379 Level One. 8:30 am-1:00 pm

Instructor: Milind Ranade
Email: milindranade@hotmail.com

Office Hours: Every weekday from 4.00 PM to 5.00 PM at the Memorial Union.

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:

Elementary Marathi course offers introduction and study into one of the most culturally rich languages from India. With more than seventy million native speakers and twenty million all over India and the world, Marathi is one of the widely spoken languages of India. Foundation of the 'Bhakti' movement was laid by twelfth century poet and philosopher Sant Dnyaneshwar. He composed his literature in Marathi, a language of common people, and not in Sanskrit, a language of the elites. The tradition of Devotion was carried forward by Sant Janabai, Sant Namdeo, Sant Tukaram, Sant Eknath and many other Saints. Their influence on the culture of Maharashtra is so great that Marathi has the largest compilation of devotional songs and literature amongst all the Prakrit languages in India.

There are different theories regarding the origin of Marathi language. According to one of them, Marathi originated from Sanskrit (The Pure Language) and Prakrit/Apabhransha (Maharashtri-The colloquial Language or the Natural Language). Over the years Marathi has incorporated in itself the vocabulary from languages like Arabic, Persian, Portuguese, Urdu, Gujrati, Tamil, Kannada and English. Today, Marathi is the official language of the state of Maharashtra, a region with high urbanization. Modern Marathi culture is enriched by a healthy tradition of cinema, television, devotional songs, folk songs, literature, and theatre.

COURSE OBJECTIVES & OUTCOMES:

The main objective of the course is to develop proficiency in Marathi language in the following skills: interpersonal communication, presentational speaking, interpretive listening, interpretive reading, and presentation writing. The assessment of those skills and the building of proficiency will be accomplished through an assortment of lessons, focusing on the various aspects of Marathi. 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. There is a free Unicode Devnagari Marathi script available on Google on the link of online tools/try link. A non-Unicode font named Kiran Font also will be made available to the students and training of using it also will be imparted during the course.

Required Textbook & Materials:

My Marathi I Textbook and Workbook by Suhas Limaye and Jayavant Chunekar published by the University of Mumbai in 2014.

Reference and Suggested texts and materials:

Marathi study materials developed by the instructor will be made available according to the need of the students.

Marathi in Context, 2nd rev. ed., (Chicago: ACM, 2003) online resource available at <http://ochre.lib.uchicago.edu/marathi/>

Online resources used in the course:

English-Marathi Dictionary, Dhongade, R., (Mumbai, New York: Oxford University Press) available in the library.

A basic Marathi-English Dictionary, Bernsten, Maxine, 1982-83 (New Delhi: American Institute of Indian of Indian Studies) online resource available at <http://dsal.uchicago.edu/dictionaries/berntsen/>

Quizlet (www.quizlet.com) is an online vocabulary learning tool. Students will be invited via email to join their particular class on Quizlet. Students would need to create a Quizlet profile either by signing up directly or by using their google account or Facebook profile. After logging in students can study the desired vocabulary set with pictures and sound recordings. Each vocabulary set can be studied using *flashcard*, *learn* and *speller* options. Students can test their learned vocabulary on Quizlet using *test*, *scatter* and *space race* options. The instructor will monitor student progress on Quizlet.

COURSE POLICIES

1. CLASS ETIQUETTE:

- Be on time (classes starts at 8:30am)
- Turn in your homework on time.
- Participate in discussions and activities.
- Be respectful of other students and avoid distracting them and hindering their opportunity to learn.
- Show your group members the same courtesy that you would give to the professor. Inform them of group meetings or activities that you will have to leave early or miss.
- Do not record the class on video /audio devices.
- Do not text with your cell-phone or digital devices during the class time

2. ATTENDANCE

It is the policy of SASLI that students attend class every day during the summer, due to the intensive structure.

Tardiness and Absence Policies:

Absence:

One absence per semester is permissible.

Two absences in a semester will result in a grade deduction for that semester.

Three or more absences in a semester will result in automatic failure of the course.

Things to note:

- Absences on days of exams, projects, presentations, etc. will lead to failure of that coursework. There will be no make-ups of exams, projects, presentations, etc. due to absence.
- Failure of the first/third/fifth semester course prohibits students moving to the second/fourth/sixth semester course, and will result in dismissal from the program without refund.
- 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.
- Pre-program requests for absences will not be granted.

Emergency circumstances for absences can be addressed to the SASLI Academic Director, Lalita du Perron, at lalita.duperron@wisc.edu.

Tardiness:

Arriving to class on time is important for successful participation in the SASLI program. Being late to class is disruptive and disrespectful to one's instructor(s) and classmates, and could result in a marked absence or grade deduction. Classes start on time at 8:30AM and go until 1:00PM (with a half hour break).

3. CELL PHONES AND LAPTOPS

Students should turn off their laptops and cell phone ringers during 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 (except where specified) and without the use of online translators (which will always produce comically incorrect results anyway!).

5. QUIZZES, ASSIGNMENTS, AND EXAMS (ASSIGNMENTS AND ASSESSMENTS)

There will be 2 quizzes in one semester. Students will take the first quiz on Tuesday morning starting from Week 2, where they will be tested on topics covered in the previous week. Each weekly quiz will have an oral component where the interaction skills of students will be assessed in a one to one session with the instructor.

Final Exam: The final exam will have the following components – grammar, vocabulary, listening, reading, writing and oral test.

Attendance & Participation: Attendance & class participation count towards 10% of your grade. You are required to participate in all pair and group work in class and outside as deemed necessary.

Homework Assignment: You will be assigned daily homework in each class and are expected to submit it on time on the agreed date. Your work is factored into planning for future classes; therefore, timely completion of all assigned homework will allow instructor to more accurately gauge student progress and effectively utilize class time. You can expect the instructor to correct your homework and return them before your following quiz date and review in class if deemed necessary.

Each week you will be assigned a task to prepare during weekends. You may be assigned to prepare a skit or role-play or a poster to present in class the following week. Assignments must be turned in on time; late submission or failure to submit will adversely affect your grade. The schedule for assignments will be announced in class. Each assignment will be graded on a system of points; the total score will be converted to a letter grade. Each student must save the graded written in-class and home assignments for this course, and re-submit all of them in a portfolio at the end of term. This portfolio will be an overall record of your progress during term, and I will review it, along with your final exam, before assigning your final grade for this course.

Please note homework assignments count towards 20% of your grade.

Journal: You are required to write your journal starting from week 4. You should hand in your journals each Monday morning starting from week 5 onwards. The purpose of writing journal is to enhance your writing capability and organizing thoughts in Marathi. You are not expected to write in your journals without errors. In fact, the errors in your journal will allow the instructor to understand the gaps in your learning and help design remedial activities in class. Journals will be graded based on timely submission and proper integration of topics learned during the academic week. Journal grades will count towards homework assignment in the second semester. Some pointers regarding journal:

- Use a new notebook.
- Write date & day of the week on top of each entry in Bangla.
- Keep double line spacing for error correction.
- Write only on one side of the page.

Class Project: You will be required to present on a topic of interest on the final week of your program. In first Semester the requirement of class project will be a poster presentation on a topic assigned by the instructor. The class project for second semester, you will need to submit the topic and an abstract of your final project by July 14th and discuss with the instructor during office hours the following week. The format of the project will be discussed in detail on week 5 of the program. Class projects count towards 20% of your grade each semester.

Final Exam: The final exams are scheduled on Friday, July 12 and Friday, August 9th, the last day of the class. The format and content of the exam will test all skills, grammar and vocabulary points learnt in the second half of the program. An extended interview will be part of your final exam.

6. IMPORTANT DATES:

Holiday:	July 4, 2019 (Thursday) No Class
Weekly Quiz:	Quiz 1- June 25, Quiz 2- July 2, Quiz 3- July 23, Quiz 4 - July 30
All SASLI Program:	July 30 (Tuesday 1:00 PM)
First Semester Project:	July 12 (Friday 8.30 AM)
First Semester Final:	July 12 (Friday, 11.00 AM)

Second Semester Project: August 7 (Wednesday 8.30 AM)
Second Semester Final: August 9 (Friday 11.00 AM)

[Note: All SASLI program is organized on week 7 of the program on July 30 to showcase what students can do in the target language. Participation in the all SASLI program is mandatory for all students. The program showcases performances or talents of students in the target language as an individual (if you are the only student in the class) or as a group. The performance can be a song, a skit, recitation of a poem etc.]

7. Your final grade will be calculated as follows (GRADING SYSTEM)

Attendance & Classroom Participation	10%
Homework Assignments	20%
Class Project	20%
Weekly Quiz (3 quizzes each semester)	20%
Final Examination (oral and written)	30%

All assignments must be done in the required format (as announced in class), and must be submitted on time. Unexcused late assignments will receive lowered points or grades. Late, incomplete, and missed assignments will adversely affect your final grade.

8. GRADING 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

9. CLASS FORMAT: (OVERVIEW OF INSTRUCTION)

Week 1: Book 1, Unit 1 “Introduction”;
Writing and phonetic system.

Week 2: Book 1, Unit 2 “I and you”
Writing and phonetic system continued.

Week 3: Book 1, Unit 3 “Expressing need, giving commands and making requests”

Week 4: Book 1, Unit 8 “Getting Better Acquainted, telling time Marathi Numbers.”

Week 5: Book 1, Unit 4 “Who and Where... get to know the Geography”

Week 6: Book1, Unit 5 “Day to day activities.”

Week 7: Book 1, Unit 6, 9 “Food, family like dislike and possession etc.”

Week 8: Book 1, Unit 7&10 “Festivals and Shopping”

The Text Book is accompanied by a Work Book. Each lesson in the Text Book will be followed by the Activities and tasks given in the Work Book.

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. The class will also watch/ listen, learn and sing-along to some songs. Since Devnagari writing system will be introduced from day one of the course, for first two to three weeks, depending upon the need and progress of the students, the class will be divided between two slots, one for the script and another for the speaking practice.

- The use of English will decrease as the class progresses. Students will be expected to take an active role in the class. Students will work in groups (if applicable) to engage in different types of classroom activities with the aid of a vocabulary list. The instructor will give short topics for conversations or students may also come up with their own topics.
- 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 language and help/correct one another with spelling, structure and grammar. Please keep in mind that participation makes up 10% 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.

10. Student Code of Conduct: The student Academic Misconduct Policy & Procedures for the University of Wisconsin is available on the website listed below:

<<https://www.students.wisc.edu/doso/academic-integrity/>>

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.

11. CLASSROOM ATMOSPHERE

- Every class is comprised of students from a variety of backgrounds, some with previous exposure to Bangla, 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.
- 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.
- Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or pronoun.

UNIVERSITY POLICIES

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, 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 for the McBurney Disability Resource Center:

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

Student Health/ Resource Centers:

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/>.