



South Asian Summer Language Institute (SASLI) 2019

Elementary Sinhala සිංහල Syllabus

Classroom: 201 Van Hise Hall

Class schedule: Monday through Friday, 4 hours each day, from 8:30 AM – 1:00 PM (with a break from 10:30-11:00 AM). Instruction begins on Monday, June 17, 2019 until Friday, August 09, 2019

Instructor: Bandara Herath

Email: herathkandy@hotmail.com, mph82@cornell.edu

Office Hours: Monday -Friday from 2:00 pm to 3:00 pm and by appointments in Van Hise Hall 201

Course Number: ASIALANG 317 (4.0 credit), ASIALANG 327 (4.0 credit)

Credit Hours:

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 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.

Course Objectives & Learning Outcomes:

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. Also,

- have a simple conversation on several everyday topics, talk with someone about family or household tasks, hobbies and interests, and school or work.

- ask and answer questions on information that is familiar to you related to subjects such as Travel, work, health, culture, language or related topics.
- 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.
- 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.

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. Spoken Sinhala Grammar: By Bandara Herath
<https://sap.einaudi.cornell.edu/publication/spoken-sinhala-grammar-handbook>
4. Beginning Colloquial Sinhala reader: Bandara Herath
<http://www.einaudi.cornell.edu/southasia/publications/sinhala>

Additional Materials:

- English Sinhala Dictionary by Bandara Herath
- Additional reading materials will be provided, Handouts, Audio and video/ Sinhala movies / Tele dramas will be available online / provide by the instructor.

Quizzes, Assignments, And Exams (ASSIGNMENTS AND ASSESSMENTS)

Quizzes / Examinations:

There will be two types of quizzes:

Weekly: Weekly quizzes are part of the final grading. (First day of the week)

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.

Grading Calculation:

Quizzes (Written, oral)	20%
Class participation	10%
Home work	20%
Journal	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

Final Exam:

The final exams are scheduled on Friday, July 12 (First Semester) and Friday, August 9th (Second Semester), 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.

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 17 – 21)	Unit 1 Lesson 1- 5
2nd week (June 24 – 28)	Unit 2 Lesson 6- 10
3rd week (July 01 – 05)	Unit 3 Lesson 11 -15
4th week (July 08 – 12)	Unit 4 Lesson 16 - 20
5th week (July 15 -19)	Unit 5 Lesson 21 - 25
6th week (July 22 -26)	Unit 6 Lesson 26 - 30
7th week (July 29-Aug 02)	Unit 7 Lesson 31 - 35
8th week (Aug 05 – 09)	Unit 8 Lesson 36 - 40

Weekly Quiz: Quiz 1- June 24, Quiz 2- July 1, Quiz 3- July 8, Quiz 4 - July 22, Quiz 5 July 29,

Holiday: July 4, 2019 (Thursday) No Class

First Semester Final: Friday, July 12 (8:30 AM)

Second Semester Final: Friday, August 9 (8:30 AM)

All SASLI Program: July 30 (Tuesday 1:00 PM)

[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.]

Attendance Policy:

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).

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.

Academic Integrity:

By enrolling in this course, each student assumes the responsibilities of an active participant in UWMadison'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!).

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).

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/>.

Bandara Herath

Cornell University Ithaca New York

2019 Summer