

SASLI 2019

SYLLABUS FOR INTERMEDIATE TAMIL

Monday June 17, 2019 – Friday August 09, 2019

தமிழுக்கும் அமுதென்று பேர் அந்தத் தமிழ்

இன்பத் தமிழ் எங்கள் உயிருக்கு நேர்

Course:	Intermediate Tamil ASIALANG 417 ASIALANG 427
Instructor:	Arun Raja Selvan, Jeevaraj
Instructor's Office	Bradley 335
Instructor Office Hours:	M-F 2-3 PM by appointment
Instructor Contact Information:	Email: arunrajaselvan@gmail.com
Classroom:	Van Hise Hall, Room 395
Class Hours:	8:30 AM - 10:30 AM and 11:00 AM - 01:00 PM
Credit Hours:	ASIALANG 417(4.0 credits), ASIALANG 427 (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

Tamil is a Dravidian language predominantly spoken by the Tamil people of India and Sri Lanka, and by the Tamil diaspora, Sri Lankan Moors, Douglas, and Chindians. Tamil is an official language of three countries: India, Sri Lanka and Singapore. It is also the official language of the Indian state of Tamil Nadu and the Union Territory of Puducherry. It is used as one of the languages of education in Malaysia, along with English, Malay and Mandarin. It is one of the 22 scheduled languages of India. Tamil belongs to the southern branch of the Dravidian languages, a family of around 26 languages native to the Indian subcontinent. The earliest epigraphic attestations of Tamil are generally taken to have been written from the 2nd century BC. Among Indian languages, Tamil has the most ancient non-Sanskritic Indian literature. Scholars categorise the attested history of the language into three periods: Old Tamil (300 BC–AD 700), Middle Tamil (700–1600) and Modern Tamil (1600–present). In November 2007, an excavation at Quseir-al-Qadim revealed Egyptian pottery dating back to first century BC with ancient Tamil Brahmi inscriptions. John Guy states that Tamil was the lingua franca for early maritime traders from India.

Tamil is one of the longest-surviving classical languages in the world. A. K. Ramanujan described it as "the only language of contemporary India which is recognizably continuous with a classical past." The variety and quality of classical Tamil literature has led to it being described as "one of the great classical traditions and literatures of the world".

A recorded Tamil literature has been documented for over 2000 years. The earliest period of Tamil literature, Sangam literature, is dated from ca. 300 BC – AD 300. It has the oldest extant literature among Dravidian languages. The earliest epigraphic records found on rock edicts and 'hero stones' date from around the 3rd century BC. More than 55% of the epigraphical inscriptions (about 55,000) found by the Archaeological Survey of India are in the Tamil language. Tamil language inscriptions written in Brahmi script have been discovered in Sri Lanka and on trade goods in Thailand and Egypt. The two earliest manuscripts from India, acknowledged and registered by the UNESCO Memory of the World register in 1997 and 2005, were written in Tamil.

In 1578, Portuguese Christian missionaries published a Tamil prayer book in old Tamil script named *Thambiran Vanakkam*, thus making Tamil the first Indian language to be printed and published. The *Tamil Lexicon*, published by the University of Madras, was one of the earliest dictionaries published in the Indian languages.

Tamil Nadu has a very vibrant film industry. Cinemas play a very important role in Tamil politics. Tamil film industry is the second largest film industry in India after Bollywood. Every week almost three new Tamil films are being released. The Tamil film market accounts for approximately 0.1% of the gross domestic product (GDP) of the state of Tamil Nadu.

Tamils follow a unique culture and have strong attachment to their language, which is often venerated in literature as "*Tamilannai*", "the Tamil mother". The language is central to their Tamil identity.

The Intermediate Tamil course will enable you to communicate with local Tamil population, understand spoken and written varieties, equip you to write a two page essay in Tamil and make you feel confident in using Tamil outside of classroom.

COURSE OBJECTIVES & OUTCOMES:

The Intermediate Tamil language program aims to develop students' competency in all skills of language at an Intermediate High level according ACTFL standards (see www.actfl.org). The order of emphasis given on the course is interpersonal communication, interpretive reading and presentational writing. At the end of the course a student will be able to:

- Participate in conversations about topics that go beyond everyday life in an organized way with some details about events and experiences in various time frames such as talking about current events and narrating their experiences, comparing and contrasting ideas, describing their plans, etc.
- Give organized presentations appropriate to an audience on a variety of topics relevant to their everyday life.

- Understand the main idea and some supporting details on a variety of topics of personal and general interest in newspapers, blogs, job descriptions, short stories, film songs, modern poems, etc.
- Understand the main idea and supporting details of televised promotions, documentary, movies, talk shows, drama serials and short interviews on various topics and interests.
- Write topics related to school, work and community in a generally organized way in simple paragraphs in various time frames such as a brief summary of the plot of a movie or an episode of a TV show.
- Handle a variety of communicative tasks such as describing daily activities, interests, personal and social needs such as food, travel and lodging with ease and confidence. In addition, they will also be capable of asking a variety of questions to obtain information to satisfy basic needs. They will be able to speak and write comfortably by linking sentences into a connected discourse of paragraph length.

Class Materials:

Required Text Books:

- 1. A Basic Tamil Reader and Grammar Volume I: Readings(with CDs)**
K.Paramasivam and James Lindholm
Tamil Language Study Association
Evanston, Illinois. (available with tapes)
- 2. A Basic Tamil Reader and Grammar Volume II: Annotations**
K.Paramasivam and James Lindholm
Tamil Language Study Association Evanston, Illinois
- 3. The Jim and Raja Conversations (with CDs)**
E. Annamalai
Tamil Language Study Association, Evanston, Illinois

Dictionary:

- 1. English-Tamil Dictionary**
A. Chidambaranatha Chettiyar
University of Madras, Madras
- 2. Kriyavin Tarkala Tamil Akarati (Tamil-Tamil-English)**
Cre-A, Chennai.
- 3. Tamil-English Dictionary**
Johann Philip Fabricius
Asian Educational Services, Madras

Other:

- 1. A Grammar of Modern Tamil**
Thomas Lehmann
Pondicherry Institute of Linguistics and Culture, Pondicherry.
- 2. Web Assisted Learning and Teaching of Tamil**
University of Pennsylvania, PA
<http://ccat.sas.upenn.edu/plc/tamilweb/>
- 3. Center for Advanced Research on Language Acquisition(CARLA)**
University of Minnesota
<http://www.carla.umn.edu/LCTL/materials/tamil/intermediateTamil.html>

Materials to be provided: Hand outs

Audio: Jim and Raja Conversations and audio files for situational conversation class

Pre-requisite & Placement: Two semesters worth of Tamil language study is expected. During the first week of class, students will be given a placement test to assess their language level. In addition to the placement test, which may be given more than once during the summer session, students are required to take a Oral Proficiency Interview (OPI) both at the beginning and at the end of the summer program. These tests are arranged by SASLI. If you have a question, please feel free to talk to SASLI office.

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/movie clips will be shown throughout the course and you will be given relevant questions to answer. The class will also watch/ listen, learn and sing-along to some songs.
- 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 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.

Class Schedule:

M-F 4 hours/day with an expectation of 3-4 hours of study/home work time each day. A rough class schedule is given below. However the first few weeks will be primarily devoted to learning Tamil script, syllabic writing system, sounds and basic sentence patterns. As the class progresses, changes to the structure and schedule will be gradually implemented.

	1	2	3	4
Monday	<i>Reading/Lesson</i>	<i>Textual Grammar</i>	<i>Task Based Language Learning</i>	<i>Conversation Practice</i>
Tuesday	<i>Oral Presentation</i>	<i>Textual Grammar</i>	<i>Vocabulary</i>	<i>Language Lab</i>
Wednesday	<i>Story Reading and discussion</i>	<i>Story Reading and discussion</i>	<i>Vocab Compilation</i>	<i>Tutorial session</i>
Thursday	<i>Reading/Lesson</i>	<i>Textual Grammar</i>	<i>Task Based Language Learning</i>	<i>Language Lab</i>
Friday	<i>Quiz / Test</i>	<i>Lesson</i>	<i>Tutorial session</i>	<i>Tamil Language and Culture thru movies</i>

Course Policy:

Lesson: Students should read the materials before coming to class. Materials will be given at the beginning of the session. Students should note down their questions, new vocabulary and structures for class discussion.

Textual Grammar: Exercises will be given which will cover the new grammatical structures and syntax learned in the prepared reading class. Students are expected to finish the exercises in the class and generate more sentences based on the new structures. They are strongly encouraged to use the new structures with their classmates.

The teacher will also introduce new grammar and review old grammar in the class. Items such as Tamil very conjugations, case markers, post positions, pronouns, tense and PNG suffixes, conditionals, reported speech, progressive and perfect tenses will be reviewed/taught and home work sheets will be given regularly.

Conversation: A topic for each class will be assigned before and students are asked to gather vocabulary relating to the assigned topic. They are also expected to make sentences and frame questions (in Tamil) relating to the topic, before coming to class. In the class, the students will ask questions and involve in conversation in Tamil.

Oral Presentation: This is an important class to develop the students' spoken ability and to build up confidence in their speaking skills. Students will choose a topic and prepare for an oral presentation on that topic. They are encouraged to be creative when they prepare their presentations. They will have to give their presentation in the class which might be recorded for review later, if necessary.

Film Viewing: Students will watch a chosen Tamil film during or after the class hours. A certain part of the film will be reviewed in the class and a few phrases, constructions and utterances will be highlighted for memorization. They are encouraged to watch certain part of the film again to see the 'language in action' and create a context where they will be able to use them again for practice. Tamil cultural elements that appear in the film will be explained. It is proposed to screen Tamil films at one of the theatres in the Van Hise Hall or at #110 Social Work building each week on Wednesdays, if halls are available and students are interested.

Pronunciation Practice /Tutorial: Reading materials will be given to be practiced in the class to improve Tamil pronunciation. This class will also be utilized to tutor the students individually, clarify the doubts and to give issue-specific drills to improve their language. Students are strongly encouraged to come up with questions and should feel free to get their doubts cleared.

Language Lab: Jim and Raja conversation exercises will be practiced in the lab. Students have to bring Jim and Raja book and CD and repeatedly listen to the conversational exchanges and practice repeating them in the lab sincerely. This class is primarily incorporated to practicing and internalizing utterances in spoken Tamil, in addition to learning intonation, stress and accent patterns in the spoken language. Lab – Van Hise #274 T&Th 12-1PM; July 9th 9:30-10:30 AM.

Vocabulary: Vocabulary list on a certain topic will be given to the students before the vocabulary class. Students should learn the vocabulary and are required to make sentences of their own and frame questions using the words given in the list. Students will then be asked to gather synonyms and antonyms for each word given in the list.

Task/Project Based Language Learning: This is a vital exercise for developing functional skills in target language. The students will be asked to prepare a good amount of conversational exchanges, presentations, dialogues, speeches and debates to be performed in class in Tamil in order to instil confidence in using Tamil in real-life situations in the target culture. Developing a skit in Tamil will be part of this component too.

Quiz / Test: There will be quizzes every week and there will be at least two tests – one at the end of the first session (12 July 2014) and one at the end of the second session (08 Aug 2013). There may be two smaller tests before the final tests each session. The quizzes will cover the items learned in that particular week and may also involve speaking and listening as well. The tests will have four components (Listening, Speaking, Reading and Writing) and will cover the items finished in that particular session.

Journal: You are required to write your journal starting from the first week. You should hand in your journals on Monday and Friday mornings. The purpose of writing journal is to enhance your writing capability and organizing thoughts in Tamil. 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. Some pointers regarding journal:

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

Assignment and Home work: Assignment and homework are crucial components for learners overall language development. Assignments can require them to prepare for some oral presentation, translation exercise and a conversational piece to practice language. Drill to review grammar, pronunciation, vocabulary, structures will also become an integral part of homework. Students should submit the home work sincerely on the due dates. One mark a day will be deducted for late submissions and any assignment late by more than two days will not be graded.

Oral Presentation and Language Use: This is a very vital component for developing functional aspect in language use. The students are expected to put sincere and original effort to develop presentations and should aim for native speaker-like pronunciation, intonation and stress. The

presentations should be creative, natural, unhampered, smooth and substantial. Grading will be done largely based on the scheme mentioned in the previous section. Missed presentations can't be made up.

Class Participation Policy: Daily attendance and active participation in class are necessary and expected. Learner's active participation and creativity is very crucial for language development and will be assessed on a daily basis. The following criteria will be used to determine the grade. One mark will be taken off for absences.

10 Always well-prepared; is attentive and volunteers often; tries to use Tamil with classmates and instructor; makes most out of each activity; shows resourcefulness and imagination in using the language; responds to and engages classmates in a respectful manner; remains open-minded towards target culture; very highly motivated and never tired of using language; smiling and flexible

08 Usually well-prepared; is attentive and volunteers occasionally; tries to use Tamil with classmates and makes some effort to engage fellow students; completes exercise with some imagination and resourcefulness; shows some development of cultural sensitivity; motivated and not often tired of using language

06 Adequately prepared and attentive and often waits to be called upon; needs to be reminded to use Tamil outside and with classmates; responds and completes exercises with minimal imagination; does not engage in language use beyond the minimum requirements for an assignment

04 Not adequately prepared and complete assignments just for the sake of doing it; often needs to be reminded to use language outside; completes exercise with no imagination; shows low energy and laziness in using language

02 Usually unprepared; makes little effort to participate or complete exercises; rarely tries to use Tamil outside of class and with classmates; sluggish and shows no interest; complaints a lot

00 Makes no contribution to class whatsoever; is not on task; looks 'blind' in class; yawns, talks, appears irritated and hostile

Grading:

Grading	Percentage
Quizzes	15
Spoken / Oral Proficiency	15
Class Participation	15
Home Work	15
Task Based / Project Based Language Learning	15
Final Test	25
TOTAL	100

Grading Scale:

The following grading scale will be used to determine the final course grade each session/semester

A	90-100		BC	67-73		F	54 or Less
AB	83-89		C	61-66			
B	74-82		D	55-60			

IMPORTANT DATES:

Holiday:	July 4, 2019 (Thursday) No Class
First Semester Final:	July 12 (Friday 09:00 AM)
All SASLI Program:	July 30 (Tuesday 1:00 PM)
Second Semester Final:	August 8 (Thursday 9:00 AM)

COURSE POLICIES

1. CLASS ETIQUETTES:

- 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
- Greeting one another and the instructor upon arrival in the class contributes to a positive learning environment and is encouraged. Using mobile phones and computers is discouraged. Mute your cell phones during class time. On a related note, you are not allowed to record the class with video or audio devices.
- 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. 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. If for some reason you are late to class, please don't be disruptive to other students. Likewise leaving the classroom in the middle of class for restroom use or for other reason without the permission of the instructor is not acceptable. A student who is chronically late to class, leaves classroom often, disruptive to others and not prepared to participate will not receive attendance and participation credit.

- SASLI is committed to creating a diverse and welcoming learning environment for all students, and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviours 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 and will be referred to the Academic Director.
- Class rosters are provided to the instructor with the student's legal name. Your request to address you by an alternate name or gender pronoun will be gladly honoured.
- Students with documented disabilities are encouraged to inform me of their conditions at the beginning of the program (first three days), so that the necessary arrangements for attendance, assignments, tests, etc., can be made in advance in consultation with SASLI administration.

2. 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.

3. CELL PHONES AND LAPTOPS

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

4. **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.

5. 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 incorrect results anyway!).

MCBURNEY AND OTHER 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 Centres:

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/>.