



University of Wisconsin-Madison

ELEMENTARY BENGALI ([ASIALANG 317](#) & [ASIALANG 327](#))

Credits

By the end of the SASLI program, you will complete two, four-credit language courses.

Course Designations and Attributes

General Education

Course Description

Bengali (endonym: Bangla), the mother tongue of the Bangalis in South Asia and across the world is the state language of Bangladesh and West Bengal, India. Bengali originally evolved from Middle Indo-Aryan dialects of the Indian subcontinent such as Magadhi Prakrit and Pali. It has developed over a thousand years. The earliest Proto-Bengali text is Charyapada (Buddhist philosophies in poems, dated 8-13 century A.D.) and the earliest Bengali text is Srikrishna Kirtana (the story of Krishna's life and love, dated circa 14 century A.D). It borrowed words heavily from Sanskrit, Persian, Arabic, as well as English during the periods of Hindu, Turkish, Mughal, and British administrations.

The number of native speakers is around 230 million and there are about 32 million second-language speakers of Bengali across the world (Ethnologue, 22nd ed., 2019). US government lists Bengali as one of the critical foreign languages and promotes Bengali language learning through several scholarship programs. Learning Bengali help US researchers work in various field like public health and climate change. World-famous Bengali speakers are Rabindranath Tagore (Nobel in literature, 1913), Amartya Sen (Nobel in economics, 1998), Muhammad Yunus (Nobel in peace, 2006), and Abhijit Banerjee (Nobel in economic, 2019), Satyendra N. Bose (a scientist whose work put his name in Bose-Einstein condensates and Boson), Jagadish C. Bose (a scientist whose work was foundational in the invention of the radio). The International Mother Language Day is associated with the Language Martyr Day of the Bengali language movement in 1952, which solidified the independence movement of Bangladesh.

Meeting Time and Location

8:30-1:00pm CST, M-F

Instructional Modality

This course will meet remotely for synchronous instruction.

Specify How Credit Hours are Met by the Course

By the end of the SASLI program, you will complete two, four-credit language courses. According to the federal Carnegie definition of a credit hour, one credit is the learning that takes place in *at least* 45 hours of learning activities, which include time in lectures or class meetings, in person or online, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

Regular and Substantive student-instructor Interaction

This course meets the regular and substantive student-instructor interaction requirement through the following interactions:

- direct instruction,
- providing feedback on student work, and
- facilitating discussion of course content.

Instructor

Dr. Ahmed Shamim

Office hour (M-F): 2 PM-3 PM CST (Appointments preferred)

Course Learning Outcomes

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. 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 those skills and the building of proficiency will be accomplished through an assortment of lessons, focusing on the 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 my 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 my 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.

Definitions of the observable language skills and communicative competence students will gain from this course:

Script: The main emphasis is on the recognition of scripts and their sounds with writing practice. The distinctions between the forms and sounds of vowels, vowel signs, consonants, consonant signs, conjuncts, and how they form words will be taught. It is expected that all elementary students will master the basic scripts within the first week of the program. The recommended online program for learning the Bangla script is:

<http://depts.washington.edu/lc/olr/bengali/index.php>

Grammar: The grammar topics to be covered are: pronouns (personal, possessive, objective), classifier/article, case, zero verb construction, postposition, interrogative pronouns (questions words), verb tense and aspects with conjugational endings, negation of tenses, non-finite verb forms in infinitive, past active participle, conditional and verbal nouns, comparison structures, conjunct verb, extended verb, compound verb and imperative mode of verbs.

Vocabulary: At the elementary level, you will learn the vocabulary of food items, color, shapes, size, number, household items, animal, telling time and dates, days of the week, months, seasons, weather, transportation, apparels, accessories, kinship terms, body parts, health, occupations and frequently used English loan words transcribed in Bangla used in a variety of contexts. Vocabulary based on situations and your specific interests will also be provided.

Speaking: You will start speaking from day one, with basic introductions, greetings, and phrases useful for the classroom. Throughout the course the following topics will be covered through role-plays: introducing yourself and others, talking about family, telling time, expressing liking- disliking, expressing an opinion, picture description, comparing weather-food-dress, talking about hometown, hobby, favorite books, movies, music, hiring a rickshaw/CNG, asking for directions, ordering food at a restaurant, buying, bargaining, making an appointment over the phone, conducting a short interview, etc.

Listening: Recorded audio-video materials will be used at this level, which will be incorporated with the grammar and vocabulary classes. You will hear the recorded conversations, role-play, announcements, songs, and audio of reading texts. Towards the end of the course, authentic materials like clips from movies, TV commercials, documentary, and children's shows will be introduced.

Reading: You will start reading at the beginning of the course while learning to recognize the alphabet. Reading will be introduced with shop signs where English words are frequently transcribed in the Bangla alphabets. Reading materials incorporating grammatical forms and vocabulary learned in the class will be used regularly. Students will also read authentic materials such as information about people (place of residence, age, etc.) in newspapers; a concert or a film on calendars of public events or posters, wedding invitations, a questionnaire (entry permit form, hotel registration form) to be able to give the most important information about oneself (name, surname, date of birth, nationality); words and phrases on signs encountered in everyday life; shopping lists, sales promotion leaflet, etc. Later in the course newspaper advertisements for apartment hunting, matchmaking, etc. will be introduced. Texts from children's books, graphic novels, and other authentic sources will be used for reading comprehension in class and for assignments.

Grading

Grade Calculations

Attendance & Classroom Participation 20%

Homework Assignments 20%

Class Project 10%

Weekly Quiz (3 quizzes each semester: Oral 10%+MCQs 10%+Written 10%) 30%

Final Examination (oral and written) 20%

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. Students who anticipate an absence on the day an assignment is due, or a conflict between the schedule for this course and other schedules, should discuss the situation with me in advance, and arrange for an alternative submission date. Late, incomplete, and missed assignments will adversely affect your final grade. Finally, the final grades are not curved.

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

Course Website, Learning Management System & Digital Instructional Tools

Canvas: Use the hyperlinks to go the respective courses- LANG317 & LANG327

Required Textbook, Software & Other Course Materials

Required Textbook

Epar Bangla Opar Bangla: Bangla Across Borders by Carol Salomon, Nandini Abedin, Klaus Brandl, University of Washington, 2011 along with the *Epar Bangla Opar Bangla Work Book* by Mandira Bhaduri.

Free access to the Textbook (plus Workbook):

<https://els2.comotion.uw.edu/product/epar-bangla-opar-bangla-bangla-across-borders>

Reference and Suggested texts and materials

Beginner's BENGALI (*with Audio CD*) by Hanne-Ruth Thompson, Hippocrene Books, Inc, NY 2017

The campus provides students with [technical guidelines and recommendations](#) for instruction. Students should consult these resources before the start of the semester.

Quizlet is an online application for learning vocabulary. The instructor will invite the class via email to join on Quizlet. You can create your Quizlet profile either by signing up directly or by using your Google account or Facebook profile. After logging in you can study your assigned vocabulary set with pictures and sounds. Each vocabulary set can be studied using flashcard, learn, and speller options. You can test yourself using the test, scatter and space race options. The instructor will be able to monitor if you have practiced your assigned vocabulary set on Quizlet.

Recommended programs and fonts for Bangla typing

Many applications are available for Bangla typing. The most widely used program is "Avro Keyboard" for PC and Mac. The installation guideline and Avro keyboard are available at the following link: <http://www.omiconlab.com/avro-keyboard.html> Google transliteration can also be used for Bangla typing. The preferred fonts for typing are 'Bangla', 'Shonar Bangla' and 'Kalpurush'. The preferred font size is 18.

Homework & Other Assignments

You will be assigned 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 the 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 it 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 via canvas assignment links; 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 the 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 30% of your grade.

Exams, Quizzes, Papers & Other Major Graded Work

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.

Journal: You are required to write your journal starting from week 4. You should submit your journals each Monday morning starting from week 5 onwards via canvas journal links. The purpose of writing a journal is to enhance your writing capability and organizing thoughts in Bangla. You are not expected to write in your journals without errors. 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 assignments in the second semester. Some pointers regarding journal:

- Use a new notebook.
- Write the 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.
- Take a picture or scan the journal entry and submit via canvas.

Quiz: Your weekly quiz will be scheduled on Monday morning from week 2, which will test on topics and skills covered in the previous week. On the 8-week program, you will take 6 quizzes in total (3 quizzes in First Semester Bengali (the one in the first week is not graded) & 3 quizzes in Second Semester Bangla). The weekly quiz will have a speaking section where you will be assessed on your oral proficiency in a one-to-one session with the instructor.

Class Project: You will be required to present on a topic of interest in the final week of your program. In the first Semester, the requirement of the class project will be a poster presentation on a topic assigned by the instructor. For the class project for the second semester, you will need to submit the topic and an abstract of your final project by July 16 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 10% of your grade each semester.

Final Exams: The final exam of the first semester is scheduled on July 9, Friday, the last day of the first semester, and the final exam of the second semester is scheduled on August 6, Friday, the last day of the second semester. The content of the exam will test all skills, grammar, and vocabulary points learned in the respective halves of the program. These are open-book exams. There will be objective and essay type questions on the finals (and quizzes): for example fill in the blanks, true-false, multiple-choice questions, etc, and short questions. An extended interview will be part of your final exam.

General Reminders for Remote Exams

Please review "[Important Reminders for Successful Remote Exams](#)," which includes specific guidelines and recommendations around careful exam design, fairness, and academic integrity to support students remotely regardless of the assessment tool.

Campus Spaces for Virtual Learning

Dedicated on-campus spaces with high-speed internet are available for students attending this course from Madison to [reserve](#) for any exam/quiz taken during the semester. Computers can also be requested.

Weekly Schedule

Important dates

- Quiz on every Monday (except the first and the last Mondays of the course)
- Monday 7/5, no class (July 4th holiday)
- Friday 7/9, Final exam of the first semester
- Tuesday 7/27, All-SASLI Program, 1:30 pm CST
- Monday 8/2, Final project submission
- Friday, 8/6, Final exam of the second semester.

Weekly Schedule (Week 1 & 2)

Dates	Topic (Students can prepare before class or expect in the class)	Assignments (Page number, Online resources, materials, etc.)	Deadlines
June 14, 2021	-Introductions, discussion on the syllabus- course policies, assessments, course expectations - Discussion on challenges of language learning, strategies for success, learning style, collaborative learning; - Greetings & goodbye phrases - Introducing yourself - Verbs: [to do] করা, [to study] পড়া, [to live/to stay] থাকা, [to come from] আসা; WH questions:[what] কী, [where] কোথায়, [which] কোন; -Vocabulary: [name] নাম, [country] দেশ, [city] শহর, [birth] জন্ম, [subject] বিষয়; - Personal Pronoun - Question Word: কে (ke), কারা (kara)	-Scriptwriting exercise 1 -Greetings & Farewell Phrases -Introduce Yourself (See Canvas for homework)	Due: June 15 (Not graded)

	<ul style="list-style-type: none"> - Classroom vocabulary এটা/ওটা কী? - Classroom expressions [expressions for asking questions, clarifications, requesting to take a break, repeat a statement, etc.] - Scripts & Sounds: Vowel (অ, আ, ই, ঈ), Consonants (ক, খ, গ, ঘ, ঙ, চ, ছ, জ, ঝ, ঞ), Vowel signs/allograph (া, ি, িী), 		
June 15, 2021	<ul style="list-style-type: none"> -Role-play: Introductions. Scenario: Meeting at a party, greeting each other, ask and respond to each other's questions about name, birthplace, profession, etc. - Practicing scripts- dictation, board work, alphabet game. - Possessive pronoun - Question Word: [whose] এটা/ওটা কার/কাদের? - Possessive case -র, -এর, -দের - Zero Verb Construction [Example: আমার নাম _____, আমার বাড়ি _____] - Yes/No Question কি vs. What কী (Spelling convention) - Classroom expression practice -Scripts & Sounds: Vowel (উ, ঊ, এ, ঐ), Consonant (ট, ঠ, ড, ঢ, ণ, ত, থ, দ, ধ, ন), Vowel signs/allograph (ু, ়, ে, ৈ) 	<ul style="list-style-type: none"> -Script Writing Exercise 2 -Personal pronoun & possessive pronoun worksheet -Classroom expression worksheet (See canvas for homework) 	Due: June 16
June 16, 2021	<ul style="list-style-type: none"> -Vocabulary: Family members -Conversation- Introductions, greetings, asking and responding questions about yourself and your family. Introduce your classmate & their family members -Vocabulary: Colors [আমার প্রিয় রঙ __, আকাশের রঙ __] - Numbers (0-10) - Grammar: Article -টা, -জন, -গুলো - Question word: [how many] কতগুলো, কয়টা, কয়জন - Grammar: আছ- the verb 'to have' vs 'to be' and its negation নাই/নেই -Vocabulary: Commonly used English words in Bangla (electronics, furniture, household appliances, etc.) - Scripts & Sounds: Vowel (ও, ঔ), Consonants (প, ফ, ব, ভ, ম, য, র, ল, শ, ষ, স, হ, য়,), Consonant-Vowel Combo (ঋ) Vowel signs/allograph (ো, ৌ) and Consonant-Vowel Combo's sign/allograph (়). 	<ul style="list-style-type: none"> -Script Writing Exercise 3 -Introduce your family -What is the color of __? -Write Bangla numerals 5 times from 0-10 -How many_? (See canvas for homework) 	Due: June 17
June 17, 2021	<ul style="list-style-type: none"> - Practice numbers (0-10) and introduce numbers from 11-20 - Telling Time, vocabulary: units of time [বছর, মাস, সপ্তাহ, দিন, ঘন্টা, মিনিট, সেকেন্ড], time of the day [ভোর, সকাল, দুপুর, বিকাল, সন্ধ্যা, রাত] - Question Word: কটার সময়/kotar shomoy/ what time, কখন/kokhon/ when, কতক্ষণ/kotokhon/ how long -Verbs of action: Everyday tasks [প্রতিদিনের কাজ] [ঘুম থেকে উঠি, মুখ ধুই, ব্যায়াম করি, নাশতা খাই, গোসল করি,] ক্লাসে যাই, অফিসে যাই, কাজ করি, ঘরে ফিরি, রান্না করি, কাপড় ধুই, ঘুমাই, হাঁট, গল্প করি, ফোনে কথা বিল, টিভি দেখি] -Conversation: Daily Life [আপনি প্রতিদিন কী কী করেন? কটার সময় _____?] -Grammar: Locative case (-এ, -য়, -তে) [You will learn the use of the locative case for time & location] 	<ul style="list-style-type: none"> - Epar Bangla Opar Bangla WB Unit 1 	Due: June 18

	<p>-Practicing script with the name of continents, countries, states, cities</p> <p>-Scripts & Sounds: Consonants (ড, ঢ, ঙ, ঞ, ঝ, ঞ), consonant signs (ফলা) ব-ফলা, ম-ফলা, য- ফলা, র-ফলা, রেফ,</p> <p>- Introducing conjuncts with ক : example- ক + ক= ক্ক, ক+স= ক্ক, ক+র= ক্ক, ক+ত= ক্ক, ক+ব= ক্ক, ক+ল= ক্ক, ক+ষ= ক্ক</p>		
June 18, 2021	<p>-Vocabulary: Days of the week, Months, Numbers (21-30)</p> <p>- Telling dates তারিখ /tarikh/</p> <p>- Questions word: কবে?</p> <p>- Group Activity: Make an events calendar of activities in Madison in summer [June 23-August 10] ম্যাডিসনের কোথায় কবে কী কী হচ্ছে?</p> <p>- Find events in Madison within the time frame</p> <p>- Ask each other questions using the following phrases: কী হচ্ছে? what is happening? কোথায় হচ্ছে? Where is it happening? কত তারিখে? Which date? সপ্তাহের কোন দিন? Which day of the week?</p> <p>-Practicing Conjuncts</p> <p>-Dictation, Script & Sounds Practice</p> <p>-Map Reading: Map of Bangladesh & West Bengal</p> <p>-Reading Holiday Calendar</p>	<p>-Prepare for Quiz 1</p> <p>-Epar Bangla Opar Bangla WB Unit 2</p>	Due: June 20
June 21, 2021	<p>-Practicing Conjuncts</p> <p>-Where is Teddy? Postpositions & Relational noun</p> <p>-Talking about events passed (Present Perfect)</p> <p>-Vocabulary: Household Objects</p>	<p>Full alphabet: Consonants, Vowels, Vowel signs. Postposition exercises</p>	Due: June 22
June 22, 2021	<p>-Talking about your plans for your next vacation (Future tense).</p> <p>-Describing quantity, size, and shape, color</p> <p>-Counting, naming, and pointing to objects</p> <p>-Reading Meena stories</p> <p>-Vocabulary: TBA</p> <p>-Writing exercise: TBA</p>	<p>Mita's plans: Fill in the blanks exercises. Description of Mita's living room: fill in the blanks</p>	Due: June 23
June 23, 2021	<p>-Compound and Complex sentences (Past Active Participle and Infinitives in Bangla).</p> <p>-Extended discourse: Talk about a single topic (Use of connector, signpost, and so on.)</p> <p>-Reading Meena stories I</p> <p>-Vocabulary: from Meena stories I</p> <p>-Writing exercise: Write your weekend plans</p>	<p>Complete the "IF" statements. Use a connector between two clauses or words. Exercise</p>	Due: June 24
June 24, 2021	<p>-Express your opinion (Expressing feelings, likes, and dislikes).</p> <p>-More verbs (two or more words together denote one action): Compound and Conjunct verbs.</p> <p>-Reading Meena stories II</p> <p>-Vocabulary: from Meena stories II</p> <p>-Writing exercise: Rewrite the story in the past tense.</p>	<p>Check the plans that you implement over the weekend and write them in the past tense.</p>	Due: June 25
June 25, 2021	<p>-Review of the lessons for this week.</p> <p>Tasks:</p>	<p>Narrate an ongoing event.</p>	Due: June 28.

	<ul style="list-style-type: none"> -Tell us about yourself. -Describe a person, a place, and a thing. -Give us an account of your daily routine. -Talk about your last vacation. -Tell us about your post-Covid-19 plans. 	What's happening around you at this moment: write or record.	
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Course Policies

Attendance

Per SASLI policy, students are expected to **attend the classes every day** during the semester given the intensive structure of the program.

- 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.

Additional Notes:

- Absences on days of exams, projects, presentations, etc. will lead to failure of that coursework except in case of documented emergencies. There will be no make-ups of quizzes, projects, presentations, etc. due to absence.
- Failure of the first/third/fifth-semester course prohibits students from 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.
- If you have a chronic illness that might require you to miss classes during the semester, please inform the instructor as well as schedule an appointment with the SASLI Academic Director, Sarah Beckham at the beginning of the semester.
- If you are absent due to an illness, you are required to meet with the SASLI Academic Director, Sarah Beckham. You will also be required to submit the necessary documentation.

Any emergency circumstances for absences can be addressed to the SASLI Academic Director, Sarah Beckham.

Absences due to Religious Observances:

SASLI follows the UW-Madison policy for religious observances. If you need to be absent from class due to religious observances, you must notify the instructor as soon as possible and no later than the first week of class of the specific days or dates on which you request relief. The instructor will make reasonable accommodations to schedule make-ups before or after the regularly scheduled requirements.

Privacy of Student Information & Digital Tools: Teaching & Learning Analytics & Proctoring Statement

The privacy and security of faculty, staff, and student's personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards, and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have a legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education

records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure, and protection of student data.

Privacy of Student Records & the Use of Audio Recorded Lectures

See information about [the privacy of student records and the usage of audio-recorded lectures](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

How to Succeed in This Course

You must do the following:

Be present in all the classes, do all the exercises in class and turn in all the homework and journals, attend the quizzes, submit the final project, and attend the finals.

You can also do the following:

Utilize the office hours, watch Bangla materials on youtube, read/listen to Bangla nursery rhymes and bedtime stories. Join/create Bengal learners associations/groups in Social media and practice Bangla online.

Students may find the following campus resources helpful in aiding their success in the SASLI program:

University Health Services (UHS) is the UW-Madison student health center with a mission “to enhance learning and student success by promoting, protecting, and restoring the health and well-being”. Please visit their website: <https://www.uhs.wisc.edu/> to learn more about the services they offer and how you may access them.

- **Helpline for 24-Hour Mental Health Crisis Services:** 608-265-5600 (option 9)
- **After-hours Nurse Line:** 608-265-5600 (option 1)

UHS also has a site dedicated to remote services (<https://www.uhs.wisc.edu/remotehealth/>). Note that some services offered at UHS are limited to in-state students only.

LGBTQ+ Support : The Gender & Sexuality Campus Center (<https://lgbt.wisc.edu/>) is a fantastic resource for LGBTQ+ students on campus. If you need to locate a gender-inclusive restroom on UW campus, visit:

<https://lgbt.wisc.edu/support/navigate-campus/>

Dean of Students: The Dean of Students' office can provide you with support and resources for a variety of concerns; their main objective 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/>.

Some additional campus resources are:

- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)

Course Evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the mid-term and final course evaluations. Typed course evaluations will not be released to instructors until after grades have been posted.

Students' Rules, [Rights & Responsibilities](#)

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-Madison [Badger Pledge \(for Madison-based students\)](#)

Quarantine or Isolation Due to COVID-19

Students should continually monitor themselves for COVID-19 symptoms and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their Instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Diversity & Inclusion Statement

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

UW-Madison 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 instructors with the student's legal name. We will gladly honor your request to **address you by an alternate name and your selected pronouns.**

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Common examples of academic misconduct include:

- cheating on an examination
- collaborating with others in work to be presented contrary to the stated rules of the course
- submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- stealing examinations or course materials
- submitting, if contrary to the rules of a course, work previously presented in another course
- using online language translation tools contrary to the rules of the course
- knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed

For detailed information, please see conduct.students.wisc.edu/academic-misconduct/

Accommodations for Students with Disabilities Statement

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities are a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Academic Calendar & Religious Observances

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>