

Elementary Sinhala !ංභූල

SU21 ASIALANG 317 009 DDD / SU21 ASIALANG 327 009 HDD

Credits

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

Course Designations and Attributes

General Education

Course Description

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.

Requisites

There are no prerequisites for this course. You will be required to take the OPI after the completion of the second semester.

Meeting Time and Location

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

Instruction begins Monday, June 14, 2019 – Friday, August 06, 2021 - Monday to Friday for 4hrs a day.

Instructional Modality

This course will meet remotely for synchronous instruction.

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.

Instructor

Bandara Herath, Senior Lecturer in Sinhala

Instructor Availability

Office hours will be conducted remotely for one hour each day.

Can make appointments at the end of the class for office hours.

Course 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 which reaching into the

“**Intermediate Low**” level of language proficiency ACTFL guideline. To this end you will be able to: ▪ 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.

Grading

Quizzes (Written, oral) 20%

Class participation 10%

Homework 20%

1st semester Exam 20%

Final Exam 30%

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

Required Textbook, Software & Other Course Materials

Required Textbooks:

1. Beginning Colloquial Sinhala: An Introductory Sinhala Curriculum by Theresa McGarry and Liyanage Amarakeerthi
2. Sinhala Script Workbook: Reading and Writing with the Sinhala Alphabet by Bandara Herath
3. English Sinhala Dictionary by Bandara Herath
4. Beginning Colloquial Sinhala reader: Bandara Herath
5. Spoken Sinhala Grammar 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.

Campus provides students with [technology guidelines and recommendations](#) for instruction. Students should consult these resources prior to the start of the semester.

Homework & Other Assignments

Homework assignments:

Homework will be assigned regularly, and the due date will vary; but check them every day at the beginning of the class.

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.

Exams, Quizzes, Papers & Other Major Graded Work

Quizzes / Examinations:

There will be two types of quizzes:

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

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How to Succeed in This Course: To get the maximum benefit from this course students must follow the rules and syllabus criteria of the course given by the instructor.

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/ journal writing).

[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

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 14 - 18	Unit 1 Lesson 1- 5	Quiz 1
2nd week June 21 - 25	Unit 2 Lesson 6- 10	Quiz 2
3rd week June 28 -July 02	Unit 3 Lesson 11 -15	Quiz 3
4th week July 05 - 09	Unit 4 Lesson 16 - 20	Quiz 4
5th week July 12 -16	Unit 5 Lesson 21 - 25	1 st Semester test
6th week July 19 -23	Unit 6 Lesson 26 - 30	Quiz 5
7th week July 26- 30	Unit 7 Lesson 31 - 35	Practice test
8th week Aug 01 - 06	Unit 8 Lesson 36 - 40	Final test and Presentation

Important dates to include on your syllabus calendar:

- Monday July 5, no class (July 4th holiday)
- Tuesday July 27, All-SASLI Program, 1:30pm CST
- Weekly quizzes due on every Monday morning at the beginning of the class. •
- Midterm test is on 16th July 2021,
- Final test will be on the 5th, August 2021(May vary according to the textbook's requirement)

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Weekly Schedule (Plan)

Week 1 and 2: Elementary Sinhala: SASLI 2021

Week 1, June 14-18	Topic	Homework	Due at 8:30 am at the beginning of the class

June 14, M	<ol style="list-style-type: none"> 1. Introduction, discussion on syllabus, course policies, assessments, course expectations and outcomes. 2. Greetings and goodbye phrases. 3. Scripts, Sounds, consonants, Vowel system in Sinhala, pronunciation 4. Introducing yourself and asking others to introduce. 	<ol style="list-style-type: none"> 1. Write and practice the script using the script workbook. 2-3 pages 	June 15, T
June 15, T	<ol style="list-style-type: none"> 1. Simple sentence and verb agreements greeting each other, ask and respond to each other's question about oneself. 2. Scripts and Sounds practice using the script workbook. 3. More patterns of greetings. 4. Lesson 2/3 	<ol style="list-style-type: none"> 1. Write and practice more script using the workbook. 2. Learn vocabulary needed for the next day lesson. 	June 16, W
June 16, W	<ol style="list-style-type: none"> 1. Lesson 4 (Main textbook) 2. Phrase order. 3. Describe pictures. 4. More Script and Sounds: Vowel Postpositions. 5. Reading and writing basic sentences using the textbook. 	<ol style="list-style-type: none"> 1. Practice more letters from the script workbook. 	June 17, TR
June 17, TR	<ol style="list-style-type: none"> 1. Lesson 5 in the main Textbook. 2. Say a person's occupation. 3. Vocabulary related the above. 4. Work on Script workbook to practice more letters. 5. Indefinite noun phrases animate and inanimate rules. 6. How to tell time. 7. Yes / No questions 8. More Reading and Writing practice 	<ol style="list-style-type: none"> 1. Practice more letters from the script workbook 	June 18, F
June 18, F	<ol style="list-style-type: none"> 1. Count up to 100. 2. Counting people and Animals. 3. Talk about name, age, and occupation. 4. Sentences that start with verb phrases. 5. Scripts and Sounds Practice with the script workbook. 6. Thank someone. 7. Weekly review / Completion of Unit 1 	<ol style="list-style-type: none"> 1. Study for Quiz 1 2. Complete the Script workbook. 	June 21, M

June 21 M	<ol style="list-style-type: none"> 1. First Week Quiz 2. Kingship terms and family members from lesson 6. 3. Case endings of definite verbs 4. Folk song 5. Lesson 6 indefinite forms and plural patters in Sinhala 6. Reading practice with Reader lesson 1 	<ol style="list-style-type: none"> 1. Start Writing the journal 2. One paragraph Journal entry about any topic 	June 22 T
June 22 T	<ol style="list-style-type: none"> 1. Lesson 7 2. Address and refer to people respectfully 3 More plural forms 4. Reading practice with the Reader lesson 2 	<ol style="list-style-type: none"> 1. Journal Entry with new words were in the textbook. 	June 23 W
June 23 W	<ol style="list-style-type: none"> 1. Lesson 8 Make Genitive form of the words / Foreign words of plural and singular nouns. 2. Complete Script workbook with reading and Writing. 3. How to use in and at a place / the case makers of place names. 4. Reading practice with Reader Lesson 3. 	<ol style="list-style-type: none"> 1. Journal entry / Writing and practice with new word endings. 2. Complete the Homework 2 in the Script workbook. 	June 24 TH
June 24 TH	<ol style="list-style-type: none"> 1. Lesson 9 2. More numbers over 100 to 1000ds 3. Past tense forms with more common verbs. 4. Describe a timeline with 1000 numbers in a life story. 5. Reading practice with the Reader lesson 4. 	<ol style="list-style-type: none"> 1. Journal entry about the family / ages and occupations. 	June 25 F
June 25 F	<ol style="list-style-type: none"> 1. Lesson 10 2. Talk about prices of items / Shopping 3. Negating the past tense. 4. Reading Practice with the Reader lesson 5. 5. Review of the week progress. /Completion of Unit 2 	<ol style="list-style-type: none"> 1. Journal entry. 2. Reading practice (Sinhala Reader) 3. Study for Quiz 2 	June 28 M

Course Policies:

Attendance

SASLI policy, students are expected to **attend class 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 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 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 students' 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 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 [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.

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

- **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/remothealth/>). 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

Student 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. Student 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 is 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 is 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>