

## University of Wisconsin-Madison

### Elementary Tamil ASIALANG 317 & 327, SASLI 2021, UW-Madison

#### Credits

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

#### Course Designations and Attributes

General Education

#### Course Description

This course provides a rigorous introduction to the study of Tamil, one of the oldest South Asian languages. Students will be trained in four distinct skills – reading, writing, speaking and listening. An emphasis will be placed on being able to navigate everyday situations one might encounter while in South India and on interpreting authentic literary, audio, and visual sources. To that end, this course covers most of the grammatical concepts that one would have to master in order to participate in such conversations and engage with such sources. Furthermore, students will be exposed to modern Tamil in both its written/formal register and its spoken register as practiced in Tamil Nadu. By the end of the second semester, students will be prepared for further study of the language, perhaps in the form of deeper engagement with Tamil literature or an immersion course in India.

**Requisites:** No prior experience with the language is necessary to enroll in this course.

#### Meeting Time and Location

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

#### Instructional Modality

This course will meet remotely for synchronous instruction via the Zoom platform.

#### 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

In addition to our regular class meetings every morning, you can reach me via email or can speak individually during our daily office hours/language table, which will be held online (link pending) every day from 2:30 PM– 3:30 PM CT. Please don't hesitate to reach out to

me immediately to schedule another time to meet if necessary.

### **Instructors & Faculty Assistants**

**Instructor:** Jay Ramesh

Office hours will be conducted remotely via Zoom for one hour each day, from 2:30 PM – 3:30 PM CT

### **Course Learning Outcomes**

By the end of the second semester of the course, students will be able to:

- Understand main ideas and some basic additional information when engaging with Tamil spoken and written materials on familiar topics
- Describe one's background and personal history as well as one's feelings and emotions when dialoguing with native speakers, using series of connected sentences
- Address one's own potential needs when in Tamil-speaking areas, especially when encountering situations that one will have practiced in our class (such as making introductions, asking for directions, going shopping, looking for research materials, etc.)
- Participate in spontaneous conversations in Tamil on familiar topics, forming connected thoughts and being able to ask follow-up questions
- Appreciate how certain cultural or contextual cues affect language usage and interpretation
- Deliver formal presentations, articulating one's own point of view and forming connected thoughts on researched topics, in both the spoken and written Tamil registers
- Engage with unfamiliar authentic sources – whether they be texts, signs, films, or speeches - and understand their key themes and some supporting details
- Become proficient in modern Tamil grammar, as manifested in both written and spoken Tamil

By the end of the course, students should achieve an “intermediate-low” level of proficiency as described according to ACTFL guidelines. At the end of the semester, students will take the ACTFL's OPI exam to determine their level of proficiency. SASLI will hold a workshop on the OPI in the fifth week of the program.

### **Grading Rubric:**

2

- Attendance and Participation: 30%
- Homework: 15%
- Take Home Exams: 15%
- Conversation Assessments: 15%
- Final Projects: 25%

### **Grade Range:**

- A (93+)

- A- (90-92)
- B+ (87-89)
- B (83-86)
- B- (80-82)
- And so on. Grades of a D- and below will be considered failing grades.

### Course Website, Learning Management System & Digital Instructional Tools

We will be using Zoom for all of our course meetings; in the event of a service outage, we will use another platform to be announced.

### Required Textbook, Software & Other Course Materials

While there are no texts that are required for students to purchase, we will be frequently using selections from K. Paramasivam and J. Lindolm, *A Basic Tamil Grammar and Reader*, Vols. 1 and 2. As this text has long since been out of print, I will provide scans for the necessary readings.

While you are welcome to consult a published dictionary, there are several good online dictionaries. There are two that I particularly recommend:

- 1) Crea's Tamil-English and English-Tamil dictionary (<https://www.crea.in/>) is well suited for use in the introductory class.
- 2) The University of Madras Tamil Lexicon (<https://dsal.uchicago.edu/dictionaries/tamil/lex/>) is the better suited for more advanced work in the language, such as translation of premodern texts. While you likely won't need to consult it this summer, it is an invaluable tool and may still be worth using if querying Crea's dictionary should ever prove fruitless.

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

There will be several forms of graded assignments this summer:

- **Homework:** There will be a homework assignment almost every single day this summer. These assignments will usually consist of a written component, but will occasionally require you to make short audio recordings as well. These must be uploaded to Canvas or sent to me as email attachments by the start of our class time the following day.
- **Take-Home Exams:** Each semester, there will be a short take-home exam that will test your writing and translation abilities. They will be made available to you on a Friday and will be due the following Monday. These are open-book, open-note exams, but *do not use an online translation tool* (such as Google Translate). It will be very obvious if you have and most of your translations will probably be wrong. The first take home

exam will be distributed at the end of class on Friday, June 25<sup>th</sup> and will be due the following Monday, June 28<sup>th</sup>; the second exam will be distributed on Friday, July 30<sup>th</sup> and will be due Monday, August 2<sup>nd</sup>

- **Conversation Assessments:** At the end of the third week of each semester, I will schedule an appointment with each of you to conduct a brief assessment of your speaking and comprehension abilities. It will consist of a short conversation on a familiar topic, but you will not be permitted to consult any outside materials. These assessments will take place on Friday, July 2<sup>nd</sup> and on Thursday, August 5<sup>th</sup>.
- **Final Projects:** On the last day of class in each semester, you will have to submit a final project. In the first semester, this will consist of a short presentation on a topic of your choice, to be given on Friday, July 9<sup>th</sup>. In the second semester you will engage in a group project that will consist of a brief skit, to be performed at the SASLI Showcase on Tuesday, July 27<sup>th</sup>. You will be graded both on the textual transcripts of these assignments – to be composed in written Tamil – and an audio or video recording to be delivered in spoken Tamil.

#### Important Dates:

- Monday, June 14<sup>th</sup>: Course Begins
- Friday, June 25<sup>th</sup>: Take Home Exam Distributed
- Monday, June 28<sup>th</sup>: Take Home Exam Due
- Friday, July 2<sup>rd</sup>: Spoken Assessment Meetings
- Friday, July 9<sup>th</sup>: Final Projects Due
- END OF FIRST SEMESTER
- Monday, July 12<sup>th</sup>: Second Semester Begins
- Tuesday, July 27<sup>th</sup>: SASLI Showcase/2<sup>nd</sup> project due
- Friday, July 30<sup>th</sup>: Take Home Exam Distributed
- Monday, August 2<sup>nd</sup>: Take Home Exam Due
- Thursday, August 5<sup>th</sup>: Spoken Assessment Meetings

#### Campus Spaces for Virtual Learning

4

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

##### **Week 1:**

Day	Topics	Assignments	Notes/Deadlines
Monday, June 14 <sup>th</sup>	Introductions, Basics of Studying Tamil, Learning the Script	Write the entire script three times	HW should be uploaded as a pdf/image to our course's Canvas page
Tuesday, June 15 <sup>th</sup>	Reviewing correct pronunciation of characters; learning to write names, specifics of Tamil pronunciation and spelling (combining nasals and hard consonants); "double" letters;	Write combined characters three times each; write your first and last name  Vocabulary - Introductions	
Wednesday, June 16 <sup>th</sup>	Learning to introduce ourselves; practicing pronunciation of given vocabulary; Sentences without verbs (a.k.a. "A=B" sentences)	Writing Exercise: A=B sentences and yes/no questions  Vocabulary – School/Classroom	
Thursday, June 17 <sup>th</sup>	Group Exercise: Practice describing virtual classroom with A=B sentences; live dictation practice; Asking yes/no questions; Introduction to sandhi rule	Writing Exercise: A=B sentences and yes/no questions  Vocabulary - Town/Family	
Friday, June 18 <sup>th</sup>	Group Exercise: Using Yes/No questions to ask about families; Practice reading aloud together; Introducing Nouns and Cases	Write 5 simple sentences using dictionary; listen to recorded conversation and compare to written form and take note of any differences.  Vocabulary: Numbers and Questions	

**Week 2:**

Day	Topics	Assignments	Notes/Deadlines
Monday, June 21 <sup>st</sup>	Practice constructing more complex phrases using cases; Introduction to verbs;	Writing more complex phrases using nouns and cases (worksheet)	

	present tense	Vocabulary: Places and Directions	
Tuesday, June 22 <sup>nd</sup>	Practice using Verbs; Rehearsing Dialogue: Asking how to go from place to place; Expressing states of being using the dative	Translate: Paramasivam and Lindholm, Chapter 1 “இந்த ய ,” Listen to recording of spoken form  Vocabulary – Adjectives and States of Being	You do not need to submit your translations – we'll review them together in class
Wednesday, June 23 <sup>rd</sup>	Review HW translation together; practice expressing wants and desires; Expressing possibilities and commands	Recording: Listen to recorded dialogue “Going to a restaurant” alongside script. Translate: Paramasivam and Lindholm, Chapter 2, first two paragraphs.  Vocabulary – Food and Restaurants	
Thursday, June 24 <sup>th</sup>	Dialogue Practice: Communicating Wants and Desires. Review of Lindholm and Paramasivam Reading; Making evaluations and expressing Comparisons	Exercise: Interpreting a restaurant menu. (Answer questions based on a menu)  Vocabulary: Shopping	
Friday, June 25 <sup>th</sup>	Dialogue Practice: Rehearse a conversation about going shopping; The infinitive and infinitive-Based expressions; Review for Take Home Exam	Take Home Exam	Exam will be made available on Canvas at the end of class time, and will be due Monday morning before class

## Course Policies

### Attendance

Per 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.

**6**

- 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.

## How to Succeed in This Course

7

- As we will move through the material very quickly, it is absolutely imperative that you complete every assignment on time; if you have any trouble with the homework, I encourage you to attend my office hours and we will review it together
- Office Hours are also an excellent opportunity for practicing spoken Tamil; as our communicative abilities expand, you are strongly encouraged to attend.
- Language learning is a collaborative endeavor, and you will be working closely with your classmates all summer. Use each other as a resource, and always be kind and compassionate to your fellow students.
- While we will engage with authentic sources all summer, you may wish to start engaging with spoken Tamil early on to enhance your listening skills. As the course proceeds, we will recommend videos, essays, websites, music and films to serve this purpose. Feel free to seek out your own and to make suggestions to the class!

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)**

8

#### **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/](https://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

9

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>

