



University of Wisconsin-Madison

Elementary Bengali (ASIANLANG 317 & 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 is the language of Bangladesh and Indian States of West Bengal, Tripura, and Assam. With about 250-300 million speakers worldwide, Bengali is one of the most spoken languages, ranked 7th in the world. Bengali literature spans over one thousand years and reached its pinnacle in 1913 when Rabindranath Tagore won Nobel Prize for literature.

This course aims at developing language skills at all four levels—listening comprehension, speaking, reading, and writing. The nature of the course is elementary. The course will help students in learning Bengali and develop and deliver expected level of proficiency in the language. The learners will be introduced to the usage according to contexts and situations.

Requisites: No prior knowledge of the language is required for this course.

Meeting Time and Location

8:30-1:00 pm CST, M-F (with a half-hour break)

Instructional Modality: In-person

This course will meet in person.

Regular and Substantive Student-Instructor Interaction:

The classes will be interactive and require you to work independently, with your group members to be able to develop your communicative and cultural competence, and hone your performance. At the end of the course students will be able to attain a proficiency level in these skills equivalent to “Intermediate Low” according to ACTFL proficiency guidelines (*see www.actfl.org.*) The order of emphasis given on the course is interpersonal communication, presentational speaking and writing, interpretive listening and reading.

- 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. Audios/videos/movie clips, etc., will be assigned to listen/watch and complete interactive exercises throughout the course, and will be asked to answer relevant questions based on the materials. In the following class, questions will be asked based on your daily/weekly home assignments such as a story, a movie clip, conversations or an online material.

- The target language will be used in the class. Students will be expected to take an active role in the class activities. They will be encouraged to work in groups (when applicable) to engage in different types of classroom activities with the aid of a vocabulary list and grammar instructions. The instructor will give topics for in class presentations/conversations/role-plays, 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 exams. Those who need extra assistance are strongly encouraged to attend daily office hours. It is mandatory to attend at least one office hour a week to discuss your progress, specific difficulty areas, and extra help.
- Students are encouraged to actively participate in the classroom by volunteering to lead the assigned activities, group work, and comment on their peers' presentation/description. They will get enough opportunities to hone their language skills and help/correct one another in the interpersonal and interactive group works.
- Regular online vocabulary practice exercises will be created for students to help build their vocabulary. They will be asked to use some of the vocabulary during the class conversation to help them practice and master the usage.
- In addition to the daily four hour in-person class meetings, students are required to spend four hours asynchronously to complete listening/recording/reading/writing activities/works including some grammar description and usage to help them actively participate in in-class practice sessions.
- Please check your Canvas sites regularly for weekly schedules, assignments due dates, and all the updates.

Instructor

Dr. Faijul Hoque

Instructor Availability

Office Hours: 2:00 pm - 3:00 pm [Office hours will be conducted in-person for one hour each day also virtually if students want]

Course Learning Outcomes: 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:

- 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, and 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.

The main topics covered in the Elementary syllabus will be:

a). Script: The main emphasis is on 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.

b). Grammar: The grammar topics to be covered are: pronouns (personal, possessive, objective), classifier/article, case, zero verb construction, postposition, 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.

c). Vocabulary: At the elementary level, you will learn 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 part, 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.

d). Speaking: You will start speaking from day one, with basic introductions, greetings and phrases useful for 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 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 appointment over phone, conducting a short interview etc.

e). Listening: Recorded audio video materials will be used in this level, which will be incorporated with the grammar and vocabulary classes. You will hear recorded conversation, role-play, announcements, songs, and audio of reading texts. Towards the end of the course authentic materials like clips from movie, TV commercial, documentary and children's show will be introduced.

f). Reading: You will start reading at the beginning of the course while learning to recognize alphabets. Reading will be introduced with shop signs where English words are frequently transcribed in 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 book, graphic novel and other authentic sources will be used for reading comprehension in class and for assignments.

g). Writing: You will be introduced to writing at the beginning of the course with the practice of script. As you begin acquiring mastery over the script, you will be introduced to filling in a questionnaire with personal details (job, age, address, hobbies); writing a greeting card, a simple postcard (for example with holiday greetings); a note to tell somebody where they are or where they would like to meet; sentences and simple phrases about themselves, their hobbies, their hometown, likes and dislikes, description of their rooms etc. Towards the end of the course, you will also learn to write a recipe and a letter to a friend in Bangla. You will be required to write weekly journals from week 3 and submit them at the beginning of the following week until the end of the course. Your journal entry should incorporate grammatical forms and vocabulary learnt in class to describe your everyday experiences.

Grading:

Your final grade will be calculated as follows:

Attendance	10%
Class Participation	10%
Homework Assignments (including online and other speaking, listening, reading and writing)	20%
Journal	10%
Quizzes	20%
Class Project/Presentation (Individual and collaborative)	15%
Final Exam	15%
Total	100%

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
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Course Website, Learning Management System & Digital Instructional Tools:

We will use the Canvas course site for LMS and Zoom if and when needed for virtual class meetings and office hours.

Required Textbook, Software & Other Course Materials

Epar Bangla Opar Bangla: Bangla Across Borders by Carol Salomon, Nandini Abedin, Klaus Brandl, University of Washington, 2011.

Reference and Suggested texts and materials:

- Bengali by Hanne-Ruth Thompson, John Benjamins Publishing Company, 2012.
- Bengali A Comprehensive Grammar by Hanne-Ruth Thompson, Routledge, 2010.
- Teach Yourself Bengali by William Radice, London: Hodder Education, 2008
- Essential Everyday Bengali by Hanne-ruth Thompson, Dhaka: Bangla Academy, 2006
- A list of supplementary materials from authentic texts will be provided to the students
- Materials: Handouts, audio and video materials will be accessible on Canvas course site.

Note on script:

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>.

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 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

A number of applications are available for Bangla typing. The most widely used program is "Avro Keyboard" for PC and Mac. The installation guideline and Avro keyboard is available in the following link: <http://www.omicronlab.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 graded Assignments:

Class Attendance is required and key to succeed in the course. See the attendance policy below for further details.

Class Participation: You are required to actively participate in all activities, including pair and group work in class and outside as deemed necessary.

Homework Assignment: 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 instructors 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 during office hour meetings.

Each week you will be assigned a task to prepare during weekends. You may be assigned to prepare for a role-play or presentation in class for the following week. All the assignments must be completed on the course site on time; late submission or failure to complete/submit will adversely affect your grade. The schedule for assignments will be available on the Canvas course site. Each assignment will be graded on a system of points; the total score will be converted to a letter grade. You will get feedback on your assignments in the form of comments on the Canvas course site and you will have the opportunity to discuss that during the office hours. **Please note homework assignments count towards 20% of your grade.**

Journal: You are required to write your journal starting from week 3. You should hand in your journals each Monday morning starting from week 4 onwards. The purpose of writing journal is to enhance your writing capability and organizing thoughts in Bangla. 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. Some pointers regarding journal:

- Use a new notebook.
- Write 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.

Exams, Quizzes, Papers & Other Major Graded Work

Quiz: There will be a weekly quiz and other activities on every Monday, except quiz second, starting from week 2, which will test on topics and skills covered in the previous week. Your Instructor will let you know the format of the quiz (oral, written or listening comprehension). The quizzes would be held on **Jun 27th, July 5th, 11th, 25th, August 1st and 8th.**

Class Project: You will be required to complete **two** projects, – one individual and one group project. **The individual project** should be in a PowerPoint and would require them to present before the class in the fourth week of the program on **July 15th Friday**. **The group video project** should be a short 5 to 6 minutes movie prepared and recorded by students. The topic will be decided and finalized by the instructor. You should write and submit the script to the instructor before recording. The draft of the script is due on **July 25th Monday** and final project is due on **August 1st Monday**. Your project will be presented in **All SASLI Program on August 2nd (Tuesday, 1:30pm CST)**. Detailed guidelines of the project will be shared with the students on a separate sheet.

First Semester Final Exam: Your mid-term is scheduled on week 5 of the program on **July 18th Monday**. The mid-term will assess contents covered in the first half of the course from week 1 to 4. The midterm will test all communicative skills including grammar and vocabulary.

Second Semester Final Exam: The final exam is scheduled on **August 12th Friday**, the last day of the class. The format and content of the exam will test all skills, grammar and vocabulary points learnt in the second half of the program. An extended interview will be part of your final exam.

Important dates:

Holiday	July 4, 2022 (Monday) No Class
Quiz	Jun 27 th , July 5 th , 11 th , 25 th , August 1st and 8 th
Individual Project	July 15 th Friday
First Semester Final Exam	July 18 th Monday
Group Project	August 1 st Monday
All SASLI Program	Week 7, August 2, 2022 (Tuesday), 1:30pm CST
Second Semester Final Exam	August 12 th Friday

[Note: All SASLI program is organized on week 7 of the program on August 2, 2022 to showcase what students can do in the target language. Participation in the all SASLI program is mandatory for all students. The program showcases performances or talents of students in the target language as an individual (if you are the only student in the class) or as a group. The performance can be a song, a skit, recitation of a poem etc.]

Course Policies:

Attendance

This class will follow WISLI attendance policy, which states:

Given the intensive nature of our programs, students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to attend every day of class during the 8-week summer term. Students are allowed to miss one day in the first half of the summer program and one day in the second half of the summer program without a grade deduction. Unexcused absences of 2 or more will result in a grade deduction including attendance and participation, missing work, or tests, which may impact a student’s final grade. Please see the grading rubric in your course syllabus for an explanation of your course grade.

Excused absences for emergency circumstances will be reviewed on an individual basis. Please contact your instructor as soon as possible if you will be absent from class.

For COVID-19-related questions, please see the UW-Madison COVID-19 Response FAQs: <https://covidresponse.wisc.edu/faq/>

All WISLI programs following UW-Madison policies for religious observances. Please notify your instructor in the first week of class if you will be absent due to religious observances in the 8-week summer term.

WISLI attendance policies align with UW-Madison guidelines: <https://doso.students.wisc.edu/guide/class-attendance/>

Unexpected Absences and COVID-19

Given the intensive nature of our programs, instructors and students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to be present every day of class during the 8-week summer term. However, sometimes unexpected situations arise, and it is important to work together with the pedagogy and administrative program staff in a timely manner to find appropriate and reasonable accommodations for instructors and students while maintaining the rigor and flow of our intensive courses.

The Wisconsin Intensive Summer Language Institutes (WISLI) follow UW-Madison guidelines regarding COVID-19. For the most up-to-date information about these policies, go to: <https://covidresponse.wisc.edu>. Please review the information on the FAQs page (<https://covidresponse.wisc.edu/faq/>), which provides guidance regarding some COVID-19-related absence issues, including questions such as:

- If I am in class or at work when I receive a positive COVID-19 test result, should I leave immediately?
- What should I do if I've tested positive for COVID-19?
- What should I do if a student in my class tells me that they have tested positive for COVID-19? Should I inform the other students? Should I cancel class?
- What should I do if multiple students in my class are out because they are isolating or in quarantine for COVID-19?
- Will I be notified if a student in my class is required to be tested for COVID-19, has failed to test for COVID-19, or tests positive for COVID-19?
- Are instructors required to provide students fully remote or online access to in-person courses?
- How long should someone stay home if they are experiencing symptoms of COVID-19?
- I've been exposed to (a close contact of) someone with COVID-19. Do I need to quarantine and for how long?
- Should I attend work or class if I am sick?
- I heard someone in one of my classes has tested positive but I don't know whether I was a close contact. What should I do?

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 semester course prohibits students moving to the second/fourth/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.

Tardiness: Late arrival is strongly discouraged. Students arriving up to ten minutes late will receive half credit for the day's performance grade and those who arrive twenty minutes after the beginning of the class will not receive any credit for the day.

Additionally, tardiness is a form of absence. Three late arrivals to class will equal one absence. You can be a fabulously talented student, if you don't show up on time you won't get a good grade. This is plain and simple.

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.

Cell phones and laptops: It is highly expected and encouraged to create a productive learning environment. **Use of cell phones, personal audio devices, text messaging** and personal use of a computer **IS NOT PERMITTED** during any class. You will be marked absent if you use such devices during the class.

Sample Guidelines for Classroom Community:

- 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 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 and will be addressed by the instructor or referred to the Academic Director.
- Class rosters are provided to the instructor with the student's legal name. We will gladly honor your request to address you by an alternate name or gender pronoun.

- **Understand that we are bound to make lots of mistakes in this class**, as anyone does when learning a new language. Take risks and support others in their risk-taking.
- **Be aware of how much you are contributing to the discussion**, and share responsibility for including all voices in the discussion. If you have any idea, don't wait for someone else to say it; say it yourself. If you have a tendency to contribute often, give others the opportunity to speak.
- **Listen respectfully**. Don't interrupt or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (whether asking for clarifications, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers' comments.
- **Take pair work or small group work seriously**. Remember that your peers' learning is partly dependent upon your engagement.
- **Make an effort to get to know other students**. Introduce yourself to students sitting near you. Refer to classmates by name.
- **Respect others' right to hold opinions and beliefs that differ from your own**. Be open to hearing their perspectives. Be open to changing your perspectives based on what you learn from others. Be okay with disagreement.

Teaching & Learning Data Transparency Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully evaluates 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. View the university's full [teaching and learning data transparency statement](#).

Privacy of Student Records & the Use of Audio Recorded Lectures Statement

View [more information about FERPA](#). 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 who has an approved accommodation that includes recording. [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, with the exception of sharing copies of your personal notes as a note taker through the McBurney Disability Resource Center. Students are otherwise 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:

Students must attend 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.

Students should use the office hours and spend at least 3-4 hour studying and preparing outside of class for each class session. In addition, students should listen to the audio and video clips assigned

each week to get used to the sound of the language. They should join/create Bengal learner's 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/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

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.

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/or on Canvas.

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.

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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 ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs

and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related 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

Weekly Schedule:

Day (Date)		Topic (Students can prepare before class or expect in the class)	Assignments (Page number, online resources, materials, etc.)	Deadlines
Week-1				
Monday Jun 20, 2022 [See canvas page for – Materials]	1 st hour	1. Course Introduction and Discussion on syllabus. 2. Meeting and greeting: কেমন আছেন? Tell your: name, home city, state, likes & dislikes, favorite foods, etc.	Assignments- 0: Write all the Bengali Script. [See canvas page for - Practice sheet]	Due on Jun 21, 2022 [Not graded]
	2 nd hour	1. Scripts & Sounds: Vowel (অ, আ, ই, ঈ) and Vowel signs (া, ি, ী), 2. Consonants (ক, খ, গ, ঘ, ঙ, চ, ছ, জ, ঝ, ঞ) 3. Scripts & Sounds: Vowel (উ, ঊ, ঋ) and Vowel signs (ু, ূ, ্র) 4. Consonant (ট, ঠ, ড, ঢ, ণ, ত, থ, দ, ধ, ন, প, ফ, ব, ভ, ম,)		
	3 rd hour	1. Scripts & Sounds: Vowel (এ, ঐ, ও, ঔ) and Vowel signs (ে, ৈ, ো, ৌ), 2. Consonants (য, র, ল, শ, ষ, স, হ, ড়, ঢ়, য়, ঞ, ং, ঃ, ণ্)		
	4 th hour	1. Review and re-write Bengali letters, those have been introduced in the class. 2. Wind up: Play a game and write your name.		
Tuesday	1 st hour	1. Review of previous class with follow up activity. 2. Review of Bengali Vowel, Vowel sign and Consonants - Students will write all letters on the board.	Assignments- 1: Rewrite and fill the sheet according to the instruction.	Due on Jun 22, 2022

Jun 21, 2022 [See canvas page for – Materials]		3. Students will write missing letters and test script.	[See canvas page for - Practice sheet]	
	2 nd hour	1. Reading of simple words, phrases and sentences without vowel signs. 2. Reading simple words, phrases and sentences with vowel signs.		
	3 rd hour	1. Group activity: Write your name and your friend's name. 2. Write some places in Bangla-like Wisconsin, Madison and the place where from you are. 3. Write some English words in Bangla-like classroom objects etc and know their Bangla meaning.		
	4 th hour	1. Wind up: Practice classroom phrases or expressions and play Bingo with scripts.		
Wednesday Jun 22, 2022 [See canvas page for – Materials]	1 st hour	1. Review of previous class with follow up activity. 2. Know the difference between homophonic sounds with follow up exercise.	Assignments- 2: Reading out loud and record and submit on canvas page. [See canvas page for - Practice sheet]	Due on Jun 23, 2022
	2 nd hour	1. Students will write Homophones with examples on the board and there will be a discussion after that. 2. Reading, writing, and dictation of simple words, phrases, and sentences.		
	3 rd hour	1. Correct sentences or words by adding vowels or vowel signs. 2. Write your friend's name on the board.		
	4 th hour	1. Wind up: Reading out loud a paragraph that covers all Bangla letters and their signs.		
Thursday Jun 23, 2022 [See canvas page for – Materials]	1 st hour	1. Review of previous class with follow up activity. 2. Introduce yourself in Bangla and use & practice of classroom phrases.	Assignments- 3: Rewrite and fill the ফলা যোগ sheet. [See canvas page for - Practice sheet]	Due on Jun 24, 2022
	2 nd hour	1. Introducing য – ফলা [ক্য], র-ফলা [ত্র], ল – ফলা [ক্র] and ব – ফলা [ব, স্ব] etc. with follow up activities.		
	3 rd hour	1. Reading, writing and dictation of simple words, phrases and sentences with "ফলা".		
	4 th hour	1. Students will learn the use of question words like - কি – What ? 2. কে/কারা – Who ?		

<p>Tuesday Jun 28, 2022</p> <p>[See canvas page for – Materials]</p>		2. Students will describe classroom objects using the singular and plural demonstrative pronouns.	<p>Describe your classroom in Bangla using simple and basic sentences. Use the given model as a guide.</p> <p>[See canvas page for - Practice sheet]</p>	
	2 nd hour	1. Introducing ' -জন and the classifier – টা' with follow up activities. 2. Discussion on Demonstrative Personal Pronouns and students will do follow up activity.		
	3 rd hour	1. Students will read a text in group on Demonstrative Personal Pronouns and they will do follow up activity. 2. Students will listen to an audio and identify the characters in the cartoon and write their name.		
	4 th hour	1. Wind up: Write a short note about your classroom using simple and basic sentences and present afterwards in the class.		
<p>Wednesday Jun 29, 2022</p> <p>[See canvas page for – Materials]</p>	1 st hour	1. Review of previous class with follow up activity. 2. Students will read a text in group and watch a video several times and then role-play the dialog.	<p>Assignments- 7: Translate the given simple sentences into Bangla.</p> <p>[See canvas page for - Practice sheet]</p>	<p>Due on Jun 30, 2022</p>
	2 nd hour	1. Speaking: Students will introduce each other. 2. Students will write a short paragraph about oneself and someone else and read afterwards in the class.		
	3 rd hour	1. Discussion on the conjugated form of the verb আছ- [to be-] and their use [আছিস, আছ, আছেন, আছে, আছি] and students will do follow up activity. 2. Conversation: Students will choose the correct conjugated form of the verb আছ- and they will speak using complete the sentences.		
	4 th hour	1. Wind up: Look at pictures and write in complete sentence what Sahil has and does not have in his village and read afterwards in the class.		
<p>Thursday Jun 30, 2022</p>	1 st hour	1. Review of previous class with follow up activity. 2. Discussion on - Adverbs: ওখানে, এখানে, সেখানে and the word থাক-. And then students will learn and practice asking about	<p>Assignments- 8: Listen to the audio and fill out the address book.</p>	<p>Due on Jun 1, 2022</p>

[See canvas page for – Materials]		someone’s country or hometown -বসবাস কোথায়- Where do you live?	[See canvas page for - Practice sheet]	
	2 nd hour	1. Students will learn and practice the use of - য়, তে, এ - locative-case suffixes with the follow up activities. 2. Listening: Listen to the audio and match the names with the places in which they live and present afterwards: 3. Speaking: Using the information provided, students will speak and interview each other.		
	3 rd hour	1. Discussion on possessive of nouns - এর, র or –য়ের with follow up activities. 2. Speaking: Locating someone’s দেশ on a map of South Asia.		
	4 th hour	1. Wind up: Switching nametags: Students will be given a name tag to wear which will also indicate their place of residence and country. Sitting around a table or in a circle in small groups, take turns introducing each other, switching name tags randomly with each turn.		
Friday July 01, 2022 [See canvas page for – Materials]	1 st hour	1. Review of the week with follow-up activity.	Assignments- 9: Find out conjuncts from the given words and divide them into their components. [See canvas page for - Practice sheet]	Due on July 5, 2022
	2 nd hour			
	3 rd hour	1. Students will listen to the conversation and based on the proximal and distant pronouns that are used, they will write down in Bangla the countries where the figures are from. 2. Students will read a text and answer the following questions. 2. Introducing days and parts of the day and with follow up activities. 3. Zero verb construction: Students will learn the use of question words like - কি – What ? 2. কে/কারা – Who ? 3. কার/কাদের – Whose ? 4. কোথায় – Where ? with follow up activities.		
	4 th hour	1. Wind up: Students will move around the class and ask their friends about their home address, note them down and present afterwards.		
