



University of Wisconsin-Madison

South Asia Summer Language Institute (SASLI) 2022

Elementary Sanskrit (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

This course introduces students to the Sanskrit language, which is an early form of Indo-Aryan in use in the Indian subcontinent approximately 2,500 years ago. By that time, Sanskrit as it was being used in ordinary communication had already diverged from the earlier language of the Vedas (Vedic Sanskrit). Grammarian Pāṇini (~500 BCE), building on an earlier grammatical tradition, described a set of rules governing proper speech forms of the language. Pāṇini's work, the *Aṣṭādhyāyī*, describes both Vedic Sanskrit as well as the Sanskrit of learned speakers of his time, which will be the focus of this course (and which is sometimes referred to as "Classical Sanskrit"). The complete, succinct, and authoritative nature of Pāṇini's work has resulted in the Sanskrit language remaining substantially unchanged since his time, which has made it a rich grounds for study by linguists. No less important is the vast array of works composed in Sanskrit over the millennia, including the foundational texts of the major philosophical schools of India, poetry and plays, religious works, and tales of history and mythology. This course will provide a basic understanding of all major grammatical concepts and syntactical constructions necessary to be able to read basic Sanskrit texts. No prior knowledge is required. Students will learn to speak the language by reciting texts; however, conversational Sanskrit is beyond the scope of this course. The grammar will largely be taught using a Western framework, but foundational Pāṇinian terms and concepts will also be used to help make understanding the language easier and to aid in further future study of the language. The course will place a great focus, both in the classroom and through assignments and exams, on learning to read and comprehend the language. No doubt a significant amount of memorization will be required, but with a focus on the ultimate goal of reading comprehension, students are encouraged to take a holistic approach to their study as they learn how grammar and syntax function to bring about meaning in the Sanskrit language.

Meeting Time and Location

June 20 – August 12

Monday through Friday (no class July 4)

8:30 a.m. to 1:00 p.m. CST (break 10:30–11 a.m.)

Instructional Modality: In-person

This course will meet in-person.

Regular and Substantive Student-Instructor Interaction

This course will include regular and substantive student-instructor interaction, including engaging students in teaching, learning, and assessment through direct instruction, providing feedback on student work, facilitating discussion of course content, and other substantive interaction.

Instructor

Patty O'Brien

Instructor Availability

Office Hours: Monday–Friday 4–5 p.m. CDT, and by appointment (*to be finalized in class*)

Course Learning Outcomes

Elementary Sanskrit provides students with an introductory knowledge of the Sanskrit language, including pronunciation, the Devanāgarī and Roman scripts, and the ability to understand basic sentence structures. By the end of the eight week course, students will have sufficient understanding of grammar and syntax to be able to explain how each word functions in a sentence and, with the help of a dictionary, render Sanskrit passages into English.

At the end of this eight-week course, students will be able to:

- Recite Sanskrit aloud with sufficient accuracy to be understood by classmates.
- Read and write the Devanāgarī script and Roman transliteration.
- Listen to short spoken Sanskrit phrases and be able to accurately recite and write them.
- Parse verb forms and explain how they were formed.
- Identify nominal forms and explain their use within the sentence.
- Comprehend basic Sanskrit texts with the help of a dictionary.
- Enter a second-year university course.

Grading

This course is divided into two four-week sessions. There will be a final exam and a final letter grade at the end of each 4-week session. The breakdown in grading for each session is as follows:

Attendance	25%
Homework and In-Class Exercises	25%
In-Class Participation.....	25%
Quizzes and Exams.....	25%

Attendance: Receiving your daily attendance grade in its entirety requires showing up on time and not disrupting the class. For more details, see the “Tardiness” and “Computer and Cell Phone Policies” sections later in this syllabus.

Homework and In-Class Exercises: Credit for homework and in-class exercises will be awarded for completeness, not correctness. Unless you have an accommodation, all homework and in-class exercises must be written by hand; electronic facsimiles will not be accepted. Homework must be turned in at the start of class. Late homework will not be accepted.

In-Class Participation: In-class participation means being actively engaged in the classroom activities at all times, and being willing to participate by asking questions and providing answers when asked. In-class participation may take the form of recitation, writing on the board, and other items related to instruction. Credit will be awarded for willingness to participate.

Quizzes and Final Exam: All quizzes and exams will be conducted in the classroom. Credit for quizzes and exams will be awarded for completeness and correctness. Unless you have an accommodation, all homework and in-class exercises must be written by hand.

Grading Scale and Grade Points Per Credit

Grading will follow the University of Wisconsin grading system, which is as follows:

<u>Letter Grade</u>	<u>Percentage</u>
A (Excellent)	90–100%
AB (Intermediate grade)	87–89%
B (Good)	80–86%
BC (Intermediate grade)	77–79%
C (Fair)	70–76%
D (Poor)	60–69%
F (Failure)	0–59%

Course Website, Learning Management System & Digital Instructional Tools

Be sure that you receive Canvas emails and notifications so that you remain informed of any important items related to the course.

In the event there is a need for remote connection during the course, students should be familiar with how to use Zoom.

Required Textbook and Other Course Materials

Textbooks (Required)

- *Devavāṇīpraveśikā: An Introduction to the Sanskrit Language* by Robert P. Goldman and Sally J. Sutherland Goldman, 3rd edition. Motilal Banarsidass.
- *The Roots, Verb-forms, And Primary Derivatives Of The Sanskrit Language* by William Dwight Whitney. Motilal Banarsidass.

If you are unable to obtain a printed copy of either textbook, please see me.

Textbook (Optional, with Copies On Hold at Library)

Depending to student interest and the speed at which we progress, it is hoped that we will look at selections from the Lanman reader listed below. Access to a printed copy of the book will be helpful, but not absolutely necessary. Four copies of this book are on hold for your use at College Library. They are available to you in the “Reserve” section on the first floor, to the left of and just beyond the main circulation desk (call number PK669 L22). There is ample seating nearby to work alone or in groups with a copy of the book.

- *A Sanskrit Reader: Text and Vocabulary and Notes* by Charles Rockwell Lanman. (*Any printing would be acceptable.*)

Handouts

A number of printed handouts will be provided throughout the course. Students are responsible for bringing these handouts to each class so that they may be used as reference when needed. Electronic copies will also be provided via Canvas for your long-term reference, but the printed copies of some items will be essential for work in the classroom.

A Means to Take Handwritten Notes

Please bring to class pencil and paper that will allow you to take freehand notes from the board. Among other reasons, such as quizzes and in-class assignments, you may need to write notes in the Devanāgarī script, or in Romanization with diacritical marks, which won't be easy to do quickly via typing on a keyboard. Diagramming of sentences and other non-linear notes taken from the board may also help your study. A digital freehand note-taking tool may be used, provided it is used in a manner that is not distracting to your fellow students.

Major Graded Work

Homework and In-Class Assignments

- All homework must be neatly hand-written and handed in on a piece of physical paper. If homework is illegible, half-credit will be deducted. Please take the time to carefully write your answers.
- Homework that is for collection must be handed in at the start of class. No late homework will be accepted.
- Many homework assignments will involve preparing for readings that will be done in class. In these cases, nothing will be collected, but your answers during class will serve to determine whether you made an adequate effort to prepare the material.
- In-Class Assignments will be short and targeted in nature, and may include oral or written assignments, including writing on the blackboard.

Exams and Quizzes

- Quizzes will be relatively short and intended to gauge your progress in targeted topics.
- All quizzes and exams will be administered in class. If any reference material is permitted during any portion of a quiz or exam, you will be notified closer to the time of the test.

Important Program Dates

Monday, June 20	SASLI Student Orientation (2241 Chamberlin Hall) (mandatory)	1:30 p.m. CST
Monday, July 4	No Class (Independence Day) (2241 Chamberlin Hall) (mandatory)	
Friday, July 15	Final Exam (Semester 1)	start of class
Tuesday, Aug. 2	All-SASLI Presentations (location TBD) (details to follow)	1:30 p.m. CST
Friday, Aug. 12	Final Exam (Semester 2)	start of class

Weekly quizzes will be held on Thursdays, only on weeks without a Final Exam.

Course Plan Overview

Below is a general outline of how the course will proceed. This schedule will be adjusted as needed to ensure an appropriate level of understanding is reached at each step before new material is introduced. All dates, topics, assignments, and other items are subject to change. Changes will be communicated in class.

Semester 1: Weeks 1–4, covering Goldman chapters 1–11

Week 1	Goldman chapters 1, 2, 3, 4	Quiz (5%)
Week 2	Goldman chapters 4, 5, 6, 7	Quiz (5%)
Week 3	Goldman chapters 7, 8, 9	Quiz (5%)
Week 4	Goldman chapters 9, 10, 11	Final Exam (10%)

Semester 2: Weeks 5–8, covering Goldman chapters 12–end

Week 5	Goldman chapters 12, 13, 14	Quiz (5%)
Week 6	Goldman chapters 14, 15, 16	Quiz (5%)
Week 7	Goldman chapters 16, 17	Quiz (5%)
Week 8	Goldman chapters 17, 18, (19, 20, 21)*	Final Exam (10%)

** Please note there are important concepts taught in Chapter 20, which will be introduced throughout both semesters rather than separately at the end of the course. Students won't be tested on the materials introduced in chapters 19 and 21. Chapter 22 is a reading, which we won't have time for in this course.*

Weekly Course Schedule (Weeks 1 and 2)

Week 1

Day	Main Topics	Textbook (read before start of class)	Homework Assigned in Class Due Next Day	Quiz or Exam?
Monday, June 20	Review of Syllabus Introduction to the Language; Phonology; Script	—	Goldman Ch. 1, Exercise A1, A2; copy alphabet	
Tuesday, June 21	Phonology, Script and Reading	Goldman Ch. 1 & 2	Goldman Ch. 1, Exercise C1, C2; copy alphabet	
Wednesday, June 22	Script and Reading	Goldman Ch. 1 & 2	Goldman Ch. 2, Exercise A, B	
Thursday, June 23	Reading and Sandhi	Sandhi Handout, Goldman Ch. 3	Goldman Ch. 3, Exercise A1, A2	Quiz
Friday, June 24	Sandhi Continued	Sandhi Handout, Goldman Ch. 3	Goldman Ch. 3, Exercises A3, A4	

Week 2

Day	Main Topics	Textbook (read before start of class)	Homework Assigned in Class Due Next Day	Quiz or Exam
Monday, June 27	Nominal Declensions (a stem)	Goldman Ch. 4 & 5	Goldman Chapter 4 Reading (first half)	
Tuesday, June 28	Basic Verbal Conjugation	Goldman Ch. 4	Goldman Chapter 4 Reading (second half)	
Wednesday, June 29	Personal Pronouns; Nominal Paradigms Booklet	Goldman Ch. 4 & 5	Goldman Chapter 5 Reading	
Thursday, June 30	Relative, Correlative, and Interrogatives (K-Y-T series)	Goldman Ch. 6	Goldman Chapter 6 Reading	Quiz
Friday, June 31	Present System and Gaṇas	Goldman Ch. 7	Goldman Chapter 7 Reading (first half)	

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 grade 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/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 (sbeckham@wisc.edu) 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 (sbeckham@wisc.edu). 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

Arriving to class on time is important for successful participation in the SASLI program. Being late to class will result in a deduction equivalent to 100% of your Attendance grade for the day. You will still be eligible for In-Class Participation points for the day, but if you miss In-Class Exercises, or if Homework has already been reviewed by the time you arrive, you may lose those points for the day as well.

Additional Course Policies:

1. Class Etiquette

- Be on time (class starts at 8:30 a.m.).
- Turn in your homework on time.
- Participate in discussions and activities.
- Be respectful of other students and avoid distracting them and hindering their opportunity to learn.
- Do not eat during class or bring into the classroom any food or beverage that creates distracting sounds or smells.
- Water and other appropriate beverages are permissible in the classroom. If you must snack, do so outside the classroom, or during the half-hour break time.
- Do not record the class on audio or video devices.
- Do not use social media, email, text, or do anything unrelated to class during class time.

2. Computer and Cell Phone Policies

Computers/Laptops/Tablets — Learning Sanskrit requires 100% attention on the part of both the student and the teacher. Distractions must be at a minimum. With the exception of students with an accommodation, any electronic device not actively being used to take notes during class must be powered off, closed down, or stowed away, as appropriate. During times when they are not needed, laptops are to be shut and tablets laid flat on the desk to minimize distraction to your fellow students and teachers. Devices must be stowed away for all In-Class Exercises, Quizzes, and Exams.

Cell Phones — Prior to entering the classroom, cell phones must (1) be placed on silent, airplane, or do not disturb mode and (2) be stowed away in your belongs. If a student's cell phone is seen on the desk, heard, or vibrates during class, the student's daily attendance points will be deducted for the day. **There will be no phones seen or heard during class time, with the exception of the half-hour break.** Violation of this policy will result in a deduction equivalent to 100% of your attendance grade for the day.

3. Class Format

- Canvas: The Canvas site may be used for general communication, dissemination of files, and grade tracking. Be sure that you receive Canvas emails and notifications.
- Daily Review: Concepts introduced on the prior day will be reviewed. Any general outstanding questions will be answered. Please note down the questions you encounter when working outside of class, so that you can be prepared to ask them in a meaningful way the following day.
- Grammatical Concepts: One targeted aspect of the language will be introduced at a time. We will concentrate on the topic at hand, with instruction from the textbook and using the board, interaction, examples, recitation, and other tools. Excerpts and page references will be provided to other Sanskrit textbooks, so that you can broaden your scope of reference beyond the Goldman textbook.
- Script and Alphabet Reading, Writing and Recitation: The skills of pronunciation as well as reading and writing the script will be repeatedly practiced throughout the course. I am well aware that the accelerated timeframe of this course presents challenges regarding mastering these basic skills in a timely manner. A continued willingness to try, rather than perfection, will be expected.
- Verbal Recitation and Memorization: Once the script and pronunciation basics are well grasped, the verbal component of the course will shift to practice reading passages from Sanskrit texts and reciting nominal and verbal forms.
- Śloka Break: Periodically, a select śloka (verse) will be introduced, giving the opportunity for students to see the grammatical concepts as work, as well as to see how the process of determining meaning works in a targeted example. Students will practice reciting the verse, and any student interested in memorizing the verse will be given the opportunity to recite it in subsequent class sessions.
- In-Class Exercises: To reinforce the concepts introduced, short exercises, which may include written and spoken elements, will be given often. The goal at this stage is to engage with the material, rather than to expect perfection.
- Review of Homework: Corrected homework from the prior day will be returned to students and reviewed. Students will have an opportunity to ask any questions and clarify any doubts.
- Reading and Translation: While much time will be spent on grammar alone, the ultimate goal of the course is to learn how to read. Ample time will be spent reading Sanskrit passages. For roughly the first four weeks, I will plan to source these readings from the *Devavāṇīpraveśikā* textbook, which ends each chapter with a reading. Students will be expected to spend a good amount of time outside the classroom preparing for this part of class.

- **Questions and Participation:** Questions and helpful comments will be welcomed throughout the class. Please do not interrupt your classmates or talk over me. Instead, raise your hand if you need to get my attention or have something to add to the discussion. If it is someone else's turn, do not blurt out the answer. Adequate time must be allowed for every student to think through the question asked; the silence in those situations is deliberate.
- **Pay Attention When It's Not Your Turn:** By far the biggest missed opportunity in a beginner Sanskrit course (and source of distraction for others) is students not engaging with the material while another student is being questioned. All students are expected to keep their attention on the item at hand. Participation points will be deducted if students wander to the next sentence or engage in other activities when it's not their turn. You should be mentally preparing to answer every question being asked in class as if it were your turn.
- **Refreshing Breaks:** We will take a couple of short breaks each day at transitional moments in the class session. Students are always allowed to step out of class briefly as needed, but are encouraged to try to wait for the breaks if convenient so as not to miss any material.
- **Homework Assignment and Collection:** At the start of class, students will hand in any homework assigned the prior day. Any homework will be assigned at the end of each class.
- **Quizzes and Exams:** There will be graded quizzes each week that emphasize recent topics but may include any material studied to date. Final exams will take place on the last day of class in Week 4 and Week 8.

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 notetaker 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

Learning the fundamentals of a language in eight weeks is no small task. SASLI has provided a wealth of information and resources to help you make the most of your studies this summer. Below are some tips that will be especially important during your study.

Time Investment — It is expected that for each class session, you spend 4 hours outside the classroom studying and working on assignments. The time you spend outside the classroom is critical to learning a language in such a short period. You must put in the time to memorize certain items and to review critical concepts that are covered in class. Make a plan to use your time wisely.

Hold Yourself Accountable and Consider Adjustments — Take some time every few days and look at the effort you are putting in and the results being generated. If you find your plan is falling short, make adjustments. Consider segmenting your study time outside the classroom to mirror class objects, including practicing the script, reading out loud, drilling yourself on forms, working through grammatical concepts, etc.

Group Study — At times, you may find it useful to study with one or more of your classmates. Because time is limited, you may want to plan to keep the scope of each session targeted. Alternatively, you may want designated sessions where anyone can feel free to ask a range of questions in an informal discussion. If group sessions are not productive for you, or if you find the time trade-off is not beneficial, do not feel compelled to study in groups or to stay with a group.

Ask Questions — It is only through further review during study time that you will be able to properly formulate questions that will help you to have your doubts clarified. Bring your questions to class. In addition, the office hours can be used for items you are particularly stuck on. If you need tips for how to organize your study time or how to approach aspects of the language based on your individual strengths and weaknesses, I will be happy to provide suggestions.

Please review and use the student resources that are the available to help you make the most of your time at SASLI. They are available at <https://sasli.wisc.edu/sasli-2022-student-resources/>.

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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](#)

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/.

In this course, the use of any outside tool, electronic or otherwise, that is not explicitly introduced as acceptable to use during the course of instruction is strictly prohibited. There is no Sanskrit habit more impossible to break, and more detrimental to advanced understanding of the language, than lazy search habits that include a poor understanding of how and when to refer to outside materials, including dictionaries and other resources. Everything you need to successfully learn the language will be provided to you within the bounds of the course. No shortcut will be found elsewhere. Acceptable resources will be enumerated as the weeks pass, with direction on how to best use them. If you bring so much as a googled synonym for a vocabulary word to class, you will be asked where you found it and referred for violation of this policy. If you find yourself in need of additional Sanskrit resources, please see me.

In addition, during closed-book exams, there will be no stray papers allowed on or near your desk, and no electronic tools within range of use. Referring to any outside materials or devices during the course of a closed-book quiz or exam will result in referral for violation of this policy.

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 me of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. I will work either directly with 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](#)

If you need to be absent from class due to religious observances, you must notify me as soon as possible and no later than the first week of class of the specific days or dates on which you request relief.

[Land Acknowledgement Statement](#)