



## **University of Wisconsin-Madison**

### **ASIALANG 417/ASIALANG 427: Intermediate Tamil**

#### **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 offers intermediate-level instruction in Tamil, emphasizing the four major language skills – reading, writing, speaking and listening – in every class meeting. The course begins with a comprehensive review of advanced topics in modern Tamil grammar. In the first semester, students will be introduced to different forms of modern Tamil prose and verse; the second semester will introduce students to a few of the various genres of premodern Tamil literature. Furthermore, in each meeting of the class, students will be asked to simulate real-world speaking situations, and will practice engaging with authentic language sources (such as films, newspapers, and social media content). By the end of the course, students will be prepared to engage in independent research that would require a strong command of the language – whether that involves field-work or a deep engagement with textual/literary sources.

#### **Requisites**

Students in this course will need to have taken an introductory Tamil course or its equivalent.

#### **Meeting Time and Location**

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

#### **Instructional Modality: In-person**

This course will meet in-person.

#### **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 in person in my office 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.

**Instructor:** Jay Ramesh

**Instructor Availability:** Office hours will be held M-F, 2:30 – 3:30 PM.

**Instructor Email/Preferred Contact:** email

### **Course Learning Outcomes**

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

- Engage in spontaneous conversations in Tamil in casual and some formal settings
- Navigate everyday situations that would require the use of the language in Tamil-speaking areas, including but not limited to: making introductions and social conversations, making travel arrangements, navigating formal/business settings, expressing one's needs, desires, thoughts and opinions, ordering food at restaurants, buying groceries, asking for directions, and so forth
- Be able to communicate one's research interests in both written and spoken Tamil
- Fully understand textual sources in modern Tamil, with the assistance of a dictionary
- Write in Tamil on topics of the students' interest, expressing complex thoughts organized into connected paragraphs
- Converse with native speakers and be understood with little to no difficulty
- Recognize and understand most different registers of spoken Tamil, and to be able to recognize some common dialect variations
- Navigate unanticipated complications that may arise in everyday situations

By the end of the course, students will be expected to achieve an “advanced intermediate” level of proficiency as described by the ACTFL guidelines.

### **Grading**

Grades in the course will be determined by the following criteria:

- Attendance and Participation (25%)
- Homework and Daily Journal (20%)
- Written Exams (15%)
- Final Projects (a presentation in the first semester, and the SASLI Showcase in the 2<sup>nd</sup> semester (25%)
- Spoken language assessments (15%)

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**

### **Required Textbook, Software & Other Course Materials**

There are no texts required for purchase. Handouts and scans of literary sources will be added to the Course Canvas page throughout the summer.

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 everyday modern language use.
- 2) The University of Madras Tamil Lexicon (<https://dsal.uchicago.edu/dictionaries/tamil-lex/>) is better suited to more advanced work in the language, such as translation of premodern texts.

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

### **Homework & Daily Journal**

- Students will be expected to maintain a daily journal in Tamil, with entries to be written 4 days a week. Each entry should consist of 3-5 paragraphs or one handwritten page. The journal can be typed or written by hand; if the former, students should upload their journal entries to the appropriate folder on Canvas; if the latter, they should be submitted in person the following day.
- In addition to the journal, there will be a minimum of one additional homework assignment each day. These must be submitted by the beginning of class time on the following day after they are assigned, and can be handwritten or typed and submitted online.


### **Exams, Projects, and Oral Assessments:**

- Translation Exams: There will be two exams this summer; both will consist of short passages on familiar topics that students will have to translate. The first exam will be held on **Friday, July 8<sup>th</sup>**, and the second will be held on **Friday, August 5<sup>th</sup>**.
- In the last week of each semester, there will be a brief oral assessment that will consist of a ~7-10 minute spontaneous conversation in Tamil. These will be **scheduled individually in the final week of each semester of the course**.
- There will be two final projects – the first semester project will consist of a short presentation (roughly 5 minutes), to be submitted as a written assignment in the written register of Tamil, and to be delivered to the class in person in spoken Tamil. The presentations will be given on **Friday, July 15<sup>th</sup>**.
- The second semester project will consist of a collaborative skit to be performed at the SASLI Showcase on **Tuesday, August 2<sup>nd</sup>**. Students are encouraged to work on this project well in advance of that time.

### **Important Dates**

- Monday, July 4th - NO CLASS (Independence Day)
- Friday, July 8<sup>th</sup> – Midterm Translation Exam
- Friday, July 15<sup>th</sup> – In-class individual presentations
- Week 4 – First Oral Assessments Scheduled
- Tuesday, August 2<sup>nd</sup> - All-SASLI Program, 1:30pm CST
- Friday, August 5<sup>th</sup> – Second Translation Exam
- Week 8 – Second Oral Assessments Scheduled

### Week 1 Schedule:

Day	In-Class Exercises	Assignments	Notes
Monday, June 20 <sup>th</sup>	Review of Syllabus; Diagnostic Exam; Reviewing differences between spoken and written Tamil; Making introductions in Tamil	Begin Journal	Journal entries should be completed daily, in addition to supplemental assignments listed hereafter. Occasionally, specific prompts for journal entries will be given. All homework assignments (including journals) are due by the beginning of class on the following day.
Tuesday, June 21 <sup>st</sup>	Grammar Review – Cases, Tenses and Common Expressions; Listening Exercises; Conversation - Describing Past, Present and Future Plans	Listen to the assigned audio clip and transcribe what is being said into written Tamil	Journal Prompt:  (Why did you begin learning Tamil?)
Wednesday, June 22 <sup>nd</sup>	Grammar Review – Non-finite Verb Forms; Practicing Simple Reading; Conversation - Expressing Preferences and Desires	Reading comprehension questions	
Thursday, June 23 <sup>rd</sup>	Grammar Review – Participles; Listening to Modern Spoken Tamil;	Watch the assigned video and answer the follow-up questions provided	

	Role Playing Exercise - Making Plans with Friends		
Friday, June 24 <sup>th</sup>	Grammar Review – Auxiliary Verbs; Authentic source reading practice; Speaking Drills - Simultaneous and Sequential Action	Select a text – an essay, a book excerpt, or a poem – that you would like to read this semester. Write a paragraph in Tamil on why it interests you.	No journal entry required for Fridays; plan to read and translate the selected text in the future!

### Week 2 Schedule:

Day	In-Class Exercises	Assignments	Notes
Monday, June 27 <sup>th</sup>	Dialogue Practice: At a restaurant; Listening Exercise: Recipe Video	Write a sample dialogue consisting of two lines between a diner and a waiter at a restaurant	Journal Prompt: ■ ĉ ☹ Ũ Ū Ū ♀ ij Ū Ū Ū Ū Ū Ū Ū Ū Ū ♀ ŭ ◀ ũ ě ▶ Ā? (What did you do this past weekend?)
Tuesday, June 28 <sup>th</sup>	Engaging with news sources (listening and reading); Dialogue: discussing current events	Write down and translate at least 5 headlines from today's edition of Ū ♀ ♠ ♪ ě	
Wednesday, June 29 <sup>th</sup>	Grammar Review: Colloquialisms; Listening Exercises: Colloquial Tamil	Listen to and translate the dialogue from the assigned video (from the film ◀ ij ě j ĉ ☹ Ĉ)	
Thursday, June 30 <sup>th</sup>	Introduction to Tamil Literature; Dialogue Practice: At a Library	Read the assigned paragraphs on the history of Tamil literature, and answer the reading comprehension questions	Journal Prompt: ■ Ĉ ▶ H Ĝī ŭ ♥ Ū Ĉ ♂ á Ō ĝ ☹ á ĝ ▶ Ĉ Ū ? Ū Ū Ū Ū Ū Ū Ū Ū Ū ■ Ĉ ▶ H Ĝī ě á Ō Ĝī Ĉ? (What is your favorite book? Why do you like it?)
Friday, July 1 <sup>st</sup>	Guided reading and discussion: Kalki Krishna-	Translate a paragraph from the reading that	

	murthy's ū ŐŪ ě ŵ ŴĒ ŭ ◀ ij Ē	you had selected last week.	
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## 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 at the begin-ning 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.

### **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**

- This is an intensive 8-week course that will require a significant commitment of your time and energy. Expect to spend 2-4 hours outside of our class time working on Tamil each day.
- While you will frequently be provided with lists of vocabulary to memorize, it is also important for you to *always* look up the unfamiliar terms that you will invariably encounter in your reading. I would recommend making your own running dictionary.
- I would strongly encourage you to work closely with your classmates outside of our class time as well. In addition, I am always available to you should you encounter any difficulties – please make use of office hours as often as possible.
- Finally, though the class will be demanding, it will also be enjoyable. Tamil is an inherently difficult language to learn, but the process will be very rewarding. Don't forget to have fun!

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/](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 ([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](#)**