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
Tamil, belonging to the Dravidian family of languages, is one of the oldest languages in the world, with over 80 million speakers worldwide. It has a rich history and cultural heritage. Tamil diglossia encompasses two language varieties: formal/literary Tamil and colloquial/spoken Tamil, which is used in everyday conversations. Colloquial Tamil exhibits various dialects, which can be understood with some exposure. While pinpointing the exact emergence of Tamil as a literary language is challenging, it is generally believed that its earliest poetry predates the Christian era. The history of the Tamil language and literature can be broadly categorized into three main periods: (a) Old Tamil (up to 1000 CE), (b) Medieval Tamil (1000-1800 CE), and (c) Modern Tamil (1800 to the present). This course primarily concentrates on Modern Tamil language and literature, commencing with an introduction to spoken and written Tamil, along with different registers of spoken Tamil. By undertaking this course, you will develop proficiency in spoken and written Tamil, gain an appreciation for modern Tamil literature, and deepen your understanding of Tamil culture.

Requisites
Prior completion of an introductory Tamil course or its equivalent is required for enrollment in this course.

Meeting Time and Location
8:30-1:00 pm CST, M-F

Instructional Modality:
This course will meet synchronously remotely.

Instructor Title and Name
Dr. Maithili Thayanithy

Instructor Availability
I will be available for individual discussions during our daily office hours held via Zoom. These sessions will take place every day from 1:30 PM to 2:30 PM CT. You can also send me an email to schedule another time to meet, if necessary.
Instructor Email/Preferred Contact: thayanithy@wisc.edu

Course Learning Outcomes

Upon completion of the course, students will attain the following language proficiencies:
● Engage in spontaneous conversations in Tamil across casual and certain formal settings.
● Effectively navigate everyday situations encountered in Tamil-speaking regions, including but not limited to: initiating introductions, engaging in social conversations, making travel arrangements, conducting oneself in formal/business environments, expressing personal needs, desires, thoughts, and opinions, ordering food at restaurants, purchasing groceries, seeking directions, and more.
● Comprehend written instructions, notices, invitations, and social media comments in Tamil.
● Understand simple modern Tamil prose with the aid of a dictionary.
● Compose simple written pieces in Tamil on topics of personal interest
● Communicate with native Tamil speakers and be understood with minimal difficulty.
● Recognize and comprehend various registers of spoken Tamil and identify common dialectal variations.

How Credit Hours are Met by the Course

The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor and student meeting times (e.g., 4 hours of synchronous course sessions daily, 5 sessions per week), reading, writing, listening, speaking, and out-of-class homework and project activities.

Regular and Substantive Student-Instructor Interaction

This course meets the regular and substantive student-instructor interaction requirement. By engaging students in teaching, learning and assessment through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content on a weekly basis. Regular and substantive student-instructor interaction, as defined by the US Department of Education (Within 34 C.F.R. §600.2), is always a requirement of UW-Madison for-credit learning activities.

Course Overview

This course provides intermediate-level instruction in Tamil, focusing on the development of four essential language skills: reading, writing, speaking, and listening. Each class session is designed to enhance proficiency in these areas. The course begins with a comprehensive review of modern Tamil grammar, ensuring a solid foundation for further learning.

The course is divided into two semesters, each with a distinct focus. In the first semester, the primary emphasis will be on enhancing the four skill areas—reading, writing, speaking, and listening—specifically in the context of day-to-day mundane activities in Tamil. Students will acquire practical language skills necessary for navigating everyday situations effectively.
Students will have the opportunity to explore a wide range of media, including films, newspapers, and social media content, during the course. Furthermore, regular grammar reviews will be conducted to ensure a solid foundation in Tamil grammar.

As the course progresses into the second semester, it will embark on a comprehensive exploration of diverse contemporary forms of Tamil literary texts in simple prose and verse, arts, films, and folk literature. Students will engage in reading, writing, and discussions centered around the works of contemporary literary writers. This part of the course aims to cultivate a deep appreciation for the art of literary expression, enhancing language skills within a rich literary framework.

Course Website, Learning Management System & Digital Instructional Tools

https://canvas.wisc.edu/courses/376940

All course materials will be uploaded on canvas. The class will meet on zoom which is embedded in the canvas page. It is strongly suggested that students explore and become familiar not only with Canvas’ site navigation but with content and resources available for the course.

Required Textbook, Software & Other Course Material

The following book will serve as a reference for grammar. It can be downloaded from https://www.sai.uni-heidelberg.de/tamil/


There is no need to purchase any textbooks for the course. Handouts and PDF excerpts will be regularly uploaded to the Canvas page throughout the summer.

You can consult a published dictionary or refer to online dictionaries. I would recommend the following two online dictionaries.

1. The University of Madras Tamil Lexicon
   https://dsal.uchicago.edu/dictionaries/tamillex/
2. Crea’s Tamil Dictionary (Tamil-Tamil-English)
   https://www.crea.in/

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

Homework & Other Assignments

You will be expected to maintain a daily journal in Tamil, writing entries for 4 days per week. Even though your journal entries may be short at the beginning, you are expected to write entries that are one page in length by the end of the first semester. You should upload your journal.
entries to the designated folder on Canvas. Though this assignment is initially challenging, it could be overcome by employing various strategies. These include setting aside dedicated time for writing, focusing on specific topics and themes of your interest and utilizing language resources like dictionaries. Specific prompts for journal entries will be occasionally provided.

Along with the journal, there will be additional homework assignments each day. These assignments must be uploaded by the beginning of the following class day.

I will provide feedback on your homework assignments daily.

25% of the final grade is allotted to journal writing and homework assignments.

It is important for you to attend classes regularly because your engagement in classroom activities and the effort you put in to speak Tamil in class will be evaluated as part of your overall performance in the course. Your attendance and active participation in class will have an impact on your final grade. 20% of the final grade is dedicated to assessing attendance and class participation.

Exams, Quizzes, Papers & Other Major Graded Work

Final Examination: A two-hour written examination mainly focusing on Grammar and/or translation will take place at the end of Week 4 on Friday, July 14 and at the end of Week 8 on Thursday, August 10.

Oral Presentations: Two oral presentations, each lasting five minutes, are expected to be delivered during Week 4 on Thursday, July 13, and Week 7 on Friday, August 4.

Project: At the end of Semester 1 you are required to submit a translation of a simple text on Thursday July 14. At the beginning of Week 8, on Monday, August 7, you are required to submit a translation of a modern short story. You have the freedom to choose the short story, but it must be approved by me.

Self-Assessment: Every Friday, at the end of the day, you are expected to submit a self-assessment of your progress in language learning using the provided format. This will be factored in class preparation.

Important Dates

First Semester
- Tuesday, July 4 – No Class (Independence Day)
- Wednesday, July 12 -Submission of the Translation Project
- Thursday-July 13 – In-Class Oral Presentations (I)
- Friday, July 14 – Final Examination
Second Semester
- Tuesday, August 1 - All-SASLI Program, 1:30pm CST
- Friday, August 4 – In-class Oral Presentations (II)
- Monday, August 7 - Submission of the Translation Project
- Thursday, August 10- Final Examination

Grading

Note: This course includes material and instruction for two semesters, resulting in two separate final grades.

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

- Attendance and Participation 20%
- Homework and Daily Journal 25%
- Final Examination 15%
- Project 20%
- Oral Presentation 20%

Grading scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>AB</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>80-86%</td>
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<td>BC</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>70-76%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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Course Policies

Attendance: 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:

- One absence per semester is permissible, resulting in no grade deduction.
- 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.

Please see the grade rubric in your course syllabus for an explanation of your course grade.

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 schedule 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 what to do when testing positive.

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.
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.

**Additional Notes:**

- You may request remote attendance 24 hours in advance of a class session in the case of illness/emergency. Asynchronous make-up assignments may also be granted by the instructor and administrative team on a temporary basis in case of illness/emergency. Remote instruction/asynchronous make-up work may not exceed 2 days without administrative approval. It is the responsibility of the student to communicate early and often when missing class or coursework due to absence.

- 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 or emergency, you are also required to contact the SASLI Academic Director, Sarah Beckham (sbeckham@wisc.edu). You may also be required to submit necessary documentation.

Last updated: June 2023
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 demand a substantial investment of your time and energy. Make sure to allocate 3-4 hours per day outside of our class time for studying Tamil. Speak Tamil whenever, wherever possible. Don’t be afraid to make mistakes. It is crucial to look up unfamiliar terms that you come across while reading and construct your own running dictionary. I am always available to assist you. Please take advantage of the office hours whenever you encounter difficulties.

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.

Last updated: June 2023
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 are not limited to, failure on
the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Common examples of academic misconduct include:

- cheating on an examination
- collaborating with others in work to be presented contrary to the stated rules of the course
- submitting a paper or assignment as one’s own work when a part or all of the paper or
  assignment is the work of another
- submitting a paper or assignment that contains ideas or research of others without
  appropriately identifying the sources of those ideas
- stealing examinations or course materials
- submitting, if contrary to the rules of a course, work previously presented in another
  course
- using online language translation tools contrary to the rules of the course
- knowingly and intentionally assisting another student in any of the above, including
  assistance in an arrangement whereby any work, classroom performance, examination or other
  activity is submitted or performed by a person other than the student under whose name the work
  is submitted or performed

For detailed information, please see conduct.students.wisc.edu/academic-misconduct/

Accommodations for Students with Disabilities Statement

The University of Wisconsin-Madison supports the right of all enrolled students to a full and
equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State
Statute (36.12), and UW-Madison policy (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)

UW Land Acknowledgement Statement

Academic Calendar & Religious Observances
Students must notify within the first two weeks of class of the specific days or dates on which
they request relief.
Weekly Schedule (Plan)

Please note that all homework assignments, including journals, must be submitted by the beginning of class on the following day.

Specific prompts for journal entries will be occasionally provided.

**Week 1**

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<tr>
<th>Date</th>
<th>In-class Exercises</th>
<th>Homework</th>
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| Monday, June 19    | 1. Introducing the syllabus  
2. Diagnostic test  
3. Tamil diglossia & different registers of speech (Listening) | 1. Journal writing: Why I would like to study Tamil.  
2. Exercises in converting sentences in spoken register to written register |
| Tuesday, June 20   | 1. How to use a dictionary  
2. How to pronounce words containing the sounds represented by letters ღ, ღّ, ღă, ღăţ, ღăţă, ღăţăţ  
3. Listening Exercises  
4. Practicing simple reading | 1. Journal writing  
2. Exercises in sentence-making: Make sentences using words containing ღ, ღّ, ღă, ღăţ, ღăţă, ღăţăţ |
| Wednesday, June 21 | 1. Grammar: Noun Inflection: Number marking Case marking  
2. Reading simple passages  
3. Role play (Asking questions and providing answers) | 1. Journal writing  
2. Exercises in Grammar |
| Thursday, June 22  | 1. Grammar: Noun Inflection: Number marking Case marking (continued)  
2. Reading simple passages  
3. Listening Exercises | 1. Journal Writing  
2. Translation Exercises |
| Friday, June 23    | 1. Grammar: Verb Inflection  
Verb stem, Imperative  
2. Reading simple passages  
3. Role play | |
## Week 2 Schedule

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<thead>
<tr>
<th>Date</th>
<th>In-class Exercises</th>
<th>Homework</th>
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| Monday, June 26   | 1. Grammar: Indicative Mood  
2. Reading stories  
3. Narrating them in your own words | 1. Journal Writing  
2. Exercises in Grammar               |
| Tuesday, June 27  | 1. Grammar: Optative Mood  
2. Reading stories  
3. Narrating them in your own words | 1. Journal Writing  
2. Translation Exercises            |
| Wednesday, June 28| 1. Grammar: Infinitive  
2. Reading stories  
3. Narrating them in your own words | 1. Journal Writing  
2. Exercises in Grammar               |
| Thursday, June 29 | 1. Grammar: Verbal participle  
2. Reading stories/listening to audio stories  
3. Writing a dialogue for one of them | 1. Journal writing  
2. Exercises in Grammar               |
| Friday, June 30   | 1. Grammar: Conditional Participle  
2 Reading stories/audio stories  
3. Writing a dialogue for one of them |                                       |