University of Wisconsin-Madison
Elementary Sanskrit (SU23 ASIALANG 317 017 DDD / ASIALANG 327 017 HDD)

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

Course Designations and Attributes
General Education

Course Description
Sanskrit is the primary culture-bearing language of India, with a continuous production of literature in all fields of human endeavor over the course of four millennia. Extant manuscripts in Sanskrit number over thirty million, one hundred times those in Greek and Latin combined, constituting the largest cultural heritage that any civilization has produced prior to the invention of the printing press. Sanskrit works include extensive epics, subtle and intricate philosophical, mathematical, and scientific treatises, and imaginative and rich literary, poetic, and dramatic texts. While the Sanskrit language is of preeminent importance to the intellectual and cultural heritage of India, the importance of the intellectual and cultural heritage of India to the rest of the world during the past few millennia and in the present era can hardly be overestimated. It has been a major factor in the development of the world's religions, languages, literature, arts, sciences, and history and continues to influence the world’s population today. Moreover, the Sanskrit language itself is of fascinating structure, and its highly developed linguistic traditions have played an important role at every stage of the development of modern linguistics.

This first-year university course in Sanskrit aims to provide a linguistically rich study of the world's most fascinating language for students with no prior formal training in it. After introducing the Devanāgarī script and Sanskrit phonology, the course surveys the intricate and highly organized structure of the grammar with the aim of enabling a student to read original Sanskrit texts with the help of a dictionary by the end of the course. Exercises introduce the extensive literature, profound philosophy and rich mythology of ancient. Readings in the first semester are adapted from Sanskrit literature. Students begin reading original materials in the second semester.

While the primary emphasis of the course is on enabling students to read classical Sanskrit literature, the course utilizes traditional aural methods as well as carefully structured visual presentation of grammatical information. Conversational Sanskrit is introduced only in the context of reading literary dialogues. The course uses the Śabdabrahman Exercise Platform a uniquely designed pleasant interactive Web-based platform for homework exercises that provides vocabulary and reference material at one's fingertips and immediate feedback thereby enriching the students knowledge with each item and eliminating doubt and frustration. A non-punitive quiz schedule is employed to confirm and support the student’s internalization of necessary knowledge.

There are no prerequisites

Meeting Time and Location
8:30-1:00 pm CST, M-F (no class July 4)
https://canvas.wisc.edu/
Instructional Modality: Synchronous: remote.
This course will meet synchronously via Zoom.

**Instructor**

Peter M. Scharf

**Instructor Availability**

Students may meet the instructor individually via Zoom by appointment between 3-4pm.

**Instructor Email/Preferred Contact**

pmscharf@wisc.edu

**Course Learning Outcomes**

By 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, and type in the Sanskrit Library phonetic encoding (SLP1).
- Listen to short spoken Sanskrit phrases and be able to accurately recite and write them.
- Conjugate verbs and decline nominal forms
- Identify the inflection of verb forms and explain how they were formed.
- Identify the inflection of nominal forms and explain their case use.
- Identify the syntactic roles of words in the sentence.
- Comprehend basic Sanskrit texts with the help of a dictionary.
- Enter a second-year university course.

**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 (4 hours of synchronous course sessions daily, 5 sessions per week), reading, writing, listening, speaking, and out-of-class homework 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**

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

The course is outlined in detail in the Canvas course management system: [https://canvas.wisc.edu/](https://canvas.wisc.edu/).

Class meeting will take place by Zoom. You will be able to join the class Zoom meetings by clicking the meeting link that will be provided to you. There is no need to sign up for a Zoom account. You can obtain either the desktop app or a browser plugin at [https://zoom.us/download](https://zoom.us/download) free of charge.

_Last updated: June 2023_
**Required Textbook, Software & Other Course Material**

- Video presentations: [http://vimeo.com](http://vimeo.com) (access specific videos according to the schedule using links in Canvas).
- Devanagari script drawing videos: [https://sanskritlibrary.org/Sanskrit/script/devchars/index.html](https://sanskritlibrary.org/Sanskrit/script/devchars/index.html)
- Sanskrit Library Phonetic encoding (SLP1) help: [https://sanskritlibrary.org/help-text.html](https://sanskritlibrary.org/help-text.html)
- Śabdabrahman exercise platform: [http://sabdabrahman.org](http://sabdabrahman.org). Register in advance by providing the instructor with your email.

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**

- Homework includes viewing on-line materials, listening to audio recordings, memorizing passages and paradigms, and doing exercises in the Śabdabrahman exercise platform. Students are expected to complete assignments in a timely manner according to the schedule. Approximate time required: four hours per day outside of class time.

**Exams, Quizzes**

- Quizzes are conducted frequently in the Canvas course management platform according to the schedule there. Quizzes may be and should repeated until a perfect score is achieved. The last attempt will constitute the final grade for the quiz.
- Individual oral exams and closed book exams will be conducted via Zoom at the end of each course (at the end of the 4th and 8th weeks respectively. The format of questions will be similar to recitations and exercises students will have done in class and in the Śabdabrahman exercise platform, except that students will not have the help provided by the platform.

**Important dates :**

- Tuesday 7/4, no class
- Week 7, Tuesday 8/1, All-SASLI Program, 1:30pm CST

**Weekly Schedule**

**Semester 1: Weeks 1–4, covering Śabdabrahman chapters 1–12**

- Week 1, 19-23 June, Chs. 1-5; Quiz 1 Phonology; Quiz 2 conjugation present and imperfect: verbal terminations, भू, भाष्
- Week 2, 26-30 June, Chs. 6-8; Quiz 3 declension a/ā-stem nouns and pronouns: देव, फल, माला, तद्; Quiz 4 conjugation imperative and optative: verbal terminations, भू, भाष्
- Week 3, 3-7 July, Chs. 9-10; Quiz 5 declension mono- and polysyllabic feminine stems ending in ī and ē; Quiz 6 conjugation class 5 and 8 present stem verbs, Quiz 7 class 9 present stem verbs
- Week 4, 10-14 July, Chs. 11-12, Quiz 8 declension of nominal stems ending in short i and u, Quiz 9 declension of nominal stems ending in r, Quiz 10 conjugation of class 2 and 3 verbs, Quiz 11 conjugation of verbs of class 7.
Semester 2: Weeks 5–8, covering Šabdabrahman chapters 13–20

- Week 5, 17-21 July, Chs. 13-14, Quiz 12 consonant-stem declension, Quiz 13 conjugation passive
- Week 6, 24-28 July, Chs. 15-16, Quiz 14 conjugation future and conditional, Quiz 15 relative clauses and causative syntax
- Week 7, 31 July-4 August, Chs. 17-19, Quiz 16 participle declension, Quiz 17 perfect conjugation, Quiz 18 perfect participle declension
- Week 8, 7-11 August, Chs. 19-20, Quiz 19 aorist conjugation, Quiz 20 compounds

### Daily schedule

#### Week 1

<table>
<thead>
<tr>
<th>Day Date</th>
<th>Chapter Topic</th>
<th>Assignments (See the chapter’s Study guide)</th>
<th>Quizzes and exams (Canvas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 19 June</td>
<td>Chapter 1: Introduction to the Sanskrit language and its literature</td>
<td>Sections 2.6-8, pp. 25-28</td>
<td></td>
</tr>
<tr>
<td>Tuesday 20 June</td>
<td>Chapter 3: Devanāgarī script</td>
<td>Sections 3.6-7, pp. 55-57 Šabdabrahman exercise platform (sabdabrahman.org)</td>
<td>Quiz 1 Phonology</td>
</tr>
<tr>
<td>Wednesday 21 June</td>
<td>Chapter 4: Sandhi</td>
<td>Sections 3.6-7, SBE Exercises</td>
<td></td>
</tr>
<tr>
<td>Thursday 22 June</td>
<td>Chapter 5: Verbs</td>
<td>Sections 4.6-7, SBE Ex. 1-4, 7 Read in the book Ex. 5-6, 8-9</td>
<td>Quiz 2 conjugation present and imperfect: verbal terminations, भू, भाष्ट्र</td>
</tr>
<tr>
<td>Friday 23 June</td>
<td></td>
<td>Sections 5.5-8, SBE Ex. 10-15</td>
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</table>

#### Week 2

<table>
<thead>
<tr>
<th>Day Date</th>
<th>Chapter Topic</th>
<th>Assignments (See the chapter’s Study guide)</th>
<th>Quizzes and exams (Canvas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 26 June</td>
<td>Chapter 6: Nouns</td>
<td>Sections 6.9-12, pp. 102-105 SBE Exercises</td>
<td></td>
</tr>
<tr>
<td>Tuesday 27 June</td>
<td>Chapter 7: Adjectives and adverbs</td>
<td>Sections 7.8-11, pp. 111-118 SBE Ex. 1-6; Drills 1-5 pronominal identification</td>
<td>Quiz 3 declension a/ā-stem nouns and pronouns: देव, फल, माला, तद्दृढ्</td>
</tr>
<tr>
<td>Wednesday 28 June</td>
<td></td>
<td>SBE Drills 6-7 personal pronominal identification; Ex. 7 narrative translation</td>
<td></td>
</tr>
<tr>
<td>Thursday 29 June</td>
<td>Chapter 8: Preverbs, personal pronouns, and the imperative and optative moods</td>
<td>Sections 8.6-8, SBE Ex. 1-16 optative and imperative</td>
<td></td>
</tr>
<tr>
<td>Friday 30 June</td>
<td></td>
<td>SBE Ex. 17-23 personal pronouns, narrative translation Viśvāmitra and Daśaratha’s sons</td>
<td>Quiz 4 conjugation imperative and optative: verbal terminations, भू, भाष्ट्र</td>
</tr>
</tbody>
</table>

Last updated: June 2023
### Week 3

<table>
<thead>
<tr>
<th>Day</th>
<th>Chapter Topic</th>
<th>Assignments (See the chapter’s Study guide)</th>
<th>Quizzes and exams (Canvas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 3 July</td>
<td>Chapter 9: Feminine ī/ū-stem nominals</td>
<td>Sections 9.4-7, pp. 144-150 SBE, Ex. 1-7 feminine ī/ū-stem nominals, 8-13 particles if time</td>
<td>Quiz 5 declension mono- and polysyllabic feminine stems ending in ī and ū</td>
</tr>
<tr>
<td>Tuesday 4 July</td>
<td>Independence Day No class</td>
<td>SBE Complete Ex. 8-13; Do 14-17 īī, īt, narrative translation Kumārasamībhava</td>
<td>Quiz 6 conjugation class 5 and 8 present stem verbs</td>
</tr>
<tr>
<td>Wednesday 5 July</td>
<td></td>
<td>Sections 10.5-8, pp. 156-162, SBE ex. 1-10 class 5 and 8 verbs</td>
<td>Quiz 7 class 9 present stem verbs</td>
</tr>
<tr>
<td>Thursday 6 July</td>
<td>Chapter 10: Class 5, 8, and 9 present stem verbs</td>
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</tr>
<tr>
<td>Friday 7 July</td>
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<td>SBE ex. 11 narrative translation Of teachers, students and dharma</td>
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### Week 4

<table>
<thead>
<tr>
<th>Day</th>
<th>Chapter Topic</th>
<th>Assignments (See the chapter’s Study guide)</th>
<th>Quizzes and exams (Canvas)</th>
</tr>
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<tbody>
<tr>
<td>Monday 10 July</td>
<td>Chapter 11: Nominal stems ending in ī and ū</td>
<td>Sections 11.4-7, pp. 169-174 SBE, Ex. 1-8 ī/ū-stem nominals</td>
<td>Quiz 8 declension of nominal stems ending in short ī and ū</td>
</tr>
<tr>
<td>Tuesday 11 July</td>
<td></td>
<td>SBE, Ex. 9-11 particles, 12 narrative translation Hari Candra</td>
<td>Quiz 9 declension of nominal stems ending in r</td>
</tr>
<tr>
<td>Wednesday 12 July</td>
<td>Chapter 12: Class 2, 3, and 7 present stem verbs, and nominal stems ending in r</td>
<td>Sections 12.6-9, pp. 180-85, SBE Ex. 1-5 nominal stems ending in r; 6-9 class 2, 3, and 7 verbs</td>
<td>Quiz 10 conjugation of class 2 and 3 verbs; Quiz 11 conjugation of verbs of class 7</td>
</tr>
<tr>
<td>Thursday 13 July</td>
<td></td>
<td>SBE Ex. 10 double accusatives, 11 narrative translation Hari Candra (continued)</td>
<td>Final exam semester I</td>
</tr>
<tr>
<td>Friday 14 July</td>
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### Semester II Daily Schedule

#### Week 5

<table>
<thead>
<tr>
<th>Day</th>
<th>Chapter Topic</th>
<th>Assignments (See the chapter’s Study guide)</th>
<th>Quizzes and exams (Canvas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 17 July</td>
<td>Chapter 13: Consonant-stem nominals</td>
<td>Sections 13.4-7, pp. 190-196 SBE, Ex. 1-8 consonant-stem nominals</td>
<td>Quiz 12 consonant-stem declension</td>
</tr>
<tr>
<td>Tuesday 18 July</td>
<td></td>
<td>SBE, Ex. 9-12 possessive adjectives, 13 narrative translation Of war and peace</td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Chapter Topic</td>
<td>Assignments (See the chapter’s Study guide)</td>
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</tr>
<tr>
<td>Wednesday</td>
<td>19 July</td>
<td>Chapter 14: The passive voice</td>
<td>Sections 14.5-7, pp. 205-214, SBE Drills 1-2 pronominal identification; Ex. 1-4 passive verbs, 8-11 pronominals</td>
</tr>
<tr>
<td>Thursday</td>
<td>20 July</td>
<td></td>
<td>SBE Ex. 12-15 pronominal adverbs,</td>
</tr>
<tr>
<td>Friday</td>
<td>21 July</td>
<td></td>
<td>SBE Ex. 16 Of war and peace passive</td>
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**Week 6**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Chapter Topic</th>
<th>Assignments (See the chapter’s Study guide)</th>
<th>Quizzes and exams (Canvas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>24 July</td>
<td>Chapter 15: The future and conditional</td>
<td>Sections 15.8-9, pp. 223-226; SBE, Ex. 1-2 future verbs, 3-4 conditions</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>25 July</td>
<td></td>
<td>SBE, Ex. 5 Šakuntalā episode 1, 6 dialogue</td>
<td>Quiz 14 conjugation future and conditional</td>
</tr>
<tr>
<td>Wednesday</td>
<td>26 July</td>
<td>Chapter 16: Relative clauses and causative syntax</td>
<td>Sections 16.4-6, pp. 242-248, SBE Ex. 1-3 relative clauses, 4 causative, 5 time and distance</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>27 July</td>
<td></td>
<td>SBE Ex. 6 Šakuntalā episode 2</td>
<td>Quiz 15 relative clauses and causative syntax</td>
</tr>
<tr>
<td>Friday</td>
<td>28 July</td>
<td></td>
<td>SBE Ex. 7 Šakuntalā episode 3</td>
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**Week 7**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Chapter Topic</th>
<th>Assignments (See the chapter’s Study guide)</th>
<th>Quizzes and exams (Canvas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>31 July</td>
<td>Chapter 17: Participles</td>
<td>Sections 17.8-10, pp. 268-272; SBE, Drill 1 participles; Ex. 1-3 participles, infinitives, and absolutives</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>1 August</td>
<td></td>
<td>SBE, Ex. 4 Šakuntalā retold</td>
<td>Quiz 16 participle declension</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2 August</td>
<td>Chapter 18: The perfect</td>
<td>Sections 18.7-10, pp. 287-292, SBE Drills 1-7 perfect identification, Ex. 1 kram and pad, 2 time and distance</td>
<td>Quiz 17 perfect conjugation</td>
</tr>
<tr>
<td>Thursday</td>
<td>3 August</td>
<td></td>
<td>SBE Ex. 3 Purūravas and Urvaśī episode 1</td>
<td>Quiz 18 perfect participle declension</td>
</tr>
<tr>
<td>Friday</td>
<td>4 August</td>
<td>Chapter 19: The aorist. Study sections 19.1-2; Skim 19.3-5</td>
<td>Sections 19.7-10, pp. 321-326; SBE Drills 1-2 aorist identification; Ex. 1 aorist</td>
<td>Quiz 19 aorist conjugation</td>
</tr>
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**Week 8**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Chapter Topic</th>
<th>Assignments (See the chapter’s Study guide)</th>
<th>Quizzes and exams (Canvas)</th>
</tr>
</thead>
</table>
Grading

This course includes material and instruction for two semesters, resulting in two separate final grades. Grades are calculated by averaging scores on exercises, quizzes, exams, and class participation according to the following formula:

- Exercises 60%
- Quizzes 20%
- Exams 10%
- Class participation 10%

Grades for exercises are determined by calculating exercises completed in the Šabdabrahman exercise platform. Quiz grades are calculated by scores recorded in the Campus learning management system. Exam and class participation scores are calculated by the instructor. Participation involves active engagement in the Zoom sessions, it is not a measure of attendance, which is required in any case (see below).

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

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

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/asyncronous 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.

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

Students can best succeed in this course by keeping a regular schedule of a full night’s sleep while it is dark (10pm to 6am), practicing memorization in the early morning before class, and again at a quite time in the early evening, and again just before bed, and by keeping to the study schedule. Don’t fall behind; there is no room for slack in an intensive program.

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.

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**