University of Wisconsin-Madison

Elementary Sanskrit, ASIALANG 317 + 327

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

Course Designations and Attributes
General Education

Course Description
This class is an Introduction to the Sanskrit language. In India Sanskrit is the gateway to knowledge, and is closely related to Ancient Greek, Latin, Hittite, and other old Indo-European languages. For thousands of years Sanskrit has been used to compose an unfathomable ocean of poetry, epics, plays, belles lettres, inscriptions, and technical manuals, as well as treatises on music, dance, theater, aesthetics, astrology, medicine, erotics, grammar, linguistics, mathematics, political theory, and of course religion and philosophy. This great wealth of literature contains some of the most sophisticated thought produced by human beings, and as such Sanskrit has a pride of place among the world's languages and cultures. The initial discovery of this literature birthed the Western field of linguistics, and many Sanskrit words have entered Western languages, like *karma*, *avatāra*, *yoga*, etc. This course emphasizes reading and comprehending Sanskrit texts, and will cover all content taught in a first-year University course, including the Devanāgarī script, Sanskrit phonology, grammar, and syntax. After completing this course students will be able to read basic Sanskrit texts, and enter a second-year University course.

Requisites: None

Meeting Time and Location
8:30-1:00pm CST, M-F
Van Vleck B215
https://canvas.wisc.edu/courses/408627
https://canvas.wisc.edu/courses/408659

Instructional Modality: Synchronous: (In-person)
This course will meet synchronously.

Instructor Title and Name:
Jackson Stephenson

Instructor Availability
Office hours: Monday-Friday 1-2PM, and by appointment.

Instructor Email/Preferred Contact
stephenson5@wisc.edu
Course Learning Outcomes
By the end of this eight-week course students will be able to:

- Read and write in the Devanāgarī script, as well as use the SLP1 input scheme.
- Understand sandhi rules and break up individual words
- Identify and decline nouns and adjectives, and explain their case use.
- Identify and conjugate verbs, and explain their derivation and use.
- Recite verses sufficiently well to be understood by fellow students
- Comprehend basic Sanskrit phrases
- Comprehend basic Sanskrit texts with the aid 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 (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

Course Website, Learning Management System & Digital Instructional Tools
https://canvas.wisc.edu/courses/408627

Required Textbook, Software & Other Course Material
- Devavāṇīpraveśikā: An Introduction to the Sanskrit Language, by Robert and Sally Goldman
- All other materials will be provided by the instructor

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 will be assigned daily, and turned in at the beginning of each class.
- All assignments are handwritten, and will be submitted in person.

Exams, Quizzes, Papers & Other Major Graded Work
- All assignments due are handwritten, including homework, quizzes, and exams.
- Every week there will be a quiz or an exam. Exams will be administered at the end of both four-week sessions, and they will be closed book and notes.
Weekly Schedule

Semester 1: Weeks 1-4

Week 1  Goldman chapters 1, 2, 3  Quiz 1 (6-21)
Week 2  Goldman chapters 4, 5, 6, 7  Quiz 2 (6-28)
Week 3  Goldman chapters 7, 8, 9  Quiz 3 (7-5)
Week 4  Goldman chapters 9, 10, 11  Final Exam (7-12)

Semester 2: Weeks 5-8

Week 5  Goldman chapters 12, 13, 14  Quiz 4 (7-19)
Week 6  Goldman chapters 14, 15, 16  Quiz 5 (7-26)
Week 7  Goldman chapters 16, 17  Quiz 6 (8-2)
Week 8  Goldman chapters 17, 18*  Final Exam (8-9)

*This plan is tentative, and depends on how fast we move through the course material

*Important dates this summer

- Monday 6/17, 2pm CST, SASLI Student Orientation with lunch
- Thursday 7/4, no class
- Week 7, Wednesday 7/31, 1:30pm CST, All-SASLI Program with lunch

Sample Grid: Weekly Schedule (Plan)

Week 1:

<table>
<thead>
<tr>
<th>Day</th>
<th>Lessons</th>
<th>Textbook Readings for class</th>
<th>Homework due next day</th>
<th>Quiz or Exam?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, June 17</td>
<td>Review of Syllabus, Introduction to Phonology and Script</td>
<td>N/A</td>
<td>Goldman Ch 1, Exercises A1 and A2, write out script</td>
<td></td>
</tr>
<tr>
<td>Tuesday, June 18</td>
<td>Review of Phonology and Script</td>
<td>Goldman Ch 1</td>
<td>Goldman Ch 1, Exercises B, C1 and C2</td>
<td></td>
</tr>
<tr>
<td>Wednesday, June 19</td>
<td>Review of Script, Sandhi</td>
<td>Goldman Ch 2</td>
<td>Goldman Ch 2, Exercises A, B1, B2, B3, C, and D</td>
<td></td>
</tr>
<tr>
<td>Thursday, June 20</td>
<td>Sandhi (cont.)</td>
<td>Goldman Ch 3</td>
<td>Goldman Ch 3, Exercises A1 and A2</td>
<td></td>
</tr>
<tr>
<td>Friday, June 21</td>
<td>Sandhi (cont.), Quiz</td>
<td>Goldman Ch 3</td>
<td>Goldman Ch 3, Exercises A3, A4, and B</td>
<td>Quiz 1</td>
</tr>
</tbody>
</table>

Week 2:
<table>
<thead>
<tr>
<th>Day, Lessons</th>
<th>Textbook Readings for class</th>
<th>Homework due next day</th>
<th>Quiz or Exam?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, June 24</td>
<td>Basic verbs and conjugation</td>
<td>Goldman Ch 4.0-4.24</td>
<td>Memorize conjugation charts of √vad, √nas found in 4.21 and 4.24. Come to class prepared to recite them.</td>
</tr>
<tr>
<td>Tuesday, June 25</td>
<td>Nouns and declension (masculine and neuter -a stem)</td>
<td>Goldman Ch 4.25-4.44.</td>
<td>Memorize declension charts of puruṣāḥ and pustakam found in 4.33. Come to class prepared to recite them.</td>
</tr>
<tr>
<td>Wednesday, June 26</td>
<td>Nouns and declension cont. (feminine -ā and -ī stems)</td>
<td>Goldman Ch 5.0-5.4, 7.0-7.1.</td>
<td>Memorize declension charts of kanyā and devī (5.1 and 7.1).</td>
</tr>
<tr>
<td>Thursday, June 27</td>
<td>Nouns and declension cont. (masculine, feminine, and neuter -i stems)</td>
<td>Goldman Ch 6.0-6.2</td>
<td>Memorize declension charts of muniḥ, gatīḥ, śatruḥ, and madhu (6.1)</td>
</tr>
<tr>
<td>Friday, June 28</td>
<td>Pronouns, k-y-t series</td>
<td>Goldman Ch 4.45-4.47, 5.6, 6.3-6.21</td>
<td>Memorize declension charts of pronouns (aham, tvam, etat,</td>
</tr>
</tbody>
</table>

**Grading**

**Grading Scale**

| A= 90-100% | AB=87-89% | B=80-86% | BC=77-79% |
| C=70-76% | D=60-69% | F=0-59% |

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

- In-class participation: 30%
- Homework: 25%
- Quizzes: 20%
- Exams: 25%

**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 instructor and administrative program staff in a timely manner to find appropriate and reasonable accommodations while maintaining the rigor and schedule of our intensive courses. 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 observance in the 8-week summer term.

**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. Make-up assignments granted by the instructor and administrative team in case of illness/emergency may not exceed 2 days without administrative approval.

- 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 must align with the course schedule and deadlines and must not place an undue burden on instructors to provide alternative make-up assignments.

- 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.

**WISLI Technology Policy**

There are many helpful online tools available to language learners and it is expected that these tools are used responsibly and in alignment with UW-Madison expectations of academic integrity. Do not use translation software such as Google Translate or AI tools such as Chat GPT unless your instructor directs you to use these tools for assignments or projects. And in these instances, these types of tools are only to be used in the manner permitted by the instructor. Ask your instructor for clarification if you have any questions about what is allowed. Additional information on UW-Madison policy regarding use of generative artificial intelligence is available here: [https://conduct.students.wisc.edu/artificial-intelligence/](https://conduct.students.wisc.edu/artificial-intelligence/).

**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](https://www.ferpa.wisc.edu). 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 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/](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/](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/](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/](https://lgbt.wisc.edu/support/navigate-campus/).

The Office of Student Assistance and Support (OSAS): OSAS is a primary resource for students navigating personal, academic, or health issues to get the help they need, whether that be on campus or in the community. The office also serves as a central location for reporting bias concerns and general complaints. OSAS is located in Bascom Hall and can be contacted at 608-263-5700. Their website is: [https://osas.wisc.edu](https://osas.wisc.edu).

Some additional campus resources are:

- [Undergraduate Academic Advising and Career Services](https://www.advising.wisc.edu)
- [Office of the Registrar](https://www.registrar.wisc.edu)
- [Office of Student Financial Aid](https://financialaid.wisc.edu)

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](https://www.studentlife.wisc.edu/rights-and-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.

Last updated: February 2024
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/](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](https://students.wisc.edu/academic-misconduct/)) 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](https://students.wisc.edu/academic-misconduct/))

**UW Land Acknowledgement Statement**

**Academic Calendar & Religious Observances**