Elementary Tamil

ASIALANG317, ASIALANG327

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, a Dravidian language, is predominantly spoken by the Tamil people of India and Sri Lanka, as well as the Tamil diaspora, Sri Lankan Moors, Douglas, and Chindians. It holds official status in three countries: India, Sri Lanka, and Singapore. Additionally, it is the official language of the Indian state of Tamil Nadu and the Union Territory of Puducherry. The earliest written attestations of Tamil are generally dated from the 2nd century BC. Among Indian languages, Tamil boasts the most ancient non-Sanskritic literature. Tamil is considered one of the longest-surviving classical languages globally. Its rich classical literature is renowned, earning it the distinction of being "one of the great classical traditions and literatures of the world."

Tamil literature has been documented for over 2000 years, with the earliest period, Sangam literature, dating from around 300 BC to AD 300. The language's antiquity is evident in epigraphic records found on rock edicts and 'hero stones' from the 3rd century BC.

Tamil Nadu boasts a vibrant film industry, playing a significant role in Tamil politics. As the second-largest film industry in India after Bollywood, the Tamil film industry releases approximately three new films every week. This industry contributes around 0.1% to the gross domestic product (GDP) of Tamil Nadu.

The Tamil language course is designed to enable you to communicate with local Tamil population, understand spoken and written varieties, equip you to write a one-page essay in Tamil and make you feel confident in using Tamil outside of classroom. The Tamil language program aims to develop students’ competency in all skills of language at Novice High or Intermediate Low level according ACTFL standards (see www.actfl.org).

- In order to achieve the goals mentioned above, the communicative approach will be highly emphasized throughout the entire course. Communicative tasks will be blended with grammar instructions, vocabulary lessons and cultural explanations. Video/movie clips will be shown throughout the course, and you will be given relevant questions to answer. The class will also watch/ listen, learn and sing-along to some songs.
- The use of English will decrease as the class progresses. Students will be expected to take an active role in the class. Students will work in groups (if applicable) to engage in different types of classroom activities with the aid of a vocabulary list. The instructor will give short topics for conversations or students may also come up with their own topics.
- Students will be regularly updated on their progress and areas of weakness through the homework corrections, weekly quizzes and exam.
• Students are encouraged to actively participate in the classroom by volunteering to write on the blackboard so that they may overcome hesitation in the new language and help/correct one another with spelling, structure and grammar. Please keep in mind that participation makes up 10% of the final grade.
• Regular vocabulary review will be done in class to help students build their vocabulary. In addition, regular reading and writing practice will also be done in the classroom.

Meeting Time and Location
8:30-1:00 PM CST, M-F Van Vleck B139

Instructional Modality: Synchronous: In-person
This course will meet synchronously.
https://canvas.wisc.edu/courses/408633

Instructor
Arun Raja Selvan, Jeevaraj

Instructor Availability
Medical Sciences Centre (MSC) 551

Available between 2 and 3 PM every day, with appointments also possible. Please note that the instructor may be occupied with SASLI faculty meetings and workshops on certain days, so it's advisable to inform him in advance if you plan to meet him.

Instructor Email/Preferred Contact
jeevaraj@wisc.edu

Course Learning Outcomes
At the end of the course a student will be able to:
• introduce themselves, their family members, and engage in basic participatory conversations on the topics such as daily life, home, family, food, school, work, shopping, travel, etc.
• perform some tasks such as shopping—groceries, clothing, necessary items, etc. (find out and negotiate prices, quantity, and quality of the items, express their preferences).
• plan a trip and arrange tickets, accommodation, and local sightseeing tours, taxi rides, etc.
• ask and tell directions, order a simple meal, invite friends, accept and decline invitations.
• describe their present and most recent job and activities, familiar persons and places, etc.
• talk about their childhood memories, likes, dislikes, schedules, etc.
• read and understand signs, restaurant menus, invitations, level-appropriate target language texts, news headlines, etc.
• listen and comprehend the simple level-appropriate authentic materials on the above topics.
• write simple compositions on the above topics in simple connected sentences and paragraphs.
• interactively participate in the language according to contexts and situations.
• use culturally appropriate language and show cultural competence related to cultural products, practices, and perspectives.
• Participate in conversations about topics that go beyond everyday life in an organized way with some
details about events and experiences in various time frames such as talking about current events and
narrating their experiences, describing their plans, etc.
• Give organized presentations appropriate to an audience on a variety of topics relevant to their everyday
life.
• Understand the main idea and some supporting details on a variety of topics of personal and general
interest
• Understand the main idea and supporting details of televised promotions, documentary, movies, talk
shows, drama serials and short interviews on various topics and interests.
• Write topics related to school, work and community in a generally organized way in simple paragraphs
in various time frames such as a summary of the plot of a movie or an episode of a TV show.
• Handle a variety of communicative tasks such as describing daily activities, interests, personal and social
needs such as food, travel and lodging with ease and confidence. In addition, they will also be capable
of asking a variety of questions to obtain information to satisfy basic needs. They will be able to speak
and write comfortably by linking sentences.

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/408633

Required Textbook, Software & Other Course Material

1. A Basic Tamil Reader and Grammar Volume I: Readings (with CDs)
   K.Paramasivam and James Lindholm Tamil
   Language Study Association Evanston, Illinois.
   (available with CDs)
2. A Basic Tamil Reader and Grammar Volume II: Annotations
   K.Paramasivam and James Lindholm Tamil
   Language Study Association Evanston, Illinois
3. The Jim and Raja Conversations (with CDs)
   E. Annamalai
   Tamil Language Study Association, Evanston, Illinois
Materials to be provided: Hand outs and other materials

Audio: Jim and Raja Conversations and audio files for situational conversation class

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

Assignment and Home work: Assignment and homework are crucial components for learners overall language development. Assignments can require them to prepare for some oral presentation, translation exercise and a conversational piece to practice language. Drill to review grammar, pronunciation, vocabulary, structures will also become an integral part of homework. Students should submit the home work sincerely on the due dates. One mark a day will be deducted for late submissions and any assignment late by more than two days will not be graded. Assignments will have to submitted in class and the corrected assignments will be given back to students for review and progress.

Oral Presentation and Language Use: This is a very vital component for developing functional aspect in language use. The students are expected to put sincere and original effort to develop presentations and should aim for native speaker-like pronunciation, intonation and stress. The presentations should be creative, natural, unhampered, smooth and substantial. Grading will be done largely based on the scheme mentioned in the previous section. Missed presentations can’t be made up.

Class Participation Policy: Daily attendance and active participation in class are necessary and expected. Learner’s active participation and creativity is very crucial for language development and will be accessed on a daily basis. The following criteria will be used to determine the grade. One mark will be taken off for absences.

10 Always well-prepared; is attentive and volunteers often; tries to use Tamil with classmates and instructor; makes most out of each activity; shows resourcefulness and imagination in using the language; responds to and engages classmates in a respectful manner; remains open-minded towards target culture; very highly motivated and never tired of using language; smiling and flexible

08 Usually well-prepared; is attentive and volunteers occasionally; tries to use Tamil with classmates and makes some effort to engage fellow students; completes exercise with some imagination and resourcefulness; shows some development of cultural sensitivity; motivated and not often tired of using language

06 Adequately prepared and attentive and often waits to be called upon; needs to be reminded to use Tamil outside and with classmates; responds and completes exercises with minimal imagination; does not engage in language use beyond the minimum requirements for an assignment

04 Not adequately prepared and complete assignments just for the sake of doing it; often needs to be reminded to use language outside; completes exercise with no imagination; shows low energy and reluctance in using language
Lesson: Students should read the materials before coming to class. Materials will be given at the beginning of the session. Students should note down their questions, new vocabulary and structures for class discussion.

Textual Grammar: Exercises will be given which will cover the new grammatical structures and syntax learned in the prepared reading class. Students are expected to finish the exercises in the class and generate more sentences based on the new structures. They are strongly encouraged to use the new structures with their classmates.

The teacher will also introduce new grammar and review old grammar in the class. Items such as Tamil very conjugations, case markers, post positions, pronouns, tense and PNG suffixes, conditionals, reported speech, progressive and perfect tenses will be reviewed/taught and home work sheets will be given regularly.

Conversation: A topic for each class will be assigned before and students are asked to gather vocabulary relating to the assigned topic. They are also expected to make sentences and frame questions (in Tamil) relating to the topic, before coming to class. In the class, the students will ask questions and involve in conversation in Tamil.

Oral Presentation: This is an important class to develop the students’ spoken ability and to build up confidence in their speaking skills. Students will choose a topic and prepare for an oral presentation on that topic. They are encouraged to be creative when they prepare their presentations. They will have to give their presentation in the class which might be recorded for review later, if necessary.

Language Lab: Jim and Raja conversation exercises will be practiced in the lab. Students have to bring Jim and Raja book and CD and repeatedly listen to the conversational exchanges and practice repeating them in the lab sincerely. This class is primarily incorporated to practicing and internalizing utterances in spoken Tamil, in addition to learning intonation, stress, pronunciation and accent patterns in the spoken language. Lab – Van Hise #250 T&Th 12-1PM.

Vocabulary: Vocabulary list on a certain topic will be given to the students before the vocabulary class. Students should learn the vocabulary and are required to make sentences of their own and frame questions using the words given in the list. Students will then be asked to gather synonyms and antonyms for each word given in the list.

Task/Project Based Language Learning: This is a vital exercise for developing functional skills in target language. The students will be asked to prepare a good amount of conversational exchanges, presentations, dialogues, speeches and debates to be performed in class in Tamil in order to instill confidence in using Tamil in real-life situations in the target culture. Developing a skit in Tamil will be part of this component too.

Quiz / Test: There will be quizzes every week and there will be at least two tests – one at the end of the first session (12 July 2014) and one at the end of the second session (08 Aug 2013). There may be two smaller tests before the final tests each session. The quizzes will cover the items learned in that particular week and may also involve speaking and listening as well. The tests will have four components (Listening,
Speaking, Reading and Writing) and will cover the items finished in that particular session. Use of electronic devices such as mobile phones and computers, and AI tools are not permitted during quiz and test sessions.

**Weekly Schedule (Week 1 & 2)**

<table>
<thead>
<tr>
<th>Day</th>
<th>Lesson Plan</th>
<th>Home Work</th>
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| 17 June (Monday) | Discuss Syllabus  
Introduction to Tamil language, history, antiquity, culture.  
Dravidian languages in general and Tamil language in particular - distribution, unique structure. Tamil cinema, identity and politics.  
  
Tamil script – vowels and diphthongs, long and short vowels.  
Introduction to syllabic writing system  
Impersonal verbs in Tamil – veenum, veenaam, pitikkum, pitikkaatu, teriyum, teriyaatu using these simple sentences in Tamil | Home Work – Vowels and Tamil Script  
Practice sheet                                                                  |
| 18 June (Tuesday) | Review vowels, impersonal verbs, Yes-or-No questions  
Introduce consonants - K to N (stop and nasal consonants -12 consonants)  
Consonants pronunciation practice  
Impersonal verbs in Tamil- want, need, know, like, available, understand. Using impersonal verbs in Tamil - syntax, dative case marker, word order. | Home Work (HW) #1 and HW #2                                                                 |
| 19 June (Wednesday) | Review vowels and consonants. Introduce vowel-consonant letters.  
Review Impersonal verbs, pronouns, practice conversations in class with simple sentences with impersonal verbs.  
Question suffix –aa, teach how to form Yes-or-No questions, dative case suffix – kku. Practice Yes-or-No questions with material learned today. | Home work #3  
Home work – Impersonal verbs                                                                 |
| 20 June (Thursday) | Introduce simple Vocab such as aanaa ‘but’, koncam ‘a little’ and rompa ‘a lot’, ippa ‘now’, enakku and unkalkkku, vanakkam, paakkalam, aamaa, illa pal, paal, kal, kaal. Peyar, uur, enna, vanakkam,  
Introduce vowel consonant formation for vowels short u and long uu  
Language Lab - Jim and Raja Conversations – bring CD. Van Hise 274 | Home work – HW#2.1  
Home work – vowel consonant sheet and practice sheet  
Practice conversations at home. Enact conversation in tomorrow’s class |
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<tr>
<th>Date</th>
<th>Activities</th>
<th>Homework</th>
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<tbody>
<tr>
<td>21 June (Friday)</td>
<td>Expand the sentences using the vocab introduced in class. Ask students to create questions in Tamil and make them ask these to their classmates. Motivate them to answer in Tamil Vocabulary Kinship terms in Tamil, Honorofic suffix –nka in Tamil – significance, uses, contexts Conversation on topic “Introducing oneself in Tamil. Give conversation handout and practice conversations in Tamil. Introduce new vocab, new structure, syntax, grammar as appearing in the conversation.</td>
<td>Home work - HW#3.0 Home work – Writing Practice #1</td>
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<td>24 June (Monday)</td>
<td>Vocabulary - Adjectives Introduce inta and anta ‘Equational’ sentences in Tamil. Practice writing equational sentences with locative case marker in Tamil Introduce ‘pakkaththila’ “close to” to be used along with locative case suffix. Form sentences incorporating this structure and also generate interrogative sentences based on this structure Conversation # 2 “Receiving someone at Home” to be read, practiced and presented tomorrow</td>
<td>Home Work #4 Conversation # 2</td>
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<tr>
<td>25 June (Tuesday)</td>
<td>Review Vowel-consonant letters. Writing correct nasal letter or correct ‘n’ in Tamil. Introduce stop consonant+nasal combination in Tamil Writing the correct ‘r’ – trill or flap – in appropriate places in Tamil Places of occurrence of dental and alveolar ‘n’ Read Lesson 1 in Basic Tami Reader and Grammar book. ask students to read the lesson aloud. Correct errors. Teach correct pronunciation</td>
<td>Task Based Language Learning #1</td>
</tr>
<tr>
<td>26 June (Wednesday)</td>
<td>Review Tamil script and sentence structures learned so far Introduce 20 verbs in Tamil Introduce locative case suffix –il/-la Introduce dative case suffix-kku Introduce sociative case suffix-utan/-oota Play ‘kalangalil aval vasantham’ song – teach vocabs</td>
<td>Home work #4.0 Writing Practice #2</td>
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<tr>
<td>Date</td>
<td>Task Description</td>
<td>Homework/Dates</td>
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<td>27 June (Thursday)</td>
<td>Introduce Present Tense&lt;br&gt;Introduce PNG suffixes&lt;br&gt;Introduce verb conjugation&lt;br&gt;Vocabulary – Kinship Terms - new vocab relating to family in Tamil</td>
<td>HW – Present tense&lt;br&gt;TBLL - Write about your family in Tamil script Home works to be given</td>
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<td>Language Lab - Jim and Raja Conversations – bring CD. Van Hise 274</td>
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<tr>
<td>28 June (Friday)</td>
<td>Play ‘kalangalil aval vasantham’ song&lt;br&gt;Vocabulary – Question words enka, eppa, eppati, evvalavu, enna&lt;br&gt;Frame sentences using these question words with irukku sentences.&lt;br&gt;Conversation practice- conversation practice using these question words.&lt;br&gt;Reading – Give lesson ‘en Kutumpam’ ask students to read the lesson aloud. Correct errors. Teach correct pronunciation</td>
<td>HW#5 and HW#6. 2.&lt;br&gt;TBLL – Ask students to review and generate a song in the Kalangalil aval vasantham song format&lt;br&gt;Reading practice #1&lt;br&gt;Listen to three Tamil movie songs (links will be given) during weekend&lt;br&gt;Watch Kakkaa Muttai Tamil movie during weekend</td>
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Important dates to note:

- Monday 6/17, 2 PM CST, SASLI Student Orientation with lunch
- Thursday 7/4, no class
- Wednesday 7/31, 1:30 PM CST, All-SASLI Program with lunch
- There will be a quiz on Mondays. Other quiz dates will be informed to the students in advance and as and when the instructor deems necessary
- First Semester Final: July 12 (Friday 09:00 AM)
- Second Semester Final: August 08 (Thursday 09:00 AM)
Grading

<table>
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<tr>
<th>Grading</th>
<th>Percentage</th>
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<tr>
<td>Quizzes</td>
<td>15</td>
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<tr>
<td>Spoken / Oral Proficiency</td>
<td>15</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15</td>
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<tr>
<td>Home Work</td>
<td>15</td>
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<tr>
<td>Task Based / Project Based Language Learning</td>
<td>15</td>
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<tr>
<td>Final Test</td>
<td>25</td>
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<tr>
<td>TOTAL</td>
<td>100</td>
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Grading Scale:

The following grading scale will be used to determine the final course grade each session/semester

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>AB</td>
<td>83-89</td>
</tr>
<tr>
<td>B</td>
<td>74-82</td>
</tr>
<tr>
<td>BC</td>
<td>67-73</td>
</tr>
<tr>
<td>C</td>
<td>61-66</td>
</tr>
<tr>
<td>D</td>
<td>55-60</td>
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<tr>
<td>F 54 or Less</td>
<td>Less than 54</td>
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Note: This course includes material and instruction for two semesters, resulting in two separate final grades.

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.

CLASS ETIQUETTES:

- Be on time (classes starts at 8:30am)
- Turn in your homework on time.
- Participate in discussions and activities.
- Be respectful of other students and avoid distracting them and hindering their opportunity to learn.
- Show your group members the same courtesy that you would give to the professor. Inform them of group meetings or activities that you will have to leave early or miss.
- Do not record the class on video /audio devices.
- Do not text with your cellphone or digital devices during the class time
- Greeting one another and the instructor upon arrival in the class contributes to a positive learning environment and is encouraged. Using mobile phones and computers is discouraged. Mute your cell phones during class time. On a related note, you are not allowed to record the class with video or audio devices.
- Because this is an intensive course, attendance is crucial. Missing one day of class is equivalent to missing an entire week during the academic year. Please schedule your departures so as not to conflict with the final exam dates. If you have a legitimate reason which requires an earlier departure before the scheduled exam dates, you must first make your request with the SASLI Director. Early departure petitions require the Director's approval before they can be granted. If for some reason you are late to class, please don't be disruptive to other students. Likewise leaving the classroom in the middle of
class for restroom use or for other reason without the permission of the instructor is not acceptable. A student who is chronically late to class, leaves classroom often, disruptive to others and not prepared to participate will not receive attendance and participation credit.

- SASLI is committed to creating a diverse and welcoming learning environment for all students, and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviours 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 and will be referred to the Academic Director.

- Class rosters are provided to the instructor with the student’s legal name. Your request to address you by an alternate name or gender pronoun will be gladly honored.

- Students with documented disabilities are encouraged to inform me of their conditions at the beginning of the program (first three days), so that the necessary arrangements for attendance, assignments, tests, etc., can be made in advance in consultation with SASLI administration.

**Tardiness and Absence Policies:**

**Absence:**
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.

**Things to note:**
- Absences on days of exams, projects, presentations, etc. will lead to failure of that coursework. There will be no make-ups of exams, projects, presentations, etc. due to absence.
- Failure of the first semester course prohibits students moving to the second semester course, and will result in dismissal from the program without refund.
- Pre-program requests for absences will not be granted.

Emergency circumstances for absences can be addressed to the SASLI office and be CC-ed to me.

**Tardiness:**
Arriving to class on time is important for successful participation in the SASLI program. Being late to class is disruptive and disrespectful to one’s instructor(s) and classmates, and could result in a marked absence or grade deduction.

**Cell Phones and Laptops**

Students should turn off their laptops and cell phone ringers during class. Video or audio recording of class is not permitted.
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/.

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.

Campus Resources
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/remotewellness/). 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/.

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
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.

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