University of Wisconsin-Madison

SU24 ASIALANG 317 003 Elementary Gujarati I
SU24 ASIALANG 327 003 Elementary Gujarati II

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

Course Designations and Attributes
General Education

Course Description

In this course, you will learn to speak, listen, write, and read Gujarati, an official language of Gujarat, a state on India's west coast. Gujarati is often referred to as the language of Mahatma Gandhi, as many of his writings were originally composed in Gujarati. This language has a rich literary tradition that, according to some scholars, dates to the eleventh century. According to the 1991 Census of India, there are 40,673,814 Gujarati speakers, comprising about 4.85% of the population. This number includes Gujaratis living in other Indian states such as Maharashtra, Rajasthan, Madhya Pradesh, and Karnataka. Additionally, many Gujarati speakers reside in countries like Pakistan, Singapore, Fiji, South Africa, the UK, the US, and Canada. Although the first generation of immigrants maintained Gujarati as their family language, its use has gradually decreased in subsequent generations.

Requisites: None

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

https://canvas.wisc.edu/courses/408619

Instructional Modality: Synchronous:
This course will meet synchronously via zoom on Canvas course site.

Instructors

Babu Suthar
Lecturer in Gujarati

Instructor Availability
Students may meet the instructor individually via Zoom or by appointment between 3-4pm CST, M-F

Instructor Email: bsuthar@wisc.edu

Course Learning Outcomes

This course is for beginners with little or no knowledge of Gujarati. You will learn to read, write, and speak Gujarati using the *Balbodh*, a variant of the Devanagari script. The course focuses on practical language skills for daily life and is set in the context of South Asian culture. It emphasizes all the four language skills: reading, writing, listening, and speaking. By the end of the course, you should be able to demonstrate an intermediate low

level of proficiency as defined by the ACTFL (for detail see: https://www.actfl.org/uploads/files/general/Resources-Publications/ACTFL_Proficiency_Guidelines_2024.pdf), in all the four language skills.

Speaking:

- greeting and introducing self, and others
- narrating present, past and future events,
- describing persons, family, places and objects,
- giving instructions and directions,
- expressing liking and disliking
- talking about interests and preferences
- reporting facts about everyday life,
- performing routine tasks such as shopping and planning trips
- giving and taking directions, ordering food, inviting friends, accepting and declining invitations.
- talking about childhood memories.
- asking and answering questions about day to day life and simple social situations.

Reading:

- understanding signs, restaurant manus, grocery, invitation letters, bus and train timetables
- understanding instructions, excuse notes
- understanding short descriptive and narrative texts about everyday life.

Writing:

- listing grocery items etc.
- describing self and others briefly,
- describing places, and things;
- narrating current, past, and future activities sentences.
- describing facts,
- give instructions or directions;
- asking and answering questions related to daily situations.

Listening:

- understanding directions, instructions
- understanding weather reports,
- understanding facts about people, places, and things
- understanding the narration of the simple day to day life
- understanding questions related to self, family, popular figures and brief narratives

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/408619

Required Textbook, Software & Other Course Material

This course does not require a textbook. Instead, all materials, including readings, will be posted on Canvas every two weeks in advance. I suggest that students obtain printouts so they can take notes when necessary. Additionally, besides the reading material, there will be handouts and other resources in English for students who wish to learn about Gujarati language and culture. Unfortunately, there is no good learners' dictionary available in the market. However, students can use https://www.gujaratilexicon.com/, but with caution. They can also refer to the Gujarati-English Dictionary available here: https://ccat.sas.upenn.edu/plc/gujarati/guj-engdictionary.pdf

Homework & Other Assignments

1. Students are not allowed to get external help, not even from any Chatbot, unless they are otherwise permitted to do so.
2. Students must respond to the questions in handwritten form unless they are otherwise permitted to use a computer for composing.
3. The assignments can be submitted via Canvas.

Exams, Quizzes, Papers & Other Major Graded Work

1. Students will take 6 Quizzes in the first semester and 8 Quizzes in the second semester.
2. Two mandatory assignments per week, one due on Monday, another on Thursday. These assignments will be uploaded on the Canvas on Fridays and Tuesdays. Additional assignments as needed.
3. In class first semester final: July 12
4. In class second semester final exam: August 9

Weekly Schedule (Plan) Week 1 & 2

Day (Date)	Topic (Students can prepare before class or expect in the class)	Assignments (Page number, online resources, materials, etc.)	Deadlines

Monday 6/17	1. Introduction to the Course and syllabus; Introducing yourself briefly; Gujarati Script; writing and reading ક, ખ, ગ , ઘ 2. Writing and reading the vowels	Check Canvas course	Check Canvas for deadline
Tuesday 6/18	1. Talking about family briefly; Writing and reading ચ, છ, જ, ઝ, ટ, ઠ, ડ, ઢ, and ણ 2. Writing and reading ત, થ, દ, ધ, ન		
Wednesday 6/19	1. Asking and responding to 'yes/no' questions; Writing and reading પ, ફ, બ, ભ, મ 2. Writing and reading ય ર લ વ શ ષ સ હ ળ ક્ષ જ્ઞ		
Thursday 6/20	1. Inquiring and responding to the basic questions related to health. Writing and reading conducts 2. Understanding anuswara and script variations		Quiz: 1
Friday 6/21	1. Vocabulary: Kinship (basic) Reading from the text: Introducing yourself (in detail) 2. Reading: Talking about family (with detail)		
Monday 6/24	1. Vocabulary: directions and dimensional space such as ડાબું (left), જમણું (right) etc. Reading from the text: Showing a house; Spoken: describing places 2. Reading: Asking and showing directions	Assignment 1 due	

Tuesday 6/25	1. Vocabulary: Verbs describing everyday activities. Reading: Talking about unplanned future program 2. Reading: Talking about planned future program		
Wednesday 6/26	1. Vocabulary: basic body parts; Reading: Talking about last Sunday's activities 2. Reading: Narrating a friend's house		Quiz 2
Thursday 6/27	1. Vocabulary: food and taste; Reading: Talking about daily habits 2. Reading: Talking about liking/disliking of food	Assignment 2 due	
Friday 6/28	1. Vocabulary: Days of the week and basic parts of the days. Reading: Asking and telling time 2. Reading: Inquiring about a friend's heal (on phone)		Quiz 3

Grading

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

1. Quizzes: 20%
2. Assignments: 30%
3. Participation: 20%
4. Final: 30%

No Curve grading

Grading Scale

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

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/.

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 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/.

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.

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' Rights, 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