

SOUTH ASIA SUMMER LANGUAGE INSTITUTE

Handbook for Faculty

SOUTH ASIA SUMMER LANGUAGE INSTITUTE
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1 – INTRODUCTION

The SASLI staff would like to welcome you to SASLI and Madison, Wisconsin for the summer. We hope that your stay here will be productive and rewarding. This manual gives you an overview of the rules, regulations and policies set in place for SASLI instructors. This is meant to be a general reference document and there are many links within the document for further investigation. Please do not hesitate to contact any of the SASLI staff if you have questions not covered in this manual, or would like some further clarification. This manual is being sent to you prior to your arrival at Madison, so the forms and other documents mentioned here will not be available until you visit the SASLI office.

2 – SOUTH ASIAN LANGUAGES & PEDAGOGY

What is language pedagogy?

Language pedagogy refers to the complex of theories of and approaches to language and language acquisition as they affect the methods and techniques for teaching foreign languages in class. It is possible to focus on the theoretical aspect of language pedagogy by examining cultural, cognitive, psychological, and other factors pertaining to language acquisition. More often, however, such theoretical considerations are combined with sincere efforts to make language teaching as effective as possible. Obviously, the overall goal of language teaching determines in part the best methods for instruction. Older methods focused on reading competence or oral competence exclusively and developed techniques designed reach those goals at the expense of others. Today, most language courses are taught with a broader array of goals in mind, usually competence or proficiency in reading, writing, listening, and speaking – the standard four-fold way of categorizing the basic skills of language use. With this broad-based goal in mind, an approach usually called the Communicative Approach to language teaching has received overwhelming scholarly consensus as the best, most effective set of theoretical presuppositions and practical methods/techniques for language instruction.

Why do we need pedagogical training for South Asian languages?

Some teachers, especially in Less Commonly Taught Languages (LCTLs) have or have had the luxury to develop their pedagogical methods and materials over time. Most, if not all, of these teachers would agree, however, that they teach their courses much differently now than they did when they started. That's because they had to test methods and materials in the moment, rather than create them in advance with the help of other existing methods and materials that have already worked successfully. In this way, language pedagogy is training that allows you to avoid reduplicating work that has already been done by taking advantage of successful techniques, methods, and materials. We don't have the time, nor the luxury, at SASLI to wait several years for individual instructors to develop appropriate and complete lessons and materials. Pedagogical training is the shortcut to effective teaching, even with limited experience.

Teaching a language requires more than simply knowing the language to be taught and a winning personality. The simple answer to the question of why pedagogy is necessary is this:

Language learning is a function of the brain, not of the language. Since all brains work in basically similar ways biologically and neurologically, training a person to communicate in a new language must address the cognitive and intellectual faculties shared fundamentally by all human beings. This is not to say that everyone learns *exactly* alike, and teachers must try to present diverse exercises that challenge students with various learning strengths. It must be clear, however, that we speak here of the methods or techniques for language teaching, not the contents.

The second, more complex response to the question, however, concerns the basic advantage of rigorous pedagogy in all language instruction, namely that skillful pedagogical training ensures that no language course will absolutely fail because of a poor instructor. Standardization, which can sound like a straight-jacket for teachers, in this case refers to a basic minimum of teaching effectiveness. Many teachers soar high above this standard because of their preparation, their innate skills, or their experience. A few, by contrast, remain rather close to the standard and yet still impart and elicit a good standard of proficiency from their students. Without any standard, however, it is too often the case that lack of preparation, personal skill, and experience lead to a situation in which both instructor and students are frustrated by a failure to communicate within class itself. Pedagogical training in all languages, therefore, makes good teachers better and average teachers good enough. These results can be most palpably seen in situations where many sections of the same level of a language are being taught by different instructors at the same time, i.e. in the Commonly Taught Languages. Anyone who has benefited from learning a language in such systems knows well how helpful it is to know and to experience standardized syllabi, lesson planning, and examinations. Transitions to subsequent levels of language are easier, everyone feels secure knowing that they are learning the same thing as their neighbor, and instructors benefit from the common experiences in different classrooms. Unfortunately, we are not in such a position at SASLI nor in general in the teaching of South Asian languages. Nevertheless, the horizon seen in such departments is one to which we should aspire, both in terms of the standardization of classroom techniques/lesson planning and the preparation of class materials grounded in the communicative approach. Harsh realities of student numbers and interest may mean that we never reach that horizon fully, but the goal and effort to reach it are still valuable nonetheless.

The final reason that pedagogy is important for South Asian language instructors deals with the special position of South Asian languages in the larger world of professional language instruction. Unless South Asian language instructors take up the challenge to become more knowledgeable, even expert, about language pedagogy generally, they will never become a respected part of the very large community of professional language teachers. Language pedagogy and applied linguistics have become the *koine* or *lingua franca* for all teachers of language. If you can't "speak pedagogy," you suddenly seem unprofessional or, worse, uninformed. This kind of isolation in the professional and academic ranks inhibits both a mutual respect that might develop between CTL and LCTL teachers and an individual's employment prospects. For the sake of professional development, therefore, pedagogical training is essential for the future of South Asian language instruction.

How are the best teaching practices developed?

There are basically four ways to develop good teaching practices for language courses: preparation, conversation, observation, experience. With the exception of the last, which can only accumulate with time, SASLI wants to provide every instructor with ample opportunity to excel in the other three paths. The Academic Director is happy to provide additional suggestions for readings, reviews of lesson plans, and feedback on ideas, techniques, etc. that you may help you prepare for your course. It is possible to over-plan, but generally the pace and intensity of SASLI leads to under-planning. Anything you can do in advance of coming to Madison will help make your summer more effective and enjoyable.

The element of conversation is partially self-initiated and partially enabled by the program. As much as possible, and this happens all the time, you should discuss your class with another SASLI instructor or director. You will be surprised how many good ideas and tips will emerge from even quick, casual conversation. There will also be a series of meetings to discuss pedagogical issues throughout the summer (schedule distributed separately). We do not want to overburden you, but we feel strongly that regular reflection on one's teaching leads to better performance and confidence.

The final element of observation will also be facilitated by the program. Each instructor and assistant will be given an opportunity to sit in on a colleague's class for an hour or so. Details will be arranged after your arrival in Madison, but the point of the exercise is to give people some opportunity to observe how others teach. Peer observations involve absolutely no evaluation and are intended solely to allow instructors to get ideas from their peers. Observation often reveals simple mannerisms, techniques, or styles that work or fail for language instruction. We hope that observers and the observed will also get together to compare notes.

Ultimately, developing good teaching practices and skillful pedagogy is a matter of self-instruction and training. Please weigh the tremendous benefits against the costs and we are confident that you will choose to embrace the pedagogical aspect of SASLI, in terms of course that meet your needs and experience. We recognize the difficulties and challenges that SASLI places on instructors. Instructors are not specifically compensated to become pedagogy experts and you will certainly feel that you have enough to do just taking care of students. In one way, what we are asking in this regard is unfair. In another, however, all we are asking is what is asked of every university language teacher. Our expectations must remain realistic and we cannot expect to completely standardize every South Asian language in the course of a summer or produce mountains of high-quality teaching material with the limited number of instructors we have. Still, we must set our sights and our aspirations high, if we are to meet the real needs of our students and ourselves.

Recommended Readings

HADLEY, Alice Omaggio. 2000. *Teaching Language in Context*. 3rd rev. ed. Heinle. [Probably the gold standard in terms of an overall, practical survey of the best current thinking on language teaching and its practical implementation. The 2nd edition is also widely available and equally good.]

KRAMSCH, Claire. 1993. *Context and Culture in Language Teaching*. New York: Oxford UP. [A widely cited and persuasive argument for the need to impart cultural knowledge in language courses in addition to communicative competence in the language through the skillful use of various contextual structures in the classroom.]

RICHARDS, Jack. C. and Theodore S. RODGERS. 2001. *Approaches and Methods in Language Teaching*. 2nd ed. New York: Cambridge UP. [A concise and readable survey of the history of language teaching and its connections with applied linguistics, theories of language acquisition, and theories of language itself. This is the place to go to learn what the differences are between Grammar-Translation, the Direct Method, Audiolingualism, Total Physical Response, etc. and the Communicative Approach.]

3 – SASLI FACULTY POLICIES & PROCEDURES

The following policies and procedures are common sense for most experienced instructors. They are provided here primarily as a reminder of UW’s usual expectations and to help new instructors orient themselves to teaching.

Class Roster

Class rosters can be accessed through *MY UW* on the wisc.edu website, or by going to my.wisc.edu. (More information about MY UW can be found on page 10.) You can print them at any time for your own information using your Net ID and password. If you do not have a Net ID and password, it is explained later in this document. A class roster will be given to you on the last day of the pedagogy session. Please take attendance on the first day of class and let Laura Hammond know if there are ANY changes to your roster. Students that are not enrolled officially in the class will need to come to see SASLI staff the first day of class. During summer, deadlines for students adding and dropping courses fall on the third day of class. Students who have not squared away their enrollments may run into complications, so it is important that the class rosters are corrected in the first day or two of SASLI.

Student Attendance

It is the policy of SASLI that students are expected to attend class every day during the summer, due to the intensive structure. Students with extenuating circumstances must discuss the situation with the instructor and SASLI administration. Absences, other than illness, will be worked out on a case-by-case basis. Vacation is not a valid excuse for a student to have an extended absence. If a student misses class, it is his/her responsibility to make up the work and to keep up with the other students in the class. If a student has missed more than two consecutive days without prior notification, please let the SASLI administration know so that action can be taken.

Instructor Attendance

SASLI discourages any leave taken by a SASLI faculty member, other than for illness. It is stated in your contract that it is “unlikely that discretionary absence (other than illness or

emergency requests) will be approved.” If an absence is required, it is your responsibility to make suitable arrangements with the SASLI director prior to the first day of your contract.

Taking Your Class out of the Classroom

It is fine for you to hold your class outside on a nearby lawn without informing SASLI. The only concern of SASLI is that we can find your class (in case of an emergency). If you intend to take your class away from the building (down to State St., etc.), please inform the SASLI staff in advance and give a cell phone number (if possible) also please write the location of your class on the blackboard before leaving the room. We would greatly appreciate your cooperation in this regard.

Office Hours

All SASLI lecturers are required to spend one hour per day in office hours and be available during this time to the students of the class. Office hours should be clearly stated on your syllabus.

Syllabus

SASLI has created a template syllabus for all courses at SASLI. This syllabus has already been sent to you via email. SASLI requests that the lecturers use this template or something substantially the same for the course and that the syllabus be uploaded onto the Learn@UW online course management system.

Student Evaluations

SASLI students will evaluate all classes two times per summer session. The evaluation is given to all students of the class. The first evaluation will be at the end of the first four weeks and the second evaluation will be at the end of the program. All instructors will be given prior notice to what day evaluations will be distributed. Each student will have the opportunity to evaluate the lecturer and the faculty assistant(s) that have been assigned to the course. All SASLI instructional staff must be OUT of the room while the students write the evaluations. The results will be given to the instructors after grades have been awarded. Please make sure that when we give evaluations, you discontinue teaching for that session and do not plan on continuing class after the evaluations are done – this causes too much stress for the students.

Accommodations for Special Needs

If you require any special needs for a disability, please let SASLI administration know as soon as possible. We will gladly accommodate your request. If you have any student that requires special accommodations, please let SASLI staff know as soon as possible.

UW Faculty Policies and Procedures

In your faculty folder, please find the policies and procedures for faculty for summer sessions at the University of Wisconsin. It is also viewable at the website listed below.

WEBSITE: http://www.secfac.wisc.edu/governance/FPP/Table_of_Contents.htm

Classrooms

On the first day of class, the students will go directly to the room assigned for the course. Venues for each course are listed on the online timetable at:

<http://registrar.wisc.edu/timetable/summer/pdftt.php>

Please be aware that it is always difficult finding classrooms for the summer courses. We hope that you will be happy with the classroom you have been assigned, but we know that this is not always going to be the case. If the room is not workable for you, it may mean going to another building and potentially not having access to some of the A/V equipment in the Van Hise A/V lab.

UW Grading Policy

Please be aware that the University of Wisconsin grading policy is based on Letter grades ONLY. The conversion chart below can help when grading students:

Grade	Grade Points Per Credit
A (Excellent)	4
AB (Intermediate grade)	3.5
B (Good)	3
BC (Intermediate grade)	2.5
C (Fair)	2
D (Poor)	1
F	0

E-Grading

All grades are now submitted electronically through MY UW-Madison. Please see the packet in your folder (given to you during your meeting with Laura or Grace) entitled “Entering and Submitting Final Grades, via My UW Madison”. For on-line information regarding E-grading: <http://registrar.wisc.edu/faculty/grades/egradeinstructions.php>

4 – SASLI OFFICE POLICIES & PROCEDURES

Office Space

You will be assigned either a single or a shared office space for SASLI. You will be given a key for your office and this key must be returned at the close of the SASLI session. If you are assigned a room through the Languages & Cultures of Asia on the 12th floor of Van Hise Hall, your key will be issued by the LCA department and your key pick up and return will be with LCA, not SASLI. We will be charging a \$5.00 deposit for all keys given out from the SASLI office. The deposit will be returned to you once you return the key at the close of SASLI. Please be aware that in all offices space, you are requested to treat the space and environment respectfully. Please remember that often the space was donated to SASLI for the summer and you are the ambassadors of SASLI. Try to not have conversations in hallways, etc. as people are working in nearby offices. Please make sure to contact Laura Hammond at SASLI if any issues do come up.

Mailboxes

For those of you who have an office in the LCA department, your mail can be delivered to the LCA office on the 12th Floor of Van Hise Hall. There will be mailboxes set up at the SASLI office for everyone else.

Supplies

SASLI will purchase supplies you need for teaching in the classroom and/or preparing for your class. Please email or drop off your written request for supplies. All supplies will be ordered in a timely manner, but do remember that sometimes items are back-ordered. You will receive an email as soon as the item you ordered is in. If you need special language-related items, please see Laura Hammond (ljhammond@southasia.wisc.edu or 608/265-4304). Due to financial constraints, not all requests may be granted for language-related items.

Printing/Photocopying

SASLI will have copy cards available for all instructors at SASLI. You may use these copy cards at all the InfoLabs on campus (locations listed later in this manual). These cards are good for both printing from the computers in computer labs as well as photocopying on any machine in the University system that accepts the card. The photocopier in Van Hise accepts these cards. SASLI staff will not be able to make copies for your daily use in class.

SPECIAL NOTE: If your office is in any department besides the Languages and Cultures of Asia (i.e Anthropology, Spanish, French, etc.), the home department for that office space will not be available for any copying or computer needs. Please see SASLI staff if you require such support and are not in LCA offices for the summer.

SASLI Office Hours

In order to keep the traffic to the Center for South Asia manageable, we have instituted office hours for SASLI faculty. We are happy and willing to help you with your requests, but are also trying to be sensitive to the other projects and staff in the Center for South Asia. The office hours are listed below and will be posted on the door to the Center for South Asia. If you are turned away at non-office hour times, please do not take it personally. A good alternative is to email SASLI with your request if it is inconvenient for you to meet the hours listed below.

HOURS: Monday-Friday 7:45AM – 4:30PM

Staff Contact Information

Laura Hammond, Program Coordinator
204 Ingraham Hall
608-265-4304
ljhammond@southasia.wisc.edu
Office Hours: See SASLI Office Hours

Grace Lorentz, Program Assistant
204 Ingraham Hall
sasli@southasia.wisc.edu
Office Hours: 1-4:30PM

Donald R. Davis, Jr., Academic Director, SASLI
1244 Van Hise Hall
608-890-0138
drdavis@wisc.edu
Office Hours: daily, M-F, 2-4PM and by appt.

J. Mark Kenoyer, Director, SASLI
204 Ingraham Hall
jkenoyer@wisc.edu
Office Hours: Tuesday/Thursday 2-3PM

5 – COMPUTING AT THE UNIVERSITY OF WISCONSIN

UW IDs

You will want to pick up your University of Wisconsin Photo ID soon after coming to Madison. This ID will get you into the campus libraries, help you set up your Net ID, computer labs, recreational facilities, parking facilities, allow you to purchase beer at the Memorial Union, and get your FREE bus pass. If you already have a UW ID, please bring it with you to Madison, or you will have to pay a nominal replacement fee. You can get your photo UW-ID at Memorial Union, room 4316, 8:00-4:15PM, Mon. – Fri.
More information at: <http://www.union.wisc.edu/photoid/>

My UW Madison

MY UW is secure, easy-to-use and web-based. You will need to use your NetID and password to log in at my.wisc.edu. Please log in to My UW and take a look at all the features, you may check on your paycheck distribution, print class rosters, E-grading, set up a calendar, and many other options. Please make sure to write down your NetID and your password. If you have forgotten your NetID and password, please call the DoIT help desk at 608-264-4357. They will be able to reset your password and supply your NetID.

For those of you returning, you can test your NetID and password at:

<https://login.wisc.edu/>

Computer access

If you have brought your own laptop, and have a wireless card, you may connect to the internet via the UW wireless connection. On the link below you can see all wireless hub locations on campus.

To connect to wireless:

1. GO TO: <http://www.doit.wisc.edu/network/wireless/>
2. Enter your University of Wisconsin Net ID
3. Enter your password
4. Once this has been entered, you will get a box that says “Authentication Successful” and you are connected.

Dial-up access:

You have free home dial-in access with your Net ID and password. For information and instructions, please see the website: <http://helpdesk.doit.wisc.edu/page.php?id=4>

Laptops in Van Hise Hall:

All laptops used by instructors in Van Hise Hall need to be registered and checked by Sara Ziemendorf, Room 291 Van Hise (sara@lss.wisc.edu).

Computer labs:

If you do not have a laptop, you can use one of the many computer labs on campus. Hours vary during the summer. The only lab that will definitely have specific language fonts (if not using proprietary software) will be the computer lab in Van Hise. Below is a short list of available computer labs, for a complete listing, please go to:

<http://www.doit.wisc.edu/computerlabs/labs.asp>

1. *Social Science Computer Lab* Room 3218 Social Science, 24 hours, once set up. You must fill out an application to use the lab. Please go to the desk and ask to

fill out an application. You must tell them you are with the South Asia Summer Language Institute in order to use the lab. INFO:

<http://www.ssc.wisc.edu/sscc/infrastructure/labs.htm>

2. *Van Hise Computer Lab*, 262-4575 Room 464 Van Hise Hall, 10:00 – 4:00PM. This computer lab will have fonts set up on the computers. If you have font needs that are not addressed by the computer lab, you can let Laura Hammond know and (if the font is not private software) we can try to work it out. INFO: <http://babel.lss.wisc.edu/facilities/infolab>
3. *Memorial Library Infolab*, 265-3017 Room 140 Memorial Union (on Library Mall), hours vary. INFO: <http://memlab.doit.wisc.edu/contents.phtml>
4. *College Library*, 263-9889 Room 2250 College Library, 600 N. Park St. 8:30AM-9:45PM Mon – Thurs (Fridays close at 7:45PM) check for weekend hours. INFO: <http://college.library.wisc.edu/geninfo/hours/>

Electronic Classroom/Lab Request

Learning Support Services asks that all requests for computer labs for class time be made in advance. Also, due to high volume usage of the rooms, please make sure to ONLY request a computer room when it is truly necessary! LSS will not let you request a room without a form, please see Andrea Miller in room 279 Van Hise to request rooms
INFO ON CLASSROOMS: <http://lss.wisc.edu/facilities/labs/>

Media Centers

There are 2 new media centers that are available as classrooms. These must be reserved in advance. Please be aware that these classroom computers may not have fonts loaded for your target language. It would be best to check on this before requesting a classroom, because if possible, the fonts may be loaded for you.

To request a room, you must access the website below and click on classroom schedule. Once you find an open time for your class, you can reserve the room by returning to the homepage and clicking on classroom reservations.

INFO/REQUEST: http://www.doit.wisc.edu/digital_media_center/

6 – SASLI PERSONNEL

Payroll and Taxes

SASLI will payroll you for the dates employed at SASLI. There are a few items that can clarify issues with either payroll or taxes. It is important that the University of Wisconsin-Madison have your permanent mailing address so that your W-2 can be sent directly to your home address. In your faculty folder, you will find the forms listed below. Please look for the “Employee Information” form and make sure to fill this out. The best way to fill out this form, is to have SASLI listed as your Primary Campus address and your permanent home

address listed as your Home address. If you put the temporary Madison address as your home address, your W-2 will be sent to this address in January next year.

Sexual Harrassment

SASLI and the University of Wisconsin-Madison take any sexual harassment charge seriously. If you have any issues that arise during your appointment at SASLI, please come to any of the SASLI staff members to discuss the situation. If you are uncomfortable contacting any of us, please feel free to go directly to Equity & Diversity Resource Center (179A Bascom Hall, 263-2378). For a complete University of Wisconsin Policy and informational packet on Sexual Harassment, please go to the print-out in your folder. This material should be read by all instructors at the beginning of SASLI.

MORE INFO: <http://www.oed.wisc.edu/sexualharassment/>

7 – INTERNATIONAL FACULTY

1. If you are on a J-1 visa you must register with International Faculty & Staff Services (IFSS) as soon as possible after arriving in the U.S. Please bring the following materials to the IFSS office; DS-2019 Form, Passport, and I-94 card. The staff at the main office 21 N Park Street, Suite 5101 will handle your registration and sign-up for the J-1 Scholar Welcome Session (which is an orientation for new J-1 Scholars).
2. Taxes – Please make sure to pick up your international tax packet from SASLI. It is your responsibility to make sure that your taxes are taken out correctly. Some countries do have tax treaties with the USA, but if you have worked in the US over a certain number of months (in total) you may no longer be eligible for the tax treaty. Please go to International Faculty and Staff Services in suite 5101, 21 N. Park Street, to make an appointment with an International Tax Representative to make sure that all the paperwork is prepared correctly. This could save you lots of money!
3. SHIP Insurance - Exchange Visitors are required to carry health insurance for themselves and their accompanying family members, as a condition of their J-1 status. The University of Wisconsin Madison offers SHIP insurance program which fulfills the required standards. Even if you have an alternative insurance, you still need to request a waiver from the SHIP requirement. The SHIP office is located at 1552 University Avenue, 608-265-5232, email: ship@www.uhs.wisc.edu. WEBSITE: <http://www.uhs.wisc.edu> (then click on SHIP link)
4. Documentation – SASLI will need to keep on file a copy of your visa issued for the current summer and passport.

8 – CAMPUS INFORMATION

Parking

It is costly to park on campus. If you are choosing to do this, you must contact the Transportation Office on campus. A good alternative to parking, is biking to campus, or using your FREE bus pass! Information: <http://www2.fpm.wisc.edu/trans/>

Bus Pass

Once you have your photo ID, you can pick up your free bus pass (and bus map) at Transportation Services at the Welcome Center
21 N. Park St.
263-6666
Drive Thru: 7:15 am - 4:30 pm (M-F)
Walk-in: 8 am - 4 pm (M-F).
MADISON BUS INFO/MAPS: <http://mymetrobus.com/>
Hours: 7:30AM – 12:30PM and 1:00 – 4:00PM

Recreational Facilities

With your UW ID and a one-time fee for summer usage, you may use the UW recreational facilities. You must bring your UW ID every time you use the facilities. For more information on the offerings or current membership fee for summer, please check out their website:
INFO: <http://www.recsports.wisc.edu/>

Campus & Visitor Information

On your first day, SASLI will give you maps and visitor guides. If you would like to visit the University Campus Visitor's Center, they are located at 716 Langdon Street.
INFO: <http://www.civc.wisc.edu/>

Campus Map: <http://www.map.wisc.edu/>

Campus Tours

A 100-minute campus walking tour is offered for visitors at 3:00PM Monday through Friday and 12:00PM on Saturday and Sunday. These tours leave from the Red Gym at 716 Langdon Street. No reservation is required.

Memorial Union

The Wisconsin Memorial Union is a fantastic place to get information and/or just to hang out. If you like to drink beer or wine while watching the sunset, listen to live music, watch free movies, or if you wish to have your students come down and hold a conversation table, it is the perfect place. Your UW photo ID is needed to purchase drinks from the Union, so it

is yet another good reason to get your University photo ID as soon as possible! See the link below for more activities and events surrounding the Union.

Website: <http://www.union.wisc.edu/activities/index.html>

More than anything we hope that your time in Madison is enjoyable and rewarding. The SASLI staff is here to help you throughout the summer. We recognize both the professional and personal challenges of teaching at SASLI and we thank you for your contribution to make the SASLI the best summer language program for South Asian language anywhere. Please do not hesitate to let us know if there are any issues that you would like to discuss or problems that need to be solved.