

## \*SYLLABUS 2017

Monday, June 19, 2017 – Friday, August 11, 2017

[\*This is a tentative syllabus. It may be modified after determining students' proficiency (in all major skills: speaking, listening, reading and writing), topics and texts of interest, and their larger academic/professional goals. Students below Intermediate Low level may be requested to take Third and Fourth Semester Hindi]

**Course: LCA 553-554: Fifth & Sixth Semester Hindi**

**Instructor: Mithilesh Mishra**

**Instructor Office Hours: Mon-Fri, 4-5 PM and/or by appointment, at Lakefront Café,  
Memorial Union (800 Langdon Street)**

**Instructor Contact Information: Tel:**

**email: [mithileshmishraji@gmail.com](mailto:mithileshmishraji@gmail.com)**

### HINDI

Hindi (Hindi-Urdu) is the third most commonly used language in the world today, after Mandarin Chinese and English, with more than 600 million users spread across the globe. Hindi is the official language of India with English as an associate (official) language. Hindi has had a continuous literary tradition since the 11th century, possesses a large modern literature, and is the main medium of the world's largest film industry, Bollywood. It is one of the two official languages of contemporary India. Hindi is the language of modern print media (surpassing all other languages) in India.

- I. **Objectives:** The course will aim to train students to reach at least Advance Low level of Proficiency through independent OPI evaluation. Every Students will

have the additional/optional opportunity to practice individually (during office hours) to improve their level of speaking proficiency. The course will introduce students to authentic texts (short stories, essays, poems, satirical writing etc.) and discourse structures of Modern Standard Hindi. The course will also focus on the idiomatic structures, linguistic patterns and uses of Hindi in a broad variety of registers and styles, regional varieties, and especially the language of contemporary (post globalization) films, popular television shows, and print media. The course will help students acquire knowledge of some of the most productive processes of word formation in Hindi, and special vocabulary items pertinent to various genres.

**Students will be required to take the OPI test (by an outside expert) at beginning and the end of the course.** Desired/Target Proficiency level of students by the end of this course: Advanced Mid to Advanced High.

**II. Class activities:** Students will read one authentic text every week usually from the course packet and occasionally posted on Learn@UW. Students are encouraged to read texts in Hindi related to their own academic/professional interests, both in and outside of class.

Students will watch films in class and occasionally they will be required to watch specified films on their own and there will be a group discussion on the contents and issues raised in / presented by the film.

Students will also read, watch and discuss online articles (online Hindi Print media) TV news and/or YouTube clips.

Hindi will be used for presenting and discussing almost for all the instructional activities in and outside of class.

**III. Class material:**

**Required:**

1. A Compilation of Texts. Prepared by the instructor. Available from the SASLI office.

2. Additional handouts prepared by the instructor.
3. Theme Based Vocabulary and Affixes of Hindi. Mithilesh Mishra and Awadesh Mishra. 2010. Available from the SASLI office.
4. सामाजिक संदर्भ में बोलचाल की हिन्दी: A Book of Situational Conversation for Enhancing Proficiency. Mithilesh Mishra and Awadesh Mishra. 2010, 2016 (second edition). Available from the SASLI office.
5. Advanced Hindi Grammar. Usha Jain. 2007. Available from University of California at Berkeley or at Amazon.

Recommended:

1. Hindi-English Dictionary. R.S. McGregor.
2. The Modern English Hindi Dictionary. I. N. Anand.

#### IV. Class requirements and evaluation:

1. **Assignments (oral and written)** based on readings, classroom discussions, online reading of texts, especially from Hindi newspapers (daily): **20%**

2. Two power point **presentations**, individually or in pairs, depending on the numbers of students enrolled (at least 10 slides): **20%**

Presentation schedule to be announce by June 23; the instructor will make a sample presentation on June 22.

Students will be encouraged to study Hindi texts related to their own preferred genre or disciplines (such as History, Political Science, Anthropology, Cultural Studies, Religion, Science, Film Studies, International Relations and Diplomacy, Agriculture, Medicine, Mass Media, Communications, Economics, Business and Management, etc.). Students should also upload the texts they may be reading in Hindi on their own (a portion of it if the entire text would be more than 4 pages) or media clips in Hindi (youtube, online news, film clips, interviews of leaders, film industry persons, scientists, sportsman,

business leaders, etc.) in the folder marked “Students’ preferred texts and Media” throughout the course to share and discuss with peers the materials they may find of topical or general interest to all.

3. 30 minute Weekly Quizzes (oral and written), every TU: **20 %**

4. One 1000 word typed or handwritten paper in Hindi on a topic related to texts read and films watched in this course. 5% bonus points for typed submission in Hindi.

Students will be trained and encouraged to learn how to type in Hindi from the second day of class.

**Paper 1 due on July 14, Paper 2 on Aug 9** **20 %**

**5. Attendance and class participation:** **10+10 =20 %**

Participation: Your active participation in all class activities, including required role-plays will be evaluated for all classes as per the following set of criteria (based on Maznevski, 1996):

Grade	Criteria
E	Absent
C	<ul style="list-style-type: none"> <li>• Present, not disruptive.</li> <li>• Tries to respond when called on but does not offer much.</li> <li>• Demonstrates very infrequent involvement in discussion.</li> </ul>
B	<ul style="list-style-type: none"> <li>• Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.</li> <li>• Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).</li> <li>• Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</li> <li>• Demonstrates sporadic involvement.</li> </ul>

A	<ul style="list-style-type: none"> <li>• Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.</li> <li>• Offers interpretations and analysis of instructional material (more than just facts) to class.</li> <li>• Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</li> <li>• Demonstrates consistent ongoing involvement.</li> </ul>
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**V. Grade scale:**

A (Excellent)	90-100
AB (Intermediate Grade)	83-89
B (Good)	74-82
BC (Intermediate Grade)	67-73
C (Fair)	61-66
D (Poor)	55-60
F (Failure)	54 or less

**VI. COURSE POLICIES**

**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 cell-phone or digital devices during the class time

## **ATTENDANCE**

It is the policy of SASLI that students 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 absence. If a student misses class, it is their responsibility to make up the work and to keep up with the other students in the class. SASLI has a written absence, tardiness, and religious observance policy as below. These policies must be in your syllabus.

### **Tardiness and Absence:**

Classes start on time at 8:30AM and go until 1:00PM (with a half hour break)

#### **Tardiness:**

More than 30 minutes late (habitual tardiness of less than 30 minutes may also be considered a violation)

1st time = warning

2nd time = 2nd warning

3rd time = grade deduction

4th time = sent to admin office/possible additional grade deduction

#### **Absence:**

1st unexcused absence = warning + grade deduction

2nd unexcused absence = sent to admin office + grade deduction

Excused and unexcused absences cannot equal more than 2 per semester.

Once a student has a 3rd absence, must see the admin office

**VII. McBurney Disability Resource Center:** The McBurney Center is available for all students at the University of Wisconsin. The Center offers a wide array of services for students with disabilities. If you need any disability accommodations you need to register with the McBurney Center. The McBurney Center is available for all students at

the University of Wisconsin. The Center offers a wide array of services for students with disabilities. For a list of the services provided, please visit the website:

<http://www.mcburney.wisc.edu/services/>

## Rights and Responsibilities

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### **Students with disabilities have the right to:**

- Full and equal participation in the services and activities of the University of Wisconsin-Madison
- Reasonable accommodations, academic adjustments and/or auxiliary aids and services
- Privacy and to not have confidential information freely disseminated throughout the campus
- Limit access to confidential records. In doing so, however, students recognize that implementing accommodations may become more difficult
- Information readily available in accessible formats

### **Students with disabilities have the responsibility to:**

- Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs and activities
- Identify as an individual with a disability when an accommodation is needed and to seek information, counsel and assistance as necessary
- Demonstrate and/or document (from an appropriate professional) how the disability limits their participation in courses, programs, services, jobs and activities
- Follow published procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services, or requesting barrier removal

### **The University, through faculty and staff, has the right to:**

- Establish essential functions, abilities, skills, knowledge and standards for courses, programs, services, jobs and activities or facilities and to evaluate students on this basis;

- Determine the appropriate standards in developing, constructing, remodeling and maintaining facilities;
- Confirm disability status and request and receive current, relevant documentation that supports requests for accommodations, academic adjustments and/or auxiliary aids and services;
- Have appropriate staff discuss students and their disabilities in order to implement requested accommodations (particularly instructional accommodations);
- Deny a request for accommodations, academic adjustments or auxiliary aids and services, and/or barrier removal in facilities if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation;
- Select among equally effective accommodations, academic adjustments and/or auxiliary aids and services;
- Refuse unreasonable accommodations, academic adjustments or auxiliary aids and services, and/or facility-related barrier removal requests that impose a fundamental alteration on a program or activity of the university.

**The University has the responsibility to:**

- Provide information to faculty, staff, students and guests with disabilities in accessible formats upon request
- Ensure that courses, programs, services, jobs, activities and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- Evaluate students on the basis of their abilities and not their disabilities
- Respond to requests on a timely basis
- Provide or arrange reasonable accommodations, academic adjustments and/or auxiliary aids and services for students with disabilities in courses, programs, services, jobs, activities and facilities
- Maintain appropriate confidentiality of records and communication except where permitted or required by law

Contact information for the McBurney Disability Resource Center:

702 W Johnson Street, Suite 2104

Madison, WI, 53715

phone: 608-263-2741

text: 608-225-7956

fax: 608-265-2998

**VIII. Student Code of Conduct:** The student Academic Misconduct Policy & Procedures for the University of Wisconsin is available on the website listed below:

<https://www.students.wisc.edu/doso/academic-integrity/>

This document outlines the rules and regulations regarding your student rights and responsibilities while a student at the University of Wisconsin-Madison. It states that “**Academic misconduct is an act in which a student:**

- “seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.”
- Please see the website listed above for further information.

**IX. CLASSROOM ATMOSPHERE:**

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 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, and will be addressed by the instructor or referred to the Academic Director.

Class rosters are provided to the instructor with the student's legal name. We will gladly honor your request to address you by an alternate name or gender pronoun.