

SYLLABUS 2014

Monday, June 16, 2014 – Friday, August 8, 2014

Course: 522- 453/454: Third & Fourth Semester Hindi

Instructor: Dr. Mithilesh Mishra

Instructor Office Hours: M-Th: 4-5 and/or by appointment(1248 Van Hise or Union Terrace)

Instructor Contact Information:

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TA/FA Office : 1236 Van Hise

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Objective/Goals:

- I. **Objectives:** The major objectives of this course are:
 - (a) to train students to contextualize their grammar skills which they have acquired in their first year of instruction (i.e., students will be required and encouraged to use those grammatical patterns in spoken and written language with ease and fluency),
 - (b) to introduce students to the higher level of the structural complexity of Hindi (see syllabus below) so that they can

- develop competence in the comprehension of Hindi texts of different genres,
- (c) to familiarize students with those socio-cultural conventions and practices which are vital both for internalizing language skills and for successfully participating in interpersonal communicative events.
 - (d) to train and encourage students to think in Hindi

At the end of the instructional period, students will develop competence in comprehension of simple literary texts, carry out conversations in various social situations, and express their views on topics of interest in contemporary standard Hindi idiom.

Structure/Schedule:

From the beginning, students will be required to produce in an interactive manner, authentic Hindi discourses in contextually appropriate conversational settings. With the help of a set of dialogues, students will internalize salient templates of authentic Hindi discourses.

Students will learn grammatical structures and vocabulary items in a fully integrated manner.

Students will be required to write journals in Hindi on topics of their own choice (related to their own background and/or interest) and on topics assigned by the instructor.

Short audio-visual segments from Hindi films and from television programs will be used for contextual learning of Hindi structures, discourse patterns and strategies (related to gender, religious, regional identities), enhancing listening and speaking skills, and for understanding the body language (gestures, and movements of neck, hands and eyes).

A Weekly schedule will be available every Friday

Class Materials:

Required Text Books:

1. Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010. Lakshi Publishers. Delhi, India.
2. A collection of Texts. Prepared by Mithilesh Mishra
3. Theme based vocabulary and affixes of Hindi. Mithilesh Mishra and Awadesh Mishra. 2010. Lakshi Publishers. Delhi, India

Dictionary: Recommended:

1. The Modern English Hindi Dictionary. I. N. Anand
2. English-Hindi Dictionary . C. Bulke
3. Hindi English Dictionary. R. McGregor.

Materials to be provided: Handouts will be provided by the instructor during the instructional period

Content:

Structural (formal) Component (defined in terms of structural categories/constructions):

- Compound verbs
- Conjunct verbs (Hindi and English based)
- Relative-correlative constructions (referring to person, objects, place, time, manner, quality and quantity)
- Present participles (adjectival and adverbial)
- Past participles (of intransitive and transitive verbs)
- Conjunctive participles (and its negated forms)
- Causatives (first and second causatives)
- Reduplicative structures (noun, adjective, adverb, and reduced participles)
- Echo words
- General specifier (-wala construction)
- Presumptives (imperfect, progressive, and perfect)
- Contingent/conditionals (imperfect, progressive, and perfect)
- Counterfactuals
- Subjunctives (and its special uses)

- Passive

Notional Component:

The purpose of this component is to help students acquire the knowledge of basic semantico-grammatical categories as well as their appropriate uses in various contexts.

- Time: point of time, simultaneity, iteration, duration, frequency, and sequence
- Space: basic dimensions, location, and motion
- Role of nominals: agent (volitional and non-volitional, instrument (human and non-human), object (animate and inanimate), source and/or initiator, beneficiary and/or goal.
- Deixis: temporal, spatial, and personal
- Predication and attribution
- General and epistemic modality: scale of certainty (certainty, weak and strong probability, no certainty), scale of commitment, intention, obligation, doubt, and disbelief.

Communicative skills:

The following communicative skills will be emphasized:

- Approval and disapproval
- Judgment and evaluation
- Compulsion (command, direct, force, disallow, forbid)
- Modify the behavior of interlocutor(s) (suggest, urge, beg, advice, persuade, recommend)
- Agreement and disagreement
- Expressing one's emotions: positive (delight, pleasure, peace of mind, admiration, amazement, fascination, and contentment) and negative (displeasure, annoyance, disappointment, anxiety, grief, anger, scorn, sarcasm, and resentment)
- Phatic expressions: greetings (greeting, welcome, farewell), sympathy (concern, consolation, regret), and gratitude.
- Convention of politeness

Situational component

The purpose of this component is to contextualize the structures, notions and skills listed in I.- III. Above through dialogues, cued responses, short skits, journal writing, and selected audio-visual materials.

Reading Comprehension

The purpose of this component is to help learners acquire the ability to accurately read, and comprehend written texts (in Nagari script) with fluency. Special reading and comprehension techniques are presented to students enabling them to get used to the SOV word order of Hindi.

Listening comprehension

This component focuses on providing students with the necessary ear training without which they cannot improve their speaking skills and competence beyond the initial stage. Selected authentic audio-visual materials will be used to facilitate listening comprehension in Hindi.

Vocabulary

Vocabulary related to the daily use of language (based on frequency and contexts) will be strongly emphasized. Vocabulary related to literature, government and law, science and technology, and religion and philosophy will be given secondary focus.

Grading:	Percentage
A	90 and above
AB	85-89
B	80-84
BC	75-79
C	70-74

(STUDENTS WILL BE EVALUATED AFTER THE FIRST FOUR WEEKS AND AGAIN AT THE END OF THE EIGHTH WEEKS)

Attendance Policy: Students are required to attend ALL classes.

Requirements/Homework:

Students will be strongly urged to learn how to type in Hindi using a Devanagari font by the end of the second week of classes for submitting their typewritten Journals (consisting of a minimum of 12 sentences in Hindi) and class/group projects. One journal entry each for M-Th classes. Students will also be encouraged to read online newspapers in Hindi. Participations in role plays (based on situational conversation), skits, individual and group presentations will be mandatory.

Grading/Assessment:

Semester A:

Quizzes (every Monday):	20 %
Attendance:	20 %
Class participation:	20%
Journal and Homework:	20 %
Final Exam:	20 %

IMP: The points for class participation will be assigned for each day of class and any other outside class activity (required or recommended).

General Classroom Policies:

- (1) No recording (using ANY device) allowed of ANY classroom activities (instructional, student presentations, etc.)**
- (2) The class times are: 8:30-9:20, 9:30-10:20, 11-11:50, and 12-12:50. You will be expected to be on time.**

Semester B: Same as above.

McBurney Disability Resource Center: 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

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

mcburney@studentlife.wisc.edu

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

<http://www.wisc.edu/students/saja/misconduct/misconduct.html>

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.

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.

