

Elementary Hindi
SASLI- 2013 Syllabus, UW-Madison

Instructor: Virendra Singh
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Office: 1244, Van Hise Hall
Office Hours
(1) M-TR 1:15-2:30 pm at 1244 Van Hise
(2) MTW 6:30-7:30 pm at Lake Front Café

Teaching Assistants:

Brajesh Samarth
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Office Hours: M-F 4:00-5:00 pm Lake Front Café (or by appointment in 1235 Van Hise Hall)

Sarah Beckham
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Office Hours: M-F 2:30-4:00 pm Lake Front Café (or by appointment in 1235 Van Hise Hall)

Class Schedule:

M-F for 4hrs/day (with an expectation of 3-4 hours of homework/ study at home).
Syllabus, vocab lists, assignments, etc. will be posted to Learn@UW.

Class Etiquette:

1. If for some reason you are late to class, please do not be disruptive to the other students. You may write down any questions you may have about the missed material and ask the instructor later.
2. Greeting one another and the instructor upon arrival in the morning contributes to a positive learning environment and is highly encouraged.

Required Textbook:

Beginning Hindi-Urdu: Virendra Singh & Margaret Robinson (available at 203, Ingraham Hall).

****Please bring your textbook and syllabus to class every day****

Reference Books:

- 1) *Teach Yourself Hindi* by Rupert Snell and Simon Weightman
- 2) *Hindi Dictionary* by Rupert Snell

The weightage for your final grade will be calculated as follows:

Hindi Projects 15% (2 projects, 7.5% each project)

Quizzes: 15% (5 quizzes, 3% each quiz)

Classroom Participation: 20%

Home reading vocabulary and writing assignments: 10%

Mid-term Examination (oral and written): 20%

Final Examination (oral and written): 20%

Hindi Projects

- 1) There will be two projects; the first will be due before Midterm Exam and the other before the Final Exam.
- 2) For the projects, different assignments will be given in groups.
- 3) The first project will be assigned in the second week of the course, and the second project in the fifth week.
- 4) Each project constitutes 7.5% of the final grade.
- 5) Late submission or failure to submit the project will reduce the marks proportionately.
- 6) Cheat sheets may be used in the oral presentation of the project, but reading the dialogue in its entirety is not permitted.

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 |

Important Dates

There will be no class on Thursday, July 4th, but Friday, July 5th is not an official holiday.

Quizzes: Friday (fourth hour), except 5th and 8th week

Midterm Exam:

- Oral: July 11th, and 12th (during the 3rd and 4th hour, 8-10 students each day)
- Written Exam: Thursday, July 11th (9:00 am-11:00 am)
- Classroom Presentation: Wednesday, July 10th

Final Exam:

- Oral: August 8th, and 9th (during the 3rd and 4th hour, 8-10 students each day)
- Written Exam: August 8th (09:00 am-11:00 am)
- Classroom Presentation: Tuesday, August 6th

Attendance: 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. If any student misses two or more classes during the course without a genuine or unavoidable reason, then he/she will lose 2 points for each of the missed classes. Five bonus points will be added to the points obtained in the final exam for the perfect attendance. 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.

*Note: Students with documented disabilities should 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.

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 are in need of any of the services provided by the Center, please feel free to contact the McBurney Center staff directly. For a list of the services provided, please visit the website:

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

Contact information for the McBurney Disability Resource Center:

905 University Avenue
Madison, WI 53715
608-263-2741 (phone)
263-6393 (tty)
265-2998 (fax)
mcburney@uwmadmail.services.wisc.edu

Homework: Homework will be assigned and checked regularly. Submitting homework on time is very important. Five bonus points will be added to the final exam of the student(s) who don't miss a single homework during the semester. If any student misses more than two homework assignments then he/she will lose one point for each of the missed homework. Homework submitted after two days will be checked and returned but will be considered as a missed homework assignment. Students are also advised to show the corrections as a part of the homework. Homework will be checked and returned within two days of submission, and all checked homeworks must be re-submitted with corrections. The final homework grade will not be given until corrections have been submitted and assessed.

Quizzes: There will be six quizzes (mentioned above). Quizzes will be conducted during the second half of the fourth hour every Friday. These six quizzes will comprise 15 points

of the final grade, and missing a quiz will result in losing 2.5 points on the final grade. In the event of illness or other emergencies, quizzes may be made up on the following Monday before class, but make-up quizzes will only be offered to students who have informed the teacher(s) in advance and produced valid documentation for his/her absence.

Midterm and Final (oral exams): Points for the oral midterm and final exam will be given based on classroom participation, classroom project-presentations, vocabulary-based works, and an effort at using Hindi (even if incorrect) during the entire fourth week of the first semester (July 8th- July 12th) and during the third and the fourth week of second semester (August 5th - August 9th). Considering the size of the class, the oral exams will be conducted over two days (refer to the dates given above for oral exams.) A sign-up sheet for the day and time of the oral exams will be posted a week in advance of the exams. At the end of the course, you are encouraged to submit a portfolio of your work and attendance as a record of your progress.

*Note: A review sheet along with a list of main/important constructions for the written exams and tips to prepare the oral exams will be provided about one week before the respective exams.

Written Final: Your written exam is scheduled for August 8th (9:00 am-11:00am). The exam will be fully cumulative, representing concepts covered in both semesters (until August 5th). Grades are also cumulative.

Class Format: In order to achieve the goals mentioned above, the communicative approach will be highly emphasized throughout the entire course. The first two hours of the morning session lecture are devoted to new topics through step-by-step grammar instruction (based on the textbook with necessary vocabulary) and classroom activities. From time to time, video/movie clips will be shown, and you will be given relevant questions to answer. The class will also watch/ listen, learn and sing-along to some film songs.

In the second session, the daily discussion session will be a follow-up of the first two hours with a stronger emphasis on the communicative approach. The use of English will decrease as the class progresses. Students will be expected to take an active role in the class under the instructor's supervision. Students will form groups (2-4) and 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 the midterm exam. Students who need extra assistance are strongly encouraged to attend office hours.

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 20% 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. Some potlucks, picnics and sports (like cricket, etc.) will also be organized so that students can get to know one another better and form study groups outside the class to practice speaking Hindi with each other. Starting the 5th week, a selection of short and simple children's stories will be read and acted out in the class as skits.

Course Description

The “Eight Week Intensive Elementary Hindi Course” is designed in such a way that by the end of seventh/eighth week students will be able to:

- 1) Read and write Hindi at a satisfactory/normal speed.
- 2) Learn, comprehend, and use most of the basic different forms of Present, Past and Future Tenses.
- 3) Use (English-Hindi and Hindi-English) around 500-600 words of daily common use.
- 4) Talk about himself/herself easily in Hindi, and be able to ask the same questions of a native Hindi speaker.
- 5) Find out the direction/distance travel time /fare, etc. of a desired destination from a taxi or rickshaw driver or from a pedestrian.
- 6) Find out the prices of different things of daily use with bargaining skill in the market.
- 7) Order food (vegetarian/non vegetarian/vegan) and deal with all other related issues with requests/complaints/delays/cleanliness, etc.
- 8) Present himself/herself as a reasonably good host/guest in an Indian environment or at different social functions/situations.
- 9) Learn and sing a couple of Hindi songs (complete or parts of a song).
- 10) Make simple travel plans, make all necessary inquiries (hotels/means of transport, weather, places worth-seeing, dos and don'ts etc.)
- 11) Write a small journal/ letter to an Indian friend, or write a short story about himself/herself about something that fascinated him/her.
- 12) Listen to a native speaker's short conversation and write/ or give a brief summary of it orally or in writing.
- 13) Deal with health issues in different scenarios such as going to a doctor, describing it to their host family, classroom, and/or the clinic.
- 14) Visit to a/or deal with a tailor/ barber/ bike repairer/shoe repairer/carpenter, etc. and get the desired job accomplished using Hindi.
- 15) Find and rent an apartment/room and sort out all related issues and restrictions in a new cultural atmosphere.
- 16) Other simple related issues/topics of daily life
- 17) Thank and apologize for some special occasions.
- 18) Ask and answer about relatives, family, and friends etc.
- 19) Ask for /give help in emergencies.
- 20) Miscellaneous

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.

Internet Links for Hindi

Students are strongly encouraged to use web-based resources to strengthen their basic skills. The following Internet links are especially useful.

Fonts: <http://salrc.uchicago.edu/resources/fonts/available/hindi/>

<http://www.avashy.com/hindiscripttutor.htm>

<http://www.shabdkosh.com/>

<http://dsal.uchicago.edu/dictionaries/list.html#hindi>

<http://www.bbc.co.uk/hindi/>

<http://faculty.maxwell.syr.edu/jishnu/hindi.asp>

http://en.wikipedia.org/wiki/hindi_language

<http://philae.sas.upenn.edu/Hindi/HindiProgram.html>

<http://www.abhivyakti-hindi.org>

<http://www.hindinest.com/>

<http://www.abhivyakti-hindi.org/shikshasootra/index.htm>

<http://www.sumanasa.com/hindi-news/>

Class syllabus for the first week:

| | Content | Homework |
|--------------|---|--|
| Day 1 | Chapter 1 from the text book (page 1-7) Welcome, introduction, survival sentences, asking/answering name, general explanation about Hindi. Start script reading, writing practice numbers 1-6. | Try to write 11 vowels and consonants, learn first day's vocabulary, be prepared to give a presentation in the class on Day 2, read and listen to page 6-7 out loud |
| Day 2 | From the textbook (page 1-8 and other reader) Review by the teacher, practice reading writing 11 vowels and consonants, vocabulary check, presentation by students, paired group conversation, more classroom expressions, numbers: 1-10, more vocabulary | Listening: pages 18-19 Be prepared for a presentation on Day 3, learn new vocabulary and review the old one, write 11 vowels and consonants, listen to pages 18-19, 20, learn numbers, bring one fruit of your choice to class. |
| Day 3 | From the textbook pages 1-9 and some reading from the reader. General review. More reading and writing practice, more vocabulary, verb "To be" (present form) with some pronouns with their respective verb forms. Introduce "what" and its basic use, e.g. "What is this?" and "This is..." | Read 10-12, 18, and learn vocabulary (given in class), write names of family members. Listen 18-20. |
| Day 4 | Review script, quick review and vocabulary check, new vocabulary, Question words (where) and some compound postpositions, more reading/writing practice in class | Read page 18-22. Study and copy chart p. 22 Be prepared for the presentations on topics covered in class, e.g. Introduction, asking and answering what and where questions, numbers. |
| Day 5 | Presentations Read in class p.14-16, and 20 | TBA |

The schedule for each week will be distributed Friday. Remember to check Learn@UW for any announcements and/or extra content.