

**University of Wisconsin-Madison
Elementary Hindi, South Asia Summer Language Institute, 2015**

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*These are personal numbers, so please do not call instructors after 6:pm. Emails are always welcome, but emails sent after 9:pm will likely not be answered the same day. **Please, no text messages.***

Class Time: Van Hise Hall 394 &159, MTWRF 8:30 am-1:00 pm

Language Table: Lake Front Café, TWR 3:00pm-5:00 pm

The language table will be part of your participation grade. Students will be required to come to two sessions a week.

Sarah:	3:00 pm-4:00pm
Emily:	3:30pm-4:30pm
Brajesh:	4:00 pm-5:00pm

Required Textbooks

Elementary Hindi (Textbook): Richard Delacy & Sudha Joshi
Elementary Hindi Workbook: Richard Delacy & Sudha Joshi
Essential Hindi Dictionary: Rupert Snell

Please bring both books to class every day.

Course description

Hindi 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 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. It is one of the two official languages of contemporary India.

Our Hindi language course provides students with a multifaceted working knowledge of modern standard Hindi. It essentially gives students a solid basis from which they can learn: (a) to speak Hindi fluently; (b) to understand spoken Hindi; (c) to read in Hindi script; and (d) to write prose, in Hindi.

Our Elementary Hindi course will introduce students to the Devanagari script; to pronunciation and intonation; to basic conversation patterns; and to the elements of spelling, reading, and writing in Devanagari. It will cover approximately half the elementary grammar of modern

standard Hindi, including the use of nouns, adjectives, pronouns, interrogatives, and postpositions, and the use of many common verbs and of the past, present, and future tenses. As part of this course, students will learn popular Hindi songs, watch films and video clips, and become familiar with many components of Indian culture. Students will also have opportunities to work with Web-based and multi-media materials, present materials they have created, and go on one or more field trips. By the end of the summer semester, students will be able to generate and interpret several types of simple, compound, and complex sentences in speech as well as writing in a variety of communication contexts.

Learning objectives

This course offers a balanced treatment of speaking, listening comprehension, reading, and writing skills. Students should be prepared to meet the following goals in these areas.

Speaking: There will be a strong emphasis on spoken Hindi; students are encouraged to speak as much Hindi as possible both inside and outside the classroom throughout the semester. Students enrolled for this course should form study groups that meet outside class to practice Hindi conversation on a regular basis.

By the end of the summer program, students should be able to carry on free and spontaneous conversations and verbal interactions in Hindi with native speakers on such topics as:

1. Making basic inquiries and dealing with practical problems while traveling by train, bus, etc. (all possible aspects of such situations)
2. Dealing with health issues (inquiries about the doctor, clinic, pharmacy, hospital, etc.; visiting a doctor)
3. Making basic social conversations (learning about peoples' lives; talking about home, social customs in India, marriage, caste, gender, etc.)
4. Shopping (going to a store, asking for things you need, talking about prices, etc.)
5. Talking about everyday essentials (food and drink, clothing, weather and climate, locations and directories, time, colors, textures, body parts, physical attributes etc.)

Listening: By the end of the semester, students will be able to:

1. Comprehend conversations on topics such as personal needs and social activities
2. Listen to and understand the main ideas of simple stories and conversations in Hindi.
3. Listen to other people, to audio and video recordings, such as dialogues, phone conversations announcements, directions, songs etc. to achieve the objectives above

Reading and Writing: By the end of the semester, students will be able to:

1. Read aloud/pronounce and write in Hindi script at a satisfactory speed. Study groups meeting outside class should practice reading aloud from written or printed texts, and writing on the basis of dictation.
2. Comprehend main ideas and some facts of simple texts pertaining to personal information, daily activities, and everyday events (such as short, straightforward descriptions of persons,

places, and things written for a wide audience). Students will read letters, advertisements, announcements, song lyrics, poems, stories, online news etc., in class for this purpose.

Attendance

Attendance and participation are required and will form a part of your final grade. Tardiness is not acceptable, since the very beginning of class is designed as a crucial part of warming up your Hindi and of reviewing past material. A student who is chronically late to class, leaves early, or is not prepared to participate, will not receive attendance and participation credit.

Class attendance and participation as well as diligence in completing homework assignments are crucial to success in language study and the final grade reflects this. Students will need to discuss with the instructor and SASLI director their ability to continue in the course after more than three unexcused absences.

The class will meet five days a week, and attendance is mandatory. Please inform us in advance of any anticipated absence, including possible absences for religious observances. In the case of medical and other emergencies, please keep me fully informed of your situation, by phone or by e-mail. Medical conditions must be documented and discussed with me.

Each student will be expected to come to the language table twice a week for extra speaking practice or help with assignments. Students are welcome to come to the language table at any time. We will be available for meetings at the Lake Front Café on a walk-in basis during language table hours, and also by appointments.

Assignments, Assessment and Grading

Assignments for this course will include quizzes, speaking and listening exercises, and reading and writing assignments in class, including group work; and oral practice, reading, and writing assignments at home. Please note that: (a) there will be five quizzes (week II, III, V, VI, VII-on Fridays) in class for 15-20 minutes, along with weekly vocabulary quizzes (week II, III, IV, VI, VII-on Mondays); (b) the Mid-term Exam will be given in the end of 4th week; and (c) the Final Exam will be given in final week of the program; (d) there will be two major projects (1st due in IV week, and 2nd due in VII week). In addition, students will be expected to spend 4-5 hours on preparation (assignments, vocabulary and grammar review, etc.) each day.

The schedule for other assignments will be announced in class. Daily assignments will be graded based on completion, which includes applied use of language concepts, timeliness, length, and cultural relevance. Each student must keep a record of his or her written in-class and home assignments for this course. This will help students track individual progress during the program, and we will review it, along with your Midterm and Final exams, before assigning your final grade for this course.

Important: There will be approximately 5 assignments per week (at least once everyday) related to the topics and functions taught in the class. Assignments must be turned in on time; late submission or failure to submit will adversely affect the grades. Make-ups are allowed only with *prior notification*. If you miss a quiz or exam for any non-excused reason, you will

receive a zero. Quizzes will be announced at least one day in advance and count toward your final grade.

Students receive two grades, one for the first half of the course, and one for the second half of the course. All work up to and including the midterm counts toward the first half of the course, and all work following the midterm, up to and including the final, counts toward the second half of the course.

Grading scale

90-100	A
83-89	AB
74-82	B
67-73	BC
61-66	C
55-60	D
54 or less	F

Calculating the Final Grade

There will be no test make-ups, except in the case of previously excused absence, family emergency, military orders, or an excuse from your doctor showing that you are incapable of taking the exam. Notification of any other absence on a test day should be made to the instructor *at the beginning of the program*. At the end of the semester your final percentage will determine your final grade, as follows:

Quizzes: 25%

- Vocabulary Quizzes: 10%
- Chapter Quizzes: 15%

Major Projects 15%

Participation: 15%

Daily Assignments: 15%

Midterm Examination (oral and written):15%

Final Examination (oral and written):15%

Classroom Etiquette

While in the language class, students are expected to pay attention and not distract other students with disruptive activities. This includes newspaper reading, engaging in conversation unrelated to class, eating, text messaging, leaving class in the middle of lectures except in case of emergencies, and other disruptive behaviors. Persistently disruptive students will be dealt with through the university disciplinary system. You are expected to be up-to-date with the material covered in the previous classes, and willing to respond to questions and participate in discussions. We will all be collectively responsible for making this classroom a safe, inclusive space conducive to learning for *all* students.

- ★ Plagiarism constitutes using others' ideas, words or images without properly giving credit to those sources. If you turn in any work with your name affixed to it, your instructor assumes that work is your own. Copying other students' homework is plagiarism. If you work with a tutor or use software (e.g. translation assignments) to complete homework assignments, you need to reference it on submitted work.
- ★ Academic misconduct: Unless otherwise indicated by the instructor, all work must be exclusively your own. Dishonest practices during tests, plagiarism of others' work, or the use of online translators (I.E., GOOGLE TRANSLATE) are not acceptable. The SASLI director will be notified of such practices and appropriate measures will be taken.
 - In this course, you will be asked to express personal opinions and to talk/write about yourself, your family, and friends. If you prefer, you need not discuss or reveal actual personal information; instead you may provide fictitious information. When you are being creative, you are expected to keep in mind the general purpose of the activity by using relevant vocabulary and expressions.
 - Your instructor may ask that you change your seat in order to work in pairs or small groups. You may also be asked to move if the instructor or your fellow classmates are unable to hear you. You should be prepared to change your seat at your instructor's request.
 - When other students are speaking, be respectful and listen to them. It is not only polite, but also helpful to your language learning. If another student is speaking and he/she makes a mistake, do not correct him/her. Mistakes are essential to the learning process for everyone.

Religious holidays policy

Under UW-Madison policy, students are required to request accommodation for religious observance before, not after, it occurs. The deadline for such requests suggested by the policy is the end of the second week of a regular semester. Students are not required to supply evidence of their attendance at the religious services or events in order to qualify for any accommodation granted to them.

Disabilities Services for Students:

Please see appendix for information on disability accommodation.

Weekly Schedule

Week 1: Chapter 1, 2, 3, 4 & 5

Day	Topic	Homework	Due
Monday	Hindi Script + Introduction, Question word 'kyaa' (Ch 1)	Look up avashya.com Write 10 important words in your life in Hindi	Tuesday
Tuesday	Hindi Script +Pronouns, possessive (Ch 2, 3)	Write an introduction skit with a partner and present next day--be creative!	Wednesday
Wednesday	Hindi Script + Present Simple tense (Ch 4)	Choose an incarnation from BBC's Incarnations: India in 50 Lives http://www.bbc.co.uk/programmes/b05rptbv/episodes/downloads Write 10 sentences about this person using the vocabulary available to you.	Thursday
Thursday	Past Simple + Question Words (Ch 5)	Interview your partner: Where were they last year? What was their occupation? What was your home like? How was your job? Use question words and time expressions.	Friday
Friday	Review	-Review Packet -Write and respond to 10-15 questions using this week's material	Monday

Week 2: Chapter 6, 7, & 8

Day	Topic	Homework	Due
Monday	Conjuncts, Asking age (Ch 6)	Prepare a presentation about your family: who all, age, occupation, where, etc.	Tuesday
Tuesday	Greetings, Post-positions (Ch 7)	Imagine you are a Hindi language teacher. Write grammar explanation of numbers and PP in Hindi language (in English) with examples.	Wednesday
Wednesday	Post-positions, Chaahiye (Ch 7)	Prepare a skit with your language partner 'ordering food in an Indian restaurant.'	Thursday
Thursday	Post-positions, Imperatives, Ko (Ch 8)	Prepare 10 signboards/ instructions using imperatives in Hindi (Indian contexts)	Friday
Friday	Review	-Review Packet -Write and respond to -15 questions using this week's material	Monday

Week 3: Chapter 9, 10, & 11

Day	Topic	Homework	Due
Monday	Imperfect Present, use of ko (Ch 9)	Write a weekly schedule for your partner (5 or 6 sentences). What do you imagine they do during the week? Where do they go? Use days of the week and dates (p. 73)	Tuesday
Tuesday	Hai Vs Hota hai, Past Habitual (Ch 10)	Exchange the weekly schedules you've written for each other and add to it what you used to do last year (5	Wednesday

		or 6 sentences). Prepare to present these in class with minimal use of your papers.	
Wednesday	Plural Agreement + Apnaa (Ch 10)	Your teacher thinks you cheat! Have a conversation with your partner about who does their own homework (and who does not). Use "apnaa" with as many pronouns as possible.	Thursday
Thursday	Oneself, Narrative Past, Conditional (Ch 11)	Write a story about what your friend did in childhood (narrative past), and what you would have done if you were your friend (conditional). 15 sentences.	Friday
Friday	Adverb of Time (Ch 11) + Review	-Review Packet -Write and respond to 15 questions using this week's material	Monday

Week 4: Chapter 12, 13, & 14 And Midterm Week

Day	Topic	Homework	Due
Monday	Indicative past+ Use of Ne (Ch 12)	Interview a partner using the 'ne' construction to find out what your partner did over the weekend. Report your findings to the class.	Tuesday
Tuesday	Indicative past+ Use of Ne (Ch 12)	Write and present a diary entry (15 sentences) about a memorable childhood event using the 'ne' construction.	Wednesday
Wednesday	Possessions, Gerunds, Chaahanaa, Imp Verbs, Perfect Tense (Ch 13)	In groups of 3, act out a scenario where students are visiting a study abroad office, talking about where they would like to study. The study abroad advisor asks students about whether they have travelled abroad before and makes recommendations. Make sure to incorporate today's grammatical structures in the skit.	Thursday
Thursday	Present and Past Progressive, Hii, Bhii, Tak, To (Ch 14)	Write and present a diary entry comparing and contrasting what you are doing these days vs. what you were doing this time last year. Don't forget to mention things you have been doing since X time (using the present progressive)!	Friday
Friday	Review	-Review Packet -Write and respond to 15 questions using this week's material	Monday

Note:

1. Please bring your Textbook and workbook to the class everyday. There may be activities from these books.
2. Activity (Act.) home works are from Hindi Workbook

3. Vocabulary quizzes will be from Workbook (end of each lesson)

There may be schedule changes. All changes will be announced and discussed in class.

Appendix:

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

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.

We will gladly honor your request to address you by an alternate name or gender pronoun. Please feel free to contact the instructors (email, phone, or in person) to inform us of your preference.