

Intermediate Hindi
(LCA LANG 453 & LCA LANG 454)
South Asia Summer Language Institute 2016, University of Wisconsin-Madison

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Class Time: MTWRF, 8:30am-1:00pm, 1116 Biochemistry
Office Hours: Sunset Café/ Terrace (in Memorial Union) Monday-Thursday 2-4pm

I. Course Overview

LCA LANG 453 and LCA LANG 454 (Intermediate Hindi) will follow a communicative approach to language teaching—the focus of class time will be on *using* the language as opposed merely learning about the language. The use of English in the classroom will be kept to a minimum. By the end of the summer program, students should be able to hold a conversation on everyday topics and be able to read and react to a variety of texts, dealing with a variety of social situations. Students should begin to have some control with narrating past and future events, and the focus of this course will be to elevate students from the sentence-level discourse to paragraph-level discourse. Throughout the course, students will also gain more cultural competence through independent, project-based activities.

Expected Proficiency levels in this course are based on the ACTFL scale. More details and samples of the different skills can be found on the following site:

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/english>

- (LCA LANG 453/454) 2nd Year equivalency = approximately Intermediate Low/Intermediate Mid

II. Textbooks & Materials

Required Materials

Advanced Hindi Grammar (Usha Jain)

Virtual Hindi Website: <https://wp.nyu.edu/virtualhindi/>

Nai dishayen naye log:

<http://www.southasia.sas.upenn.edu/hindi/Volume1/volume1.html>

Optional Reference Materials

Introduction to Hindi Grammar (Usha Jain)
Theme Based Vocabulary and Affixes of Hindi (Mithilesh K. Mishra & Awadesh K. Mishra)
Oxford English-Hindi Dictionary (S.K. Verma)
Oxford Hindi-English Dictionary (R.S. McGregor)

Additional Online Resources

Shabdkosh: www.shabdkosh.com
BBC Hindi: <http://www.bbc.com/hindi>
UT-Austin Flagship: <http://hindiurduflagship.org> (See interviews, learning materials, and lectures under “Resources”)
Digital Dictionaries of South Asia: <http://dsal.uchicago.edu/dictionaries/>
Avashy Script Tutor: <http://www.hindibhasha.com/>
Hindi Central: <http://www.hindicentral.com>
Quizlet: <https://quizlet.com/>
Frances Pritchett’s page: <http://www.columbia.edu/itc/mealac/pritchett/00fwp/>
MSU Hindi-Urdu site: <http://hindiurdu.net/>

III. Course Policies

Attendance: Attendance is required and is part of your participation grade. Students receiving FLAS and Boren Fellowships *are not permitted any* unexcused absences, which must be reported to SASLI and could result in remuneration of your funding. Because one day of instruction in the SASLI program is equivalent to an entire week of instruction during the academic year, attendance is crucial to your progress and participation in this course. *Please schedule a meeting with your instructor to receive approval in advance for any anticipated excused absences.*

Classroom Etiquette & Environment: Students are expected to participate fully in class activities and conduct themselves in a way which supports a safe and engaging learning environment for everyone. Behavior which disrupts the classroom learning environment in any way is not acceptable and is subject to academic disciplinary and/or campus security interventions. Repeat absences or chronic late arrivals which prevent students from participating fully in this course also constitute disruptive behavior and will be subject to academic disciplinary measures.

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.

Homework Assignments: Homework is assigned on a daily basis and is due the following class day (unless specified). *Late homework submissions will not be accepted*, though the two lowest homework grades will be dropped in the final grade. Although the focus of homework assessment is on production rather than accuracy, students must demonstrate an earnest attempt to complete the assignments with accuracy.

Make-ups: There are no make-up exams, quizzes or assignments except in cases which have been previously authorized by the instructor. Excused absences include missing class periods for religious holidays, military service, etc. Missed exams, quizzes, or homework due to unexpected health problems or personal emergencies must be adequately documented in accordance with University policy in order to be eligible for a make-up.

Office Hours: Students are *required* to attend the instructors' office hours with individual questions or clarifications regarding the course material and for conversation practice *at least once a week*. Please don't delay attending office hours until the end of the semester or right before an exam if you need assistance.

Academic Integrity: In accordance with state law and University policy (*see UWS Ch 14*), students are expected to uphold academic integrity. Note that in the context of this course, most assignments must be completed individually (except where specified) and without the use of online translators.

Electronics: As there will be many online resources used in this course, you are welcome to use electronic devices during class *only* for the purpose of referencing these materials. You may not use personal devices for text messaging, checking email/social media, or making phone calls during class.

Placement: Based on the instructor's initial assessment, students may be assigned to a more appropriate level of instruction if needed.

IV. Course Requirements

Attendance & Participation (15%): Per course policy, it is required that you attend and participate actively every day in class. Please note that perfect attendance does not mean perfect participation. Participation includes willingness and effort extended during in-class activities.

Weekly Presentations (15%): Students will be divided into at least 5 groups, and each group will select a cultural video (may be from youtube.com or any other source) to present to the rest of class. Before presenting the video (which should be strictly in Hindi), the group will give a brief introduction to the video and also convey the reasons/basis for selecting that particular video.

Final Projects (15%): Students are required to produce two final projects by the end of the program: (a) a video project and (b) SASLI 6th week cultural skit.

(a) A video project: Students are free to choose the topic of presentation which can range from their personal interest to any socio-cultural issues. The language of the video should be Hindi (with a limited use of English when necessary). Students are highly encouraged to discuss their topic and ideas with their course instructor(s).

(b) SASLI 6th week cultural skit: SASLI organizes a cultural event in which SASLI students are required to present a cultural skit. Students are encouraged to plan their skit during the first two weeks of the program and start their practice. Instructor(s) will be available to answer any language or culture-related questions.

Quizzes (15%): Students will take weekly quizzes each Monday with a primary focus on vocabulary. There are no make-up quizzes, but your lowest quiz grade will be dropped.

Homework & Daily Journal (20%): In addition to daily homework assignments which address a balanced assessment of speaking, reading, listening and writing skills in Hindi, students will be required to keep a five-sentence minimum daily journal (Monday-Friday) due each Friday. Students will receive written corrective feedback on journal entries, though if there is occasionally a personal entry which you would prefer your instructor(s) not to read, you may fold that page, and you will not receive corrective feedback for that entry.

As this is an intensive language course, you should expect to devote approximately two hours of outside preparation/review for every hour of in-class instruction.

Midterm (10%) and Final Exam (10%): These exams will address your reading, writing, listening and speaking skills in Hindi.

V. Grading

Course Grade Components

At the end of the semester, your final grade will be determined according to your participation in class, homework completion, as well as your quiz, exam, and project grades:

- 15% Attendance & Participation
- 15% Weekly Presentation Projects
- 15% Final Project
- 15% Quizzes
- 20% Homework
- 10% Midterm Exam
- 10% Final Exam

Grading scale

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.

- 4.0 (90%-100%) Very Good
- 3.0 (81%-90%) Good
- 2.0 (71%-80%) Average (will struggle at the next level)
- 1.0 (60%-70%) Very Poor/Weak (not ready for the next level)

VI. Course Schedule

Important Deadlines

- Quizzes: Weekly (Mondays)
- Journals: Weekly (Fridays)
- Midterm Exam: Week 4 (TBA)
- Weekly Projects: TBA
- All-SASLI Cultural Skit: Week 6
- Final Project Deadline: Week 8
- Final Exam: Week 8 (TBA)

Course Schedule

The tentative¹ weekly schedule for this course is as follows:

Week 1 (June 13 - 17)

Review

- Meeting and greeting + Personal Introduction (About myself and family)

Goal: To check whether learners are able to introduce themselves and their families properly or not. To check uses of to be and to have verbs. Vocabulary: Kinship terms.

- About their rooms, houses, and cities (where they belong to)

¹ Themes and grammatical items stated in the syllabus might be changed based on the progress of the class.

Goal: To check whether students are able to explain the physical setting using “there” construction. Vocabulary: Names of familiar objects, buildings and places.

- Likes and dislikes

Goal: To check whether students are able to use *-ko* construction. Special focus on the subject with *-ko* but also check their agreement system. Check their adjectives (positive, comparative and superlative adjectives). Vocabulary: Names of fruits, vegetables, colors, animals etc.

Grammatical Items: Nouns, Pronouns, Adjectives, Verb to be (present/past), simple postposition, oblique forms of nouns and pronouns, possessive forms, and *-ko* construction.

Week 2 (June 20 - 24)

Review

- Giving Instructions and Making Requests

Goal: To check students are able to make imperative sentences or not. Please also check whether students are able to make difference between three different forms of instructions. Please also check the use of *-ko* with animate and specific objects. Vocabulary: Verbs (20 intransitive and 20 transitive verbs).

- Daily routine (present and past imperfective aspect/tense)

Goal: To check whether students are able to express their present and past daily routine. To check whether they can compare their present and past routine. Vocabulary: Time, day, dates and personalize activities.

- What are you doing today? What were you doing yesterday?

Goal: To check whether students can form sentences in present and past progressive aspect. Vocabulary: Personalize activities.

Grammatical Items: Verbs (Transitive/Intransitive), Imperatives, Present/Past habitual, *kar* construction, Present/Past Progressive and *-ko* with direct and indirect objects.

Week 3 (June 27 - July 1)

Talking about Past and Future Plan

- What did you do yesterday? (I assume that this is the threshold of the intermediate level).

Goal: Students should be able to express their past activities. Assign a story to read with a few follow up questions related to who did what or who said what to whom. Students should be able to notice the forms of *-ne* and agreement markers.

- A movie-screening: Students can watch a movie in the class or can be assigned to watch a Hindi movie and assigned to write the story explain what all happened in the movie. They can be given a few guided questions.

Goal: Students should be able to introduce the actors and film makers. Students should be able to explain the story and be able to comment on cultural differences. They should also be able to back-up their positions.

- *Bandar aur do billiyan* (from Virtual Hindi)

Goal: Students should be able to notice –ne constructions, agreement system and compound verbs

- What will/would you do tomorrow?

Goal: Students should be able to express their planned future actions, their presumptions and assumptions.

Grammatical Items: Simple perfective aspect, present perfective aspect, past perfective aspect, future tense, subjunctives

Week 4 (July 4 - 8)

Everyday conversation + Midterm

- Role-Play 1: Conversation at the grocery store. At the Indian grocery store: Students should be asked to prepare a grocery list (at least 5 items) in the class (goal is to help them recycle a few words that they have previously learnt.) and then they will have to play a role in which they will visit a grocery store to buy these items. They will have a limited amount of money so they need to ask the price and negotiate the quantity.

Goal: To enable students to converse in a natural setting. They should be encouraged to visit a local grocery store and audio-record their conversation with a store clerk. (They can also play these roles in the class-room and record their conversation).

- To express ability: *Sakanaa, paanaa, and aanaa*

Goal: To enable students to make a formal request, to express what one can/cannot do and what one knows how to do.

- To express compulsion and obligation: *honaa, karna, and paRanaa,*

Goal: To enable students to understand the difference between *honaa, karna,* and *paRanaa*. To enable them to express their compulsion and obligation.

Grammatical Items: Possessive forms, Infinitives, compound and conjunct verbs.

Week 5 (July 11 - 15)

Traveling to India and using public transportation and talking about weather

➤ Indian weather

Goal: Students should be aware of Indian climate and be able to express typical weather in India and in America.

➤ Packing for India

Goal: Students should be able to understand the cultural difference between India and America and should be able to make informed decision about things to pack before traveling to India.

➤ Booking tickets

Goal: Students should be able to inquire about tickets and be able to converse at the ticket counter in order to buy his/her ticket.

➤ Deciding places to visit

Goal: Students should be aware of a few tourist spots and their location in India. They should also be able to ask questions about those places.

➤ Describing a famous monument in India.

Goal: Students should be able to make a presentation based on their knowledge about those monument.

➤ Comparing Indian and American transportation.

Goal: Public transportation in India is different than in America. Students should be aware of differences and be able to express those differences.

➤ Role Play: Renting an apartment in India

Grammatical Items: Compound verbs (denaa, jaanaa, lenaa, rahanaa and lagnaa), *-wala* construction, multiple subjects, oblique infinitive + lagnaa, relative and co-relative constructions.

Week 6 (July 18 -22)

India Family, Wedding, Festival, and Sports

- Family in India and in America
- Love versus arrange marriage
- My favorite festival
- My favorite sport
- Role play: Interviewing someone

Grammatical Items: Imperfective and Perfective Participles, Participle constructions, Passive constructions.

Week 7 (July 25 - 29)

India Society, politics, education system

- Identifying social issues in India
- Indian food and restaurants
- Indian politics
- Indian education system
- Role Play: Job interview (as a babysitter, house sitting, dog/cat sitting).

Grammatical Items: Passive, Causative, conditional sentences and affixes

Week 8 (August 1 to 5) Review

Syllabus 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

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.