

**Intermediate Hindi (3<sup>rd</sup> and 4<sup>th</sup> Semesters)**  
(LCA LANG 453 & LCA LANG 454)  
South Asia Summer Language Institute 2018  
University of Wisconsin-Madison

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Class Time: MTWRF, 8:30am-1:00pm, 495 Van Hise Hall

Office Hours: Afsar, 325 Bradley Memorial Building, 2-3 pm and/or 5-6pm  
Nikhil, 1256 Van Hise Hall, 1:30-2:30pm

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## **I. Course Overview**

Modern Standard Hindi is one of the two official languages of India and is the fourth most commonly spoken language in the world today. In addition to a long-standing literary tradition, Hindi is also the language of Bollywood, the world's most prolific film industry.

Third and fourth semester Intermediate Hindi is a course designed for students interested in applying and advancing previous knowledge of the Hindi language. This course will cover standard university-level material for the third and fourth semester of Intermediate Hindi, which includes an introduction to the intermediate-level grammar and structures in Hindi, high-frequency vocabulary and phrases, as well as building competence in intermediate mid-to-high level listening, speaking, reading and writing skills in Hindi. Additionally, we will also explore social and cultural contexts of Hindi usage through authentic materials such as music, advertisements, television programming and short films.

As two semesters of previous Hindi instruction are required (except with instructor consent), this course will be conducted primarily in Hindi, and any important information regarding course assignments or deadlines can be found in English on the syllabus or on the course site.

Students are expected to participate fully in class and are encouraged to take part in the weekly SASLI extra-curricular programming and open community events in Madison.

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) 2<sup>nd</sup> Year equivalency = approximately Intermediate Low/Intermediate Mid

## **II. Course Learning Outcomes**

Third and Fourth Semester Hindi provides students with a comprehensive knowledge of the grammar of Modern Standard Hindi and will integrate and build upon students' previous knowledge of Hindi grammar, pronunciation/intonation, basic conversational topics and key vocabulary in Hindi. By the end of the fourth semester, students will be able to produce and understand several types of sentences (simple and complex) in both speech and written material, using the following types of constructions: commands, subjunctives, passive voice, presumptive, conditionals, causatives, compound verbs, absolutive/conjunct verbs, relative-correlatives, and past/present participles.

This course prepares students to achieve intermediate mid-to-high level speaking, listening comprehension, reading, and writing skills. With a strong emphasis on achieving proficiency in spoken Hindi, students are encouraged to speak Hindi as much as possible, both in and outside of the classroom. Enrolled students are encouraged to form study groups which meet regularly outside of class to practice conversation in Hindi.

Students will work with a variety of web-based materials to learn Hindi songs, watch short film clips and advertisements, read letters, dialogues, song lyrics, poems, and short stories in Hindi. This course will introduce students to many aspects of Hindi-speaking cultures through authentic language use, and students will also have the opportunity to participate in the Hindi-language learning community on campus.

By the end of the semester, students should be able to perform the following tasks and engage in basic conversation with native Hindi speakers on the following topics/situations:

- Converse with native speakers in dealing with routine tasks, basic living, and emergency situations (e.g., searching for accommodations, obtaining toiletries, getting sized at the tailor, sending out clothes for washing, going to the post office, getting a haircut/visiting the beauty parlor, registering complaints with the police/landlord, reporting an accident).
- Navigate travel in India (negotiating taxi fares, asking directions, ordering food, transportation by local train or bus, discussing local tourist attractions & weather).
- Participate in social conversation and activities (exchange of basic information related to work, school, recreation, particular interests, and areas of competence; calling on neighbors and friends, attending a wedding, preparing a meal, going to the movies, celebrating cultural holidays).
- Using standard Hindi idioms, express approval/disapproval and emotions, evaluate and judge information, switch to polite registers of speech in appropriate contexts, and discuss current events and issues (politics, modernization, social movements, etc.).
- Evaluate, summarize, and respond to questions about highly contextualized information in authentic, sentence-length speech (TV advertisements, short film clips, voicemails, etc.).
- Read, summarize and respond to questions about the main ideas in descriptive and narrative texts (recipes, news articles, information on product packaging, written advertisements, public signage, invitations and memos, etc.), as well as in short, non-complex literary texts written in Devanagari which convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge.
- Write compositions and simple summaries related to work and/or school experiences using paragraph-length narrations and descriptions in different time frames (e.g., short essays/presentations on a news article, daily/weekly journal entries, informal emails to a friend, etc.)

## **II. Textbooks & Materials**

### ***Required Materials***

*Spoken Hindi in Social Context* (Mithilesh K. Mishra & Awadesh K. Mishra)

### ***Optional Reference Materials***

*Introduction to Hindi Grammar* (Usha Jain)

*Advanced Hindi Grammar* (Usha Jain)

*The Routledge Intermediate Hindi Reader* (Naresh Sharma & Tej K. Bhatia)

*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](http://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/>

Quizlet: <https://quizlet.com/>

Frances Pritchett’s page: <http://www.columbia.edu/itc/mealac/pritchett/00fwp/>

## **III. Course Policies**

**Attendance:** Attendance is required and is part of your participation grade. Students receiving FLAS, Boren, and Project GO Fellowships require prior instructor authorization for excused absences for excused absences (and SASLI administrative authorization for any absences which exceed the total amount allowed---see SASLI Student Handbook). Absences which are not adequately documented will 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 progress 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 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) a cultural skit, to be performed at the All-SASLI program in the 7<sup>th</sup> week.

(a) Video project: Students will work in assigned groups and are free to choose the topic and format of presentation which could include a fictional talk show, news program, documentary etc., handling topics ranging from personal interest to 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 7<sup>th</sup> 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 half of the program to begin practicing. 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 and grammar related to weekly proficiency goals. There are no make-up quizzes (except when previously authorized), 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 ten-sentence minimum daily journal (Monday-Friday) due Wednesday and Friday. Because students will receive written corrective feedback on journal entries, please only submit journal content you feel is appropriate to share with your instructors.

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

**Midterm and Final Exam (20%):** 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:

- Attendance & Participation 15%
- Weekly Presentations 15%
- Projects 15%
- Quizzes 15%
- Homework & Daily Journals 20%
- Exams 20%

### *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.

92-100	A
87-91	AB
82-86	B
77-81	BC
70-76	C
60-69	D
59 or less	F

## VI. Course Schedule

Each Monday, students will receive a weekly plan including the week's themes and topics covered.

### *Important Deadlines*

- Quizzes: Weekly (Mondays)
- Journals: Weekly (Wednesday and Friday)
- Midterm Exam: Week 4 (TBD)
- All-SASLI Program: Week 7 (7/31)
- OPI Exams: Weeks 7 & 8
- Project Deadlines: TBD
- Final Exam: Week 8 (TBD)

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### **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.