



ASIALANG 317/27 First & Second Semester South Asian Language: Hindi

Meeting Time and Location

Monday-Friday 8.30 am -1 pm (break: 10.30 am-11 am) at Van Hise 479 & 482

Instructor Information

Instructor: Divya Chaudhry

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Office hours: Monday –Thursday: 2-3 pm (or by appointment); Friday: by appointment

Instructor: Nikhil Tiwari

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Teaching Assistant Information

Instructor: Lydia Odegard

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Office: Van Hise 2nd floor

Office hours: Monday –Thursday: 2-3 pm (or by appointment); Friday: by appointment

Course Description

Hindi is spoken and understood by around 500 million people in South Asia and beyond, making it one of the world's most popular languages.

ASIALANG 317/327 are four credit- hour courses designed for students without any prior knowledge of Hindi. The course sequence seeks to develop oral, aural, reading, and writing proficiency of the learners and deepen their understanding of South Asian culture. Through a critical thinking approach to linguistic analysis and language learning, learners will (1) acquire basic linguistic structures of Hindi, (2) develop interactional competence in Hindi in familiar settings and daily activities, and (3) consolidate and deepen their knowledge of the Hindi-speaking world, particularly India.

Classes will be based primarily on student interaction and collaborative work. Therefore, active participation in all class activities, arriving to class well prepared, engaging with course material, sharing

ideas, and remaining on-task will be of great importance. Since this is an intensive course, **students should expect to devote three to four hours of study time outside of class every day.**

Pre-requisites

None

Course Objectives

AISALANG 317/327 has a threefold objective:

- Development of communicative and interactional abilities in Hindi on familiar topics related to daily activities
- Development of analytical competence (analysis of language, critical thinking etc.) and learner autonomy through linguistic analysis and reflection
- Development of sociocultural/intercultural awareness governing language use

Course Outcomes

By the end of this course, students will be able to

- *read and write* in Devanagari script with minimal errors
- accurately *recognize and pronounce* all Hindi sounds
- *interact* in Hindi in a variety of situations involving familiar topics by incorporating specific conversational practices and sociolinguistic/sociocultural cues. The sociocultural and interactional focuses are:
 - *opening and closing* Hindi conversations in formal and informal settings
 - *using response* tokens to demonstrate active listenership and (positive and negative) assessment
- *engage in basic conversation* with other Hindi speakers on the following topics/situations:
 - participation in basic social exchanges (talking about home, family, work, school, social customs in India, marriage, etc.)
 - making basic inquiries and negotiating practical problems (discussing available facilities for housing, asking and giving directions, asking and telling time etc.)
 - shopping (going to the store, asking for items, talking about prices, etc.)
 - talking about everyday essentials (food and drink, ordering food, expressing needs and desires, clothing, weather and climate, locations, colors, body parts, physical attributes etc.)
- *listen* with comprehension, *analyze* linguistically, and *identify* main ideas of short audio/video texts
- *read and produce* short texts about familiar topics in Hindi (e.g. short descriptive paragraphs, journal entries, advertisements, narratives, plans, etc.) in an appropriate and informed manner
- *develop metalinguistic awareness* about language and language use through critical analysis and reflection

Course Material

Required Textbook: Pien, J. & Farooqui, F. (2013). *Beginning Hindi: A Complete Course*. Georgetown University Press.

The required text is available in the university bookstore and from online booksellers.

Course material will also consist of **required grammar modules** for students' self-study and class preparation prior to attending class. These modules along with additional course material (audio/video recordings, supplementary worksheets, etc.) will be made available on the **course website** (<https://canvas.wisc.edu>) or provided in class.

Additional (Optional) Reference Material:

1. Jain, U. *Introduction to Hindi Grammar*. (1995). Center for South & southeast. (available on Amazon)
2. Snell, R., & Weightman, S. C. R. (2010). *Complete Hindi*. Blacklick, Ohio: McGraw-Hill (available on Amazon)

Recommended learning tools:

1. Online lessons on script and grammar: <https://www.hindicentral.com/>
2. Online dictionary: <http://dsal.uchicago.edu/dictionaries/mcgregor/>
3. Children's storybooks in Hindi and other languages: <https://storyweaver.org.in/>
4. Script
 - a) www.google.com/transliterate , <http://www.quillpad.in/index.html> - for typing in Hindi
 - b) <https://www.hindibhasha.com/> – An excellent resource for practicing Hindi script (consonants, vowels, conjuncts, and numbers) and listening to Hindi sounds. It also has a test feature to test sound recognition.

Course Structure and Requirements

The Elementary Hindi class is **co-taught** by two instructors and one teaching assistant. For the purposes of providing more individualized attention to each student, the students may be randomly divided into two smaller sections for certain periods of the day. To ensure consistency, both instructors will cover the same teaching material in both the sections every day. The course requirements for both the sections are the same.

Attendance

Per SASLI's policy, students are expected to **attend class every day** during the semester given the intensive structure of the program.

Absences:

- One absence per semester is permissible.
- Two absences in a semester will result in a grade deduction for that semester.
- Three or more absences in a semester will result in automatic failure of the course.

Things to Note:

- Absences on days of exams, projects, presentations etc will lead to failure of that coursework except in case of true emergencies. There will be no make-ups of quizzes, projects, presentations, etc. due to absence.
- Failure of the first/third/fifth semester course prohibits students moving to the second/fourth/sixth semester course and will result in dismissal from the program without refund.
- Contact hours for federal grants require that the SASLI program must end on the last day of class. Requests to leave or take final exams early will not be granted.
- Pre-program requests for absences will not be granted.
- If you have a chronic illness that might require you to miss classes during the semester, please inform the instructor as well as schedule an appointment with the SASLI Academic Director, Lalita du Perron, at lalita.duperron@wisc.edu at the beginning of the semester.
- If you are absent due to an illness, you are required to meet with the SASLI Academic Director, Lalita du Perron, at lalita.duperron@wisc.edu. You will also be required to submit necessary documentation.

Any emergency circumstances for absences can be addressed to the SASLI Academic Director, Lalita du Perron, at lalita.duperron@wisc.edu

Absences due to Religious Observances:

SASLI follows the UW-Madison policy for religious observances. If you need to be absent from class due to religious observances, you must notify the instructor as soon as possible and no later than the first week of class of the specific days or dates on which you request relief. The instructor will make reasonable accommodations to schedule make-ups before or after the regularly scheduled requirements.

Tardiness:

SASLI classes promptly begin at 8.30 am. Delay of more than five minutes after 8.30 am is considered tardy. Arriving to class on time is important for successful participation in the SASLI program. Being late to class is disruptive and disrespectful to one's instructor(s) and classmates, and will lead to lowering of your participation grade and could result in a marked absence or grade deduction.

Participation (10% of Course Grade):

This is a class on learning to *use* Hindi and not passively learning *about* Hindi. To gain maximum from this class and achieve the goals of this course, students are expected to be active, autonomous learners. This means that students need to come to class prepared and engage in- class activities. The use of English will be allowed only in a limited, purposeful manner. When studying the grammar patterns, the students and the instructor may use English however, they use only Hindi during the practice time.

Simply attending class will lead to a low participation grade.

Daily participation will be evaluated using the following numeric scale:

- 4 points: Well prepared, outstanding engagement
- 3 points: Satisfactory/passing participation
- 2 points: Evidence of being prepared but not at a satisfactory level
- 1 point: Present, but not prepared
- 0 point: Absent

Examples of outstanding participation are as follows:

- Using Hindi as much as possible in all related class activities and discussions.
- Being proactive and volunteering for in-class language tasks
- Listening respectfully and attentively to others.
- Coming to class well prepared (bring textbook, review assigned modules and vocab lists *before* class, etc.) and arriving on time.
- Actively participating in individual, small group, and whole class activities and discussions.
- Remaining on-task.

The use of computers/ other electronic devices for items not related to the course, texting, speaking to classmates in English about unrelated class topics, not preparing for class, coming late to class (by more than 5 minutes) or leaving early, coming to class under the influence of substances or similar behavior that is disruptive to class will negatively affect the participation and class grade.

Homework (30% of Course Grade)

Homework is **assigned daily and is due the following class day** (unless otherwise specified). The homework assigned in this course may consist of preparation for next day's class and/or may build on materials discussed during class. Its aim is to help develop your linguistic knowledge (grammatical structures and vocabulary), socio-cultural awareness of contextualized language use, and engage you in the structured analysis of the features of interactional competence and more extended language use (reading, listening, and writing).

A usual day's homework may include one or more written activities/drills but could also include a recording or speaking assignment done individually, with a teaching assistant or another native Hindi speaker. Some homework assignments will be submitted through the UW-Madison Canvas course site, which is a required learning management tool used in this course. In addition, it is a requirement of this course that students be able to send and receive communication about assignments from the instructor by email.

Each homework assignment is worth 0 to 5 points (unless otherwise specified). Points will be given depending on effort and correctness. The rubric for homework assessment will be provided at the beginning of the semester and can be found on the course website.

For completion of **micro-feedback exercises** corresponding to a grammar topic available on Canvas, you are required to review the grammar topic and complete the exercise *prior* to coming to class. Each micro-feedback exercise is worth 15 points (unless otherwise specified).

Late homework will not be accepted. Your instructor will **drop the two lowest homework scores** at the end of the semester.

Students are also advised to keep all graded, returned assignments, quizzes, and exams. They become proof of grades as well as study guide for the following sections and exams.

Learner Reflections (10% of Course Grade)

You are required to write a **bi-weekly reflection** (350-500 words, typed, double-spaced) for this course. The purpose of reflection is for you to critically analyze and reflect on your language learning process and consolidate your learning in the classroom. The topic for your first reflection task is assigned by the instructor. You are free to select a reflection topic for your remaining reflections. Some of the possible topics for reflection are: learning strategies, confusion or difficulty in understanding a topic, your experience of a classroom activity, comparison of linguistic structures between Hindi and other languages you know, your experiences using Hindi outside the classroom, the cultural aspects communicated through language, reflection on a Bollywood movie you watched, etc.

Reflections will be due on Monday of Week 2, week 4, week 6 and week 8 by 8.30 am (see Course Calendar) and will be electronically submitted via Canvas. Assessment rubric for reflections and samples can be found on the course website. First reflection assignment for this course is available on Canvas and is due on 6/24/2019.

Quizzes (20% of Course Grade)

Throughout the semester, you will take short quizzes that assess your linguistic and sociocultural knowledge of Hindi. In general, these will cover all the material and competencies worked on in class. For example, speaking, reading, writing, listening, and language analysis. Please **check Canvas>Calendar for the quiz dates**.

There may also be **pop-quizzes** during the course. The lowest quiz score will be dropped at the end of the semester.

There will be **NO make-up quizzes except in case of true emergencies**. A missed quiz will be counted as the lowest quiz score.

Conversation Quizzes (15% of Course Grade)

There will be conversation quizzes during the semester which target your spoken interactional competencies. They will be video recorded and submitted to the instructor online through Canvas.

- **Conversation Quiz 1:** scheduled and conducted during Week 4; due July 11, 2019 by 11.59 pm
- **Conversation Quiz 2:** scheduled and conducted during Week 8; due August 8, 2019 by 11.59 pm

Detailed guidelines and assessment rubric for the conversation quizzes will be given during the semester.

The dates for conversation quizzes will not be changed. Given the nature of the project and factors of time and participants' availability, there will be no make-up opportunities for the conversation project (except in case of true emergencies).

Projects (15% of Course Grade)

There are no exams in this course. Instead, students will work individually on two projects during the course.

- first (midterm) project due on July 12, 2019
- second (final) project due on August 9, 2019

Detailed project guidelines and phase deadlines will be made available to you during the semester.

Grading Policies

Grade Breakdown

Participation	10 %
Homework	30 %
Learner Reflections	10 %
Quizzes	20 %
Conversation Quizzes (2)	15 %
Projects (2)	15%

Grading Scale

The following grading scale will be used:

A (Excellent)	90-100	B (Good)	74-82	C (Fair)	61-66	F (Fail)	54 or less
AB (Intermediate Grade)	83-89	BC (Intermediate Grade)	67-73	D (Poor)	55-60		

Other Important Information

Refer to the course website for task details

VERY IMPORTANT: Check the course website regularly for detailed description and guidelines of the tasks for this class. The website will also contain rubrics for the evaluation of each task. You must read the rubric carefully before submission of your work for this class. In case of any discrepancy between a task description on the syllabus and on the course website, the latter would be taken as final.

Important all- SASLI Dates¹

- All SASLI Orientation : Monday, 6/17/2019 at 1 pm
- All SASLI Ice-cream Social: Friday, 6/28/2019
- Holiday: Thursday, 7/4/2019
- Chai and Samosa Study Break: 7/12/2019, 8/2/2019
- SAFLI Pre-Departure Orientation: Thursday, 7/23/2019 (10 am onwards)
- All-SASLI Program: Tuesday, 7/30/2019 at 1 pm

¹ Also, see 'Tentative Schedule' at the end of this document

Participation in Hindi Events outside the Classroom

The Hindi program at SASLI provides multiple opportunities to practice Hindi and engage with the Indian culture and other Hindi speakers during the semester. You are encouraged to participate in as many Hindi events outside the classroom as possible, but **participation in 2 events (for at least 30 minutes each) over the semester is required²**

1. Interaction with Hindi/Urdu Students Across Different Levels

Throughout the semester, the Hindi and Urdu program at SASLI will provide various structured opportunities for Hindi and Urdu learners to interact in meaningful ways and immerse themselves in the South Asian community. The events will be announced and details will be provided during the semester.

2. Hindi Language Table

SASLI makes arrangement for conversation practice in an informal setting. All levels of Hindi speakers are welcome. Details of the language table are TBA.

3. Bollywood Movie Night

An opportunity to watch a Bollywood movie with your SASLI peers and the instructor in an informal setting. Details of the movie night are forthcoming.

4. All -SASLI program, Ice Cream Social, Chai & Samosa Break

These are excellent opportunities to interact with your SASLI peers, instructors and teaching assistants in an informal setting.

In case your schedule does not allow you to participate in any of the above events, you are required to compensate by meeting with the teaching assistant/instructors for the required time. It is *your* responsibility to inform the instructor about your attendance and activities undertaken during these sessions.

Make-up Work and Tests

There are **no make up quizzes in this course** except in the case of true emergencies approved by the SASLI administrator *and* supported by documentation (see policy on ‘Absences’ under ‘Attendance’). If you are absent on the day of make-up quiz/test, you will receive a score of 0. Additionally, late homeworks will not be accepted. Two lowest homework scores are dropped at the end of the semester. Also see the ‘homework’ and ‘quizzes’ sections for more details on late submission and make up works.

Office Hours

Students are encouraged to **attend the instructors’ and teaching assistant’s office hours with any individual questions or clarifications** regarding the course material. If you require assistance, please don’t delay attending office hours until an assignment deadline or right before an exam.

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university.

² Participation in the Hindi events outside class will become a part of your participation score and will be similarly evaluated on a point system ranging from 0-4. You can score a maximum of 16 (4*4 Hindi events required) for your participation in the events.

Cheating, fabrication, plagiarism, unauthorized collaboration, using a translation tool without permission, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. To learn more, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/

In the context of this course, all **assignments must only be completed individually** (except where specified) and **without the use of online translators** (which will always produce comically incorrect results anyway!).

Policy on the Use of Electronics

Use of personal electronics (laptops, cell phones, tablets, etc.) is **not allowed** during class except if permitted by the instructor for the purpose of class activities (also, see policy on Participation). Per FERPA regulations, **you are not permitted to make audio or video recordings during class.**

Placement

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

Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. If you have a documented disability or a condition that may affect your academic performance you should (1) contact the **McBurney Disability Resource Center** (<https://mcburney.wisc.edu/mcburneyconnect/>) to determine the accommodations you need and apply online, and (2) speak with me **within the first week of class or as soon as possible** after a disability has been incurred or recognized, so we can identify and make reasonable arrangements to address your accommodation needs. You may **contact me via email or during the office hours to discuss your accommodation needs.** All discussions will be kept confidential.

Student Health/Resource Centers

University Health Services (UHS) is the UW-Madison student health center with a mission "to enhance learning and student success by promoting, protecting, and restoring the health and well-being". Please visit their website : <https://www.uhs.wisc.edu/> to learn more about the services they offer and how you may access them.

- **Helpline for 24-Hour Mental Health Crisis Services:** 608-265-5600 (option 9)
- **After-hours Nurse Line :** 608-265-5600 (option 1)

LGBTQ Support

The Gender & Sexuality Campus Center (<https://lgbt.wisc.edu/>) is a fantastic resource for LGBTQ students on campus. If you need to locate a gender-inclusive restroom on UW campus, visit: <https://lgbt.wisc.edu/support/navigate-campus/>

Dean of Students:

The Dean of Students' office can provide you with support and resources for a variety of problems; their main reason for existing is to promote student well-being. They are located in Bascom Hall and can be contacted at 608-263-5700. Their website is <https://students.wisc.edu/doso/>.

Diversity & Inclusion

UW-Madison 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/on the online forum.

Every class is comprised of students from a variety of backgrounds, some with previous exposure to Hindi, some with none. Additionally, each student learns best in a different style and at a different pace. Just like any other subject from art to zoology, some students have an aptitude for language learning (or certain aspects of it) and some find it more challenging. Some have more difficulty reading than speaking, and vice-versa. These differences do not necessarily reflect on a student's commitment, effort, intelligence, or worthiness. Although it can be difficult during the prolonged contact of an intensive language program, all **students are always expected to respect each other's learning needs and abilities. Disrespect will not be tolerated.**

Class rosters are provided to the instructors with the student's legal name. We will gladly honor your request to **address you by an alternate name or pronoun.**

Syllabus Change Policy

This syllabus is only a guide for the course and is subject to change with advanced notice.

Tentative Schedule

Given below is a tentative schedule for the course. Note that this is an approximate schedule; topics may change depending on the pace of the course. For the most updated schedule, consult with the instructor and refer to the Calendar tab on Canvas course website.

Week	Theme	Interactional Focus	Submission Deadlines
1. 6/17/19- 6/21/19	Introductions, Classroom Phrases, Exchanging basic personal information, Personal Pronouns, Yes/No Questions, Affirmation and Negation, Demonstratives; Listing items Reading and writing the Devanagari script	Opening conversations in Hindi in formal settings	Daily homework(s) Quiz 1: 6/20
2. 6/24/19- 6/28/19	Describing classroom items by their qualities; existentials; plural nouns; adjectives; locating places & objects (postpositions); oblique nouns; describing personal belongings; giving commands and making requests		Daily homework(s) Learner Reflection 1: 6/24 Quiz 2: 6/27
3. 7/1/19- 7/5/19	Identifying and describing family members; possessive adjectives; describing one's daily routine; telling time; present habitual	Expressing active listenership and giving	Daily homework(s) Quiz 3: 7/3

		assessment in conversation	
4. 7/8/19-7/12/19	Expressing likes, needs, and desires; <i>chahna, sakna</i> ; indirect constructions (<i>ko</i>); Describing events in progress, present progressive.		Daily homework(s) Learner Reflection 2: 7/8 Quiz 4: 7/10 Conversation Quiz 1: 7/11 Midterm project: 7/12
5. 7/15/19-7/19/19	Describing one's childhood; past habitual; simple past of <i>hona</i> ; describing a scene in the past; past progressive; weather and climate; expressions of time	Opening a Conversation (with friends)	Daily homework(s) Quiz 5: 7/18
6. 7/22/19-7/26/19	Ordering at a market; going to a restaurant; choosing items; my plans - future tense		Daily homework(s) Learner Reflection 3: 7/22 Quiz 6: 7/25
7. 7/29/19-8/2/19	My weekend; perfective; narrating a story; my experience and accomplishments; expressing compulsion	Closing a Conversation	Daily homework(s) Quiz 7: 8/1
8. 8/5/19-8/9/19	Making plans; giving and following instructions; finding one's way; seeking information for travel plans		Daily homework(s) Learner Reflection 4: 8/5 Quiz 8: 8/8 Conversation Quiz 2: 8/8 Final Project: 8/9