

INTERMEDIATE HINDI माध्यमिक हिन्दी

LCALANG 417 & LCALANG 427

SASLI-2019, UW-MADISON

Classroom: Van Hise Hall 587

8:30 am-1:00 pm

Office: Medical Science Building, Room-B432

Instructor: Rachayta Gupta
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Office: Bradley Hall 327
Office Hours: MTWTh 1:45-2:45pm or by appointment; Friday By Appointment

Faculty Assistant: Chris Diamond
Email: cldiam@uw.edu

Office Hours: MTWTh 2:30-3:30pm (Union South 1st floor); Friday By Appointment

Language Tables: TBA

Canvas Course URL: <https://canvas.wisc.edu/courses/151481>

Credit Hours: LCALANG 417 (4.0 credits), LCALANG 427 (4.0 credits)

The credit hours for this course is met by an equivalent of academic year credits of "One hour (i.e. 50 minutes) of classroom or direct faculty/instructor and a minimum of two hours of out of class student work each over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks." Students will meet with the instructor for a total of 156 hours of class (4 hours per day, 5 days a week) over an 8-week period.

COURSE DESCRIPTION:

Hindi is one of the major languages of the world. With upwards of 300 million native speakers, it ranks between the third and fifth among the world's languages in terms of the number of native speakers. This doesn't even include the many hundreds of millions more who use Hindi as a second language. Along with English, Hindi is one of the two officially recognized national languages of India. Most native speakers are located in North India. Distinctive varieties of Hindi are found in other regions of India outside of the so-called "Hindi belt," including those spoken in Mumbai, Calcutta, and Hyderabad. Varieties of Hindi are spoken by millions of people in South Asia as a second or subsequent language. Overseas varieties of Hindi are spoken in many countries, including Guyana, Suriname, Trinidad, Fiji, Mauritius, and South Africa. Hindi, along with its sister language Urdu, is used as a *lingua franca* in emigrant South Asian communities throughout the world.

The Intermediate Hindi course builds upon student's foundational skills and prepares them to interact in increasingly more complex and meaningful ways with Hindi speakers in South Asia and globally.

COURSE OBJECTIVES & OUTCOMES:

Intermediate Hindi course builds on students' reading, writing, speaking, and comprehension skills and covers more grammatical constructions such as describing compulsions and obligations, talking about what may happen in the future or may have happened in the past and expressing hopes, fears and wishes. By the end of this course students will be able to express themselves in all the tenses. Once this course is complete, students will be ready for Lower Advanced Courses or third year Hindi. Students are introduced to Hindi-Urdu fables, short stories, and various other genres of literature, including reading new articles:

After this course students can:

1. Speak, write, and understand events and actions in the past, present, and future.
2. Easily converse in public and/or private settings about their needs and wants, etc.
3. Describe what they need and/or want with appropriate urgency and force, etc.
4. Can describe actions and events with nuanced and more native-like descriptive language (compound verb constructions, etc.)
5. Can understand and express opinions about topics relating to Indian and Hindi-speaking cultures.
6. Read and write short stories, short news articles, etc.
7. Construct complex and connected ideas and sentences using more advanced grammar concepts (participles, etc.)
8. Understand and converse with native Hindi-speakers in a natural speed and more non-classroom contexts.

Pre-Requisites:

It is expected that you will have already taken the equivalent of 1 academic year of Elementary Hindi and that you have approximately reached the C1 (CERF) or Novice High/Intermediate Low (ACTFL) level.

Placement:

It is left to the SASLI instructors, coordinators, and administrators to decide on the placement of students. If it is felt the student needs remedial help, it may be suggested that the student move to the elementary class. If a student has mastered the material of Intermediate Hindi, it may be suggested that they move to the advanced level. This is an ongoing conversation that the students will be aware of.

Required Textbook & Materials:

1. Kācaru, Yamunā and Rāješvarī Pāṇḍharīpāṇḍe. 2010. माध्यमिक हिन्दी - *Intermediate Hindi*. Delhi: Motilal Banarasidass.

2. Varmā, Śīlā. 2002. *Intermediate Level Hindi, a Textbook* =: *Mādhyamika Hindī, Pāṭhya-Pustaka*. New Delhi: Manohar Publishers & Distributors.

Reference and Suggested texts and materials:

Grammars

1. Jain, Usha R. *Introduction to Hindi Grammar*. Berkeley: University of California, 1995.
2. Jain, Usha R. *Advanced Hindi Grammar*. Berkeley: University of California, 2007.

Dictionaries:

1. McGregor, R. S. *The Oxford Hindi-English Dictionary*. Oxford; New York: Oxford University Press, 2008.

Online resources used in the course:

1. Online Oxford Hindi-English Dictionary (McGregor): <https://dsalsrv04.uchicago.edu/dictionaries/mcgregor/>
2. iOS & Android Hindi Dictionary App <http://www.academicroom.com/blogs/post/hindi-dictionary-app-developed-academic-room-harvard-innovation-lab-supports-ios-android-and-blackberry>
3. Other online Dictionaries – DSAL (Digital Dictionaries of South Asia) <https://dsalsrv04.uchicago.edu/dictionaries/>
4. Hindi-Urdu Flagship Resources (UT-Austin) <http://hindiurduflagship.org/resources/learning-teaching/hindi-worksheets/>
5. Virtual Hindi: Hindi Teaching and Learning Resources: <https://wp.nyu.edu/virtualhindi/>
6. Prof. Fran Pritchett's Online Database <http://www.columbia.edu/itc/mealac/pritchett/00urduhindilinks/>

COURSE POLICIES

1. CLASS ETIQUETTE:

- Be on time (classes starts at 8:30am)
- Turn in your homework on time.
- Participate in discussions and activities.
- Be respectful of other students and avoid distracting them and hindering their opportunity to learn.
- Show your group members the same courtesy that you would give to the professor. Inform them of group meetings or activities that you will have to leave early or miss.
- Do not record the class on video /audio devices.
- Do not text with your cell-phone or digital devices during the class time

2. ATTENDANCE

It is the policy of SASLI that students attend class every day during the summer, due to the intensive structure.

Tardiness and Absence Policies:

Absence:

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. There will be no make-ups of exams, 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.

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

Tardiness:

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 could result in a marked absence or grade deduction. Classes start on time at 8:30AM and go until 1:00PM (with a half hour break). Each tardy would result in 30% deduction from your class participation.

3. CELL PHONES AND LAPTOPS

Students should turn off their laptops and cell phone ringers during class.

4. 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. Cheating, fabrication, plagiarism, unauthorized collaboration, 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.

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

5. QUIZZES, ASSIGNMENTS, AND EXAMS (ASSIGNMENTS AND ASSESSMENTS)

Classroom Participation: Attendance & class participation count towards 10% of your grade. You are required to participate in all pair and group work in class and outside as deemed necessary.

Homework Assignment: You will be assigned homework in each class and are expected to submit it on time on the agreed date. Your work is factored into planning for future classes; therefore, timely completion of all assigned homework will allow instructor to more accurately gauge student progress and effectively utilize class time. You can expect the instructor to correct your homework and return them before your following quiz date and review in class if deemed necessary.

Each week you will be assigned a task to prepare during weekends. You may be assigned to prepare a skit or role-play or a poster to present in class the following week. Assignments must be turned in on time; late submission or failure to submit will adversely affect your grade. The schedule for assignments will be announced in class. Each assignment will be graded on a system of points; the total score will be converted to a letter grade. Each student must save the graded written in-class and home assignments for this course, and re-submit all of them in a portfolio at the end of term. This portfolio will be an overall record of your progress during term, and I will review it, along with your final exam, before assigning your final grade for this course.

Please note homework assignments count towards 20% of your grade. You may submit assignments a day late for a 20% penalty, assignments delayed further will not be accepted.

Quizzes: Your quiz will test on topics and skills covered in the previous weeks.

Final Exams: The final exams are scheduled on Friday, July 12th, and Friday, August 9th, the last day of the class. The format and content of the exams will test all skills, grammar and vocabulary points learnt in the second half of the program. An extended interview will be part of your final exams.

6. IMPORTANT DATES:

Holiday:	July 4, 2019 (Thursday) No Class
Quizzes:	Quiz 1-June 28, Quiz 2-July 26, Quiz 3-Aug 2
Final Term (Sem I):	Friday July 12th

Poster Presentation: Friday July 19th
All SASLI Program: July 30 (Tuesday 1:00 PM)
Final Term : August 9 (Friday 8:30 AM)

[Note: All SASLI program is organized on week 7 of the program on July 30 to showcase what students can do in the target language. Participation in the all SASLI program is mandatory for all students. The program showcases performances or talents of students in the target language as an individual (if you are the only student in the class) or as a group. The performance can be a song, a skit, recitation of a poem etc.]

7. Your final grade (per semester) will be calculated as follows (GRADING SYSTEM)

Classroom Participation	15%
Homework Assignments	20%
Quizzes	10%
Presentation	15%
Final-Exam (Semester I and semester II)	40%

All assignments must be done in the required format (as announced in class), and must be submitted on time. Unexcused late assignments will receive lowered points or grades. Late, incomplete, and missed assignments will adversely affect your final grade.

8. GRADING 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)	50-60
F (Failure)	50 or less

9. CLASS FORMAT: (OVERVIEW OF INSTRUCTION)

- In order to achieve the goals mentioned above, the communicative approach will be highly emphasized throughout the entire course. Communicative tasks will be blended with grammar instructions, vocabulary lessons and cultural explanations. Video/movie clips will be shown throughout the course and you will be given relevant questions to answer. The class will also watch/ listen, learn and sing-along to some songs.
- The use of English will decrease as the class progresses. Students will be expected to take an active role in the class. Students will work in groups (if applicable) to 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 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 10% 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.

10. 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.

11. CLASSROOM ATMOSPHERE

- Every class is comprised of students from a variety of backgrounds, some with previous exposure to Bangla, 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 expected to respect each other's learning needs and abilities at all times.** Disrespect will not be tolerated.

- UW 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.
- Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or pronoun.

UNIVERSITY POLICIES

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, through faculty and staff, 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:

<https://mcburney.wisc.edu/mcburneyconnect/>

Student Health/ Resource Centers:

University Health Services: You are all considered UW-Madison students for the summer, and so you have access to all student services, including those relating to physical and mental well-being. Issues tend to arise in small, intensive classes, and some students find that the pace and intensity of the summer classes can be mentally or even emotionally difficult. You are encouraged to take good care of yourself, and take advantages of the resources available should any issues arise.

University Health Services: <https://www.uhs.wisc.edu/> or 608-265-5600

University Mental Health Services: <https://www.uhs.wisc.edu/mental-health/>

24-Hour Mental Health Crisis Services: 608-265-5600 (option 9)

LGBTQ Support:

The Gender & Sexuality Campus Center is a fantastic resource for LGBTQ students on campus. Visit them in person at the Red Gym or online at <https://lgbt.wisc.edu/>.

Hindi is a gendered language. This presents some challenges for the open expression of diverse gender and sexual identities. In our class, students are encouraged to you use the gender markers that best match their own identities (i.e. feminine, masculine, or ~plural masculine). Students in our class will respect and employ the gender markers (in Hindi) and pronouns (in English) that their fellow students have chosen.

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/>.

Weekly Schedule:

Weekly plan for every week will be uploaded on canvas every Friday

Weekly Schedule (Plan) - Week 1

Class 1 (06/17/2019)	Class 2 (06/18/2019)	Class 3 (06/19/2019)	Class 4 (06/20/2019)	Class 5 (06/21/2019)
Rachayta's Hour	Rachayta's Hour	Rachayta's Hour	Rachayta's Hour	Rachayta and Chris
<u>Hour One</u>	<u>Hour One</u>	<u>Hour One</u>	<u>Hour One</u>	<u>Hour One</u>
Syllabus Introduction (10 minutes)	Story Reading (3 groups)	Character Description (talk about and describe people)	Numbers	Imperatives The Subjunctive
Introduction session (30 minutes)	<u>Hour Two</u>	<u>Hour Two</u>	<u>Hour Two</u>	"Simon Says" - differentiate between Imperatives and subjunctives
<u>Hour Two</u>	Summarizing and discussing	<u>Hour Two</u>	Description of the world map and writing about the world	<u>Hour Two</u>
A short film - 'Minuscule' (60 minutes)	BREAK	Guess What (can describe objects around; talk about general items)	BREAK	कोई and कुछ
BREAK	<u>Hour Three</u>	BREAK	<u>Hour Three</u>	Future Tense
<u>Hour Three</u>	Chain Story	<u>Hour Three</u>	Narration about a last Disney movie you watched	BREAK
Diction (55 minutes)		<u>Hour Three</u>		<u>Hour Three</u>
Chris' Hour	Chris' Hour	Head Bobble (explanation) ((can understand culture))	Chris' Hour	Finishing up what's left in Hour two
<i>Writing Assignment:</i> Writing an online profile (further introductions) [handout]	<i>Describing Wants & Desires:</i> "Why are you learning Hindi?"	Head Bobble (practice)	A few simple Math games (१-५०): - ग्यारह - कोड को तोड़ना	Chris' Hour
		Chris' Hour		<i>Writing & Discussion Assignment:</i> "How was your week?"
		<i>Hobbies & Recreation:</i> "I like doing X"		