

## ADVANCED HINDI

ASIANLANG 517 LEC-004 & ASIANLANG 527 LEC-004

SASLI-2020, UW-MADISON

**Instructor:** Syed Ekhteyar Ali

**Class Time:** **11:00 am – 1:00 pm (CST) Mo-Tu-We-Th-Fr**  
Please go to your Canvas course site and click on BBCollaborate Ultra to join the synchronous class meetings.

**Office Hours:** **2:00-3:00 pm Mo-Tu-We-Th-Fr (or by appointment)**  
Please go to your Canvas course site and click on BBCollaborate Ultra to join the virtual office hours.

**Language Tables:** TBA

### **Credit Hours:**

LCANLANG 517 (4.0 credits), LCANLANG 527 (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 most widely spoken languages with more than 600 million speakers (L1 & L2) in the world. It is written in the Devanagari script and has the status of an official language of India alongside English. It has a rich literary tradition and is also the main language of the Bollywood film industry which has greatly contributed to popularizing Hindi around the world.

### **COURSE OBJECTIVES & OUTCOMES:**

The Advanced Hindi language course aims to develop students’ language proficiency at an advanced low level according ACTFL standards (see [www.actfl.org](http://www.actfl.org)). The order of emphasis given on the course is interpersonal communication, presentational speaking, interpretive reading, interpretive listening and presentational writing. At the end of the course, a student will be able to:

- Participate in conversations about topics that go beyond everyday life in an organized way with some details about events and experiences in various time frames, such as talking about current events discuss global issues, such as health, education and study programs, conduct or participate in interviews etc.

- Deliver organized presentations appropriate to an audience on a variety of topics, such as higher education or health issues in India, importance of certain social and cultural practices, present reasons for or against a position on political or social issues, provide explanation about a process or procedure, such as applying for college admission, scholarships, financial aids etc.
- Understand the main idea and some supporting details on a variety of topics of personal and general interests in newspapers, blogs, job descriptions, short stories, poems etc.
- Understand the main idea and supporting details of televised promotions, documentary, movies, talk shows, drama serials and short interviews on topics of interests.
- Write on the topics such as education, health and community in an organized way in connected paragraphs at discourse level in various timeframes, such as a brief summary of the plot of a movie or an episode of a TV show.

**All the students will be required to take the Oral Proficiency Interview (OPI) by an outside expert at the beginning and end of the course.**

**Required Textbook & Materials:**

Theme Based Vocabulary and Affixes by Mithilesh Mishra and Avadhesh Mishra

Advanced Hindi Grammar by Usha R Jain

Course Packet prepared by Mithilesh Mishra

Materials prepared by Syed Ekhteyar Ali

**Reference and Suggested texts and materials:**

**Online resources used in the course:**

- **Links to online dictionary (Shabdkosh)**
- **H5P interactive exercises**
- **BBC Hindi Website**
- **Outlook Hindi News**

**Recommended Hindi fonts for typing: Mangal, Adobe Devanagri, Nirmala UI**

**COURSE POLICIES**

**1. CLASS ETIQUETTES:**

- Be on time (classes starts at 11:00am)
- Complete and turn in your homework on time.
- Actively participate in discussions and other class 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 meetings on video /audio devices.
- Do not engage in any activities using 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. We only allow one absence, for any reason, per semester. Absences related to illness are permitted to be made-up work-wise, but they don't count as freebies toward the absence total. Vacation is not a valid excuse for a student to have an absence. If a student misses class, it is their responsibility to make up the work and to keep up with the other students in the class. SASLI has a written absence, tardiness, and religious observance policy as below. Classes start on time at 11:00AM and go until 1:00PM (with a 10 minutes break at 12 noon).

## **3. 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.
- If you have 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, Sarah Beckham at the beginning of the semester.
- If you are absent due to illness, you are required to meet with the SASLI Academic Director, Sarah Beckham. You will also be required to submit necessary documentation.

Emergency circumstances for absences can be addressed to the SASLI Academic Director, Sarah Beckham.

**Tardiness:**

Joining 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.

**4. USE OF NON-INSTRUCTIONAL TECHNOLOGY (CELL PHONES CHAT APPLICATIONS, SOCIAL MEDIA) DURING SYNCHRONOUS MEETING TIMES**

Students should turn off/mute their cell phone ringers, and are required not to engage in chatting or using social media during synchronous class meetings. This could result in grade deduction.

**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 accommodation to schedule make-ups before or after the regularly scheduled requirements.

- **Per FERPA regulations, you are not permitted to make audio or video recordings during synchronous class times.**

**5. ACADEMIC INTEGRITY**

By virtue of enrollment, you agree to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconducts which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. Common examples of academic misconduct include:

- Cheating on an examination
- Collaborating with others in work to be presented contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Knowingly and intentionally assisting another student in any of the above, including assistance in an agreement whereby any work, classroom performance, examination or

other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed

For detailed information, please see [conduct.student.wisc.edu/academic-misconduct/](http://conduct.student.wisc.edu/academic-misconduct/)

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!).

## 6. QUIZZES, ASSIGNMENTS, AND EXAMS (ASSIGNMENTS AND ASSESSMENTS)

**Attendance & Participation:** Attendance & class participation count towards 10% of your grade. You are required to participate in all activities, including 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 during virtual office hour meetings.

Each week you will be assigned a task to prepare during weekends. You may be assigned to prepare for a discussion or presentation in class for the following week. Assignments must be complete online/emailed on time; late submission or failure to complete/submit will adversely affect your grade. The schedule for assignments will be available on the Canvas course site. Each assignment will be graded on a system of points; the total score will be converted to a letter grade. You will get feedback on your assignments in the form of comments on the Canvas course site and you will have the opportunity to discuss that during the virtual office hours.

Please note homework assignments count towards 20% of your grade.

**Quiz:** Your online weekly quiz will be due on every Tuesday morning before the online synchronous class, beginning from week 2, which will test on topics and skills covered in the previous week. On the 8-week program, you will take 6 quizzes in total (3 quizzes in First Semester & 3 quizzes in Second Semester) in addition to some practice quizzes. The weekly quiz will have a speaking section where you will be assessed on your oral proficiency by recoding and submitting online.

**Class Project:** You will be required to present on a topic of interest on the final week of your program. In first Semester, the requirement of class project will be a PowerPoint/poster presentation on a topic assigned by the instructor. The class project for second semester will require you to submit the topic and an abstract of your final project by July 3 and discuss with

the instructor during office hours the following week. The format of the project will be discussed in detail on week 5 of the program. Class projects count towards 20% of your grade each semester.

**Paper:** Your final paper in 1000 words in Hindi on a topic related to the texts read and/or films assigned to watched in this course is due on July 10 and August 6. You will get 5% bonus points for typed submission in Hindi. Students will be trained and encouraged to learn how to type in Hindi from the beginning of the class.

**Final Exam:** The final exams are scheduled on Monday, July 13, and Friday, August 7, the last day of the class. The format and content of the exam will test all skills, grammar and vocabulary points learnt in the second half of the program. An extended online interview will be part of your final exam.

## 6. IMPORTANT DATES:

<b>Weekly Quiz:</b>	Quiz 1- June 23, Quiz 2- June 30, Quiz 3- July 7, Quiz 4 - July 21, Quiz 5 - July 28, Quiz 6- August 4
<b>First Semester Final:</b>	July 13 (Monday)
<b>First Semester Project:</b>	July 10 (Friday 11:00 AM)
<b>Second Semester Project:</b>	August 5 (Wednesday 11:00 AM)
<b>Second Semester Final:</b>	August 7 (Friday)

[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 an interview, a tv show, a song, a skit, or recitation of a poem etc.]

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

Attendance & Classroom Participation	10%
Homework Assignments Online and other speaking, listening, reading and writing	20%
Class Project/Presentation Individual and collaborative	20%
Paper Writing	10%
Weekly Quiz (3 quizzes each semester)	20%

Final Examination (oral and written)	20%
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All assignments must be done in the required format (as announced on class course site), and must be submitted on time. Unexcused late assignments will receive lowered points or grades. Students who anticipate an absence on the day an assignment is due, or a conflict between the schedule for this course and other schedules, should discuss the situation with me in advance, and arrange for an alternative submission date. 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)	55-60
F (Failure)	54 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. Audios/Videos/movie clips, etc., will be assigned to listen/watch and complete interactive exercise throughout the course, and will be asked to answer relevant questions based on the materials. In the following class, questions will be asked base on your daily/weekly home assignments such as a story, a movie clip or an online news item.
- The target language will be used in the class. Students will be expected to take an active role in the class discussion and/or activities. They will be encouraged to work in groups (if applicable) to engage in different types of classroom activities with the aid of a vocabulary list. The instructor will give topics for in class discussion/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 exams. Those who need extra assistance are strongly encouraged to attend virtual office hours. It is mandatory to attend at least one office hour a week to practice discuss your progress, specific difficulty areas, and extra help.
- Students are encouraged to actively participate in the classroom by volunteering to lead the discussion, comment on their peers' presentation/narration/description. They will get enough

opportunities to hone their language skills and help/correct one another in their short virtual group work.

- Regular online vocabulary practice exercises will be created for students to help build their vocabulary. They will be asked to use some of the vocabulary during the class conversation to help them practice and master the usage.
- In addition to the daily two hour online synchronous class meetings, students are required to spend two hours asynchronously to complete online/reading/writing activities/works including some grammar description and usage to help them actively participate in in-class practice activities.
- Please check your Canvas sites regularly for weekly schedules, assignments due dates, and all the updates.

**10. Student Code of Conduct** (Rights and Responsibilities of Students): Please check the following website <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

### **11. Classroom Atmosphere/ Diversity & Inclusion:**

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background—people who as students, faculty, and staff serve Wisconsin and the world. <http://diversity.wisc.edu/>

UW-Madison is committed to creating a diverse and welcoming learning environment for all students and has a **non-discriminatory policy** that reflects this philosophy. Disrespectful behavior or comments addressed towards a group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other identity or community are deemed **unacceptable** in class/pm the online forum.

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.**

Every class is comprised of students from a variety of backgrounds, some with more exposure to Hindi, some with less. Additionally, each student learns best in a different style and at a different pace. Just like any other subject, some students learn faster 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.

## **UNIVERSITY POLICIES**

### **Accommodations for Students with Disabilities:**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the first week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center (<http://mcburney.wisc.edu>) to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential record, is confidential and protected under FERPA.

### **Student Health/ Resource Centers:**

**University Health Services** offers a wide range of services from medical to individual and group counselling. UHS can answer specific questions about what services are available to remote learners. Please visit their website for more information. University Health Services: <https://www.uhs.wisc.edu/> or 608-265-5600

One service UHS offers is ongoing individual counselling. The model of this service is brief and time-limited, which means students usually see their counsellor every 2-4 weeks. There is typically a wait to get started in ongoing individual counselling appointments or having appointments outside of standard business hours, you might consider meeting with a UHS care manager to explore options for providers in the community. The best way to get started with UHS mental health services is to schedule an access consultation. You can schedule an access consultation at any time, including before you get to campus. Find more information here: University Mental Health Services: <https://www.uhs.wisc.edu/mental-health/getting-started/>.

**Students have access to a 24-Hour Mental Health Crisis Services: 608-265-5600 option 9**

### **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/>.

**Weekly Schedule:**

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