INTERMEDIATE HINDI
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ASIALANG 417 & ASIAANG 427
SASLI-2020, UW-MADISON
Synchronous: 10:30 am-1:00 pm , Asynchronous
TBD by the students

Instructor Name: Milind Ranade r

Office Hours: TBD

Language Table: TBD

Credit Hours: Total 8. Each for every four weeks of study and assessment.
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.

ABOUT HINDI:
Hindi, written in the Devanagari script, is one of the two official languages of the Government of India, along with the English language. It is one of the 22 scheduled languages of the Republic of India. As a linguistic variety, Hindi is the fourth most-spoken first language in the world, after Mandarin, Spanish and English. Alongside Urdu as Hindustani, it is the third most-spoken language in the world, after Mandarin and English. Hindi is the most commonly used official language in India.
At the state level, Hindi is the official language of the following Indian states: Bihar, Chhattisgarh, Haryana, Himachal Pradesh, Jharkhand, Madhya Pradesh, Mizoram, Rajasthan, Uttar Pradesh and Uttarakhand. Except for Mizoram, rest of all these states constitute the 'Hindi Belt' of India. There are millions of Hindi speakers in the rest of the states in India and outside of India in countries like Nepal, USA, United Arab Emirates, UK, Trinidad and Tobago, Guyana, Suriname, South Africa, Fiji, Mauritius.

The term Hindi originally was used to refer to inhabitants of the region east of the Indus. It was borrowed from Classical Persian *Hindi* (Iranian Persian *Hendi*), meaning "Indian", from the proper noun *Hind* ("India").

Like other Indo-Aryan languages, Hindi is a direct descendant of an early form of Vedic Sanskrit, through Sauraseni Prakrit and Śauraseni Apabhraṃśa (from Sanskrit *apabhraṃśa* "corrupt"), which emerged in the 7th century CE. Modern Standard Hindi is based on the Khariboli dialect,the vernacular of Delhi and the surrounding region, which came to replace earlier prestige dialects such as Awadhi, Maithili (sometimes regarded as separate from the Hindi dialect continuum) and Braj.

Linguistically, Hindi and Urdu are two registers of the same language and are mutually intelligible. Hindi is written in the Devanagari script and uses more Sanskrit words, whereas Urdu is written in the

Perso-Arabic script and uses more Arabic and Persian words. If Hindi Urdu language speakers are counted together, then their number is 590 million and this block becomes the second largest to Chinese language with 1.40 billion speakers.

COURSE OBJECTIVES & OUTCOMES:
Elementary Hindi, or the knowledge of Hindi at least until Novice High level is a prerequisite for this course. Intermediate Hindi quickly reviews all the basic language skills, grammar, pronunciations, learned in the elementary Hindi level and builds upon it. Pedagogical objective of the course is, by the end of the eight week course, students will be able to produce and
understand several types of simple and complex sentences in spoken and written material, using various types of constructions. These include commands requests and permissions, subjunctives, passive voice, presumptive,conditionals,causative,compound verbs, conjunct verbs, relativecorrelatives, and past/present participles.
Spoken and listening proficiency in Hindi is a very important objective of this course. Students will be encouraged to speak in Hindi as much as possible throughout the class time and also in the office hours outside the classroom.
Reading materials selected for this course will be thematic and the themes will be of practical usage for the student in the real life if she/he visits India. This is a course which has practical activities and language drills which students participate so that they are prepared for conversation with the native Hindi language speakers in the real life situations and day to day chores and tasks like shopping, finding addresses, arranging for transportation, interacting with common street people and people from various trades like shopkeepers, postmen, police, college students and professors, hotel managers and servants, uber/taxi and bus drivers etc.

Achievement of Advanced low level proficiency (at least)in interpersonal communication, presentational speaking, interpretive listening, interpretive reading, and presentational writing is an objective for this course.

After this course students can:

1. Understand, speak and write in Hindi about themselves and about events and actions around them in all three tenses. Meaningful communication of thoughts and emotions to build bonds with speakers in the target language. This will help their social skills in the countries and communities where the target language is used.
2. Real life tasks and activities involving spoken interaction with native language speakers like participation in formal and informal as well as cultural gatherings in the neighborhood, family functions of friends and colleagues and many day to day chores like shopping, speaking with office subordinates, neighbors, common street people, service providers, police, small town or village people etc. will become more easy, accessible and manageable.
3. Converse with greater ease and in more than one sentences in public and/or private settings about their needs and wants, etc.
4. Describe what they need and/or want with appropriate urgency and force, etc.
5. Can describe actions and events with nuanced and more native-like descriptive language
(compound verb constructions, conditional sentences, relative clause etc.)
6. Can understand and express opinions about topics relating to pan Indian culture.
7. Read and write short essays, short news articles, short stories etc.

8. Construct complex and connected ideas and sentences using more advanced grammar concepts (participles, etc.)
9. Understand and converse with native Hindi-speakers in a natural speed and more non-classroom contexts.

Note on script:

There is a free Unicode Devnagari Hindi script available on Google on the link of online tools/try link. Kiran Font, a non-Unicode font named also will be made available to the students and training of using it also will be imparted during the course.

Suggested Textbook & Materials:

Beginning Hindi A Complete Course by Joshua Pien and Fauzia Farooqi
Complete Hindi by Rupert Snell and Simon Weightman

Online resources used in the course:
1. Online Oxford Hindi-English Dictionary (McGregor):
dsalsrv04.uchicago.edu/dictionaries/mcgregor/ 2.
iOS & Android Hindi Dictionary App
http://www.academicroom.com/blogs/post/hindi-dictionary-app-developedacademic- room-harvard-innovation-lab-supports-ios-android-and-blackberry
3. Other online Dictionaries – DSAL (Digital Dictionaries of South Asia)
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/

We will be using the following tools to support our remote-instruction interactions
https://canvas.wisc.edu/courses/202455
https://canvas.wisc.edu/courses/202468

COURSE POLICIES

1. Placement

Based on the instructor 痴 initial assessment, students may be assigned to a more appropriate level of instruction if needed.
2. 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.

3. **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:

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. Synchronous online Classes start on time at 10:30AM and go until 1:00PM (with a half hour break).

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.

Additional 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 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, Sarah Beckham at the beginning of the semester.

🕐 If you are absent due to an 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.

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.

4. Use of non-instructional technology (cell phones, chat applications, social media) during synchronous meeting times should be avoided.

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

5. Academic Integrity (suggested language below, though may add additional information)

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 misconduct which may result in disciplinary action.

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)

There will be 2 quizzes in one semester. Students will take the first quiz on Tuesday morning starting from Week 2, where they will be tested on topics covered in the previous week. Each weekly quiz will have an oral component where the interaction skills of students will be assessed in a one to one session with the instructor.

Attendance & 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 daily 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.

After the first week, you will be assigned a task to prepare in the target language during weekends like an audio presentation, a small write up on a subject of interest 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.

Final Exam: The format and content of the exam will test all skills, grammar and vocabulary points learnt in the second half of the program. The final exam will have the following components – a presentation, grammar, vocabulary, listening, reading, writing and oral test.

6. IMPORTANT DATES:

TBD.

All SASLI program is organized on week 7 of the program around 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 will be calculated as follows (GRADING SYSTEM)

Attendance & Classroom Participation	20%
Homework Assignments	20%
Every day or weekly class Projects	20%
Weekly Quiz (2 quizzes each semester)	20%
Final Examination (oral and written)	20%

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)   55-60
F (Failure)   54 or less

9. CLASS FORMAT: (OVERVIEW OF INSTRUCTION)

Week 1: Introduction,
Review of the Devnagari Hindi Writing and phonetic system**.** Review of the elementary Hindi skills. Introduction of the themes of the workshop.
Asynchronous: Complete Hindi Chapter One and Two. Beginning Hindi Complete Course: Chapter Introduction Part one and two. Unit 1 Chapter One. Extra Hindi reading materials.
Synchronous : Classroom discussions, language activities, poetry learning and recital, question and answer sessions based upon studies in the asynchronous hours, class projects and activities.
Week 2: I and my surrounding, Family and friends.
Description of the day to day activities. Possession. Likes and Dislikes.
Asynchronous: Complete Hindi Chapter Three and Four. Beginning Hindi Complete Course: Unit 1 Chapter two, three, four., Unit-2 Chapter seven and Eight.Extra Hindi reading materials. Hindi Film. Synchronous : Classroom discussions, language activities, poetry learning and recital, question and answer sessions based upon studies in the asynchronous hours, class projects and activities.
Week 3: Expressing need, giving commands and making requests. Practical usage of the skill.
Asynchronous: Complete Hindi Chapter Five and Six. Beginning Hindi Complete Course: Unit 2 Chapter five, six. Extra Hindi reading materials.
Synchronous : Classroom discussions, language activities, poetry learning and recital, question and answer sessions based upon studies in the asynchronous hours, class projects and activities.
Week 4: Getting Better Acquainted with family and relationships, telling time, Numbers. Hobbies, Food, Shopping.
Asynchronous: Complete Hindi Chapter Five, Six, Seven. Beginning Hindi Complete Course: Unit 2 Chapter Eight to Twelve. Extra Hindi reading materials.
Synchronous : Classroom discussions, language activities, poetry learning and recital, question and answer sessions based upon studies in the asynchronous hours, class projects and activities.
Week 5: Get to know the Geography- local and Indian. Making plans.
Asynchronous: Complete Hindi Chapter Eight, Nine and Ten. Beginning Hindi Complete Course: Unit 3 Chapter Thirteen to Seventeen. Unit Seven. Extra Hindi reading materials.
Synchronous : Classroom discussions, language activities, poetry learning and recital, question and answer sessions based upon studies in the asynchronous hours, class projects and activities.
Week 6: Day to day activities.
Asynchronous: Complete Hindi Chapter Eleven, Twelve, Thirteen. Beginning Hindi Complete Course: Unit 4 Chapter Eighteen to Twenty one. Extra Hindi reading materials.
Synchronous : Classroom discussions, language activities, poetry learning and recital, question and answer sessions based upon studies in the asynchronous hours, class projects and activities.
Week 7: World Issues**.** General Interest topics. Environment.
Asynchronous: Complete Hindi Chapter Fourteen, Fifteen, Sixteen. Beginning Hindi Complete Course: Unit 8 Chapter Thirty Seven to Forty one. Extra Hindi reading materials.
Synchronous : Classroom discussions, language activities, poetry learning and recital, question and answer sessions based upon studies in the asynchronous hours, class projects and activities.
Week 8: Culture & Festivals, Travel. Narration, Description, Future plans, Simple Story telling.
Asynchronous: Complete Hindi Chapter Seventeen and Eighteen. Beginning Hindi Complete Course: Unit 5. Chapter Twenty two to twenty six. Extra Hindi reading materials.
Synchronous : Classroom discussions, language activities, poetry learning and recital, question and answer sessions based upon studies in the asynchronous hours, class projects and activities.

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. The class will also watch/ listen, learn and sing-along to some songs. Since Devnagari writing system will be introduced from day one of the course, for first two to three weeks, depending upon the need and progress of the students, the class will be divided between two slots, one for the script and another for the speaking practice.

🕐 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.

Course Credit Fulfillment

45 Hours Per Credit – One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

10. Student Code of Conduct: The student Academic Misconduct Policy & Procedures for the University of Wisconsin is available on the website listed below:

https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext

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 Hindi, the others 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.

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, outreach, 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. https://diversity.wisc.edu/

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UNIVERSITY POLICIES

McBurney Disability Resource Center:

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 State 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 () to

Student Health/Resource Centers

University Health Services offers a wide range of services from medical to individual and group counseling. UHS can answer specific questions about what services are available to remote learners. Please visit their website for more information (https://www.uhs.wisc.edu/).

One service UHS offers is ongoing individual counseling. The model for this service is brief and timelimited, which means students usually see their counselor every 2-4 weeks. There is typically a wait to get started in ongoing individual counseling at UHS. If a student is interested in more frequent individual counseling 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 info here: https://www.uhs.wisc.edu/mental-health/getting-started/.

Students have access to a 24-hour mental health crisis line. The number is 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/.