



University of Wisconsin-Madison

ADVANCED HINDI
ASIANLANG 517 LEC-004 & ASIANLANG 527 LEC-004
SASLI-2021, UW-MADISON

Credits: LCANLANG 517 (4.0 credits), LCANLANG 527 (4.0 credits)

By the end of the SASLI program, you will complete two, four-credit language courses. The credit hours for this course are 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. According to the federal Carnegie definition of a credit hour, 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, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

Course Designations and Attributes: General Education

Course Description:

Advanced Hindi is based on mini-lectures, close readings, and discussions of the representative works, select films and documentary screenings with attention to analysis as well as contemporary events, discuss on global issues, such as health, education and study programs, conduct or participate in interviews, along with cultural background. It will emphasize the development of students’ ease with reading, understanding, and interpreting primary textual material and grammatical review of specific concepts will be provided when needed. This course primarily aims to develop students’ language proficiency at an advanced-mid level according to ACTFL standards (see www.actfl.org.) The order of emphasis given on the course is interpersonal communication, presentational speaking, interpretive reading, interpretive listening and presentational writing. Students will be exposed to the contemporary Hindi short stories e.g., इस शहर के लोग (दिनेश पालीवाल), बेजुबान देश (मृदुला गर्ग), चिड़िया और चील (सुषम बेदी), कहाँ जाओगे (राम दरश मिश्र), यातायात के बारे में एक शोक गीत (अजंता चौधरी), युद्ध (शानी), हास्य कवितार्ये (काका हाथरसी, अंसार कंबरी, कन्हैयालाल शर्मा) और वनवास (अवधेश चतुर्वेदी). All readings will be available in Hindi scripts along with the vocabulary list. Occasionally, an English translation will be provided for students to familiarize with the writing style, different segments, sentence construction of the advanced level Hindi, as well as the society, culture, tradition, politics etc. of the contemporary time period. All written assignments, exams, projects will be completed in Hindi. All lectures will be in Hindi with the exception of clarifying points of confusion in meaning.

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). 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.

Pre-Requisites

All the students must have completed two years of academic Hindi language study in any academic American university/institutions. A placement test will be conducted by the instructor on the first day of the semester including a reading/writing test. An Oral Proficiency Interview (OPI) the instructor at the beginning and end of the course as well.

Course Structure:

Class time will for the most part be divided between mini-lectures, close readings, discussions of the required readings, and select film and documentary screenings.

Meeting Time and Location

8:30-1:00 PM CST, Virtual, M-F, Break Time: 10:30 – 11:00 AM

Course Website, Learning Management System & Digital Instructional Tools

Optional: Please check out the university's learning management system, [Canvas](#), and other university instructional tools or platforms (e.g., [WebEx Meetings](#), [MS Teams](#), [Zoom](#), etc.) that will be used in the course. It is strongly suggested that students explore and become familiar not only with Canvas' site navigation but with content and resources available for the course.

Instructional Modality

This course will meet remotely for synchronous instruction.

Regular and Substantive Student-Instructor Interaction:

Advanced Hindi students will be engaged in teaching, learning, and assessment, consistent with the content under discussion, and including by providing direct instruction; assessing or providing feedback on a student's coursework; providing information or responding to questions about the content of a course or competency; and facilitating a group discussion regarding the content of a course or competency. There will be regular interaction between the students and the instructor (8:30-1:00 PM CST, Virtual, M-F with a 30 minutes break at 10:30 AM). Student's academic engagement and success will be monitored and ensured that the instructor will be responsible for promptly and proactively engaging in substantive interaction with the student when needed. SASLI policy states that students attend a class every day. To get success in this course active participation is important and participation in regularly scheduled learning sessions where there will be enough opportunity for direct interaction between the student and the qualified instructor. The instructor will provide personalized comments (in any medium) for an individual student's assignment or exam and actively facilitate the online discussion sessions. The instructor will post announcements, email, or social media check-ins about the academic aspects of the class. An overview video to accompany recorded lectures will be provided too. Each student's struggle to reach mastery will be monitored through observation of discussion activity, assessment completion, or even user activity and offer additional opportunities including small working/study groups that are moderated by the instructor for interactions during instructor's office hours.

Instructors & Faculty Assistants

Instructor Title and Name

Dr. Nilakshi Phukan, Ph.D.

Senior Lecturer

Instructor Availability: 1:15 pm – 2:15 pm, M- F or by appointments

Please go to your Canvas course site and click on BB Collaborate Ultra to join the virtual office hours. Office hours will be conducted remotely for one hour each day.

Remote Office Hour of the Instructor: M-F, 1:15 PM – 2:15 PM

Required Textbook, Software & Other Course 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

*** Campus provides students with [technology guidelines and recommendations](#) for instruction. Students should consult these resources prior to the start of the semester.

1. 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: Arial Unicode MS, Mangal, Adobe Devanagri, Nirmala UI

Homework & Other Assignments:

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/video skits/movie 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 last date of submission is July 28, Wednesday. 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 12 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.
- **Connections:** Let's convers through WhatsApp

- **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 final exam.

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%

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.

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

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 the 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.

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

General Reminders for Remote Exams

Please review “[Important Reminders for Successful Remote Exams](#),” which includes specific guidelines and recommendations around careful exam design, fairness and academic integrity to support students remotely regardless of assessment tool.

Campus Spaces for Virtual Learning:

Dedicated on-campus spaces with high-speed internet are available for students attending this course from Madison to [reserve](#) for any exam/quiz taken during the semester. Computers can also be requested.

IMPORTANT DATES:

Weekly Quiz:	June 22, Tuesday, June 29, Tuesday, July 6, Tuesday, July 13, Tuesday, July 20, Tuesday, August 3, Tuesday
First Semester Final Exam:	July 9, Friday
All-SASLI Program, 1:30pm	July 27, Tuesday
Second Semester Project:	August 4, Wednesday
Second Semester Final Exam:	August 6, Friday

Weekly Schedule (Plan) June 14th to August 6, 2021

Week 1: इस शहर के लोग (दिनेश पालीवाल)

Day (Date)	Topics (Students can prepare before class or expect in the class)	Assignments (Page number, online resources, materials, etc.)	Deadlines
June 14 Monday	शहर की विशेषताएं शहरवासियों की दिनचर्या शहर में हुये बदलाव यानी बदलते परिवेश Check the new vocabulary list, pg.: pdf. 6, Grammar Chapter 7: Compound Verbal Formation (जाना, लेना, देना), pg.: 47 (AHG)	Read at Home: इस शहर के लोग, pg.: 73, Grammar Chapter 7: Compound Verbal Formation (जाना, लेना, देना), Listen to: Create your own comprehension questions (pg.: 73) and ask/share it with your classmates. Connections: Let's convers through WhatsApp	Before Next Class
June 15, Tuesday	व्यस्त जीवन की परिभाषा क्या है ? स्वार्थी यानी मतलबी को कैसे पहचाने ? , तीज-त्योहार, शहर के मेले, New vocabulary list, pg.: pdf. 7, Grammar Chapter 7: Compound Verbal Formation (जाना, लेना, देना), pg.: 47 (AHG)	Read at Home: इस शहर के लोग, pg.: 74 Listen to: questions based on the text. (Audio) Watch at Home: YouTube Link: 'Girl Education: https://youtu.be/1ztowJQ7B4k Connections: Let's convers through WhatsApp	Before Next Class
June 16, Wednesday	सामाजिक समस्यायें – दहेज, शादी-व्याह के खर्चे, पुलिस का अत्याचार, आफिस कचहरी की स्थिति, पाखंडी नेता, New vocabulary list, pg.: pdf. 7 Grammar Chap 3: Perfective Participles (AHG), pg.: 13-18	Read at Home: इस शहर के लोग, pg.: 75 Listen to: Create your own comprehension questions (pg.: 75) and ask/share it with your classmates in next class. Satyamev Jayate S1 Episode 3 Big Fat Indian Wedding Dreams Dashed (Hindi): https://www.youtube.com/watch?v=oOzr18KsFKQ	Before Next Class
June 17, Thursday	Idioms and Expressions: अपनी धुन में मगन, पचड़े में पड़ना, उबर पाना, अपनी धुन में मगन, लड़की का बाप हूँ, दर दर की ठोकरें खाना नसीब में है, आदत से बाज़ न आना, इश्क फ़रमाना, रफ़ा-दफ़ा हो जाना, दुम हिलाना, इशारा समझना	Read at Home: इस शहर के लोग, pg.: 76, Create your own comprehension questions (pg.: 75) and ask/share it with your classmates in next class. Watch at Home: Forbidden Love & Arranged Marriages in India (Dating Documentary) Real Stories: https://www.youtube.com/watch?v=2pOJgMxvGwE	Before Next Class

	New vocabulary list, pg.: pdf. 8 Grammar Chap 3: Perfective Participles (AHG), pg.: 19-22		
June 18, Friday	New vocabulary list, pg.: 79 Grammar Chap 3: Perfective Participles (AHG), pg.: 23-24	Create your own comprehension questions (pg.: 75) and ask/share it with your classmates in next class, Watch at Home:	Before Next Class

***YouTube Link: Forbidden Love & Arranged Marriages in India (Dating Documentary) | Real Stories: <https://www.youtube.com/watch?v=2pOJgMxvGwE>

Satyamev Jayate S1 | Episode 3 | Big Fat Indian Wedding | Dreams Dashed (Hindi):

<https://www.youtube.com/watch?v=oOzr18KsFKQ>

YouTube Link: 'Girl Education: <https://youtu.be/1ztowJQ7B4k>

Weekend Task: A discussion or presentation in class for the following week.

Week 2: बेजुबान देश (मृदुला गर्ग)

Day (Date)	Topic (Students can prepare before class or expect in the class)	Assignments (Page number, online resources, materials, etc.)	Deadlines
June 21, Monday	पोलैंड और भारत के बीच का फर्क, भारत में अंग्रेज़ी शासन/उपनिवेश, अंग्रेज़ी भाषा की आवश्यकता, अंग्रेज़ी एक शान की पहचान, हिन्दी का भविष्य, हिन्दी की अवमानना New vocabulary list, pdf. pg.: 12 Grammar Chap 36 (IHG), pg.: 270 - The Suffix वाला (Review) Watch at Home:	Watch at home and make a list of topics to discuss in the next class.: https://youtu.be/UbKpBHRk2Dc	Before Next Class
June 22, Tuesday	Tuesday Quiz 1: Written New vocabulary list, pdf. pg.: 13 Grammar Chap 33 (IHG), pg.: 247 – The Conjunctive Participle कर Construction	Read at Home: हिन्दी भाषा https://wp.nyu.edu/virtualhindi/hindi/ Create your own comprehension questions and ask/share it with your classmates.	Before Next Class
June 23, Wednesday	Class Project: New vocabulary list, pdf. pg.: 14 Grammar Chap 14: The Passive Voice (AHG) pg.: 107	Listen to the following audio file and create your own comprehension questions and ask/share it with your classmates.	Before Next Class

		Regret and Apology: http://hindiurduflagship.org/resources/learning-teaching/spoken-thesaurus/	
June 24, Thursday	Idioms and Expressions: घुल-मिल जाना, शर्म आना, धाक जमाना, परहेज़ करना, ठहाके पर ठहाके लगाना, शर्मसार हो जाना, अपने हाथों लुटाना, ढोंग करना, New vocabulary list, pdf. pg.: 12, 13, Grammar Chap 24: Pairing Words (AHG) pg.: 228	Watch at Home: English Vinglish Movie Clip and create your own comprehension questions. Ask/share it with your classmates in the next class. https://youtu.be/fnvfVKxu6oU	Before Next Class
June 25, Friday	New vocabulary list, pdf. pg.: 13, 14 Grammar Chap 24: Pairing Words (AHG) pg.: 228	Watch at Home: “Lagaan” Movie: https://youtu.be/RIDnkSqMA14	Before Next Class

***** YouTube Links: हिन्दी का भविष्य: <https://youtu.be/UbKpBHRk2Dc>

“English Vinglish” Movie Clip: <https://youtu.be/fnvfVKxu6oU>

“Lagaan” Movie: <https://youtu.be/RIDnkSqMA14>

Weekend Task: A discussion or presentation in class for the following week.

[Note: All SASLI program is organized on week 7 of the program on **July 27, Tuesday** 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.]

Course Policies: Attendance

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

- 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 Notes:

- Absences on days of exams, projects, presentations etc. will lead to failure of that coursework except in case of documented 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, 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.
- Any 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.

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.

Privacy of Student Information & Digital Tools: Teaching & Learning Analytics & Proctoring Statement:

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used

to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

Privacy of Student Records & the Use of Audio Recorded Lectures:

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

How to Succeed in This Course:

- 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.
- Students may find the following campus resources helpful in aiding their success in the SASLI program:

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)

UHS also has a site dedicated to remote services (<https://www.uhs.wisc.edu/remotehealth/>). Note that some services offered at UHS are limited to in-state students only.

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 concerns; their main objective 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/>.

Some additional campus resources are:

- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)

Course Evaluations:

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the mid-term and final course evaluations. Typed course evaluations will not be released to instructors until after grades have been posted.

Students’ Rules, [Rights & Responsibilities](#)

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-Madison [Badger Pledge \(for Madison-based students\)](#)

Quarantine or Isolation Due to COVID-19:

Student should continually monitor themselves for COVID-19 symptoms and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their Instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Diversity & Inclusion Statement

[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/>

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.

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 and your selected pronouns**.

Academic Integrity Statement:

By virtue of enrollment, each student agrees 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. 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
- using online language translation tools contrary to the rules of the course
- knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement 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.students.wisc.edu/academic-misconduct/

Accommodations for Students with Disabilities Statement:

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 third 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 identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Academic Calendar & Religious Observances

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

The following guidelines that have been developed to provide clarity for both students and instructors:

- In your syllabus, refer to the policy, this memo or language in the syllabus template (<https://instructionalcontinuity.wisc.edu/syllabus/>).
- Make sure your teaching assistants are aware and adhere to this policy.
- Announce early in the semester that your students must notify you within the first two weeks of class of the specific days or dates on which they request relief. Including this information on your course syllabus is encouraged, to make sure your students are informed of the policy.
- Make-ups may be scheduled before or after the regularly scheduled requirements.
- It is understood that instructors may set reasonable limits on the total number of days claimed by any one student.

Occasionally, students may not fully understand the necessity for prior notice, and under these circumstances we urge you to be as flexible as possible. Our policy seeks to be sensitive to the needs of individual students.

Some religions mark observances over multiple days, which may begin at sunset on the day preceding the posted date(s) of the holiday. See interfaith-calendar.org for a listing, though not exhaustive, of religious holidays. Please refer to the calendar attached or at secfac.wisc.edu/academic-calendar/ to compare with the UW-Madison academic calendar.

_____ The End _____