



University of Wisconsin-Madison

Intermediate Hindi (ASIALANG 417 & ASIALANG 427)

Credits

By the end of the SASLI program, you will complete two, four-credit language courses.

Course Designations and Attributes

General Education

Course Description

Hindi is the third most commonly used language in the world today, after Mandarin Chinese and English, with more than 600 million speakers spread across the globe. Hindi, an Indo-Aryan language, is the official language of India, with English as an associate (official) language. Hindi has had a continuous literary tradition since the 11th century, possesses a large modern literature, and is the main medium of the world's largest film industry, Bollywood. Hindi is the language of modern print media (surpassing all other languages) in India.

The Intermediate Hindi course seeks to continue to build upon the existing listening, speaking, reading, writing and cultural skills in Hindi acquired in the first year of instruction. Students will be expected to expand their vocabulary, enhance their structural accuracy and develop their cultural competencies through enthusiastic participation in classroom activities. In this immersive 8-week program, students will acquire a solid foundation in the Hindi language through daily lessons and exercises based on real-world themes. This program is designed to enhance all the components of Hindi language. While emphasis is placed primarily upon oral comprehension and conversational skills (i.e., listening and speaking), reading and writing are highlighted as crucial to the reinforcement of those skills. The sequence of new grammatical topics will enable students to reinforce and build upon prior knowledge effectively and to grasp new topics easily, aimed at a more detailed and deeper understanding of grammatical structure and vocabulary use. Although students will acquire more confidence to initiate everyday discussions and write on topics of weather, food, family structure, etc., focus at the intermediate level is especially placed on vocabulary related to themes of culture, development, environment, social change, politics, economics, etc. Students will thus gain the ability to interact in a more meaningful way with native speakers, create deeper connections with locals, and navigate more easily and authentically in everyday society and during field exercises and excursions. At this level, students are responsible for engaging in independent and self-driven learning to expand the vocabulary and expressions necessary for successful communication in the field through the use of dictionaries, magazines, other texts, personal interviews, media, and more.

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:

Placements will be conducted on the first day of class. 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 level. 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.

Meeting Time and Location

8:30-1:00pm CST, M-F

Instructional Modality

This course will meet remotely for synchronous instruction.

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Specify How Credit Hours are Met by the Course

By the end of the SASLI program, you will complete two, four-credit language courses. 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.

Regular and Substantive Student-Instructor Interaction

The classes will be interactive and require you to work independently, and with your group members, to be able to develop your communicative, grammatical and cultural competence, as well as to hone your performance. The Intermediate language course aims to develop your language proficiency at an Intermediate-Mid to High level according ACTFL standards (see www.actfl.org). The order of emphasis given on the course is interpersonal communication, presentational speaking and writing, interpretive listening and reading. Please read the detailed Course Overview:

- 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 instruction, vocabulary lessons and cultural explanations. Audios/Videos/movie clips, etc., will be assigned to listen/watch and complete interactive exercise throughout the course, and students will be asked to answer relevant questions based on the materials. In the following class, questions will be asked based 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 presentations/conversations/role plays for students and 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 discussing your progress, specific difficulty areas, and extra help.
- Students are encouraged to actively participate in the classroom by volunteering to lead the assigned activities, group work, and 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 four-hour online synchronous class meetings, students are required to spend four hours asynchronously to complete online/listening/recording/reading/writing activities/and homework, including some grammar description and usage to help them actively participate in in-class practice sessions.
- Please check your Canvas sites regularly for weekly schedules, assignments due dates, and all the updates.

Instructors & Faculty Assistants

Hindi Lecturer Rashmi Sharma (Ph.D)

Last updated: May 2021

Instructor Availability

Office hours will be conducted remotely for one hour each day. **Monday - Thursday: 3.00-4.00 pm CST**

Course Learning Outcomes

The Intermediate Hindi course builds on students' reading, writing, speaking, and comprehension skills and covers additional grammatical constructions such as compulsion and obligation, talking about what may happen in the future (subjunctive) or in the past, expressing hopes, fears and wishes, passive constructions, participle constructions, and compound verbs. By the end of the second semester, students will be able to produce and understand several types of sentences (simple and compound) in both speech and written material, in addition to describing all aspects of personal and daily life across tenses, as well as to discuss ideas of general and public interest. Upon completion of the course, students will be able to enroll in an Advanced Hindi Course (or third year) at any institution in North America. Students are introduced to Hindi-Urdu fables, short stories, dialogues, and various other genres of literature, including reading new articles.

After this course, students will be able to:

- Travel in Hindi speaking communities (asking for basic objects, directions, arranging transportation and lodging, making requests for information, negotiating prices, giving and responding to instructions, expressing basic needs).
- Participating in basic social conversations (exchanging personal information; discussing studies/hobbies, preferences, backgrounds/experiences, cultural differences; expressing basic emotions; making plans, narrating an event, dispensing advice).
- Discussing the essentials of daily life (food, drink, telling time, taking measurements, locations, weather and climate, body parts, physical attributes, etc.)
- Going to the doctor (describing ailments and physical conditions/sensations, obtaining medication and/or treatment)
- Interpret, summarize, and answer questions about the main ideas found in short, non-complex texts in Devanagari conveying basic information related to daily life (i.e., messages found on train schedules, roadmaps, street signs, postcards, simple notes and product information).
- Read and write short descriptions of events, daily journal entries, contextualized dialogues, and simple notes in the Devanagari script at a satisfactory speed with ease
- Describe in speech and in writing events and actions in the past, present, and future ●
Express needs and/or wants with appropriate urgency and force, etc.
- Describe actions and events with nuanced and more native-like descriptive language (compound verb constructions, etc.)
- Understand and express opinions about cultural topics relating to Indian and Hindi-speaking cultures ●
Read and write short stories, short news articles, etc.
- Construct complex and connected ideas and sentences using more advanced grammar concepts (participles, etc.)

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Grading

Grading scale

A= 90-100%	AB=87-89%	B=80-86%	BC=77-79%
C=70-76%	D=60-69%	F=0-59%	

Grading System

Your final grades will be calculated on the following categories:

Attendance 10%	Class Participation 15%	Homework Assignments 20% (Online and other speaking, listening, reading and writing)
Class Project/Presentation 20% (Individual and collaborative)	Quizzes 20%	Final Exam 15%

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 deducted 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.

Class Attendance is required and essential for your success in this course. See the attendance policy below for further details.

Class Participation: You are required to actively participate in all activities, including pair and group work in class and outside as deemed necessary.

Homework Assignments: 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 instructors 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 roleplay or presentation in class for the following week. The online assignments must be completed on the course site 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 feedback received during the virtual office hours. Please note homework assignments count towards 20% of your grade.

Class Project: You need to complete two projects, first in the fourth week of the program, and the second in the last week. The details will be provided.

Quizzes: There will be 6 quizzes, every Friday except the fourth and eighth week. You need to review material cumulatively to perform well. The quizzes may cover anything you've learned during previous and the current weeks.

Final Exam: The final exam will be held on the last day of the semester (end of the fourth and eight week).

Note: Final grades will not be curved.

Required Textbook, Software & Other Course Materials

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- *Spoken Hindi in Social Context*. Mithilesh Mishra and Awadesh Mishra.2010. Lakshi Publishers. Delhi, India.
- *A collection of Texts*. Prepared by Mithilesh Mishra
- *Theme based vocabulary and affixes of Hindi*. Mithilesh Mishra and Awadhesh Mishra. 2010. Lakshi Publishers. Delhi, India
- *Advanced Hindi Grammar*. Usha R. Jain, University of California, Berkeley, 2007

Spoken Hindi in Social Contexts and Theme based vocabulary and affixes of Hindi can only be purchased at the UW-Madison Center for South Asia bookstore: https://charge.wisc.edu/SouthAsia/items.aspx?cat_id=1

Reference Book:

Introduction To Hindi Grammar, Usha R. Jain, University of California, Berkeley, 1995

Dictionaries (recommended):

- The Modern English Hindi Dictionary. I. N. Anand
- English-Hindi Dictionary. C. Bulke
- Hindi English Dictionary. R. McGregor.

Materials to be provided: Handouts will be provided by the instructor during the instructional period

Online Resources:

Shabdkosh: www.shabdkosh.com

BBC Hindi: <http://www.bbc.com/hindi>

UT-Austin Flagship: <http://hindiurduflagship.org> (See interviews, learning materials, and lectures under “Resources”)

Digital Dictionaries of South Asia: <http://dsal.uchicago.edu/dictionaries/>

Avashy Script Tutor: <http://www.hindibhasha.com/>

Hindi Central: <http://www.hindicentral.com>

Quizlet: <https://quizlet.com/>

Frances Pritchett’s page: <http://www.columbia.edu/itc/mealac/pritchett/00fwp/>

MSU Hindi-Urdu site: <http://hindiurdu.net>

*Please access the link below to familiarize yourself Hindi cultural modules designed for the Regional Flagship Language Initiative. Note that you will have to create an account in order to access these course modules.

<https://lftic.lll.hawaii.edu/culture/mod/H/>

Course Website, Learning Management System & Digital Instructional Tools

You will access the Canvas course sites for both semesters by logging on to www.canvas.wisc.edu and locating courses **ASIALANG 417 & ASIALANG 427**.

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.

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

Homework & Other Assignments

Written assignments should be neatly written in double space and uploaded as a pdf file on the Canvas LMS course site. The reading assignments should be either directly recorded using Canvas media recording tools or any recording software and uploaded as a media file on the course site. Detailed and specific guidelines and expectations for all the assignments will be provided on the Canvas.

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Exams, Quizzes, Papers & Other Major Graded Work

The final exams and the quizzes will be cumulative and cover all previous and new material, themes, grammar, structure, vocabulary, and usage. The final exam will have listening and speaking components as well, and you need to complete the speaking part one-on-one during breakout rooms as decided/scheduled by the instructor. The quizzes may also have speaking and listening components. The final exams and quizzes will be completed synchronously, and you are required to keep your camera unmuted throughout the exam period without taking any assistance from anyone or any resource, including class handouts or notes. Exams and quizzes are closed notes.

It is recommended that you continue to review the course materials and join virtual office hours at least once a week to discuss your progress and get instructors' suggestions to improve your performance in the course. The final exam and project details with the submission link will be available on the Canvas course site. If you need any accommodation, please let the instructor know as soon as possible.

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.

Weekly Schedule

Important dates:

Quiz-1 June 18, Quiz-2 June 25, Quiz-3 July 30, Quiz-4 July 16, Quiz-5 July 23, Quiz-6 July 30

First Semester Final Project: July 7 Wednesday

First Semester Final Exam: July 09 Friday

Second Semester Final Project: August 4 Wednesday

Second Semester Final Exam: August 6 Friday

[**Note:** The All-SASLI program is organized on Week 7 of the program, July 27 at 1:30 pm (CST), 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.]

Weekly Schedule: Weeks 1-2

*All assignments listed should be prepared and read by students before (at least one day) class and some exercises will be announced in class.

*Conversation texts are accompanied by an audio file. Please listen before class in order to explore pragmatic aspects of speech practices such as intonation, pauses, full stops etc.

Day (Date)	Topic (Students can prepare before class or expect in the class)	Assignments (Page number, online resources, materials, etc.)	Deadlines
Monday 06-14- 2021 08.30. -10.30	Introduction, Syllabus and overview of learning and teaching strategies.	All these assignments should be prepared and read by students before (at least one day) the classes.	Next Day
10.30 -11.00	Conversation/Debate: Conversation with Autowala (Role play) B r e a Grammar review: Oral Review of Noun, Pronoun, Adjectives, Verb 'To k be' Present & Past	Read Chapter -1 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010, Recording Read Chapters – 2,3,4 and 16 from Introduction to Hindi Grammar by Usha R. Jain 1995	

11.00 -12.00			
12.00 -13.00			
Tuesday 06-15- 2021 08.30 -09.30	Grammar: Oral Review of Verb Forms: imperative, habitual, progressive)	Read Chapters – 5,9, 12, 17 and 18 from Introduction to Hindi Grammar by Usha R. Jain 1995	Next Day
09.30 -10.30	Review of vocab and structure from बातचीत- 1 Daily routine, Role play based on बातचीत -1	Read Vocabulary of Chapter – 1 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010	
10.30 -11.00			
11.00 -12.00	B r e a Conversation/Debate: Raastaa k	Read Chapter -2 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010, Recording	
12.00 -13.00	poochhnaa बातचीत- 2 (asking directions)	Write at least 15 to 20 sentences.	
	Journal: Introduction: write about yourself, your family or your friend's family.		

Wednesday 06- 16-2021 08.30. -09.30	Grammar: Oral Review of Perfective followed by	Read Chapters – 23,24,25 and 26 from Introduction to Hindi Grammar by Usha R. Jain 1995	Next Day
09.30 -10.30	exercises Conversation: In	Read Chapter -3 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010, Recording	
10.30 -11.00	the Restaurant		
11.00 -12.00	B r e a k Role play: Review of vocab and structure from conversation -2 Role play based on conversation-2	Read Vocabulary of Chapter – 2 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010	

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12.00 -13.00	Journal: Transportation in India	Write 15-20 sentences	
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<p>Thursday 06- 17-2021 08.30. -09.30</p> <p>09.30 -10.30</p> <p>10.30 -11.00</p> <p>11.00 -12.00</p> <p>12.00 -13.00</p>	<p>Grammar: Oral Review of Future and subjunctive followed by exercises</p> <p>Vocabulary: Basic household vocabulary, important words from conversation and Interjections</p> <p>B r e a k</p> <p>Oral Presentation: Student will share k about their journal</p> <p>Role play: Review of vocab and structure from बातचीत- 3, Role play based on बातचीत -3</p>	<p>Read Chapters – 21 and 35 from Introduction to Hindi Grammar by Usha R. Jain 1995</p> <p>Make a list of things around you and important words for you</p> <p>Prepare a presentation about your journal after corrections.</p> <p>Read Vocabulary of Chapter – 3 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010</p> <p>*Prepare all learned and practiced material from the whole week for weekly quiz on Friday</p>	<p>Next Day</p>
<p>Friday 06- 18- 2021 08.30. -09.30</p> <p>09.30 -10.30</p> <p>10.30 -11.00</p> <p>11.00 -12.00</p> <p>12.00 -13.00</p>	<p>Weekly Quiz: This quiz will be based on classes and study material we learned during the week.</p> <p>Dictation/ Pronunciation</p> <p>Hindi Project</p> <p>B r e a k</p> <p>Weekly Meeting</p>	<p>Prepare Hindi Project assigned you.</p>	<p>Next Day</p>
<p>Saturday 06- 19- 2021</p>	<p>Weekend Activity/ Home Work: Watch on YouTube “Indian Masala Tea”</p>	<p>https://www.youtube.com/watch?v=tYN_2d4YIOiw or</p>	<p>Monday</p>

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	*List 'can do' statements (in English and in Hindi)	https://www.youtube.com/watch?v=xTG	
		YLbQr56k or https://www.youtube.com/watch?v=GV_mV1tJ1YPo	
		Watch the recipe and write in your note book. Try in your kitchen make a video or click photos to show in the class.	
Sunday 06-20- 2021			

Week 2

Day (Date)	Topic (Students can prepare before class or expect in the class)	Assignments (Page number, online resources, materials, etc.)	Deadlines
Monday 06-21-2021 08.30. - 09.30	Grammar review: Oral Review of Postposition and Oblique Case (Singular & Plural)	Read Chapters – 7, 8, 10 and 14 from Introduction to Hindi Grammar by Usha R. Jain 1995	Next Day
09.30 -10.30	Conversation/Debate: Flat ki khoj (बातचीत- 4)	Read Chapter -4 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010, Recording	
10.30 -11.00		Write 15-20 sentences.	
Break 12.00 - 13.00	Journal: My favorite Indian food		

Tuesday 06-22-2021 08.30. - 09.30	Grammar: Oral Review of Indirect Verb constructions (compulsion & obligation)	Read Chapters – 13 and 30 from Introduction to Hindi Grammar by Usha R. Jain 1995	Next Day
09.30 -10.30	Review of vocab and structure from बातचीत	Read Vocabulary of Chapter – 4 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010	
10.30 -11.00 Break	4, Role play based on बातचीत -4		
11.00 -12.00	Conversation/Debate: Dainik upyog ke cheejeN Khareedana	Read Chapter -5 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010, Recording	
12.00 -13.00	Journal: Bargaining in India and In America	Write 15-20 sentences.	

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Wednesday 06-23-2021 08.30. -09.30	Grammar: Structure Compound Verbs जाना, लेना, देना	Read Chapter – 7 from Advanced Hindi Grammar by Usha R. Jain 2007	Next Day
09.30 -10.30	Conversation: In the tailor shop	Read Chapter -6 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010, Recording	
10.30 -11.00 Break	बातचीत- 6		
11.00 -12.00	Role play: Review of vocab and structure from बातचीत- 5, Role play based on बातचीत -5	Read Vocabulary of Chapter – 5 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010	
12.00 -13.00	Movie Time: Lunch Box	https://www.netflix.com/in/title/70278932	

Thursday 06-24-2021 08.30. -09.30	Film Review:	Write 2 pages about the and conversation (culture, society, language, plot, music etc.)	Next Day
09.30 -10.30	Vocabulary: important words from conversation, cooking verbs, Useful phrases and Idioms	Make a list of phrases and idioms which you use in your Hindi conversation	
10.30 -11.00	Break		
11.00 -12.00	Oral Presentation: Student will share about their journal writing	Prepare a presentation about your journals after correction	
12.00 -13.00	Role play: Review of vocab and structure from बातचीत- 6, Role play based on बातचीत -6	Read Vocabulary of Chapter – 6 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010 *Prepare all learned and practiced material from the whole week for the weekly quiz on Friday.	
Friday 06-25-2021 08.30. -09.30	Weekly Quiz: This quiz will be based on classes and study material we learned during the week.		Next Day
09.30 -10.30			
10.30 -11.00	Dictation/ Pronunciation:		
Break			

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11.00 -12.00	Hindi Project	Prepare a Hindi Project assigned to you.	
12.00 -13.00	Weekly Meeting		
Saturday 06-26-2021	Weekend Activity/ Home Work: Watch on Youtube “Poha” *List ‘can do statements (in English and in Hindi)	https://www.youtube.com/watch?v=8LwYrE7PaC0 Watch the recipe and write in your note book. Try in your kitchen to make a video or click photos to show in the class.	Monday

Sunday 06-27-2021			
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Course Policies

In-Class Technology

Use of non-instructional technology (cell phones, chat applications, social media) during synchronous meeting times is strictly prohibited. Students should turn off/mute their cell phone ringers, and are required to refrain from engaging in chatting or using social media during synchronous class meetings. This could result in grade deduction.

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.

Tardiness: Joining class on time is important for successful participation in the SASLI program. If you join the class even one minute late, you are tardy. Being late to class is disruptive and disrespectful to one's instructor(s) and classmate(s), and could result in a marked absence or grade deduction. Habitual tardiness may result in

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other penalties such as loss of funding, repayment of funding, or expulsion, per SASLI policy, or per the policies of SAFLI, FLAS, and Project GO for students on those programs.

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.

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 succeed in this course, you need to attend all the classes regularly and on time, join online office hours to get help, complete all the work by the due dates following the specific guidelines, actively participate in all the class activities, review course materials regularly and prepare well for the quizzes and exams. You need to allocate approximately 4 hours daily to complete the assignments and practice the language. Use online resources to improve your script reading and writing skills, and come prepared for each and every class.

IMPORTANT: Never hesitate to seek help from your Instructor the first sign of difficulty in understanding or mastering any part of the content or for matters related to script, pronunciation, and speaking skills. For improving your listening skills, we strongly encourage you to watch a/some interesting Hindi film(s) and interact with native speakers in Hindi whenever possible.

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

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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/remotethealth/>). 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.

Last updated: May 2021

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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/

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!).

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>