



**University of Wisconsin-Madison**

**ASIALANG 317 & ASIALANG 327 (004),  
First and Second Semester South Asian Language  
Intensive Beginning Hindi I and II, First and Second Summer Sessions, 2022**

**Credits**

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

**Course Designations and Attributes**

General Education

**Course Description**

The Beginning Hindi sequence is designed to provide the initial level of training in all proficiencies associated with the language, namely reading, writing, speaking, and listening. Students will learn the Devanagari writing system and the Hindi sound system, they will gain the ability to read and understand short texts on familiar topics, speak about oneself and one's environment, initiate conversations on topics of general interest, understand basic sentence structures of Hindi, acquire general familiarity with the cultural context(s) in which Hindi is spoken, an awareness of Hindi's relationship to Urdu and historical development, and an understanding of the linguistic diversity of the world's fourth largest language and major *lingua franca* of South Asia.

**Requisites**

No prior knowledge of or experience with the language is required for this course

**Meeting Time and Location**

8:30 a.m. -1:00 p.m. CST, M-F

**Instructional Modality: In-person**

This course will meet in-person.

**Regular and Substantive Student-Instructor Interaction**

This course will meet daily for direct instruction for four hours. The faculty will hold regularly scheduled office hours each day and be available by appointment to provide feedback and information about course content. Faculty will provide in-class feedback and timely evaluation of student work. Additional opportunities for substantive student-instructor interaction will be determined throughout the semester.

## **Instructors & Faculty Assistants**

**Instructor:** Dr. Elliott McCarter

**Instructor Office Hours:** Daily 1:00-2:00 p.m.

**Faculty Assistant:** Courtney Averkamp

**FA Office Hours:** Daily 2:00-3:00 p.m.

## **Course Learning Outcomes**

The course series is designed to bring students to approximately the low-intermediate level in all areas of language and cultural communication as defined by the NCSSFL-ACTFL standards for language learning. By the end of the course series (end of the second semester), students should be able to do the following:

- Identify the topic, main idea, and related information from simple sentences in short informational texts, fictional texts, and conversations in which they are listeners, readers, or viewers, but not participants
- Exchange ideas, meet basic needs, and express, react to, and support preferences and opinions while interacting with others in conversation by creating simple sentences and asking appropriate follow-up questions.
- Present information on familiar and everyday topics, personal information about their life, activities, and events, express their preferences, and explain their feelings in simple sentences
- Compare products and practices related to everyday life and personal interests or studies in their own culture and the target culture to demonstrate an understanding of multiple perspectives.

## **Grading**

The final grade for each course is uncurved and will be determined by the following measures:

- Attendance and participation: 15%
- Vocabulary Quizzes (4): 20% (5 each)
- Quizzes (3): 30% (10 points each)
- Presentations and Scenarios (4) 20% (5 points each)
- Final Exam: 15% (the “Final Presentation” is counted as a part of the Final Exam grade)

The sum of these components correspond to the following letter grades:

A	AB	B	BC	C	D	F
93-100	89-92	83-88	79-82	70-78	61-69	<60

## Course Website, Learning Management System & Digital Instructional Tools

Courses are available on Canvas. Additional digital resources will be provided through Canvas as necessary.

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

## Required Textbook, Software & Other Course Materials

- *Delacy, Richard and Joshi, Sudha. Elementary Hindi: An Introduction to the Language. Tuttle, 2009*
- *Delacy, Richard and Joshi, Sudha Elementary Hindi Workbook. Tuttle, 2009*

## Homework & Other Assignments

- Homework assignments should be brought to class on the day they are due and submitted to the Faculty Assistant at the start of class. Late homework is not acceptable. In the event of an absence, please email your assignment to the Faculty Assistant. Homework will be checked for completion and corrected for accuracy.

## Exams, Quizzes, Papers & Other Major Graded Work

- Wednesday vocabulary quizzes and Friday quizzes will be taken weekly. On the final week of each semester, the Friday quiz will be replaced with a two-day final exam (Thursday and Friday). The final exam will consist of three equally weighted components: a formal oral presentation, an individual conversation, and a written component. The final exam will take place the final two days of each term. Quizzes and exams will contain oral, written, and cultural components. Friday quizzes and final exams will be open book and note. Additionally, there will be two graded scenarios and two graded presentations each semester. These will be due on Friday afternoons.
- Assessment Dates:  
First Semester
  - Wednesday, 22-Jun: Vocabulary Quiz 1
  - Friday, 24-Jun: Quiz 1 (first period); Presentation 1 (second period)
  - Wednesday, 29-Jun: Vocabulary Quiz 2
  - Friday, 1-Jul: Quiz 2 (first period); Scenario 1 (second period)
  - Wednesday, 6-Jul: Vocabulary Quiz 3
  - Friday, 8-Jul: Quiz 3 (first period); Presentation 2 (Second Period)
  - Wednesday, 13-Jul: Vocabulary Quiz 4
  - Thursday, 14-Jul: Written Final Exam (first period); Final Presentation (second period)
  - Friday, 15 Jul: Final Conversation (first period); Scenario 2 (second period)

## Second Semester

- o Wednesday, 20-Jul: Vocabulary Quiz 1
- o Friday, 22-Jul: Quiz 1(first period); Presentation 1 (second period)
- o Wednesday, 27-Jul: Vocabulary Quiz 2
- o Friday, 29-Jul: Quiz 2 (first period); Scenario 1 (second period)
- o Wednesday, 3-Aug: Vocabulary Quiz 3
- o Friday, 5-Aug: Quiz 3 (first period); Presentation 2 (Second Period)
- o Wednesday, 10-Aug: Vocabulary Quiz 4
- o Thursday, 11-Aug: Written Final Exam (first period); Final Presentation (second period)
- o Friday, 12 Jul: Final Conversation (first period); Scenario 2 (second period)

There are no makeup dates for quizzes and other assessments. In the event of religious obligations or dire emergencies, please consult with the Instructor about a reasonable makeup schedule. In such cases, all makeup quizzes must be completed before returning to class. Be aware that this may affect your attendance requirements.

### **Important dates to include on your syllabus calendar:**

- Monday 7/4, no class
- Week 5 7/21, 10 am-3 pm, SAFLI Orientation
- Week 7, Tuesday 8/2, All-SASLI Program, 1:30 pm CST
- Week 8 practice exams on August 10

## Weekly Schedule (first two weeks)

### Week 1 (June 20-24)

Day	Topic and Activities	Assignments	Deadline
Monday 20 June	<ul style="list-style-type: none"> <li>8:30-8:45 – Warm-up song: <i>Mera joota hai Japani</i></li> <li>8:45-9:15 - Syllabus</li> <li>9:15-10:00 Word order, pronouns, conjugation of <i>hona</i>, negation</li> <li>10:00-10:30 – Interrogative “<i>kaun</i>”/name game</li> <li>10:30-11:00 – break</li> <li>11:00-11:45 – Introduction to Hindi language, phonetics, phonology, and Devanagari</li> <li>11:45-12:00 – Writing exercises and toolbox building</li> <li>12:00-12:30 – Question Word “<i>kya</i>” and vocabulary building game</li> <li>12:30-12:50 – Vocabulary walk</li> <li>12:50-1:00 – Reflection on learning and goals</li> </ul>	<p>Read and complete exercises up to page 39 in <i>Hindi Praveshika</i>.</p> <p>Script modules on Canvas:</p> <ul style="list-style-type: none"> <li>Introduction to script</li> <li>Palatal series</li> <li>Retroflex series</li> <li>Dental series</li> <li>Labial series</li> <li>Semivowels</li> </ul> <p>Canvas modules:</p> <ul style="list-style-type: none"> <li>Lecture: Personal Pronouns</li> <li>Lecture: Simple Present “to be” होना</li> <li>Comprehension check: Present Tense of “होना”</li> </ul> <p>1:30 PM SASLI Orientation 2241 Chamberlain</p>	Next day, beginning of class
Tuesday 21 June	<ul style="list-style-type: none"> <li>8:30-8:45 – Warm-up song: <i>Mera joota hai Japani</i></li> <li>8:45-9:15 – Pronunciation focus: Vowel length</li> <li>9:15-9:30 – Formative Assessment of hearing/producing vowels</li> <li>9:30-10:00 – Interrogative words “<i>Kaun</i>” and “<i>Kahaan</i>” and game</li> </ul>	<p>Script module on Canvas:</p> <ul style="list-style-type: none"> <li>Conjuncts and nasals</li> </ul> <p>Canvas modules:</p> <ul style="list-style-type: none"> <li>Yes/No Questions</li> <li>Affirmation and Negation</li> <li>Demonstratives</li> </ul> <p><i>Hindi Praveshika</i> 40-48</p>	Next day, beginning of class

	<ul style="list-style-type: none"> <li>● 10:00-10:30 – Vocabulary: Numbers 1-10</li> <li>● 10:30-11:00 – break</li> <li>● 11:00-11:30 – Introduction to number marking; pronouns and present conjugation of <i>hona</i>,</li> <li>● 11:30-12:00 – Question Word “<i>kitna</i>” and vocabulary building game</li> <li>● 12:00-12:30 – Writing: Conjunct Consonants</li> <li>● 12:30-12:50 – vocabulary walk</li> <li>● 12:50-1:00 – write in learning reflection journal</li> </ul>	Read Delacy Unit 3 and complete activities in book and workbook	
Wednesday 22 June	<ul style="list-style-type: none"> <li>● 8:30-9:00 – Warm-up song and sorting ceremony</li> <li>● 9:00-9:15 Pronunciation focus: Dental vs Retroflex</li> <li>● 9:15-9:30: Formative Assessment of hearing/producing dental and retroflex</li> <li>● 9:30-10:00: Interrogative word “<i>kaisa</i>” and additional conversation builders</li> <li>● 10:00-10:30: Writing: Conjunct Consonants 2 (“<i>r,</i>” special characters)</li> <li>● 10:30-11:00 – break</li> <li>● 11:00-11:20 – Character Recognition Quiz</li> <li>● 11:20-11:50 – Introduction to Adjectives; Question Word “<i>kaunsa</i>” and vocabulary building game: colors</li> <li>● 11:50-12:30 – Additional Vocabulary: Basic Adjectives 1</li> </ul>	<p>Canvas script modules:</p> <ul style="list-style-type: none"> <li>● Devanagari Reading Practice #1</li> <li>● Devanagari Reading Practice #2</li> <li>● Devanagari Reading Practice #3</li> </ul> <p>Read Delacy 4 and complete book and workbook exercises</p> <p><i>Hindi Praveshika</i> 49-54</p>	Next day, beginning of class

	<ul style="list-style-type: none"> <li>● 12:30-12:50 – Vocabulary Walk</li> <li>● 12:50-1:00 – write in learning reflection journal</li> </ul>		
Thursday 23 June	<ul style="list-style-type: none"> <li>● 8:30-8:45 – Warm-up song</li> <li>● 8:45-9:00: Pronunciation focus: Aspiration</li> <li>● 9:00-9:15: Formative Assessment of hearing/producing aspiration</li> <li>● 9:15-9:45: Meeting and Greeting New People Role Play</li> <li>● 9:45-10:30: Vocabulary: Adjectives for Describing Family and Possession</li> <li>● 10:30-11:00 – break</li> <li>● 11:00-11:30– Label craft game</li> <li>● 12:00-12:30 – Question Phrases: Is ka matlab kya hai?, etc.</li> <li>● 12:30-12:50 – Vocabulary walk</li> <li>● 12:50-1:00 – write in learning reflection journal</li> </ul>	<p>Canvas modules:</p> <ul style="list-style-type: none"> <li>● Existentials</li> <li>● Plural nouns</li> <li>● Possessive Adjectives</li> <li>● Comprehension check: Possessive Adjectives</li> </ul> <p>Study for quiz</p> <p>Prepare for presentation on “Me, My home and family”</p>	Next day, beginning of class
Friday 24 June	<ul style="list-style-type: none"> <li>● 8:30-8:45 – Warm-up song</li> <li>● 8:45-9:45 – Quiz 1</li> <li>● 9:45-10:30 – Media</li> <li>● 10:30-11:00 – break</li> <li>● 11:00-12:30 – Presentation 1: me and my surroundings</li> <li>● 12:30-12:50 – Vocabulary walk</li> <li>● 12:50-1:00 – write in learning reflection journal</li> </ul>	<p>Watch: K2H2</p> <p>Vocabulary Scavenger Hunt – domestic and classroom items</p> <p>Read Delacy Lesson 5 and do book exercises (not workbook)</p> <p>SAFLI only – 2:00 Workshop</p>	Monday, beginning of class

**Week 2 (June 27-July 1)**

Day	Topic and Activities	Assignments	Deadline
Monday 27 June	<ul style="list-style-type: none"> <li>● 8:30-8:45 – Song of the Week - (surprise)</li> <li>● 8:45-9:30 – Review of possession, past tense of hona.</li> <li>● 9:30-10:30 – Book exercises, Lessons 5 and 6</li> <li>● 10:30-11:00 – Break</li> <li>● 11:00-11:30 - Vocabulary game - Zoo Train</li> <li>● 11:30-12:30 – Nouns, adjectives, agreement</li> <li>● 12:30-12:50 – Vocabulary Walk</li> <li>● 12:50-1:00 – write in learning reflection journal</li> </ul>	<p>Workbook Exercises 5 and 6</p> <p>Canvas modules:</p> <ul style="list-style-type: none"> <li>● Lecture: Post-positions</li> <li>● Comprehension check: Oblique Nouns</li> <li>● Lecture: Oblique Adjectives and Pronouns</li> <li>● Comprehension Check: Oblique Adjectives and Pronouns</li> <li>● Lecture: Compound Postpositions</li> <li>● Comprehension check: Compound postpositions</li> <li>● Lecture: को constructions</li> <li>● Comprehension check: Fill-in-the-blank drill</li> <li>● Comprehension check: Contracted को forms</li> <li>● Comprehension check: चाहिये advertisement</li> </ul>	
Tuesday 28 June	<ul style="list-style-type: none"> <li>● 8:30-8:45 – Song of the Week</li> <li>● 8:45-9:30 – Postpositions par, tak, se, mein, ke pas, ke lie; oblique nouns and pronouns</li> <li>● 9:30-10:30 – book exercises (Delacy 7)</li> <li>● 10:30-11:00 – break</li> <li>● 11:00-11:30 – Expressing desire w/ <i>chahiye</i></li> </ul>	<p>Delacy lesson 7 workbook exercises</p> <p>Watch Imperative Video on Canvas</p> <p>Canvas modules:</p> <ul style="list-style-type: none"> <li>● Lecture: Imperatives</li> <li>● Comprehension check: command forms</li> </ul>	



	<ul style="list-style-type: none"> <li>● 11:30-12:30 – listening (Delacy 7), conversation, writing</li> <li>● 12:30-12:50 – vocab walk</li> <li>● 12:50-1:00 – write in learning reflection journal</li> </ul>		
Wednesday 29 June	<ul style="list-style-type: none"> <li>● 8:30-8:45 – Song</li> <li>● 8:45-9:15 – Vocabulary Quiz 1</li> <li>● 9:15 – 10:00 – Imperatives and Ko with Direct Objects</li> <li>● 10:00-10:30 – Simon Says and other games</li> <li>● 10:30-11:00 – break</li> <li>● 11:00-11:30 – Reading: Hotel Ka Review</li> <li>● 11:30 – 12:00 – vocab walk</li> <li>● 12:00-1:00 – Field Check – Can I Order Food in Hindi at Maharanis?</li> </ul>	<p>Write in learning reflection journal</p> <p>Write a restaurant review</p> <p>Workbook Exercises Lesson 8</p> <p>Canvas modules:</p> <ul style="list-style-type: none"> <li>● Lecture: Present Habitual</li> <li>● Comprehension Check: Present Habitual Verb Forms</li> <li>● Lecture: Telling Time (Part 1)</li> <li>● Comprehension check: Telling Time (Part 1)</li> </ul>	
Thursday 30 June	<ul style="list-style-type: none"> <li>● 8:30-8:45 – Song</li> <li>● 8:45-9:30 – Present Imperfect Tense</li> <li>● 9:30-10:30 – Time Marking Phrases and writing a daily routine</li> <li>● 10:30-11:00 – break</li> <li>● 11:00-12:00 Telling Time, Days, Dates, Numbers 1-30</li> <li>● 12:00-12:30 – revising our daily/weekly routines</li> <li>● 12:30-12:50 – vocab walk</li> </ul>	<p>Workbook Exercises Lesson 9</p> <p>Canvas modules:</p> <ul style="list-style-type: none"> <li>● Lecture: Past Tense Forms of होना</li> <li>● Comprehension Check: Substitution Drill (Past Tense of ‘होना’)</li> <li>● Lecture: Past Habitual</li> <li>● Comprehension Check: Past Habitual Verb Forms</li> </ul> <p>Prepare Scenario 1</p>	

	<ul style="list-style-type: none"> <li>● 12:50-1:00 – write in learning reflection journal</li> </ul>		
Friday 1 July	<ul style="list-style-type: none"> <li>● 8:30-8:45 – Song</li> <li>● 8:45-9:45 – Quiz 2</li> <li>● 9:45-10:30 – Media Comprehension Practice</li> <li>● 10:30-11:00 – break</li> <li>● 11:00-11:30 – Scenario Review</li> <li>● 11:30-12:30 Habitual Past and <i>kiska</i></li> <li>● 12:30-12:50 – vocab walk</li> <li>● 12:50-1:00 – write in learning reflection journal</li> </ul>	<p>Workbook Lesson 10</p> <p>Watch Film TBD</p>	

## Course Policies

### Attendance

This class will follow WISLI attendance policy, which states:

Given the intensive nature of our programs, students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to attend every day of class during the 8-week summer term. Students are allowed to miss one day in the first half of the summer program and one day in the second half of the summer program without a grade deduction. Unexcused absences of 2 or more will result in a grade deduction including attendance and participation, missing work or tests, which may impact a student’s final grade. Please see the grade rubric in your course syllabus for an explanation of your course grade.

Excused absences for emergency circumstances will be reviewed on an individual basis. Please contact your instructor as soon as possible if you will be absent from class.

For COVID-19 related questions, please see the UW-Madison COVID-19 Response FAQs: <https://covidresponse.wisc.edu/faq/>

All WISLI programs following UW-Madison policies for religious observances. Please notify your instructor in the first week of class if you will be absent due to religious observances in the 8-week summer term.

WISLI attendance policies align with UW-Madison guidelines: <https://doso.students.wisc.edu/guide/class-attendance/>

## Unexpected Absences and COVID-19

Given the intensive nature of our programs, instructors and students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to be present every day of class during the 8-week summer term. However, sometimes unexpected situations arise, and it is important to work together with the pedagogy and administrative program staff in a timely manner to find appropriate and reasonable accommodations for instructors and students while maintaining the rigor and flow of our intensive courses.

The Wisconsin Intensive Summer Language Institutes (WISLI) follow UW-Madison guidelines regarding COVID-19. For the most up-to-date information about these policies, go to: <https://covidresponse.wisc.edu>. Please review the information on the FAQs page (<https://covidresponse.wisc.edu/faq/>), which provides guidance regarding some COVID-19 related absence issues, including questions such as:

- If I am in class or at work when I receive a positive COVID-19 test result, should I leave immediately?
- What should I do if I've tested positive for COVID-19?
- What should I do if a student in my class tells me that they have tested positive for COVID-19? Should I inform the other students? Should I cancel class?
- What should I do if multiple students in my class are out because they are isolating or in quarantine for COVID-19?
- Will I be notified if a student in my class is required to be tested for COVID-19, has failed to test for COVID-19, or tests positive for COVID-19?
- Are instructors required to provide students fully remote or online access to in-person courses?
- How long should someone stay home if they are experiencing symptoms of COVID-19?
- I've been exposed to (a close contact of) someone with COVID-19. Do I need to quarantine and for how long?
- Should I attend work or class if I am sick?
- I heard someone in one of my classes has tested positive but I don't know whether I was a close contact. What should I do?

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.

**Teaching & Learning Data Transparency Statement**

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully evaluates 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. View the university's full [teaching and learning data transparency statement](#).

**Privacy of Student Records & the Use of Audio Recorded Lectures Statement**

View [more information about FERPA](#). 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 who has an approved accommodation that includes recording. [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, with the exception of sharing copies of your personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise 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**

A successful student comes to class on time, alert, prepared, having done the required assignments, and eager to participate, share, and learn. If you are having difficulty with the course content, please speak to your instructor or faculty assistant and visit during office hours for additional support.

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/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](#)**

## 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.

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/or on Canvas.

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.

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/](https://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 ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related 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](#)**