



University of Wisconsin-Madison

Intermediate Hindi

ASIANLANG 417 LEC-004(45569) & ASIANLANG 427 LEC-004 (45570)

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

This course will introduce you to the intermediate level of grammar and help develop your communication, narration and functional abilities in the language in all four skills—listening, speaking, reading, and writing—you would need to participate and interact with the speakers of Hindi. In addition to learning the language, you would be able to know about the region, culture, and etiquette. The focus would be on the situational and contextual use of the language.

Requisites

Students are expected to have completed two semesters of beginner's Hindi.

You will need to take OPI after the completion of the second semester—ASIANLANG-427.

Meeting Time and Location

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

Instructional Modality

This course will meet in-person.

The Credit Hours Requirements

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.

Requirements Met by the Course

ASIANLANG 417 (4.0 credits), ASIANLANG 427 (4.0 credits)

The credit hours for this course are met by the 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 of synchronous class), and around 4 hours of asynchronous work per day, 5 days a week over the 8-week period.

Regular and Substantive Student-Instructor Interaction

The classes will be interactive and require you to work independently, with your group members to be able to develop your communicative and cultural competence and hone your performance. The Intermediate Hindi language course aims to develop your language proficiency at an Intermediate High-Advanced Low level according to ACTFL standards (see www.actfl.org). The order of emphasis given in 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 instructions, vocabulary lessons, and cultural explanations. Audios/videos/movie clips, etc., will be assigned to listen/watch and complete interactive exercises throughout the course and 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, conversations, or online material.
- The target language will be used in the class. Students will be expected to take an active role in the class activities. They will be encouraged to work in groups (when applicable) to engage in different types of classroom activities with the aid of a vocabulary list and grammar instructions. The instructor will give topics for in-class presentations/conversations/role-plays, or students may also come up with their own topics.
- Students will be regularly updated on their progress and areas of weakness through homework corrections, weekly quizzes, and exams. Those who need extra assistance are strongly encouraged to attend daily office hours. It is mandatory to attend at least one office hour a week to discuss 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/description. They will get enough opportunities to hone their language skills and help/correct one another in the interpersonal and interactive group works.

- Regular online vocabulary practice exercises will be created for students to help build their vocabulary. They will be asked to use some of the vocabularies during the class conversation to help them practice and master the usage.
- In addition to the daily four-hour in-person class meetings, students are required to spend four hours asynchronously to complete listening/recording/reading/writing activities/works 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.

Instructor Title and Name

Syed Ekhteyar Ali

Instructor Availability

Office hours will be conducted in-person daily and also virtually if students want

Office Hour 2:00-3:00 pm

Instructor Email/Preferred Contact

Syed Ekhteyar Ali, contact by email

Course Learning Outcomes

At the end of the course, you will be able to:

- engage in participatory conversations on the topics such as hiring a rickshaw/taxi, asking directions, searching apartment/house, buying food, interacting with a tailor, washer-man, shopping, travel, etc.
- perform some tasks such as shopping—groceries, clothing, necessary items, etc. (find out and negotiate prices, quantity, and quality of the items, express their preferences and can deal with some complications).
- plan a trip and arrange tickets, accommodation, local sightseeing tours, taxi rides, etc.
- ask and tell directions, order a meal, invite friends, accept and decline invitations citing reasons, and offer alternate dates.
- describe their present, most recent, and past jobs and activities, familiar persons and places, etc.
- compare and contrast places, things, objects, etc.
- narrate their childhood memories, past events, trips, etc.
- describe in some detail their experiences and facts about recent and remote past trips and activities.
- read and understand level-appropriate target language texts, news stories, etc.
- listen and comprehend the level-appropriate authentic materials on the above topics.
- write compositions on the above topics in a paragraph and discourse form of text.
- interactively participate in the language according to contexts and situations.
- ask and answer questions on the above topics.
- use culturally appropriate language and show cultural competence related to cultural products, practices, and perspectives.

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% (including 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 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 alternative submission date. Late, incomplete, and missed assignments will adversely affect your final grade.

Class Attendance is required and key to succeeding in the 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 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 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 it during office hour meetings.

Each week you will be assigned a task to prepare during weekends. You may be assigned to prepare for a role-play or presentation in class for the following week. All the 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 that during office hours. **Please note homework assignments count toward 20% of your grade.**

Class Project: You need to complete two projects, the 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 everything to perform well. The quizzes would cover everything you learn 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 eighth week).

Note: Final grades will not be curved.

Course Website, Learning Management System & Digital Instructional Tools

We will use the Canvas course site for LMS, and Zoom if and when needed for virtual class meetings and office hours.

Required Textbook, Software & Other Course Materials

- 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 Awadesh 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 SouthAsia bookstore: https://charge.wisc.edu/SouthAsia/items.aspx?cat_id=1

Reference and Suggested texts and materials:

Recommended Dictionary:

Shabdkosh: <https://www.shabdkosh.com/>

Online News:

- BBC Hindi service at <https://www.bbc.com/hindi>
- Outlook Hindi news at <https://www.outlookhindi.com/>

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

The written assignment should be neatly written in double space and uploaded as a pdf file on the course site. The reading assignments should be either directly recorded using Canvas media recording 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. Late assignments will not be graded for points.

Exams, Quizzes, Papers & Other Major Graded Work

The final exams and the quizzes would be inclusive and cover all the old and new materials, themes, grammar, structure, vocabulary, and usage. The final exam will have listening and speaking components and you need to complete the speaking part one-on-one as decided/scheduled by the instructor. The quizzes may also have speaking and listening components. The final exams and quizzes will be completed in class synchronously.

It is recommended you continue to review the course materials and join the 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 submission mode will be available on the Canvas course site. If you need any accommodation, please let the instructor know as soon as possible.

Important Dates:

Holiday: Monday, **July 4**, no class (Independence day holiday)

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

Quiz Dates: Quiz-1 **June 24**, Quiz-2 **July 1**, Quiz-3 **July 8**, Quiz-4 **July 22**, Quiz-5 **July 29**, Quiz-6 **August 5**

First Semester Final Exam: **July 15** Friday

First Semester Final Project: **July 13** Wednesday

Second Semester Final Exam: **August 12** Friday

Second Semester Final Project: **August 10** Wednesday

[Note: All SASLI programs are organized on week 7 of the program on August 2 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 the 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 (Plan)

Week one (June 20-24)

Day (Date)	Topic: Activities and Grammar:	Assignments	Deadline
Monday, June 20, 2022 8:30-10:30 (30 minutes break) 11:00-1:00	Greeting and Introduction Introducing the syllabus Review activities and level check. Cultural competence check—respectful forms of Hindi verbs, adjectives, and nouns. Review and practice activities in the group, and presentational work	HA-1a Conversation HA-1b Listening HA-1c Speaking and Writing—Q&A HA-1d Review some common and direction words	Next day
Tuesday, June 21, 2022 8:30-10:30 (30 minutes break) 11:00-1:00	Asking and telling directions—vocabulary work. Work on the रिक्शा चालक/रिक्शे वाले से बात-चीत conversation—read and practice, Q&A on the conversation. Cultural inputs—regular and polite imperative forms. Practice and interpersonal activities in the group, and presentational work Role play activity	HA-2a Reading story—ट्रैफिक के नियम। HA-2b Review vocabulary and structure HA-2c Listening/reading conversation-2: रास्ता पूछना HA-2c Read grammar notes on the story—ट्रैफिक के नियम,	Next day
Wednesday, June 22, 2022 8:30-10:30 (30 minutes break) 11:00-1:00	Asking and telling directions ट्रैफिक के नियम। —vocabulary work and reading. Work on the Asking Direction conversation—read and practice. Q&A on the conversation and on the story—ट्रैफिक के नियम। Cultural inputs—regular and polite imperative forms. Practice and interpersonal activities in the group, and presentational work Role play activity	HA-3a Work on ट्रैफिक के नियम exercises on pages 4-7. Read a news report on BBC Hindi website and share it in the class tomorrow.	Next day
Thursday, June 23, 2022	Share/present the BBC news you read yesterday in the class.	HA-4: Complete Homework	Next day

8:30-10:30 (30 minutes break) 11:00-1:00	News reporting—structures and usage—news headlines फ़्लैट की खोज—conversation reading/listening—questions/discussions on vocabulary and structure usage. Reading story— ट्रैफिक के नियम Cultural points Individual and group activities and presentation/ role-play.	Assignment D: Translation on page 8. Prepare for Quiz-1 tomorrow	
Friday, June 24, 2022 8:30-10:30 (30 minutes break) 11:00-1:00	Quiz-1 Conversation practice—दैनिक उपयोग की चीज़ें खरीदना। Cultural Points Individual/group activities	HA-5a Read/listen— दर्ज़ी की दुकान में. Read दो सहेलियों की बातचीत HA-5b Read/listen to a BBC Hindi news to share/present in the class on Monday.	Monday

Week two (June 27-July 1)

Day (Date)	Topic: Activities and Grammar:	Assignments	Deadline
Monday, June 27, 2022 8:30-10:30 (30 minutes break) 11:00-1:00	Share the BBC Hindi news, important words, and grammar structure. फ़्लैट की खोज—conversation reading/listening— questions/discussions on vocabulary and structure usage. Discuss the story and work on exercises—दो सहेलियों की बातचीत Cultural points Individual and group activities and presentation/ role-play.	HA-6a Complete exercise on the story दो सहेलियों की बातचीत and read grammar notes and work on vocabulary. HA-6b Read online news to share in the class. HA-6c Read/listen to धोबी को कपड़े देना	Next day

		HA-6d Vocabulary review	
Tuesday, June 28, 2022 8:30-10:30 (30 minutes break) 11:00-1:00	Share the online Hindi news, and important words, and grammar structure. धोबी को कपड़े देना—conversation reading/listening— questions/discussion on vocabulary and structure usage. Discuss the story and work on exercises—दो सहेलियों की बातचीत food and cooking activities. Cultural points Individual and group activities and presentation/ role-play.	HA-7a work the exercises on दो सहेलियों की बातचीत HA-7b Read/listen to an online news item for class tomorrow. HA-7c Read/Listen डाकघर में। HA-7d Vocabulary and grammar/structure review.	Next day
Wednesday, June 29, 2021 8:30-10:30 (30 minutes break) 11:00-1:00	Share the online Hindi news, important words, and grammar structure. डाकघर—conversation reading/listening— questions/discussions on vocabulary and structure usage. Discuss the story and work on exercises—दो सहेलियों की बातचीत food and cooking activities. Cultural points Individual and group activities and presentation/ role-play.	HA-8a Complete exercises on दो सहेलियों की बातचीत HA-8b Read/listen to an online news item for class tomorrow. HA-8c Read/listen टेम्पो (ऑटो रिक्शा) वाले से बातचीत HA-8d Vocabulary and grammar/structure review.	Next day
Thursday, June 30, 2022 8:30-10:30 (30 minutes break)	Share the online Hindi news, and important words, grammar structure. टेम्पो (ऑटो रिक्शा) वाले से बातचीत— conversation reading/listening— questions/discussions on vocabulary and structure usage.	HA-9a Read/listen an online news item for class tomorrow. Prepare for Quiz-2 tomorrow	Next day

11:00-1:00	Discuss the story and work on exercises—दो सहेलियों की बातचीत food and cooking activities. Cultural points Individual and group activities and presentation/ role-play.		
Friday, July 1, 2022 8:30-10:30 (30 minutes break) 11:00-1:00	Quiz-2 Share the online Hindi news, important words, and grammar structure. कलकत्ता जाने के लिए आरक्षण करवाना—conversation reading/listening— questions/discussions on vocabulary and structure usage. Activities on the stories and conversation and grammar usage review.	HA-10a Read/Listen कलकत्ता जाने के लिए आरक्षण करवाना and रेलवे प्लैटफार्म पर बातचीत and the story आपका बंटी HA-10b Read/listen to an online news item for class on Monday HA-10c Vocabulary and grammar/structure review.	Monday

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 grading 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

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 spend around 4 hours of time every day completing the assignments and practicing the language. Use online resources to improve the script and come prepared for each and every class.

Important: Never hesitate to seek help from your instructional team at 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 some interesting Indian movies/serials 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 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

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.

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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 ([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