



## University of Wisconsin-Madison

**Advanced Hindi**, ASIANLANG 517 LEC-004(84684) & ASIANLANG 527 LEC-004 (84685)\*  
[\*THIS IS A TENTATIVE SYLLABUS, TO BE REVISED AFTER ASSESSING STUDENTS PROFICIENCY LEVELS ON MONDAY, JUNE 19]

### 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.

In this course, students will be trained not only in the contextual details and collocations of formal vocabulary of Hindi, but also in the most productive morphological processes for creating/expanding vocabulary items.

### Requisites

Students should have completed two semesters of Intermediate Hindi. Students will be administered a written proficiency exam on the first day of instruction for validating self-determined/selected enrollment in Advanced Hindi.

You will need to take OPI after the completion of the second semester—ASIANLANG-527.

### Meeting Time and Location

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

In-Person in **Room 483 Van Hise**

- **ASIANLANG 517: SU23 ASIALANG 517 004 DDD**

<https://canvas.wisc.edu/courses/356615>

- **ASIANLANG 527: SU23 ASIALANG 527 004 HDD**

**Instructional Modality:**

This course will meet synchronously in-person.

**Instructors & Faculty Assistants**

Mithilesh Mishra ([mishra@wisc.edu](mailto:mishra@wisc.edu))

**Instructor Availability**

Office hours will be conducted in-person daily.

Mithilesh Mishra's Office Hour 4-5 PM, M-F

[Subject to change if desired by students]

**Instructor Email/Preferred Contact**

Mithilesh Mishra (Email: [mishra@wisc.edu](mailto:mishra@wisc.edu)), contact by email

**Course Learning Outcomes**

The Advanced Hindi language course aims to develop students' language proficiency at an **Advanced Mid (minimally) to Advanced-High** (ideally) level according to ACTFL standards (see [www.actfl.org](http://www.actfl.org)). The order of emphasis given on the course is interpersonal communication, presentational speaking, interpretive reading, interpretive listening and presentational writing. At the end of the course, a student will be able to:

- Participate in conversations about topics that go beyond everyday life in an organized way with some details about events and experiences in various time frames, such as talking about current events discuss global issues, such as health, education and study programs, conduct or participate in interviews etc.
- Deliver organized presentations appropriate to an audience on a variety of topics, such as higher education or health issues in India, importance of certain social and cultural practices, present reasons for or against a position on political or social issues, provide explanation about a process or procedure, such as applying for college admission, scholarships, financial aids etc.
- Understand the main idea and some supporting details on a variety of topics of personal and general interest in newspapers, blogs, job descriptions, short stories, poems etc.
- Understand the main idea and supporting details of televised promotions, documentaries, movies, talk shows, drama serials and short interviews on topics of interest.
- Write on topics such as education, health, environment, sustainable development and community in an organized way in connected paragraphs at discourse level in various contexts, such as a brief summary of the plot of a movie or an episode of a TV show.

### **How Credit Hours are Met by the Course**

The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor and student meeting times (e.g., 4 hours of synchronous course sessions daily, 5 sessions per week), reading, writing, listening, speaking, and out-of-class homework and project activities.

### **Regular and Substantive Student-Instructor Interaction**

This course meets the regular and substantive student-instructor interaction requirement. By engaging students in teaching, learning and assessment through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content on a weekly basis. Regular and substantive student-instructor interaction, as defined by the US Department of Education (Within [34 C.F.R. §600.2](#)), is always a requirement of UW-Madison for-credit learning activities

## **Course Overview**

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

- **ASIANLANG 517: SU23 ASIALANG 517 004 DDD**

<https://canvas.wisc.edu/courses/356615>

- **ASIANLANG 527: SU23 ASIALANG 527 004 HDD**

<https://canvas.wisc.edu/courses/356618>

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

### **Required Textbook, Software & Other Course Material**

- Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010, 2016 (2nd ed.). Lakshi Publishers. Delhi, India.
- 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
- Handouts, texts and other supplementary instructional materials prepared by Mithilesh Mishra
- Selected films (one every week). You are expected to manage to access films BOTH on Netflix and on Amazon, either by personal subscription or with classmates.

### **Reference and Suggested texts and materials:**

- **Links to online dictionary (Shabdkosh):** <https://www.shabdkosh.com/>

### Online resources used in the course:

- **Dainik Bhaskar:** <https://www.bhaskar.com>
- **Prabhat Khabar:** <https://www.prabhatkhabar.com>
- **BBC Hindi Website:** <https://www.bbc.com/hindi>
- **Outlook Hindi News:** <https://www.outlookhindi.com/>

### Recommended Hindi fonts for typing: Adobe Devanagari, Nirmala UI, Mangal

### Homework & Other Assignments

The course has no quizzes. Instead, daily class presentations on assigned and/or self-selected topics will be graded as per the posted rubric. 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 on the course. The final exam will consist of a 1000-word written essay or a 10-12 minute long video submission. 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.

The written assignment should be neatly handwritten in double space and submitted to the instructor in class. The speaking assignments should be either directly recorded using Canvas media recording or any recording software and uploaded as a media file on the course site. A 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

*There are no quizzes in this course. Final exam too does not follow the format of traditional exam. A 1000-word paper or a 10-15 minute video submission on assigned topics will be treated as the final exam. There will be TWO such final exams, one in Week 4 and the other in Week 8.*

*One Weekly presentation in class will help students prepare both for the TWO class projects (in Week 4 and in Week 8) as well for the final exams.*

### Weekly Schedule

**A weekly schedule will be posted by Friday 5 pm every week (for the following week).**

### Important dates:

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

First Semester Final Project: **July 12** Wednesday

First Semester Final Exam (paper or video): **July 14** Friday

SAFLI Orientation: **July 20** Thursday

Week 8 Practice Exams: **August 9** Wednesday

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

Second Semester Final Exam (Paper or video): **August 11** Friday

[Note: All SASLI programs are organized on week 7 of the program on August 1 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 a recitation of a poem etc.]

**Sample Grid: Weekly Schedule (Plan): Week 1-2**

**Weekly Schedule (Plan):**

**Week one (June 19-23)**

Day (Date)	Topic: Activities	Assignments	Deadline
Monday, June 19, 2023  8:30-10:30  (30 minutes break)  11:00-1:00	Greeting and Introduction  Introducing the syllabus  Hindi Proficiency Exam (written and oral)	Reading comprehension 1a:  बातचीत 15- डॉक्टर के पास जाना  Read and record: Submit your recording of बातचीत 15  Writing assignment 1: Change the interactive dialogue in बातचीत 15 into a story/text form.  Culture assignment 1: based on conversation 15 and your own personal experiences, identify major differences related to health care in India and in the USA.	Next day

<p>Tuesday, June 20, 2023</p> <p>8:30-10:30</p> <p>(30 minutes break)</p> <p>11:00-1:00</p>	<p>Review of Proficiency exam.</p> <p>Q&amp;A: anything related to Conversation 15</p> <p>Presentation 1: based on Culture assignment 1</p> <p>Online news reading: conversation and exercises.</p> <p>Listening activity: conversation 15 and online clips.</p> <p>Introduce Text 1: इस शहर के लोग</p>	<p>Reading comprehension:</p> <p>बातचीत 17- मौसम</p> <p>Read and record: Submit your recording of बातचीत 17</p> <p>Writing assignment 2: Change the interactive dialogue in बातचीत 17 into a story/text form.</p> <p>Writing assignment 3: Journal 1: Write 15-20 sentences on a topic of your own interest.</p> <p>Culture assignment 2: based on conversation 17, identify major differences related to weather and weather talk in India and in the USA.</p> <p>Reading assignment: Pages 1-2 of Text 1: इस शहर के लोग</p>	<p>Next day</p>
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Wednesday, June 21, 2023	Q&A: anything related to Conversation 17	Writing assignment 4: Journal 2: Write 15-20 sentences on a topic of your own interest.	Next day
8:30-10:30	Presentation 2: based on Culture assignment 2	Culture assignment 3: based on pp 1-2 of इस शहर के लोग, identify the socio-economic challenges faced by a middle-class family in a city.	
(30 minutes break)	Online news reading: conversation and exercises.	Reading assignment: remaining pages of Text 1: इस शहर के लोग	
11:00-1:00	Listening activity: conversation 17 and online clips.  Discussion and vocab review based on इस शहर के लोग- pages 1-2		

Thursday, June 22, 2023	Q&A: anything related to Text 1- इस शहर के लोग	Writing assignment 5: Journal 3: Write 15-20 sentences on a topic of your own interest.	Next day
8:30-10:30	Presentation 3: based on Cultural assignment 3	Culture assignment 4: based on	
(30 minutes break)	Online news reading: conversation and exercises.	इस शहर के लोग, describe the problem of corruption in India (especially in workplace).	
11:00-1:00	Listening activity: Text 1 and online clips.  Discussion and vocab review based on इस शहर के लोग (the whole text)		



Friday, June 22, 2023	Review of everything learnt this week.	Reading assignment: Text 2: चिड़िया और चील (entire text)	Monday
8:30-10:30	Presentation 4: based on Cultural assignment 4	Structure assignment 1: based on students' presentations and performance this week.	
(30 minutes break)	Online news reading: conversation and exercises.	Film to watch: डोर  (Available on YouTube without subtitles, on Netflix with subtitles).	
11:00-1:00	Listening activity: Text 1 and online clips.  Comprehensive vocab and structure review	Writing assignment 6: Journal 4: Write a summary (20-25 sentences) of film डोर	

**Week Two (June 26- June 30)**

Day (Date)	Topic: Activities	Assignments	Deadline
<p>Monday, June 26, 2023</p> <p>8:30-10:30</p> <p>(30 minutes break)</p> <p>11:00-1:00</p>	<p>Conversations about</p> <p>a. weekend activities</p> <p>b. Film डोर</p> <p>c. topics selected by students</p> <p>On-demand structure review (any topic)</p> <p>Review of Week 1 vocabulary and cultural practices.</p> <p>Q&amp;A: Conversation 18-</p> <p>साइकिल की चोरी</p> <p>Presentation 5: based on Culture assignment 5</p> <p>Online news reading: conversation and exercises.</p> <p>Listening activity: conversation 18 and online clips.</p> <p>Q&amp;A: Text 2: चिड़िया और चील</p>	<p>Reading comprehension:</p> <p>बातचीत 18- साइकिल की चोरी</p> <p>Read and record: Submit your recording of बातचीत 18</p> <p>Writing assignment 7: Change the interactive dialogue in बातचीत 18 into a story/text form.</p> <p>Writing assignment 8: Journal 5: Self-selected topic</p> <p>Culture assignment 5: Police-public interactions in India and in the USA.</p> <p>Reading assignment: बातचीत 19: दुर्घटना</p>	<p>Next day</p>

<p>Tuesday, June 27, 2023 8:30-10:30 (30 minutes break) 11:00-1:00</p>	<p>Q&amp;A: Conversation 19</p> <p>Presentation 6: based on Culture assignment 5</p> <p>Online news reading: conversation and exercises.</p> <p>Listening activity: conversation 19 and online clips.</p> <p>Presentation 6: Self-selected text or video clip</p>	<p>Writing assignment 9: Change the interactive dialogue in बातचीत 19 into a story/text form.</p> <p>Writing assignment 10: Journal 6- Self-selected topic</p> <p>Culture assignment 6: Police-public interactions in India and in the USA (continued).</p>	<p>Next day</p>
<p>Wednesday, June 28, 2023 8:30-10:30 (30 minutes break) 11:00-1:00</p>	<p>Presentation 7: based on Cultural assignment 6</p> <p>Online news reading: conversation and exercises.</p> <p>Listening activity: conversation 19 and online clips.</p> <p>Discussion and vocab review based on चिड़िया और चील</p> <p>Presentation 8: Self-selected text or video clip</p> <p>On-demand structure review</p>	<p>Writing assignment 11: Journal 7: Write 15-20 sentences on a topic of your own interest.</p> <p>Culture assignment 7: based on Text 2, identify the issues related to parent-child interaction and/or cultural significance of education in India.</p>	<p>Next day</p>

<p>Thursday, June 29, 2023</p> <p>8:30-10:30  (30 minutes break)</p> <p>11:00-1:00</p>	<p>Presentation 9: based on Cultural assignment 7</p> <p>Online news reading: conversation and exercises.</p> <p>Listening activity: online clips.</p> <p>Presentation 10: Self-selected text or video clip.</p> <p>Exercises 4-5 after Text 2: चिड़िया और चील</p>	<p>Writing assignment 12: Journal 8: Write 15-20 sentences on a topic of your own interest.</p> <p>Culture assignment 8: Stereotypical image of an NRI in India</p> <p>Writing assignment 13: Ex 7-8: Text 2: चिड़िया और चील</p>	<p>Next day</p>
<p>Friday, June 30, 2023</p> <p>8:30-10:30  (30 minutes break)</p> <p>11:00-1:00</p>	<p>Review of everything learnt this week.</p> <p>Presentation 11: based on Culture assignment 8</p> <p>Online news reading: conversation and exercises.</p> <p>Listening activity: Text 1 and online clips.</p> <p>Comprehensive vocab review in formal and informal contexts.</p>	<p>Reading assignment: Text 3: लेखिका  (entire text)</p> <p>Structure assignment 2: based on students' presentations and performance this week.</p> <p>Film to watch:  धनक  (available on Netflix).</p> <p>Writing assignment 14: Write a summary  (20-25 sentences) of film धनक</p>	<p>Monday</p>

## Grading

**Note:** This course includes material and instruction for two semesters, resulting in two separate final grades.

## Grading

### Grading scale

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

Your final grades will be calculated on the following categories:

Attendance 10%	Class Participation 10%	Assignments 20% (Including online and other speaking, listening, reading and journal writing)
Weekly Class Presentations 20% (Individual)	Daily Journal writing 20%	Final Exam: A paper or a Video submission 20%

All assignments must be done in the required format (as announced on class course site) and must be submitted on time. Unexcused late assignments will receive lowered points or grades. Students who anticipate an absence on the day an assignment is due, or a conflict between the schedule for this course and other schedules, should discuss the situation with me in advance, and arrange for alternative submission date. Late, incomplete, and missed assignments will adversely affect your final grade. Final grades will not be curved. **IMPORTANT:** Attendance and class participation constitute 20% of your final grade.

## Course Policies

**Attendance:** 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:

- One absence per semester is permissible, resulting in no grade deduction.
- 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.

Please see the grade rubric in your course syllabus for an explanation of your course grade.

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 schedule 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 what to do when testing positive.

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.

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.

#### **Additional Notes:**

- You may request remote attendance 24 hours in advance of a class session in the case of illness/emergency. Asynchronous make-up assignments may also be granted by the instructor and administrative team *on a temporary basis* in case of illness/emergency. Remote instruction/asynchronous make-up work may not exceed 2 days without administrative approval. It is the responsibility of the student to communicate early and often when missing class or coursework due to absence.
- 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 ([sbeckham@wisc.edu](mailto:sbeckham@wisc.edu)) at the beginning of the semester.
- If you are absent due to an illness or emergency, you are also required to contact the SASLI Academic Director, Sarah Beckham ([sbeckham@wisc.edu](mailto:sbeckham@wisc.edu)). You may also be required to submit necessary documentation.

#### **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 acquire vocabulary of formal register of Hindi by online reading of authentic texts, especially online newspapers. You need to spend around 3-4 hours of time every day to complete the assignments and practice the language. Use online resources to improve the script and come prepared for 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.

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](#))

### **[UW Land Acknowledgement Statement](#)**

### **[Academic Calendar & Religious Observances](#)**