University of Wisconsin-Madison

Elementary Hindi
ASIANLANG 317 LEC 004 (408609) & ASIANLANG 327 LEC 004 (408639)

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 script, basic vocabulary, elementary level of grammar and help develop your communication skills to develop functional abilities in the language in all four skills—listening, speaking, reading, and writing—you would need to participate and interact with your peers in the class. In addition to learning the language, you would be able to know some important things about the region, culture, and etiquette. The focus would be on developing the basic situational and contextual use of the language.

Requisites
There are no prerequisites for this course. Only SAFLI and PGO students will take the OPI after the completion of the second semester—ASIANLANG-327.

Meeting Time and Location
8:30-1:00 pm CST, M-F
Class will meet in room 159 Van Hise
Canvas URL:
ASIALANG317: First Semester South Asian Language (004) DDD SU24 (wisc.edu)
ASIALANG327: Second Semester South Asian Language (004) HDD SU24 (wisc.edu)

Instructional Modality: Synchronous: In-person only
This course will meet synchronously.

Instructor:

Instructor Title and Name:
Syed Ekhteyar Ali (seali@wisc.edu)

Instructor Availability
Office hours will be conducted in-person daily, or virtually upon students’ request
Office Hour 2:00-3:00 pm (Room Medical Science Center 551)
Instructor Email/Preferred Contact:
Syed Ekhteyar Ali (Email: seali@wisc.edu), contact by email.

Course Learning Outcomes
This course aims to develop students’ proficiency to an approximately low intermediate level as defined by the ACTFL standard for language learning. A successful completion of these two semesters intensive course would enable the students to perform the following functions with contextually and culturally appropriate language:

- introduce themselves, their family members, and engage in basic participatory conversations on the topics such as daily life, home, family, food, school, work, 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).
- plan a trip and arrange tickets, accommodation, and local sightseeing tours, taxi rides, etc.
- ask and tell directions, order a simple meal, invite friends, accept and decline invitations.
- describe their present and most recent job and activities, familiar persons and places, etc.
- compare two places, things, etc.
- talk about their childhood memories, likes, dislikes, schedules, etc.
- share their experiences and facts about past trips, and activities.
- read and understand signs, restaurant menus, invitations, level-appropriate target language texts, news headlines, etc.
- listen and comprehend the simple level-appropriate authentic materials on the above topics.
- write simple compositions on the above topics in simple connected sentences and paragraphs.
- 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.

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
ASIALANG317: First Semester South Asian Language (004) DDD SU24 (wisc.edu)
ASIALANG327: Second Semester South Asian Language (004) HDD SU24 (wisc.edu)

Required Textbook, Software & Other Course Material
- Elementary Hindi by Richard Delacy and Sudha Joshi, Turtle Publishing
- Elementary Hindi Workbook by Richard Delacy and Sudha Joshi, Turtle Publishing
- Introduction to Hindi Grammar by Usha Jain, University of California, Berkeley
Recommended Dictionary:
- Oxford Online Hindi-English Dictionary: https://dsal.uchicago.edu/dictionaries/mcgregor/
- Shabdkosh: https://www.shabdkosh.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

You will be assigned homework in each class that would require about four hours of your time, and you 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. Some assignments will be given just for completion and will not be graded to prepare you for the next class, and if you don't complete them on time, you are likely to have issues in engaging with the class activities. All the online writing assignments should be submitted in a pdf format; no other document type is acceptable. Please check you canvas course site to know the assignment details and their submission modes.

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.

Exams, Quizzes, Papers & Other Major Graded Work

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.

Weekly Schedule
First semester starts on June 17, 2024 and ends on July 12, 2024
Second semester starts on July 15, 2024 and ends on August 9, 2024

*Important dates:
- Monday 6/17, 2pm CST, SASLI Student Orientation with lunch
- Thursday 7/4, no class
- Week 5 7/18, 10am-4:15pm CST, SAFLI Orientation
- Week 7, Wednesday 7/31, 1:30pm CST, All-SASLI Program with lunch

Last updated: February 2024
- Week 8 practice exams
- Quiz Dates: Quiz-1 **June 21**, Quiz-2 **June 28**, Quiz-3 **July 5**, Quiz-4 **July 19**, Quiz-5 **July 26**, Quiz-6 **August 2**
- Week 8 practice exams
- First Semester Final Project: **July 10** Wednesday
- First Semester Final Exam: **July 12** Friday
- Second Semester Final Project: **August 7** Wednesday
- Second Semester Final Exam: **August 9** Friday

**Sample Grid: Weekly Schedule (Plan)—for two weeks**

**Week-1 schedule:**

<table>
<thead>
<tr>
<th>Day &amp; Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td>Welcome, introduction, syllabus, words and their order in a sentence, auxiliary (present)</td>
<td>Watch the script video to learn and practice writing. Complete script section on the Canvas—introduction to Devanagari script up to semivowels. Complete the Canvas modules—lecture: personal pronouns, simple present ‘to be’ and comprehension check.</td>
<td>Complete by: Before the Next class</td>
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<tr>
<td>June 17, 2024</td>
<td>Break 10:30 – 11:00</td>
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<tr>
<td>8:30 - 10:30</td>
<td>Script—sound and symbol relationship, activities—learn to write your and other’s name, some important introduction and question words</td>
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<td>11:00 – 1:00</td>
<td>Warm up and review activities—ask and tell, basic sentences, writing letters, names, finding equivalents. Individual pronunciation practice: sounds (consonants and vowels), important words, days and cardinal numbers (1 to 10), and interactive speaking activity on introduction (getting to know others).</td>
<td>Complete script section on the Canvas—Conjunct and Nasals, reading practice-1. Complete the Canvas modules—lecture: yes/no questions, affirmations &amp; negations, and demonstratives. Read textbook lessons 1 to 3 and listen to the audio while reading the conversation and complete the workbook activities 1.1 to 2.5 (pages 1 to 8).</td>
<td>Complete by: Before the Next class</td>
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<td><strong>Tuesday</strong></td>
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<tr>
<td>June 18, 2024</td>
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<td>8:30 – 10:30</td>
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<tr>
<td>Break: 10:30 – 11:00</td>
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<tr>
<td>11:00 – 1:00</td>
<td>Some basic verbs and their polite/formal imperative forms, giving</td>
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<tr>
<td>Day</td>
<td>June 19, 2024</td>
<td>June 20, 2024</td>
<td>June 21, 2024</td>
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<td><strong>Wednesday</strong></td>
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<td>8:30 - 10:30</td>
<td>8:30 - 10:30</td>
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<tr>
<td>Break:</td>
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<td>11:00 – 1:00</td>
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<tr>
<td><strong>Instruction</strong></td>
<td>Warm up and review activities—short introduction practice/roleplay, and pronunciation practice in group. Negative and interrogative words and sentences. Work on and share family information. Break: 10:30 – 11:00 Writing practice—classroom, family words, and verbs, and dictation. Reading some words on BBC Hindi website, and grammar rules male/female nouns, use of particles—का, के की (‘of’—possession)</td>
<td>Read Usha Jain’s Introduction to Hindi Grammar pages 20-29 on Nouns. Complete the Canvas module—Lecture: Existentials and Plural Nouns, and complete Comprehension check: Plural Nouns. Complete the Canvas reading 2 and 3. Review script—practice to memorize sound and symbol relationship, and writing rules. Read Delacy’s lesson 4 and complete the workbook activities 4.1 to 4.4.</td>
<td>Complete by: Before the Next class</td>
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<tr>
<td><strong>Thursday</strong></td>
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<td>8:30 - 10:30</td>
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<td>Break:</td>
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<tr>
<td><strong>Friday</strong></td>
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<td>8:30 - 10:30</td>
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<tr>
<td>Break:</td>
<td>10:30 – 11:00</td>
<td>10:30 – 11:00</td>
<td>10:30 – 11:00</td>
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<td>11:00 – 1:00</td>
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<tr>
<td><strong>Instruction</strong></td>
<td>Warm up and review: Sound and symbol relationships, grammar. Conversation practice—introduction. Break: 10:30 – 11:00</td>
<td>Read Usha Jain’s grammar book chapter 5 &amp; 6 (Impressive forms and Interrogatives) Complete the Canvas module—Possessive adjectives and complete</td>
<td>Complete by: Before the Next class</td>
</tr>
</tbody>
</table>
Quiz-1 Writing and Oral Reflections | Comprehension check: Possessive Adjectives. Review script, sound symbol relationship and watch the writing video.

**Week-2 schedule:**

<table>
<thead>
<tr>
<th>Day &amp; Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday June 24, 2024</td>
<td>Warm up and review—script, sound &amp; symbol relationships. Introduction and Family. Work on your family description.</td>
<td>Complete Usha Jain’s grammar book chapter 7 &amp; 8 on Postpositions and possessive forms (Pages 68-81) Complete the Canvas module on Oblique Adjectives and Pronouns, and Comprehension check: Oblique Adjectives and Pronouns. Write your introduction in some details. Review vocabulary and structures you learned in the class.</td>
<td>Complete by: Before the Next class</td>
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<tr>
<td>Break: 10:30 – 11:00</td>
<td>Break: 10:30 – 11:00</td>
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<tr>
<td>11:00 – 1:00</td>
<td>Interpersonal activities on Family, exchange family information, ask and answer questions on family. Dictation and conversation on Family</td>
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<tr>
<td>Tuesday June 25, 2024</td>
<td>Warm up and review—script, school vocabulary and grammar points. Work on describing your school. Share your description, ask and answer question on school, learn, review and practice pronunciation and sentence structures.</td>
<td>Review vocabulary and structures. Start working on your school descriptions. Practice reading on BBC Hindi website and note down some new words and bring them to the class to share.</td>
<td>Complete by: Before the Next class</td>
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<tr>
<td>Break: 10:30 – 11:00</td>
<td>Break: 10:30 – 11:00</td>
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<td>11:00 – 1:00</td>
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<tr>
<td>Wednesday June 26, 2024</td>
<td>Warm up and review activities—script, vocabulary and structures. Describe your home and share. Ask and answer questions, dictation and reading in group from BBC Hindi</td>
<td>Read lessons 5 &amp; 6 from Delacy’s book and complete workbook activities 5.1, 5.2, 6.1 through 6.5. Work on your home descriptions. Read a news on BBC Hindi website</td>
<td>Complete by: Before the Next class</td>
</tr>
<tr>
<td>Day</td>
<td>8:30 - 10:30</td>
<td>10:30 – 11:00</td>
<td>11:00 – 1:00</td>
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<tr>
<td>Thursday</td>
<td>Warm up and review activities—script, vocabulary and structures. Describe your city, include some attractions and important things.</td>
<td>Break 10:30 – 11:00 Share your city description. Learn and practice pronunciation of the new words.</td>
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<tr>
<td>June 27, 2024</td>
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<tr>
<td>Friday</td>
<td>Review and warm up activities—script, vocabulary and structures. Ask and answer questions on the weekly themes/topics.</td>
<td>Quiz-2 (written and oral) Group work and share your reflections</td>
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<tr>
<td>June 28, 2024</td>
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**Grading**

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

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>AB</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>80-86%</td>
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<tr>
<td>BC</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>70-76%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
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</tbody>
</table>

**Grading System**

Your final grades will be calculated on the following categories:

<table>
<thead>
<tr>
<th>Attendance 5%</th>
<th>Class Participation 15%</th>
<th>Homework Assignments 20% (including online and other speaking, listening, reading and writing)</th>
<th>Final Exam 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Project/Presentation/Role play 20% (Individual and collaborative)</td>
<td>Quizzes 20%</td>
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</tbody>
</table>

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.

**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 instructor and administrative program staff in a timely manner to find appropriate and reasonable accommodations while maintaining the rigor and schedule of our intensive courses. 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 observance in the 8-week summer term.

**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. Make-up assignments granted by the instructor and administrative team in case of illness/emergency may not exceed 2 days without administrative approval.
- 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 must align with the course schedule and deadlines and must not place an undue burden on instructors to provide alternative make-up assignments.
- 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) 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). You may also be required to submit necessary documentation.
WISLI Technology Policy
There are many helpful online tools available to language learners and it is expected that these tools are used responsibly and in alignment with UW-Madison expectations of academic integrity. Do not use translation software such as Google Translate or AI tools such as Chat GPT unless your instructor directs you to use these tools for assignments or projects. And in these instances, these types of tools are only to be used in the manner permitted by the instructor. Ask your instructor for clarification if you have any questions about what is allowed.
Additional information on UW-Madison policy regarding use of generative artificial intelligence is available here: https://conduct.students.wisc.edu/artificial-intelligence/.

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
Please complete and turn in all the work on time, actively engage in the in-class activities, visit during office hours for personalized help, make full use of the learning materials and opportunities.

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/.

The Office of Student Assistance and Support (OSAS): OSAS is a primary resource for students navigating personal, academic, or health issues to get the help they need, whether that be on campus or in the community. The office also serves as a central location for reporting bias concerns and general complaints. OSAS is located in Bascom Hall and can be contacted at 608-263-5700. Their website is: https://osas.wisc.edu.
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/

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