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

Course Designations and Attributes
General Education

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

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

Requisites
It is expected that you will have already taken the equivalent of 1 academic year of Elementary or 1 academic year of Intermediate Hindi or by placement test conducted by the instructor. You need to have approximately reached at Intermediate Low or Advance Low (ACTFL) level.

Meeting Time and Location
8:30-1:00 pm CST, M-F,
L173, Education

https://canvas.wisc.edu/courses/408731
https://canvas.wisc.edu/courses/408755
Instructional Modality: Synchronous: (In-person)
This course will meet synchronously.

Instructor Title and Name
Hindi Lecturer Rashmi Sharma (Ph.D)

Instructor Availability
Monday - Thursday: 2:00-3:00 pm CST
L50-04K, Pyle Center, 702 Langdon Street (in-person)
https://uwmadison.zoom.us/j/6763605320 (Online)

Instructor Email/Preferred Contact
rsharma69@wisc.edu

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

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

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
https://canvas.wisc.edu/courses/408731
https://canvas.wisc.edu/courses/408755
https://canvas.wisc.edu/courses/408228
https://canvas.wisc.edu/courses/408236

Required Textbook, Software & Other Course Material

• A collection of Texts. Prepared by Mithilesh Mishra
• Theme based vocabulary and affixes of Hindi. Mithilesh Mishra and Awadhesh Mishra. 2010. Lakshi Publishers. Delhi, India
• Intermediate Hindi by Yamana Kacharu and Rajeshwari Pandharipande, Motilal Banarasidass.
• Advanced Hindi Grammar. Usha R. Jain, University of California, Berkeley, 2007

Reference Book:
• Introduction To Hindi Grammar, Usha R. Jain, University of California, Berkeley, 1995

Dictionaries (recommended):

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

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

- Shabdkosh: [www.shabdkosh.com](http://www.shabdkosh.com)
- UT-Austin Flagship: [http://hindiurduflagship.org](http://hindiurduflagship.org) (See interviews, learning materials, and lectures under “Resources”)
- Digital Dictionaries of South Asia: [http://dsal.uchicago.edu/dictionaries/](http://dsal.uchicago.edu/dictionaries/)
- Hindi Central: [http://www.hindicentral.com](http://www.hindicentral.com)
- Quizlet: [https://quizlet.com/](https://quizlet.com/)
- Frances Pritchett’s page: [http://www.columbia.edu/itc/mealac/pritchett/00fwp/](http://www.columbia.edu/itc/mealac/pritchett/00fwp/)
- MSU Hindi-Urdu site: [http://hindiurdu.net](http://hindiurdu.net)

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

[https://lftic.lili.hawaii.edu/culture/mod/H/](https://lftic.lili.hawaii.edu/culture/mod/H/)

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 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.**

*All the assignments should be submitted on Canvas, or by hand direct to the Teacher. (to be discussed with the students)*

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

**Class Presentation:** You need to complete 2 Presentations, in the last week of the first and second semester. 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:** The final exams and the quizzes will be cumulative and cover all previous and new material, themes, grammar, structure, vocabulary, and usage. The final exam will have listening and speaking components as well, and you need to complete the speaking part one-on-one as decided/scheduled by the instructor. The quizzes may also have speaking and listening components. The final exams and quizzes will be completed synchronously.

**Course Calendar**

- 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

**Dates of quizzes, exams, and any other major course submission deadlines**

- **Quiz-1** June 21, **Quiz-2** July 28, **Quiz-3** July 05, **Quiz-4** July 19, **Quiz-5** July 26, **Quiz-6** August 02
- Final Project Draft Submission Deadline: July 8 Monday
- First semester Final Presentation: July 11 Thursday
- First Semester Final Exam: July 12 Friday
- Second Semester Final Exam: August 08 Thursday
- Second semester Final Presentation: August 09 Friday
- Final Project Draft Submission Deadline: August 05

[Note: The All-SASLI program is organized on Week 7 of the program, July 31 Wednesday at 1:30 pm (CST), to showcase what students can do in the target language. Participation in the All-SASLI program is mandatory for all students. The program showcases performances or talents of students in the target language as an individual (if you are the only student in the class) or as a group. The performance can be an interview, a tv show, a song, a skit, or recitation of a poem etc.]

**Weekly Plan**

**Week - 1**

<table>
<thead>
<tr>
<th>Day (Date)</th>
<th>Topic (Students can prepare before class or expect in the class)</th>
<th>Assignments (Page number, online resources, materials, etc.)</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>Monday 06-17-2024 08.30 -10.30</td>
<td>Introduction, Syllabus and overview of learning, teaching strategies and Placement. Break <strong>Conversation/Debate:</strong> Conversation with Autowala (Role play) <strong>Grammar review:</strong> Review of Devanagari Script, Noun, Pronoun, Adjectives, Verb ‘To be’ Present &amp; Past</td>
<td>All these assignments should be prepared and read by students before (at least one day) the classes. Read Chapter -1 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010 Read Chapters – 1,2,3,4 and 16 from Introduction to Hindi Grammar by Usha R. Jain</td>
<td>Next Day</td>
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<td>10.30 -11.00 11.00 –12.00 12.00-13.00</td>
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<td>Tuesday</td>
<td>Grammar: Review of Verb Forms: imperative, habitual, progressive)</td>
<td>Read Chapters – 5, 9, 12, 17 and 18 from Introduction to Hindi Grammar by Usha R. Jain 1995</td>
<td>Next Day</td>
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<tr>
<td>06-18-2024</td>
<td>08.30 -09.30 Review of vocab and structure from बातचीत- 1 Daily routine, Role play based on बातचीत -1</td>
<td>Read Vocabulary of Chapter – 1 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010</td>
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<td>09.30 -10.30 Break</td>
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<td>11.00 -12.00 Journal: Introduction: write about yourself, your family or your friend’s family.</td>
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<td>12.00 -13.00</td>
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<td>06-19-2024</td>
<td>08.30 -09.30 Conversation: In the Restaurant</td>
<td>Read Chapter -3 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010</td>
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<td>09.30 -10.30 Break</td>
<td>Read Vocabulary of Chapter – 2 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010</td>
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<td>10.30 -11.00 Role play: Review of vocab and structure from conversation -2 Role play based on conversation-2</td>
<td>Write 15-20 sentences</td>
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<td>11.00 -12.00 Journal: Transportation in India</td>
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<tr>
<td>Thursday</td>
<td>Grammar: Oral Review of Future and subjunctive followed by exercises</td>
<td>Read Chapters – 21 and 35 from Introduction to Hindi Grammar by Usha R. Jain 1995</td>
<td>Next Day</td>
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<tr>
<td>06-20-2024</td>
<td>08.30 -09.30 Vocabulary: Basic household vocabulary, important words from conversation and Interjections</td>
<td>Make a list of things around you and important words for you</td>
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<td>09.30 -10.30 Break</td>
<td>Prepare a presentation about your journal after corrections.</td>
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<td>10.30 -11.00 Oral Presentation: Student will share about their journal</td>
<td>Read Vocabulary of Chapter – 3 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010</td>
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<td>11.00 -12.00 Role play: Review of vocab and structure from बातचीत- 3, Role play based on बातचीत -3</td>
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</table>
### Weekly Quiz:
This quiz will be based on classes and study material we learned during the week.

#### Weekly Meeting
Prepare all learned and practiced material from the whole week for weekly quiz on Friday.

#### Weekly Project
Prepare Hindi Project assigned you.

### Weekend Activity/ Home Work:
Watch on YouTube “Indian Masala Tea”
*List ‘can do’ statements (in English and in Hindi)

### Topic:
My favorite Indian food

### Assignments:
Read Chapters – 7, 8, 10 and 14 from Introduction to Hindi Grammar by Usha R. Jain 1995
Read Chapter –4 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010
Write 15-20 sentences.

### Deadlines:
Next Day
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<td>11.00 -12.00</td>
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<td>08.30 -09.30</td>
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<td>10.30-11.00</td>
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<td>12.00 -13.00</td>
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<td>Wednesday 06-27-2024</td>
<td>Film Review:</td>
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<td>Write 2 pages about the conversation (culture, society, language, plot, music etc.)</td>
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<td>08.30 -09.30</td>
<td>Vocabulary: important words from conversation, cooking verbs, Useful phrases and Idioms</td>
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<td>Make a list of phrases and idioms which you use in your Hindi conversation</td>
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<td>09.30 -10.30</td>
<td>Break</td>
<td></td>
<td>Prepare a presentation about your journals after correction</td>
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<td>10.30-11.00</td>
<td>Oral Presentation: Student will share about their journal writing</td>
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<td>Read Vocabulary of Chapter – 6 from Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra.2010</td>
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<tr>
<td>11.00-12.00</td>
<td>Role play: Review of vocab and structure from बातचीत- 5, Role play based on बातचीत -5</td>
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<td>12.00-13.00</td>
<td>Movie Time:</td>
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<td>Thursday 06-28-2024</td>
<td>Weekly Quiz: This quiz will be based on classes and study material we learned during the week.</td>
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<td>*Prepare all learned and practiced material from the whole week for the weekly quiz on Friday Prepate a Hindi Project assigned to you.</td>
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<td>08.30 -09.30</td>
<td>Dictation/ Pronunciation:</td>
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<td>09.30 -10.30</td>
<td>Break</td>
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<tr>
<td>10.30-11.00</td>
<td>Hindi Project</td>
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<tr>
<td>11.00 -12.00</td>
<td>Weekly Meeting</td>
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<td>12.00 -13.00</td>
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<tr>
<td>Friday 06-29-2024</td>
<td>Weekend Activity/ Home Work: Watch on Youtube “Poha”</td>
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<td><a href="https://www.youtube.com/watch?v=8LwYrE7PaC0">https://www.youtube.com/watch?v=8LwYrE7PaC0</a></td>
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<tr>
<td>08.30 -09.30</td>
<td>*List ‘can do statements (in English and in Hindi)</td>
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<td>Watch the recipe and write in your note book. Try in your kitchen to make a video or click photos to show in the class.</td>
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<td>09.30 -10.30</td>
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<td>10.30-11.00</td>
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<td>12.00 -13.00</td>
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</table>
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>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>AB</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>80-86%</td>
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<tr>
<td>BC</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>70-76%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
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<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>Category</th>
<th>Weightage</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Class Project/Presentation (Individual and collaborative)</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</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 deducted points or grades. Students who anticipate an absence on the day an assignment is due, or a conflict between the schedule for this course and other schedules, should discuss the situation with me in advance, and arrange for an alternative submission date. Late, incomplete, and missed assignments will adversely affect your final grade.

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

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

Homework Assignments: You will be assigned homework in each class and are expected to submit it on time on the agreed date. Your work is factored into planning for future classes; therefore, timely completion of all assigned homework will allow instructors to more accurately gauge student progress and effectively utilize class time. You can expect the instructor to correct your homework and return them before your following quiz date and review during virtual office hour meetings.

Each week you will be assigned a task to prepare during weekends. You may be assigned to prepare for a roleplay or presentation in class for the following week. The online assignments must be completed on the course site on time; late submission or failure to complete/submit will adversely affect your grade. The schedule for assignments will be announced in the class or 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 in person or on the Canvas course site and you will have the opportunity to discuss feedback received during the virtual office hours. Please note homework assignments count towards 20% of your grade.
**Class Project:** You need to complete two presentations, first in the fourth week of the program, and the second in the last week. The details will be provided.

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

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

Note: Final grades will not be curved.

**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/](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](https://www.uhs.wisc.edu/). 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**

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

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

Students may find the following campus resources helpful in aiding their success in the SASLI program:

**University Health Services** (UHS) is the UW-Madison student health center with a mission “to enhance learning and student success by promoting, protecting, and restoring the health and well-being”. Please visit their website: [https://www.uhs.wisc.edu/](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**