University of Wisconsin-Madison
ASIALANG 317 & ASIALANG 327

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

Course Designations and Attributes
General Education

Course Description
Nepali is the national language of the Himalayan Kingdom, Nepal. It is the mother tongue for the majority of the population and lingua franca for many more. According to the 2011 national census, 44.6 percent of the population of Nepal speaks Nepali as the first language and 32.8 percent speak Nepali as a second language. It is also an official language of Nepal.

Nepali is spoken in many Himalayan areas outside of Nepal, including Sikkim, Assam, Darjeeling, Dehradun, Kumaun, and Garwal in India, as well as in Bhutan. Nepali is an Indo-European language derived from Sanskrit.

Laxmi Prasad Devkota, Bhanu Bhakta Acharya and Lekh Nath Paudyal established Nepali as a literary language. Today, Nepali literature is alive and growing with many young authors finding a voice through it. Nepali, a language of the highest mountains of the world, is the song of those who look for Yati or seek Shangri-la. It is also the language of the mountain people who endlessly toil to reap a harvest beneath the shadow of Sagarmatha, Mt. Everest.

This course is intended for beginners of the Nepali language. The emphasis is given on basic grammar, speaking, and comprehension skills, using culturally appropriate materials and texts. Devanagari script for reading and writing is also introduced.

Requisites
None

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

Instructional Modality: Synchronous
Remote
Instructors
Hom Acharya, ED. D
Lecturer
hacharya2@wisc.edu

Course Learning Outcomes
Upon completion of the course the students should be able to demonstrate proficiency in the following task-oriented communicative skills:

- Greeting and introduction each other, and introducing family and friends
- Identify, pronounce and write Devanagari consonants, vowels, and compound letters
- Write simple words and sentences using Devanagari script
- Read and comprehend simple Nepali words and simplified text
- Identifying elementary grammatical structures
- Translate simple Nepali sentence into English and vice versa
- Identifying and describing people, places and things
- Counting numbers, dates, time, money, etc.
- Giving and following simple directions
- Use the language to meet basic needs in a familiar situation and use language to communicate at school, work, and community.
- Have a simple conversation on a number of everyday topics, talk with someone about family, friends and household tasks, hobbies and interests, and work.
- Ask and answer questions on functional information that is related to their studies and research plan.
- Discuss their vacation plans, study plans and their academic and professional experience in the class
- Ask and answer questions on functional information that is related to their studies and research plan.
- Write a daily journal

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**

**Canvas Link:**

https://canvas.wisc.edu/courses/408623

https://canvas.wisc.edu/courses/408653

**Zoom:**

Click on the Zoom link on Canvas to access your class.

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

Oja, Shambhu & Oja Banu (2004), Nepali: A Beginner’s primer conversation and grammar, Ithaca, NY: Department of Asian Studies, Cornell University, Southeast Asia Program. (South Asia Program © 3rd edition $15 plus shipping and tax (or as a set with the Glossary: $25.00 plus shipping and tax)

Oja Shambhu, Oja Banu, Turin Mark & Uphoff Elisabeth (2004), Nepali English and English Nepali Glossary, Ithaca, NY: Department of Asian Studies, Cornell University, Southeast Asia Program. (South Asia Program © second edition, June 2004. $15.00 plus shipping and tax (or with the Beginner's Primer as a set: $25.00 plus shipping and tax)

Online purchase is available through the Cornell University, Language Resource Center (https://sales.lrc.cornell.edu/)

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**

Reasonable homework will be given a daily basis to enhance your progress in learning. The homework assigned in this course may consist of preparation for the next day’s class. They aim to improve your language skills, reading, writing, speaking and listening, and grammatical structures. Each homework assignment will be worth 0 to 5 points. Points will be given depending on effort and correctness. Late homework will be accepted with a valid excuse. Students are also advised to keep all graded returned assignments. They become proof of grade as well as a study guide for the following sections, exams or projects. Your active participation is expected in the class. Homework or other assignments should be submitted through Canvas.
Exams, Quizzes, Papers & Other Major Graded Work

**Quiz:** Your weekly quiz will be scheduled on Monday morning from week 2, which will test on topics and skills covered in the previous week. On the 8-week program you will take 6 quizzes in total (3 quizzes in First Semester and 3 quizzes in Second Semester). The weekly quiz will have a speaking section where you will be assessed on your oral proficiency in a one-to-one session with the instructor.

**Class Project:** You will be required to present on a topic of interest in the final week of your program. In the first Semester the requirement of class project will be a poster presentation on a topic assigned by the instructor. The class project for the second semester, you will need to submit the topic yourself. The format of the project will be discussed in detail on week 5 of the program. Class projects count towards 10% of your grade each semester.

**Final Exam:** The final exams are scheduled on Friday, July 12 and Friday, August 9, the last day of the class. The format and content of the exam will test all skills, grammar and vocabulary points learnt in the second half of the program.

**Important Dates:**

**SASLI Events:**

Monday 6/17, 2pm CST, SASLI Student Orientation with lunch

Week 7, Wednesday 7/31, 1:30pm CST, All-SASLI Program with lunch (Skit presentations)

**Holiday:** July 4, 2018 (Thursday) No Class

**Weekly Quiz:**

**Semester 1:** Quiz 1 June 21, Quiz 2- June 28, Quiz 3- July 5,

**Semester 2:** Quiz 4 - July 19, Quiz 5- July 26, Quiz 6-Aug-2

**First Semester Final:** July 12 (Friday 8:30 AM)

**First Semester Project:** July 11 (Thursday 11:00 AM)

**Second Semester Project:** August 8 (Thursday 11:00 AM)

**Second Semester Final:** August 9 (Friday 8:30 AM)

**Weekly Schedule**

**Week one:**

<table>
<thead>
<tr>
<th>Day (Date)</th>
<th>Topic</th>
<th>Assignments</th>
<th>Deadline</th>
</tr>
</thead>
</table>

- [Week 1 Schedule](#)
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>Monday, June 17</td>
<td>Introductions, discussion on syllabus- course policies, assessments, course expectations -Discussion on challenges of language learning, strategies for success, learning style, collaborative learning; -Greetings &amp; goodbye phrases -Introducing yourself -Some class expression -Devanagari vowels and consonants</td>
<td>HW sheet for vowels and consonants sounds -practice greetings, class expression, (oral test) Due: June 18</td>
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<tr>
<td>Tuesday, June 18</td>
<td>-Practice Devanagari script in random order -Reading and writing words using Devanagari vowels and consonants -Dictation -Some class expression</td>
<td>HW write down the words 3 times and read at least 10 times before coming to the class. Due: June 19</td>
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<tr>
<td>Wednesday, June 19</td>
<td>-representative symbols of vowel sounds -BAHRAKHARI (attaching vowels to the consonants)</td>
<td>Writing the BAHRAKHARI set and Read 10 times before coming to the class. Due: June 20</td>
</tr>
<tr>
<td>Thursday, June 20</td>
<td>Practicing words associated to BAHRAKHARI</td>
<td>HW write down these words three time and read 10 times before coming to the class. Due: June 21</td>
</tr>
<tr>
<td>Friday, June 21</td>
<td>-CHANDRABINDU -SIRABINDU -Half letters -Compound letters</td>
<td>HW write down these words three time and read 10 times before coming to the class. Due: June 24</td>
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</tbody>
</table>
Week two:

<table>
<thead>
<tr>
<th>Day (Date)</th>
<th>Topic</th>
<th>Assignments</th>
<th>Deadlines</th>
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</thead>
<tbody>
<tr>
<td>Monday, June 24</td>
<td>Nepali: A Beginner’s primer chapter 1</td>
<td>Conjugate the following verbs based on the example</td>
<td>Due: June 25</td>
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<tr>
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<td>Personal pronoun, possessive pronoun,</td>
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<td></td>
<td>Personal introduction in Devanagari script, the verb to be (HUNUJ,</td>
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<td>CHHA and HO forms), identification of objects and their ownership,</td>
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<td>polite command form (negative and affirmative), introduction of the</td>
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<td>simple past tense, simple past conjugation, number up to 10</td>
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<tr>
<td>Tuesday, June 25</td>
<td>Nepali: A Beginner’s primer chapter 2 and 3</td>
<td>Practice words meaning of these words and practice number up to 30</td>
<td>Due: June 26</td>
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<td></td>
<td>Family tree, adjective, review of lesson one,</td>
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<td></td>
<td>Question words, more practice simple past conjugation, double</td>
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<td>possessive, simple past negative, counting suffix, WATA, JANA, color,</td>
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<td>taste of the food, number up to 30</td>
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<tr>
<td>Wednesday, June 26</td>
<td>Nepali: A Beginner’s primer chapter 4</td>
<td>Conjugate the following verbs based on the example</td>
<td>Due: June 27</td>
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<td>Times of the day, review of the past tense (positive and negative),</td>
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<td></td>
<td>number up to 40</td>
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<tr>
<td>Thursday, June 27</td>
<td>Nepali: A Beginner’s primer chapter 5</td>
<td>Please read the following paragraph and answer the following</td>
<td>Due: June 28</td>
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<td></td>
<td>Liking and disliking, use of KO and SANGA,</td>
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<td></td>
<td>Simple present conjugation,</td>
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<td></td>
<td>difference between using simple past conjugation</td>
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</table>
and simple present conjugation, A paragraph reading and Comprehensive question answers, number up to 50

| Friday, June 28 | Nepali: A Beginner’s primer chapter 6
Review of the chapter 5, simple present conjugation, conjugation of the irregular verbs, fixed expression-shopping, PAINCHHA, PAAIDIAN, number up to 60
Quiz 2 (Agenda: TBD) | Conjugate the following verbs based on the example | Due: July 1 |

**Grading**

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

<table>
<thead>
<tr>
<th>Attendance &amp; Classroom Participation</th>
<th>10%</th>
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<tbody>
<tr>
<td>Homework Assignments (Everyday)</td>
<td>30%</td>
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<tr>
<td>Class Project (one each semester)</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Quiz (2 quizzes each semester)</td>
<td>20%</td>
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<tr>
<td>Final Examination (oral and written, one each semester)</td>
<td>20%</td>
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</tbody>
</table>

**Grading Scale**

- A (Excellent) 90-100
- AB (Intermediate Grade) 83-89
- B (Good) 74-82
- BC (Intermediate Grade) 67-73
C (Fair) 61-66
D (Poor) 55-60
F (Failure) 54 or less

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.

● Tardiness: 1st time = warning, 2nd time = 2nd warning, 3rd time = grade deduction, 4th time = sent to admin office/possible additional grade deduction

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
Key to success in these courses is to take an active role in class. Students are expected to work individually or in groups to engage in different types of classroom activities.

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](https://www.mcburney.wisc.edu/))

**UW Land Acknowledgement Statement**

**Academic Calendar & Religious Observances**