ASIALANG 317: First Semester Summer Asian Language (014) SU25

ASIALANG 327: Second Semester Summer Asian Language (014) SU25

University of Wisconsin-Madison

Credits: 8 Credits

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

Course Designations and Attributes

Foreign Language: first- and second-semester language course elementary

L&S credits

Course Description

Nepali is one of the national languages of Nepal, a Himalayan kingdom. It is also an official language of Nepal and the Indian state of Sikkim, as well as parts of West Bengal. Nepali serves as the mother tongue for the majority of Nepal's population and acts as the primary lingua franca among the country's 40+ linguistically diverse ethnic groups. It is spoken by approximately 30 million people worldwide.

Nepali ranks as the 18th most commonly spoken language in the world today. It is used in several countries, including Nepal, Bhutan, Myanmar, and Thailand, as well as various regions of India. The Nepali diaspora in the United States, the United Kingdom, the Middle East, Australia, and other parts of the world also continues to use the language.

Nepali belongs to the Indo-Aryan language family and is written in the Devanagari script, which is derived from Sanskrit. The script is written from left to right, using a horizontal top line to connect letters within words and a vertical line to separate sentences. Nepali has borrowed a significant number of words from Sanskrit, followed by Hindi, Urdu, and English.

Historically, Nepali was first known as *Parbate Bhasa* or *Khas language* (*Khas kura*). Later, it was referred to as *Gorkhali language* (the language of the Gorkha Kingdom) before being officially called *Nepali*.

An Indo-Aryan language, Nepali has evolved over centuries, influenced by Sanskrit, Prakrit, and Tibeto-Burman languages. Its origins trace back to the 12th century in the Kathmandu Valley, and it was officially recognized as Nepal's national language in 1950. Nepali's literary heritage includes the works of Bhanu Bhakta Acharya, who was the first to translate the *Ramayana* into Nepali, solidifying its cultural significance.

As a unifying force in a country with over 120 languages, Nepali continues to thrive. Today, young authors contribute to its expanding literary landscape. Often referred to as the *language of the Himalayas*, Nepali carries the spirit of explorers seeking the mythical Yeti or Shangri-La, while also echoing the resilience of mountain communities striving to cultivate their land beneath the towering presence of *Sagarmatha*—Mt. Everest.

This course is designed for students seeking to build a foundational understanding of the Nepali language and culture. It focuses on essential grammar structures and the four core language skills: speaking, listening, reading, and writing, using culturally relevant materials.

Requisites

None

Meeting Time and Location

9:00-11:00 a.m., 12:00-2:00 p.m. Central Time, Location

Instructional Modality:

Online

Instructor contact info:

Hom Acharya, ED. D

Lecturer

hacharya2@wisc.edu

Office hour: MW 4pm-to 5pm by appointment.

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

● Demonstrate awareness of simple cultural practices such as greetings, polite expressions, and basic customs.

Benchmark of Proficiency:

By the end of the course, students are expected to reach a proficiency level ranging from **Novice High to Intermediate Low**, as outlined by the ACTFL guidelines.

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

This course is intended for beginners with no prior experience in the Nepali language. It emphasizes the development of essential language skills—speaking, listening, reading, and writing—through culturally relevant texts and materials. The course focuses on foundational grammar and practical communication in everyday contexts.

Course Website and Digital Instructional Tools

https://sasli.wisc.edu/

https://canvas.wisc.edu/courses/459971

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 Friday morning from week 1, 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 11 and Friday, August 8, 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.

General Guidelines for Exam Proctoring

Failure to follow the proctoring guidelines provided by the instructor may result in a reduced grade. Students will be notified in advance of all assessments, and any changes to the proctoring procedures will also be communicated ahead of time.

Course Schedule/ Calendar

No classes on July 4, 2025

WISLI Events: https://wisli.wisc.edu/events/

Weekly Quiz:

Semester 1: Quiz 1 June 20, Quiz 2- June 27, Quiz 3- July 7,

Semester 2: Quiz 4 - July 18, Quiz 5- July 25, Quiz 6-Aug-1

First Semester Project:	July 10 (Thursday 12:00 noon)
First Semester Final:	July 11 (Friday 9:00 AM)
Second Semester Project:	August 8 (Thursday 12:00 AM)

Second Semester Final: August 9 (Friday 9:00 AM)

Grading

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

Attendance & Classroom Participation	10%
Homework Assignments (Everyday)	30%
Class Project (one each semester)	10%
Weekly Quiz (3 quizzes each semester)	30%
Final Examination	20%

Grading Scale

A 90-100%

AB 87-89%

B 80-86%

BC 77-79%

C 70-76%

D 60-69%

F 0-59%

WISLI Program Policies

WISLI Attendance Policy

Students may miss one class per semester without penalty; a second absence can result in a full grade deduction; three or more absences may lead to an additional grade reduction or automatic failure.

WISLI Tardiness Policy

Given the intensive nature of the summer language classes, it is imperative to be ready to join class on time for both 2-hour sessions. To ensure a productive learning environment for all participants, WISLI defines tardiness as the following:

Tardiness: arriving more than 5 minutes late to a class session.

Excessive tardiness: arriving more than 10 minutes late to any session.

Tardiness in excess of 30 minutes will be considered an absence for the 2-hour session. Repeated tardiness:

Three instances of tardiness will result in a warning. A fourth instance of tardiness will require a meeting with an Academic Director.

Three instances of excessive tardiness (arriving more than 10 minutes late but less than 30) will be counted as one absence for the 2 hours.

Repeated tardiness in excess of 30 minutes will then be subject to the WISLI absence policy. Continued tardiness or excessive tardiness may result in further penalty or dismissal.

WISLI understands that unforeseen circumstances can occur. Please communicate any tardiness or absences to the course instructor as soon as possible.

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 and guidelines on generative artificial intelligence. Do not use translation software such as Google Translate or AI tools such as Microsoft Copilot 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.

UW-Madison Academic Policies and Statements

Academic Calendar & Religious Observations. View the full academic calendar in addition to information about religious and election day observances. Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to religious observances.

Establishment of the academic calendar for the University of Wisconsin–Madison falls within the authority of the faculty as set forth in Faculty Policies and Procedures. Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. Find additional dates and deadlines for students on the Office of the Registrar website.

Academic Integrity. 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 sanctions include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension or expulsion.

Accommodations for Students with Disabilities: 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 of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Disability Resource 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.

Course Evaluations. Students at the University of Wisconsin–Madison have the opportunity to evaluate their learning experiences and the courses they are enrolled in through course evaluations. Many instructors use a digital course evaluation tool to collect feedback from students. Students typically receive notifications two weeks prior to the end of the semester requesting that they complete course evaluations. Student participation is an integral component of course development, and confidential feedback is important. UW–Madison strongly encourages student participation in course evaluations.

Diversity & Inclusion. Diversity is a source of strength, creativity, and innovation for the University of Wisconsin–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. UW–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.

Mental Health and Well-Being. Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others.

UW–Madison students are encouraged to learn about and utilize the university's mental health services and/or other resources as needed. Student can visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.

Privacy of Student Records & Use of Audio Recorded Lectures. Lecture materials and recordings for this course are protected intellectual property at UW–Madison. Students enrolled in this course may use the materials and recordings for their personal use related to participation

in the course. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they 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 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. View more information about FERPA.

Students' Rules, Rights & Responsibilities. View more information about student rules, rights and responsibilities such as student privacy rights, sharing of academic record information, academic integrity and grievances.

Teaching and Learning Data Transparency. The privacy and security of faculty, staff and students' personal information is a top priority for UW–Madison. The university carefully reviews and vets all campus-supported digital tools used for teaching and learning, including those that support data empowered educational practices and proctoring. View more information about teaching and learning data transparency at UW–Madison.

Week 1 Schedule (June 16-20)

Date & time	Lesson Topic, Skills and Activities	Assignment & Deadline	Learning Outcomes
Day 1 June 16, 2025	Introductions, discussion on syllabus- course policies, assessments, course expectations -Discussion on challenges of language learning, strategies for success, learning style, collaborative learning; - Greetings & goodbye phrases - Introducing yourself - Some class expression	-HW sheet for vowels and consonants sounds **Due:** June 18 -practice greetings, class expression, (oral test)	Be able know simple greetings to each other Be able know some everyday expressions

	- Devanagari vowels and consonants		
Day 2 June 17, 2025	-Practice Devanagari script in random order -Reading and writing words using Devanagari vowels and consonants -Dictation - Some class expression	HW write down the words 3 times and read at least 10 times before coming to the class. **Due:** June 18	Be able to read Devanagari alphabets
Day 3 June 18, 2025	-representative symbols of vowel sounds -BAHRAKHARI (attaching vowels to the consonants)	Writing the BAHRAKHARI set and Read 10 times before coming to the class. **Due:** June 19	Be able to attach vowel symbols to the consonants
Day 4 June 19, 2025	Practicing words associated to BAHRAKHARI	HW write down these words three time and read 10 times before coming to the class **Due:** June 20	Be able to read Bahrakhari
Day 5 June 20, 2025	-CHANDRABINDU -SIRABINDU -Half letters -Compound letters Quiz 1(Agenda: TBD)	HW write down these words three time and read 10 times before coming to the class **Due:** June 23	Be able to read words with chandrabindu, shirbindu and half letter

Date and time

Week 2 (June 23-27)

Date & Time	Lesson Topic, Skills and Activities	Assignment & Deadline	Learning Outcomes
Day 1 June 23, 2025	Nepali: A Beginner's primer chapter 1 Personal pronoun, possessive pronoun, Personal introduction in Devanagari script, the verb to be (HUNUJ, CHHA and HO forms), identification of objects and their ownership, polite command form (negative and affirmative), introduction of the simple past tense, simple past conjugation, number up to 10	Conjugate the following verbs based on the example **Due:** June 24	Be able to use HUNCHH, CHHA & HO.
Day 2 June 24, 2025	Nepali: A Beginner's primer chapter 2 and 3 Family tree, adjective, review of lesson one, Question words, more practice simple past conjugation, double possessive, simple past negative, counting suffix, WATA, JANA, color, taste of the food, number up to 30	Practice words meaning of these words and practice number up to 30 **Due:** June 25	Be able to use various question words
Day 3 June 25, 2025	Nepali: A Beginner's primer chapter 4 Times of the day, review of the past tense (positive and negative), number up to 40	Conjugate the following verbs based on the example **Due:** June 26	Be able use past conjugation
Day 4 June 26, 2025	Nepali: A Beginner's primer chapter 5 Liking and disliking, use of KO and SANGA, Simple present conjugation, difference between using simple past conjugation and simple present conjugation, A paragraph reading and Comprehensive question answers, number up to 50	Please read the following paragraph and answer the following questions **Due:** June 27	Be able to use liking and disliking in Nepali,

Day 5 June 27, 2025	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:** June 30	Be able to use simple present conjugation in their speaking