

Advanced Hindi

ASIANLANG 517 LEC-004(DDD) & ASIANLANG 527 LEC-004 (HDD)

Institution Name: University of Wisconsin–Madison

Advanced Hindi

Credits: 8 Credits

Course Designations and Attributes:

Foreign Language, 5th & 6th Semester Language Course

Level - Advanced

L&S Credit - Counts as Liberal Arts and Science credit in L&S

Course Description

In this course, students will advance in all the components of Hindi language, including reading, writing, listening and speaking. 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 an advanced understanding of grammatical and sentence structure, use of complex tenses, and extensive vocabulary integration. Students will improve the ability to compose writing and engage in deep discussions beyond that of casual conversation, topics, and everyday navigation, focusing in-depth on themes of culture, development, environment, social change, politics, economics, etc. Content will focus on allowing for meaningful and informative interaction with native speakers, without the use of a translator, and on creating deep connections with locals, When they are in the on their research or so on. In addition, the course places concentration on the advancement of high-level literary aptitude, so that students can not only read, discuss, and draw deep meaning from newspaper content, short stories, poetry, etc., but begin to use Hindi-written scholarly articles as a resource in their major or interested fields and study areas.. At this level, students are responsible for engaging in independent and self-driven learning to expand the vocabulary and expressions necessary for successful communication and literary understanding through the use of dictionaries, magazines, other texts, personal interviews, media, etc. A more individualized and personal tutorial is given to students at the Advanced Hindi level in their office hours.

The primary text is selected from different literary sources for reading and listening. It includes Hindi literary books, Hindi newspaper, web, magazine, comics/cartoons etc. and for listening, materials will be drawn from film songs and scenes, T.V serial clips, Bollywood etc. Related material will be made available on the course canvas. During the course students will also learn about South Asian society in general including the culture and etiquette of the Hindi speaking community in India and abroad.

Requisites:

All the students must have completed two years of academic Hindi study in any American universities/institutions. Diagnostic Test (Reading, Writing, Listening and Speaking will be conducted by the instructor on the first day of the semester. An Oral Proficiency Interview (OPI) with the instructor at the end of the course as well.

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

Location - Join Zoom Meeting-

<https://uwmadison.zoom.us/j/99114349701?pwd=tVa9Ub3E9MmWkznbK9ighHlAq4euJ3.1>

Instructional Modality: online synchronous

Instructor Contact Info:

Hindi Lecturer, Rashmi Sharma rsharma69@wisc.edu **Office hours:** Monday - Thursday 2:30-3:30 pm

Course Learning Outcomes

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

- Participate in conversations about topics that go beyond everyday life in an organized way with some details about events and experiences in various time frames, such as talking about current events, travel and history, discussing global issues, such as health, education and study programs, conduct or participate in interviews etc.
- Understand, compare and describe Indian Culture in detail and its importance on personal level and on International level. Deliver organized presentations appropriate to an audience on a variety of topics, such as higher education or health issues in India, importance of certain social and cultural practices, present reasons for or against a position on political or social issues, provide explanation about a process or procedure, such as applying for college admission, scholarships, financial aids etc.
- Understand the main idea and some supporting details on a variety of topics of personal and general interest in newspapers, blogs, job descriptions, short stories, poems etc.
- Understand the main idea and supporting details of televised promotions, documentaries, movies, talk shows, drama serials and short interviews on topics of interest.

Write on topics such as historical places, travel, religion, politics, education, health, environment, globalization, climate change, sustainable development and community in an organized way in connected paragraphs at discourse level in various contexts, such as a brief summary of the plot of a movie or an episode of a TV show.

How Credit Hours are Met by the Course

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

Regular and Substantive Student-Instructor Interaction

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

Course Overview

Hindi is the third most commonly used language in the world today, after Mandarin Chinese and English, with more than 600 million users spread across the globe. 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. It is one of the two official languages of contemporary India. Our Hindi language program provides students with a multifaceted working knowledge of modern standard Hindi.

Our course integrates learning across interpersonal, interpretive, and presentational modes of communication. You will accomplish real-world communicative tasks in culturally appropriate ways as you gain familiarity with products, practices, and perspectives of the Indian and diaspora cultures. Students learn the grammar,

vocabulary, and structures to enable them to meet functional performance goals at this level and to build a foundation for continued language learning. Students should start the course at the Advanced Mid level (according to ACTFL standards) and as their proficiency improves, will develop into the Advanced High range or beyond.

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 advanced 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.

We will use the target language (Hindi) in the classroom.

Course Website and Digital Instructional Tools

- Link to institute website

[South Asia Summer Language Institute – Wisconsin Intensive Summer Language Institutes \(WISLI\) – UW–Madison](#)

- Link to Canvas page

<https://canvas.wisc.edu/courses/460185>

<https://canvas.wisc.edu/courses/460193>

- Zoom link for class

<https://uwmadison.zoom.us/j/99114349701?pwd=tVa9Ub3E9MmWkznbK9ighHlAq4euJ3.1>

Required Textbook, Software and Other Course Materials

- Spoken Hindi in Social Context. Mithilesh Mishra and Awadesh Mishra. 2010, 2016 (2nd ed.). Lakshi Publishers. Delhi, India.
- Theme-based vocabulary and affixes of Hindi. Mithilesh Mishra and Awadhesh Mishra. 2010. Lakshi Publishers. Delhi, India
- Introduction to Hindi Grammar. Usha R. Jain, University of California, Berkeley, 1995
- Advanced Hindi Grammar. Usha R. Jain, University of California, Berkeley, 2007
- A Primer of Modern Standard Hindi, 2008 (Michael C. Shapiro)
- Intermediate Hindi, 2010 (Yamuna Kachru, Rajeshwari Pandharipande)
- Handouts, texts and other supplementary instructional materials prepared by Mithilesh Mishra
- Selected films (one every week). You are expected to manage to access films BOTH on Netflix and on Amazon, either by personal subscription or with classmates.

Reference and Suggested texts and materials:

- Links to online dictionary (Shabdkosh): <https://www.shabdkosh.com/4>

Last updated: June 2023

Online resources used in the course:

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

[Campus Software Library](#).

Homework and Other Assignments

The course has no quizzes. Instead, weekly Project Presentation, daily class presentations on assigned and/or self-selected topics will be graded as per the posted rubric. It is recommended you continue to review the course materials and join the office hours at least once a week to discuss your progress and get instructors' suggestions to improve your performance on the course. The final exam will be a final project which includes 1000-word write up and a 10-12 minutes of PowerPoint presentation. Project details with submission mode will be available on the Canvas course site. If you need any accommodation, please let the instructor know as soon as possible.

The written assignment should be neatly handwritten in double space and submitted to the instructor in class. The speaking assignments should be either directly recorded using Canvas media recording or any recording software and uploaded as a media file on the course site. A detailed and specific guidelines and expectations for all the assignments will be provided on the Canvas. Late assignments will not be graded for points

All assignments will be submitted in CANVAS or Google Drive.

Exams, Quizzes, Projects and Other Major Graded Work

There are no quizzes in this course. Final exam too does not follow the format of the traditional exam. Final project which includes a 1000-word write up and a 10-12 minutes of PowerPoint presentation on selected topics will be treated as the final exam. There will be TWO such final exams, one in Week 4 and the other in Week 8.

One Weekly presentation in class will help students prepare both for the TWO Final projects (in Week 4 and in Week 8) as Final Exam

- List the summary period and the expectations associated with it. View the [Summary Period for Academic Semester Policy](#).
- Include relevant details such as dates, if the exam or quiz is cumulative, open-book or open-note, whether access to electronic devices is allowed, etc.
- Note if exams or quizzes will be proctored (see the "General Guidelines for Exam Proctoring" section below).
- Explain policies for make-up and/or late work.

Course Schedule/Calendar

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

Important dates:

Weekly Project Presentations:

Presentation 1- June 20

Presentation 2- June 27

Presentation 3- June 3

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

First Semester Final Exam (Final Project): July 12 Friday

Presentation 1- July 18

Presentation 2- July 25

Presentation 3- August 1

Second Semester Final Exam (Final Project): August 8 Friday

Grading

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

Grading scale

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

Your final grades will be calculated on the following categories:

Attendance	10%
Class Participation	10%
Assignments	20%
Weekly Project Presentations	20% (Individual)
Journal writing	20%
Final Exam: Final Project Presentation and write up	20%

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

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.

Weekly Schedule (Plan):

Week one (June 16-22) - Theme: Travel & History (Tentative plans may change according to the time and student’s research topic and interest.)

Day (Date)	Topic: Activities	Assignments & Deadline	Learning Outcomes
Monday, June 16, 2025 9:00-11:00 (60 minutes break) 12:00-14:00 	Greeting and Introduction Introducing the syllabus Diagnostic Test (Reading, Writing, Listening, Speaking): Detailed Conversation about Their Interest, Current Affairs, Social & Personal life, Description about any place, Past activities, Their routine, future plans and the following semester	https://lekhak.dnexus.in/2024/11/the-living-tapestry-of-a-ncient-indian.hindi.html https://ddnews.gov.in/dual-development-journey-renaissance-of-cultural-consciousness-with-religion-philosophy-and-tourism/ लेख पढ़ें एवं “भारत में सांस्कृतिक पर्यटन का महत्व” विषय पर एक 600 शब्दों का एक लघु निबन्ध लिखें।	To Know about Students Interests and their Introduction about Each-other.
Tuesday, June 17, 2025 9:00-11:00 (60 minutes break)	Grammar: Making List of Important Grammar Constructions.	भारत के 10 शीर्ष ऐतिहासिक स्थान II उपर्युक्त विडियो देखें और	To gain a knowledge of the main historical places of India and to understand its cultural importance.

12:00-14:00	भारत का ऐतिहासिक परिदृश्य: लेख पर आधारित बातचीत “भारत में सांस्कृतिक पर्यटन का महत्व” निबन्ध पर प्रस्तुति Listening Comprehension: MUSAFIR HOON YARON 4k - Kishore Kumar HITS - Jeetendra - Parichay Movie Songs - R.D. Burman	अपने मनपसंद दर्शनीय या ऐतिहासिक स्थल के बारे में विस्तार से लिखिये। दैनिकी लिखें।	To write and describe their experiences. Practice Listening Comprehension with Bollywood song.
Wednesday, June 18, 2025 9:00-11:00 (60 minutes break) 12:00-14:00	दैनिकी भूल- सुधार अपने मनपसंद दर्शनीय या ऐतिहासिक स्थल के बारे में विस्तार से लिखिये। Conversation: अपने मनपसंद दर्शनीय या ऐतिहासिक स्थल के बारे में बातचीत शब्दावली - यात्रा एवं इतिहास संबंधी (सभी पढ़े गये लेख और देखे गये विडियो से शब्दावली अभ्यास(सन्दर्भ एवं वाक्य संरचना)	हिन्दी फिल्म - जिन्दगी न मिलेगी दोबारा (Amazon Prime) (if there is any challenge to watch this we will discuss and make necessary changes) या हिन्दी फिल्म - कवीन (Netflix and YouTube) मौखिक प्रस्तुति की तैयारी कीजिये, शब्दावली भी बनाइये	To understand Indian cultural and historical importance and point of view through travel literature.
Thursday, June 19, 2025 9:00-11:00 (60 minutes break) 12:00-14:00	बातचीत: फिल्म पर चर्चा एवं कुछ महत्वपूर्ण हिस्सों को देखना मौखिक प्रस्तुति	फिल्म समीक्षा लिखिये। Weekly Project Presentation PPT with write up	To explore and learn travel and history related vocabulary and practice reading and writing authentic material of Advanced Hindi.
Friday, June 20, 2025 9:00-11:00 (60 minutes break) 12:00-14:00	फिल्म समीक्षा, Review of everything learnt this week. And Feedback of the week. साप्ताहिक परियोजना का प्रस्तुतिकरण एवं उस पर आधारित लेख	अगले हफ्ते की कक्षाओं की तैयारी कीजिये। Read Chapter- Compound Verb 1 & 2 from Advanced Hindi Grammar by Usha R. Jain सद्गति - कहानी हिन्दवी	Review of the entire week. To learn and understand mistakes and make corrections of contextual language and grammatical constructions.

Week Two (June 23-29) Theme: Language, Society & Culture

Day	Topic: Activities	Assignments & Deadline	Learning Outcomes
Monday June 23, 2025 9:00-11:00 (60 minutes break) 12:00-14:00	व्याकरण अभ्यास: Compound Verbal Formation कहानी: प्रेमचन्द की सद्गति पर चर्चा बातचीत/ बहस सुनना समझना- हिन्दी गाना	वाक्य अभ्यास कहानी का सारांश, पात्रों का चरित्र चित्रण, सामाजिक समस्याओं, कहानी की प्रासंगिकता, भाषा एवं संस्कृति पर 600 शब्दों का लेख दैनिकी लिखिये। भारतीय समाज पर पाश्चात्य संस्कृति का प्रभाव पर निबंध impact of western culture Essay in Hindi Essay in Hindi Hindi Nibandh हिंदी निबंध निबंध लेखन Essay on impact of western culture in Hindi लेख पढ़ें एवं वाद -विवाद तैयार करें	Learn and practice Grammatical construction in contextual and complex sentences. To understand and learn socio-culture issues of Indian Society Reading and writing practice
Tuesday June 24, 2025 9:00-11:00 (60 minutes break) 12:00-14:00	दैनिकी भूल-सुधार वाद-विवाद – भारतीय संस्कृति बनाम पाश्चात्य संस्कृति	वाद-विवाद पर आधारित प्रश्नोत्तर देखिये हिन्दी फिल्म – नमस्ते लंदन (Amazon Prime & You Tube)	Compare Indian and western Culture and Understand the Cultural Practices.
Wednesday June 25, 2025 9:00-11:00 (60 minutes break) 12:00-14:00	शब्दावली – पाठ्य सामग्री से चुने गये शब्दों का सन्दर्भ और अभ्यास फिल्म पर चर्चा वर्णित विषय, सामाजिक समस्याएं, भाषा, संस्कृति आदि विषयों पर विस्तृत चर्चा एवं महत्वपूर्ण दृश्य देखना एवं समझना	मुख्य शब्दों का प्रयोग करते हुए फिल्म समीक्षा लिखना। भाषाई सर्वेक्षण और रिपोर्ट लेखन छात्र सर्वेक्षण करें और समूह में रिपोर्ट तैयार करें	Learn new vocabulary and contextual practices. To practice and learn formal interviews and write a report in Hindi.
Thursday June 26, 2025 9:00-11:00 (60 minutes break) 12:00-14:00	मौखिक प्रस्तुति भाषाई सर्वेक्षण और रिपोर्ट प्रस्तुतिकरण	साप्ताहिक योजना प्रस्तुतिकरण की तैयारी कीजिये.	To practice speaking fluent Hindi Skill of formal report writing in Hindi

Friday June 27, 2025 9:00-11:00 (60 minutes break) 12:00-14:00	Review of everything learnt this week. And Feedback of the week. साप्ताहिक परियोजना का प्रस्तुतिकरण एवं उस पर आधारित लेख	अगले सप्ताह की कक्षाओं की तैयारी	Revision and Practice formal Presentations and essay writing