

Elementary Hindi

ASIANLANG 317 004 (510625): [REDACTED]

ASIANLANG 327 004 (510686): [REDACTED]

Institution Name: University of Wisconsin–Madison

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

Course Designations and Attributes: First and Second semester of elementary Hindi courses

Course Description: Proficiency at the elementary level in listening, speaking, reading, and writing, using communicative approaches. Visit the [link](#) for more information.

Requisites: First-semester Hindi (ASIANLANG 317) language course requires no prior knowledge of the language. Enrollment in Second-semester Hindi (ASIANLANG 327) requires successful completion of the First-semester Hindi coursework in good understanding.

Meeting Time and Location: Monday-Thursday 8:30 – 10:30 am - 11:30 – 1:30 pm, Friday 8:30 -10:30 am (CDT).

Zoom meeting link: [REDACTED]

Instructional Modality: Online

Instructor Contact Info: Syed Ekhteyar Ali ([REDACTED])

Office hours: Tuesday & Thursday 2:00-3:00 pm

Office hour Zoom meeting link: [REDACTED]

Course Learning Outcomes

This course aims to develop students' proficiency in the four language skills—listening, speaking, reading, and writing—to a level ranging approximately from Novice High to Intermediate Low, as defined by the ACTFL standards for language learning. Successful completion of this two-semester, eight-week intensive course will enable students to perform the following functions in the target language using contextually and culturally appropriate language:

- Read and write in the target-language script and develop pronunciation and comprehension skills.
- Introduce themselves, their family members, and their peers, and engage in basic conversations on topics such as daily life, home, family, city, school, work, food, shopping, and travel.
- Perform basic everyday tasks, such as shopping for groceries, clothing, and other necessary items; asking about and negotiating prices, quantities, and quality; and expressing preferences.
- Plan a trip by arranging tickets, accommodations, local sightseeing tours, taxi rides, and other travel-related activities.
- Ask for and give directions, order a simple meal, invite friends, and accept or decline invitations.
- Describe familiar people, places, jobs, and activities, including their current and most recent work or daily routines.
- Compare two places, objects, or experiences using simple language.
- Talk about childhood memories, likes, dislikes, schedules, and personal routines.
- Briefly share experiences and factual information about past trips and activities.
- Read and understand simple texts and real-world materials, such as signs, restaurant menus, invitations, level-appropriate target-language texts, and news headlines.
- Listen to and comprehend simple, level-appropriate authentic materials related to the topics listed above.
- Write simple compositions on the topics listed above using connected sentences and short paragraphs.
- Participate interactively in the target language in contextually appropriate ways.
- Ask and answer simple questions on the topics listed above.
- Use culturally appropriate language and demonstrate cultural competence related to cultural products, practices, and perspectives.

How Credit Hours are Met by the Course

The credit standard for each of the 4-credit courses is met by requiring at least **180 total hours of student engagement** with course learning activities, consistent with the UW–Madison standard of **at least 45 hours of learning activities per credit**. These learning activities include scheduled instructor-student meeting times as well as asynchronous reading, writing, listening, speaking, preparation, homework, projects, studying, and other course-related activities. **Required co-curricular programming** will take place on Fridays, which includes lectures, language practice, cultural sessions, and other structured activities designed to support and extend course learning.

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 one of the most widely spoken languages in the world, with over 600 million first- and second-language speakers. It is written in the Devanagari script and is one of the official languages of the

Government of India, alongside English. Hindi has a rich literary tradition and is also the primary language of the Hindi film industry, popularly known as Bollywood, which has played a significant role in popularizing Hindi around the world.

This course will introduce students to the Devanagari script, basic vocabulary, and elementary grammar while helping them develop functional communication skills in all four language areas—listening, speaking, reading, and writing. Students will build the skills needed to participate and interact with their peers in class and to use Hindi in basic situational and contextual contexts. In addition to learning the language, students will gain familiarity with important aspects of the region's culture, customs, and etiquette. The course will focus on developing students' ability to use Hindi appropriately in everyday communicative situations.

Course Website and Digital Instructional Tools

[South Asia Summer Language Institute](#)

Canvas Course Pages

- [REDACTED]
- [REDACTED]

Required Textbook, Software, and Other Course Materials

- Elementary Hindi by Richard Delacy and Sudha Joshi, Turtle Publishing
- Elementary Hindi Workbook by Richard Delacy and Sudha Joshi, Turtle Publishing
- Introduction to Hindi Grammar by Usha Jain, University of California, Berkeley
- **Recommended Dictionary:**
- Oxford Online Hindi-English Dictionary: <https://dsal.uchicago.edu/dictionaries/mcgregor/Links to an external site.>
- Shabdkosh: <https://www.shabdkosh.com/>
- Campus provides students with [technology guidelines and recommendations](#) for instruction. Students should consult these resources prior to the start of the semester.
- Visit [Campus Software Library](#) to learn and access software, such as Microsoft 365 (foreign language pack), video recording and editing software [TechSmith Camtasia](#).

Homework and Other Assignments

You will be assigned homework for each class that should require approximately four hours to complete. You are expected to submit all assignments by the agreed-upon due dates. Because your work helps instructors plan future classes, timely completion of homework allows them to more accurately assess student progress and make effective use of class time. You can expect your instructor to review and return graded homework before your next quiz date, and assignments may also be discussed during office hours. Some assignments will be graded for completion only and are intended to help you prepare for the next class. Failure to complete these assignments on time may make it difficult for you to participate fully in class activities. All online writing assignments must be submitted in PDF format; no

other file types will be accepted. Please check the Canvas course site for assignment details and submission instructions.

Each week, you will be assigned a task to prepare over the weekend. This may include preparing for a role-play, presentation, or other in-class activity for the following week. All assignments must be completed and submitted through the course site by the deadline. Late submissions or failure to complete or submit assignments will adversely affect your grade. The assignment schedule will be available on the Canvas course site. Each assignment will be graded using a point system, and the total score will be converted to a letter grade. You will receive feedback on your assignments in the form of comments on Canvas, and you will have the opportunity to discuss this feedback during office hours. Please note that homework assignments count for 20% of your final grade.

Exams, Quizzes, Papers, and Other Major Graded Work

Class Project: You are required to complete two projects during the program: the first in Week 4 and the second in Week 8. Each project will be due during the final week of its respective semester: Week 4 for the first semester and Week 8 for the second.

Quizzes: There will be six quizzes, administered every Friday except during Weeks 4 and 8. To perform well, you should review all course materials regularly. Each quiz will cover cumulative content from previous weeks as well as the current week.

Final Exam: The final exam will be held on the last day of each semester, at the end of Week 4 and Week 8. It will cover all material learned throughout the entire semester.

Important Dates:

Final Projects: The first project is due during Week 4, the week of July 13–17. The second project is due during Week 8, the week of August 3–7.

Final Exams: July 10 and August 7.

Weekly Quizzes: The quizzes will be held on the following Fridays: Quiz 1 on June 19, Quiz 2 on June 26, and Quiz 3 on July 3 during the first semester; and Quiz 4 on July 17, Quiz 5 on July 24, and Quiz 6 on July 31 during the second semester.

General Guidelines for Exam Proctoring

This course will not use any online proctoring service or software. Exams and quizzes will be administered during regular class time on Zoom, with the instructor present. Students will complete written portions by hand on paper and submit their handwritten work electronically in PDF format, according to the instructor's instructions. For quizzes or exams that include objective-type questions on Canvas, students will complete those questions electronically and upload any handwritten responses in PDF format as directed.

Students are expected to join the Zoom session on time and remain present for the full duration of the assessment. Unless otherwise instructed, students should keep their cameras on and ensure that they have a stable internet connection, a functioning camera and microphone, blank paper, and a pen or pencil before the exam or quiz begins.

All exams and quizzes must be completed independently. Students may not use unauthorized materials, online resources, translation tools, AI tools, or assistance from other people unless explicitly permitted by the instructor. Completed work must be submitted within the time frame specified by the instructor. Students who experience technical difficulties should notify the instructor immediately. Late or incomplete submissions may not be accepted unless prior arrangements have been made.

Course Schedule/Calendar

WISLI and SASLI host a variety of events throughout the summer, including a career fair, workshops, conferences, and lectures. Please refer to the WISLI events schedule for details. Notable dates for SASLI students include the following:

Required co-curricular Friday programming:

Friday, June 19	11:00 am	Global Professionals Panel Sessions
Friday, June 26	11:00 am	Language Practice Tables
Friday, July 3	TBD	WISLI Research Symposium
Friday, July 10	8:30 am	Final Exams
Friday, July 17	–	Asynchronous Review/Study Day
Friday, July 24	11:00 am	Language Practice Tables
Friday, July 31	11:00 am	Intercultural Learning Session
Friday, August 7	8:30 am	Final Exams

Schedule for first two weeks of class:

Week-1: Day & Date	Topics/Themes	Assignments	Due Date
Monday June 15, 2026 8:30-10:30 Break 10:30-11:30 11:30-1:30	Welcome, introduction, syllabus, words and their order in a sentence, auxiliary (present) Break: 10:30 – 11:30 Script—sound and symbol relationship, activities—learn to write your and other’s name, some important introduction and question words	Watch the script video to learn and practice writing. Complete script section on the Canvas—introduction to Devanagari script up to semivowels Complete the Canvas modules—lecture: personal pronouns, simple present ‘to be’ and comprehension check	Complete assignments before the next class
Tuesday	Warm up and review activities—	Complete script section on the	Complete

June 16, 2026 8:30-10:30 Break 10:30-11:30 11:30-1:30	ask and tell, basic sentences, writing letters, names, finding equivalents. Individual pronunciation practice: sounds (consonants and vowels), important words, days and cardinal numbers (1 to 10), and interactive speaking activity on introduction (getting to know others) Break: 10:30 – 11:30 Some basic verbs and their polite/formal imperative forms, giving and understanding instructions in the classroom. Personalized words—names (family members, home city, address, phone numbers)	Canvas—Conjunct and Nasals, reading practice-1. Complete the Canvas modules—lecture: yes/no questions, affirmations & negations, and demonstratives. Read textbook lessons 1 to 3 and listen to the audio while reading the conversation and complete the workbook activities 1.1 to 2.5 (pages 1 to 8)	assignments before the next class
Wednesday June 17, 2026 8:30-10:30 Break 10:30-11:30 11:30-1:30	Warm up and review activities—short introduction practice/roleplay, and pronunciation practice in group. Negative and interrogative words and sentences. Work on and share family information Break: 10:30 – 11:30 Writing practice—classroom, family words, and verbs, and dictation. Reading some words on BBC Hindi website, and grammar rules male/female nouns, use of particles—का, के की ('of'-- (possession)	Read Usha Jain's Introduction to Hindi Grammar pages 20-29 on Nouns. Complete the Canvas module—Lecture: Existentials and Plural Nouns, and complete Comprehension check: Plural Nouns. Complete the Canvas reading 2 and 3. Review script—practice to memorize sound and symbol relationship, and writing rules. Read Delacy's lesson 4 and complete the workbook activities 4.1 to 4.4	Complete assignments before the next class
Thursday June 18, 2026 8:30-10:30 Break 10:30-11:30 11:30-1:30	Warm up and review—writing rules, vocabulary and grammar—noun forms (gender and number) Pronunciation practice and dictation Break 10:30-11:30 Conversation practice and roleplay, individual and group activities	Read Usha Jain's Grammar book's section on Adjectives and Pronouns (Pages 30 -51). Read Delacy's lesson-5 (Pages 3 – 39) Complete the Canvas module on Imperatives and Comprehension check: Command Forms Review everything you learned this week for Quiz-1 tomorrow	Complete by: Before the Next class

Friday June 19, 2026 8:30 – 10:30	Warm up and review: Sound and symbol relationships, grammar Conversation practice—introduction Quiz-1: Complete during class session	Read Usha Jain's grammar book chapter 5 & 6 (Imperative forms and Interrogatives) Complete the Canvas module—Possessive adjectives and complete Comprehension check: Possessive Adjectives Review script, sound symbol relationship and watch the writing video	Complete by: Before the Next class
Week-2: Day & Date	Topics/Themes	Assignments	Due Date
Monday June 22, 2026 8:30-10:30 Break 10:30-11:30 11:30-1:30	Warm up and review—script, sound & symbol relationships Introduction and Family. Work on your family description Break: 10:30 – 11:30 Interpersonal activities on Family, exchange family information, ask and answer questions on family Conversation practice on Family	Complete Usha Jain's grammar book chapter 7 & 8 on Postpositions and possessive forms, pages 68-81 Complete the Canvas module on Oblique Adjectives and Pronouns, and Comprehension check: Oblique Adjectives and Pronouns Write your introduction in some details. Review vocabulary and structures you learned in the class	Complete by: Before the Next class
Tuesday June 23, 2026 8:30-10:30 Break 10:30-11:30 11:30-1:30	Warm up and review—script, school vocabulary and grammar points. Work on describing your school Break: 10:30 – 11:30 Share your description, ask and answer question on school, learn, review and practice pronunciation and sentence structures	Review vocabulary and structures Start working on your school descriptions Practice reading on BBC Hindi website and note down some new words and bring them to the class to share	Complete by: Before the Next class
Wednesday June 24, 2026 8:30-10:30 Break 10:30-11:30 11:30-1:30	Warm up and review activities—script, vocabular and structures Describe your home and share Break: 10:30 – 11:30 Ask and answer questions, dictation and reading in group from BBC Hindi news website	Read lessons 5 & 6 from Delacy's book and complete workbook activities 5.1, 5.2, 6.1 through 6.5 Work on your home descriptions Read a news headline on BBC Hindi website	Complete by: Before the Next class
Thursday June 25, 2026	Warm up and review activities—script, vocabulary and structures	Review vocabulary and structures. Work on to complete your home and school descriptions	Complete by: Before the Next class

8:30-10:30 Break 10:30-11:30 11:30-1:30	Describe your city, include some attractions and important things Share your city description Learn and practice pronunciation of the new words	Review script and pronunciation Review everything to prepare for Quiz-2 tomorrow	
Friday June 19, 2026 8:30 – 10:30	Ask and answer questions on the weekly themes/topics Quiz-2: Complete during class session	Review script, vocabulary, and structures Read Usha Jain's grammar book chapters 9 & 10, pages 82 – 97 Create a vocabulary list of your activities and post it on the discussion board on the Canvas course site	Complete by: Before the Next class

Grading

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

Grading Scale:

A=92-100%	AB=89-91%	B=83-88%	BC=80-82%	C=71-79%	D=65-70%	F=0-64%
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Grading System:

Your final grades will be calculated on the following categories:

1. Class Attendance 5%	2. Class Participation 15%	3. Homework Assignments 20%
4. Presentations/Skits 15%	5. Quizzes 25%	6. Projects 10%
		7. Final Exam 10%

All assignments must be done in the required format (as announced on class course site), and must be submitted on time. Unexcused late assignments will receive lowered points or grades. Students who anticipate an absence on the day an assignment is due, or a conflict between the schedule for this course and other schedules, should discuss the situation with me in advance, and arrange for alternative submission date. Late, incomplete, and missed assignments will adversely affect your final grade.

Class Attendance is required and key to succeeding in the course. See the attendance policy below for further details.

Class Participation: You are expected to participate actively in all course activities, including pair and group work both in class and outside of class, as needed. Please keep your video camera on during class and unmute your microphone when asked to respond.

WISLI Program Policies

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.

Tardiness Policy

Tardiness is defined as arriving more than 5 minutes late to the start of class as well as the time

immediately following scheduled breaks. **Excessive tardiness** is arriving more than 10 minutes late to class. Tardiness in excess of 30 minutes will be considered a half- or full-day absence. In instances of 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 a half-day absence.
- **Repeated tardiness in excess of 30 minutes** will 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 notify the course instructor of any tardiness or absences as soon as possible.

WISLI Technology Policy

There are many helpful online tools available to language learners, and these tools should be used responsibly and in alignment with UW-Madison expectations of [academic integrity](#) and guidelines on [generative artificial intelligence](#). Do not use translation software or AI tools unless instructed to use these tools for assignments or projects. In these instances, these tools are to be used only in the manner permitted by the instructor. Ask for clarification if you have any questions about what is allowed.

Course Policy on the use of AI

The use of artificial intelligence (AI) tools and applications—including, but not limited to, Copilot, DALL-E, and other generative AI technologies—is prohibited for course assignments and assessments because it does not align with the learning objectives of this course, except in the specific activities described below. Unauthorized use of AI tools constitutes a violation of course expectations and may be addressed through UW–Madison’s [academic misconduct policy](#), including UWS 14.03(1)(b), which prohibits the use of unauthorized materials or fabricated data in any academic exercise.

AI tools can be a helpful companion in your language learning journey—they’re great for practicing vocabulary, improving pronunciation, getting feedback on writing, and exploring cultural nuances. You’re encouraged to use AI for personal study, extra practice, and clarification of concepts. However, AI should not be used to complete graded assignments or assessments on your behalf, or to circumvent the academic integrity policies of the course. Always use AI ethically and prioritize your own progress and understanding. If you’re unsure about what’s allowed, check with your instructor before using any AI tool for a class activity.

Course Policy on Google Translate Google Translate may occasionally be used as a dictionary, but its utility is limited, as it does not include relevant word usage information. Using Google Translate to complete assignments, including (but not limited to) drills, original written work, and exams, will be considered a violation of the course’s expectations and will be addressed through UW–Madison’s [academic misconduct policy](#), specifically UWS 14.03(1)b (b) Uses unauthorized materials or fabricated data in any academic exercise.

UW-Madison Academic Policies and Statements

- [Academic Calendar and Religious Observances](#)
- [Academic Integrity](#)
- [Accommodations for Students with Disabilities](#)

- [Course Evaluations](#)
- [Diversity and Inclusion](#)
- [Student Health, Well-Being & Basic Needs](#)
- [Privacy of Student Records and the Use of Audio Recorded Lectures](#)
- [Remote Proctoring with Honorlock \(if applicable\)](#)
- [Students' Rules, Rights and Responsibilities](#)
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