

Intermediate Hindi (ASIALANG 417-427)

Institution Name: University of Wisconsin–Madison

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

Course Designations and Attributes:

General Education- The program will cover Third and Fourth-semester language courses.

Course Description: Hindi is the third most widely used language in the world, after Mandarin Chinese and English, with more than 600 million speakers globally. As an Indo-Aryan language, Hindi is the official language of India, with English serving as an associate official language. It has a rich literary tradition dating back to the 11th century, a vibrant modern literature, and serves as the primary language of Bollywood—the world’s largest film industry. Hindi is also the leading language of print media in India.

This Intermediate Hindi course builds on the listening, speaking, reading, writing, and cultural skills students develop during their first year of study. Students will expand their vocabulary, improve grammatical accuracy, and deepen cultural competence through active participation in communicative classroom activities.

In this intensive 8-week immersive program, students will strengthen all language skills through daily lessons and real-world tasks. While primary emphasis is placed on oral comprehension and conversational abilities, reading and writing are integrated to reinforce these skills. The structured progression of grammatical topics enables students to consolidate prior knowledge while advancing toward a deeper understanding of grammar and vocabulary.

Students will gain confidence in discussing everyday topics such as weather, food, and family life, while also engaging with broader themes including culture, development, environment, social change, politics, and economics. By the end of the course, students will be better equipped to interact meaningfully with native speakers, build authentic connections, and navigate real-life situations more effectively.

At this level, students are also expected to take increasing responsibility for their learning by engaging in independent practice and using a range of resources such as dictionaries, media, texts, and personal interactions to expand their communicative abilities.

Requisites: It is expected that you will have already taken the equivalent of 1 academic year of Elementary Hindi and that you have approximately reached the CEFR A1-A2 or Novice High/Intermediate Low (ACTFL) level.

Meeting Time and Location:

Monday – Friday 8:30 a.m. - 1:30 p.m. (CDT) Synchronous Followed by One hour Break

Instructional Modality: online

Instructor Contact Info:

Hindi Lecturer Rashmi Sharma (Ph.D)

Office Hours: Tuesday & Thursday: 2.00-3.00 pm CST

Course Learning Outcomes

The Intermediate Hindi course builds on students' developing interpretive, interpersonal, and presentational communication skills in reading, writing, speaking, and listening. Through engagement with authentic and semi-authentic materials, students learn to understand main ideas and supporting details in spoken and written Hindi on familiar and some unfamiliar topics. They develop the ability to participate in sustained conversations by asking and answering questions, expressing and supporting opinions, and narrating and describing events across present, past, and emerging future contexts.

The course introduces and reinforces key grammatical structures such as compulsion and obligation, the subjunctive for expressing possibility, hopes, fears, and wishes, as well as passive constructions, participle constructions, and compound verbs, enabling students to produce increasingly connected and organized discourse. By the end of the sequence, students can create and comprehend simple and compound sentences in both spoken and written Hindi, narrate and describe personal experiences and daily life across time frames, and discuss topics of general and public interest with growing fluency and accuracy.

Students also develop interpretive skills through exposure to Hindi-Urdu fables, short stories, dialogues, and authentic materials such as news articles and media texts, allowing them to identify cultural perspectives and meanings in context. Upon successful completion of the course, students will demonstrate performance at the **Intermediate Mid to Advanced Low level** on the ACTFL proficiency scale and will be prepared to transition to Advanced (third-year) Hindi at institutions across North America.

After this course, students will be able to:

1. Interpretive Communication (Understanding)

Students will be able to:

- Understand the main ideas and key details of short to medium-length authentic texts (e.g., schedules, signs, notes, news articles, narratives) related to daily life and familiar topics.

- Follow spoken Hindi in everyday and some academic contexts (e.g., conversations, instructions, interviews, media), even when language is not fully controlled.
- Infer meaning from context when encountering unfamiliar vocabulary or structures.
- Interpret different registers (formal/informal speech) and recognise basic dialectal variation.
- Identify cultural perspectives embedded in texts, media, and everyday communication in Hindi-speaking contexts.

ACTFL Alignment: Intermediate Mid → Advanced Low (comprehension of connected discourse and authentic materials)

2. Interpersonal Communication (Interaction)

Students will be able to:

- Participate in sustained conversations on a wide range of topics, including:
 - Daily life (food, weather, time, locations, health, transportation, lodging)
 - Personal experiences (studies, hobbies, backgrounds, events, emotions)
 - Cultural topics and comparisons
- Perform real-world communicative tasks such as:
 - Asking for directions, services, and information
 - Negotiating prices and making arrangements
 - Seeking healthcare (describing symptoms, requesting treatment)
 - Giving and responding to instructions and advice
- Ask and respond to follow-up questions to maintain interaction.
- Narrate and describe events in present, past, and future timeframes with increasing control.
- Express needs, wants, preferences, and opinions with appropriate nuance, urgency, and politeness strategies.
- Use culturally appropriate forms of address and conversational norms.

ACTFL Alignment: Intermediate Mid (sustained, uncomplicated conversation with emerging ability to handle complications)

3. Presentational Communication (Production)

Students will be able to:

- Deliver organised oral presentations on familiar and researched topics using connected, paragraph-length discourse.
- Write coherent texts such as:
 - Journals and reflections
 - Narratives and descriptions
 - Dialogues, notes, and short essays
- Present ideas, information, and arguments with logical organisation and appropriate transitions.
- Describe actions and events across timeframes with increasing grammatical accuracy.
- Use increasingly sophisticated language, including:
 - Compound verb constructions
 - Participles and complex sentence structures
 - More nuanced and natural descriptive expressions
- Adapt language appropriately for audience and context (informal to semi-formal).

ACTFL Alignment: Intermediate Mid → Emerging Advanced Low (connected discourse with developing complexity and accuracy).

4. Integrated Literacy (Reading & Writing in Devanagari)

Students will be able to:

- Read and interpret non-complex texts in Devanagari (e.g., signs, schedules, notes, product information).
- Summarize and answer questions about key ideas in written texts.
- Read and write at a functional speed with increasing ease and fluency.
- Compose short narratives, journal entries, and contextualized written exchanges.
- Engage with slightly more complex materials such as short stories and simplified news texts.

5. Integrated Proficiency & Cultural Competence

Students will be able to:

- Compare cultural practices and perspectives between Hindi-speaking communities and their own.
- Express and support opinions on cultural and social topics.

- Use Hindi to complete real-world tasks (e.g., interpreting media, navigating travel situations, discussing everyday issues).
- Demonstrate strategies for independent language learning (e.g., using authentic resources, self-monitoring, expanding vocabulary).

NOTE: Please visit this link and see your progress and assess yourself - [ACTFL | NCSSFL-ACTFL Can-Do Statements](#)

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

This course builds on your previous experience with Hindi and helps you become a more confident and independent communicator. You will improve your speaking, listening, reading, and writing skills through interactive activities, discussions, and real-world tasks.

In this course, you will learn how to express your ideas more clearly, talk about past, present, and future events, and discuss personal experiences as well as broader social and cultural topics. You will also begin working with more complex grammar to help you communicate in longer, more connected sentences.

You will engage with a variety of materials, including dialogues, short stories, Hindi-Urdu fables, and media such as news and videos. These will help you better understand both the language and the cultures where Hindi is spoken.

Active participation is key—be ready to speak, collaborate, and try new things! This is a supportive space where making mistakes is part of learning. By the end of the course, you will be able to communicate with greater fluency and confidence and will be well prepared for advanced-level Hindi.

Course Website and Digital Instructional Tools

- Link to institute website

[University of Wisconsin–Madison](#)

[Home](#) | [MyUW](#)

- Link to Canvas page

[REDACTED]

[REDACTED]

- Zoom link for class:

[REDACTED]

Required Textbook, Software, and Other Course Materials

1. *Introduction to Hindi Grammar* – Usha R. Jain, Institute for South Asia Studies, University of California, Berkeley, 1995
2. *Advanced Hindi Grammar*, Usha R. Jain, Institute for South Asia Studies, University of California, Berkeley, 2007
3. *Intermediate Hindi*, 2010 (Yamuna Kachru, Rajeshwari Pandharipande)
4. Additional handouts to supplement the material shall be provided by the instructor in class or on Canvas, as needed from various other texts, online resources and the materials prepared by the instructor.
5. students can access the software or tools, such as through the [Campus Software Library](#).

Dictionaries (recommended):

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

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

Online Resources:

Shabdkosh: www.shabdkosh.com

BBC Hindi: <http://www.bbc.com/hindi>

UT-Austin Flagship: <http://hindiurduflagship.org> (See interviews, learning materials, and lectures under “Resources”)

Digital Dictionaries of South Asia: <http://dsal.uchicago.edu/dictionaries/>

Avashy Script Tutor: <http://www.hindibhasha.com/>

Hindi Central: <http://www.hindicentral.com>

Quizlet: <https://quizlet.com/>

Frances Pritchett's page: <http://www.columbia.edu/itc/mealac/pritchett/00fwp/>

MSU Hindi-Urdu site: <http://hindiurdu.net>

*Please access the link below to familiarize yourself with the Hindi cultural modules designed for the. Regional Flagship Language Initiative.

Note that you will have to create an account in order to access these course modules.

<https://lftic.lll.hawaii.edu/culture/mod/H/>

Homework and Other Assignments

Homework is assigned regularly to help you prepare for class and actively engage with the material, especially in a pre-class (flipped) format. You are expected to complete all assignments before the next class so that you can fully participate in discussions and activities.

Assignments will typically include preparation tasks such as reading, listening, writing, or speaking practice. In addition, you may be asked to complete **weekly tasks (e.g., role-plays or presentations)** to prepare for in-class communicative work.

Grading and Evaluation: Assignments are graded using a point system based on:

- **Completion** (on-time submission)
- **Accuracy and effort**
- **Participation in communicative tasks** Some assignments may also include **peer interaction or feedback activities.**

Submission Guidelines:

- All assignments must be submitted on **Canvas** by the specified deadlines.
- Late or missing work may negatively affect your grade.
- Detailed instructions, due dates, and grading criteria will be clearly listed for each assignment on Canvas.

Feedback: You will receive feedback through comments on Canvas. You are encouraged to review this feedback carefully and discuss it with your instructor during office hours.

Being consistent, organized, and timely with your work will help you succeed and make the most of your learning experience in this course.

Exams, Quizzes, Papers, and Other Major Graded Work

Summary Period

The **summary period** for this course takes place during the **final week of the program (Week 8)**. During this time, students will complete final assessments, including the **second project and the final exam**.

Final Exam Expectations

- The **final exam will be cumulative**, covering all material from the entire course, including:
 - Grammar structures (e.g., subjunctive, passive, participles, compound verbs)
 - Vocabulary and themes
 - Reading, writing, listening, and speaking skills
- The exam will include:
 - **Interpretive tasks** (reading/listening)
 - **Presentational tasks** (writing)
 - A **speaking component**, conducted individually at a scheduled time with the instructor
- The final exam will be conducted **synchronously** (in real time).
- Unless otherwise specified, the exam is **closed book and closed notes**.

Quizzes

- Weekly Quizzes are held regularly (excluding designated project weeks) and are **cumulative**, incorporating both new and previously learned material.
- Quizzes may include:
 - Reading and writing tasks
 - Listening comprehension
 - Short speaking activities
- Quizzes are also conducted **synchronously**.

Use of Materials and Devices

- Unless otherwise stated:
 - Exams and quizzes are **closed book and closed notes**
 - Use of unauthorized electronic devices, online tools, or external assistance is not permitted
- Any variation (e.g., open-note quiz or use of specific tools) will be clearly announced in advance.

Proctoring

- In line with program guidance, formal proctoring software is **not required**.
- Assessments will be completed during scheduled class time with the instructor present on Zoom

Variety of Assessments

Students will have **multiple opportunities to demonstrate their learning**, rather than relying on a single high-stakes exam. These include:

- Weekly homework and preparation tasks
- Quizzes
- Two major projects
- Oral presentations and role-plays
- Final exam (including speaking component)

Group Work

- For group projects:
 - Clear expectations and roles will be provided
 - A shared grading rubric will be used
 - Individual contributions may be assessed to ensure fairness and accountability

Make-up and Late Work Policy

- **Late assignments** may receive reduced credit unless prior arrangements are made with the instructor

- **Make-up quizzes or exams** will only be allowed in cases of documented, legitimate circumstances and must be arranged in advance when possible
- Students are responsible for communicating promptly with the instructor regarding any conflicts

Transparency and Communication

All assignment details, grading criteria, and deadlines will be clearly posted on **Canvas**, and students are encouraged to review them regularly. Timely communication and consistent participation will help ensure success in the course.

General Guidelines for Exam Proctoring

This course will not utilize a formal proctoring service. Quizzes and exams will be completed during scheduled class time on Zoom with the instructor present. Students are expected to follow all academic integrity guidelines during assessments.

Course Schedule/Calendar

Include a course calendar/schedule that outlines the coursework and deadlines to help students plan their time and know what to expect. Demonstrate opportunities for instructor-student interaction where appropriate.

Required co-curricular Friday programming is as follows:

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

Week 1 Schedule (15–21 June 2026) (Tentative)

Theme of the Week: *Personal Identity, Everyday Communication, and Review of Foundational Structures*

Day	Time	Activity	Details / Content	Mode of Communication	Learning Outcomes (Can-Do)	Deadline
Monday (06/15)	08:30–10:30	Introduction	Course overview, syllabus, learning strategies	Interpretive / Interpersonal	I can understand course expectations and introduce myself in Hindi	—
	10:30–11:00	Break	—	—	—	—
	11:00–12:00	Placement Test	Initial assessment	Interpretive / Presentational	I can demonstrate my current proficiency in Hindi	Completed in class
	12:00–13:00	—	—	—	—	—
Tuesday (06/16)	08:30–09:30	Grammar Review	Script, nouns, pronouns, adjectives, verb “to be” (Ch. 1,2,3,4 & 16 from Introduction to Hindi Grammar by Usha R. Jain)	Interpretive	I can recognize and use basic grammatical structures in sentences	Next Day
	09:30–10:30	Conversation / Role-play	बातचीत-1 (Autowala conversation)	Interpersonal	I can ask and answer simple questions in everyday situations	Next Day

Day	Time	Activity	Details / Content	Mode of Communication	Learning Outcomes (Can-Do)	Deadline
	10:30–11:00	Break	—	—	—	—
	11:00–12:00	Role Play & Vocabulary	Asking directions	Interpersonal	I can ask for and give directions using familiar expressions	Next Day
	12:00–13:00	Journal Writing	Personal introduction	Presentational	I can write a short paragraph about myself and my family	Next Day
Wednesday (06/17)	08:30–09:30	Grammar	Verb forms (imperative, habitual, progressive) (Ch. 5, 9 & 17, 12 & 18, from Introduction to Hindi Grammar by Usha R. Jain)	Interpretive	I can use different verb forms in basic communication	Next Day
	09:30–10:30	Conversation	Asking directions	Interpersonal	I can maintain short conversations using learned structures	Next Day
	10:30–11:00	Break	—	—	—	—
	11:00–12:00	Role Play Review	Vocabulary + video input	Interpretive / Interpersonal	I can understand key ideas from short spoken	Next Day

Day	Time	Activity	Details / Content	Mode of Communication	Learning Outcomes (Can-Do)	Deadline
					input and respond	
	12:00–13:00	Journal + Video	Transportation in India	Presentational	I can describe everyday topics (transportation) in writing	Next Day
Thursday (06/18)	08:30–10:30	Grammar	Postpositions, possessives, oblique forms ch. 7,8,11, 10 & 14 from Introduction to Hindi Grammar by Usha R. Jain	Interpretive	I can use postpositions and possessive structures correctly	Next Day
	10:30–11:00	Break	—	—	—	—
	11:00–12:00	Oral Presentation	“मेरा शहर”	Presentational	I can present information about my city in spoken Hindi	Presentation due in class
	12:00–13:00	Vocabulary	Household vocabulary	Interpretive	I can understand and use vocabulary for everyday contexts	—
Friday (06/19)	08:30–09:30	Weekly Quiz	Based on weekly material	Interpretive / Presentational	I can demonstrate understanding of grammar and vocabulary from the week	Completed in class

Day	Time	Activity	Details / Content	Mode of Communication	Learning Outcomes (Can-Do)	Deadline
	09:30–10:30	Dictation & Pronunciation	Reading aloud + dictation	Interpretive / Presentational	I can recognize and reproduce sounds and words accurately	Completed in class
	10:30–11:00	Break	—	—	—	—
	11:00–12:00	Hindi Project	Creative presentation	Presentational	I can present ideas creatively using simple Hindi	In class
	12:00–13:00	Weekly Meeting	Review, feedback, preview	Interpersonal	I can reflect on my learning and provide feedback	—
Saturday (06/20)	—	Weekend Activity	Watch “Indian Masala Tea” video	Interpretive	I can understand the main idea of a short cultural video	Sunday night

Some Important Dates:

Weekly Quizzes- Every Friday

Semester 1- June- 19th, 26th & July 3rd

Semester 2 – July – 17th, 24th & 31st

Final Exams –

Semester 1- July 10th

Semester 2- August 7th

Cultural Projects –

Semester 1- July – 9th

Semester 2- August- 6th

Grading System

Your final grades will be calculated on the following categories:

Attendance	10%
Class Participation	15%
Homework Assignments (Online and other speaking, listening, reading and writing)	20%
Cultural Project/Presentation (Individual and collaborative)	20%
Weekly Quizzes	20%
Final Exam	15%

Grading Scale

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

Assignments and Submission

All assignments must be completed in the required format (as specified on the course site) and submitted on time. Assignments that are submitted late without prior approval may receive reduced credit. Late, incomplete, or missed work will negatively affect your final grade.

Students who anticipate an absence or scheduling conflict must communicate with the instructor in advance to arrange an alternative submission plan.

Attendance and Participation

Regular attendance is **required** and essential for success in this course. Please refer to the attendance policy for details.

Active participation is expected in all class activities, including pair work, group discussions, and collaborative tasks both during and outside of class, as assigned.

Homework and Weekly Tasks

Homework is assigned for each class and must be completed on time. These assignments are essential for preparing for class and supporting your progress.

- Homework is factored into instructional planning, so timely completion is critical.
- Feedback will be provided before upcoming quizzes whenever possible and reviewed during office hours.
- Each week, you will complete an additional **weekend task**, which may include preparing a role-play, presentation, or other communicative activity.

All assignments must be submitted through **Canvas**. Detailed instructions, due dates, and grading criteria will be available on the course site.

Homework will be graded using a **point system**, and the total score will be converted into a letter grade. Feedback will be provided through Canvas and/or in person. You are encouraged to review feedback and discuss it during office hours.

Homework contributes 20% of your final grade.

Class Projects

Students will complete **two projects (presentations)**:

- **Project 1:** Week 4
- **Project 2:** Week 8

Project guidelines, expectations, and grading criteria will be provided in advance.

Quizzes

- There will be **6 quizzes**, typically held on Fridays (except Weeks 4 and 8).
- Quizzes are **cumulative**, covering both current and previously learned material (grammar, vocabulary, themes, and usage).
- Students are expected to review regularly to stay prepared.

Final Exam

The 2 **final exams** will take place on the last day of the semester (end of Week 4 and 8).

- These exams are **cumulative**, covering all course content:
 - Grammar and language structures
 - Vocabulary and themes
 - Communication skills (reading, writing, listening, speaking)
- The exam will include **listening and speaking components**.
- The speaking portion will be conducted **individually** at a scheduled time with the instructor.

Grading and Evaluation

Final grades are based on a combination of:

- Homework and weekly assignments
- Participation

- Quizzes
- Projects
- Final exam

Grades are assigned based on overall performance and **will not be curved**.

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.

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](#)
- [Teaching & Learning Data Transparency](#)

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