



## Advanced Hindi

HINDI-3003-3503 (3 Credits / 45 hours)

SIT Study Abroad Program:

India: Sustainable Development and Social Change

**PLEASE NOTE:** This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

### 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, especially in the context of field exercises, excursions, and during the Independent Study Project. 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 Sustainable Development and Social Change courses and in the field. 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.

### Learning Outcomes

At the conclusion of the course, students can expect to:

- Acquire understanding of the advanced grammatical structures and word-choices necessary for expression in highly meaningful and in-depth topics and conversation, especially pertaining to cultural aspects that are uniquely tied to the Hindi language;
- Become well-versed in syntactic formulation and advanced tense forms using, for example, passive and active voice, compound and causative verbs, participles, pairing words, and conditional, conjunctive and multi-subject sentences

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- Complete necessary field work, research and communication without the use of a translator
- Further refine ability to negotiate and navigate social/commercial transactions and relations in society using more descriptive and detailed communication and vocabulary beyond the intermediate level
- Read newspapers, scholarly articles, short stories, poems, etc. with advanced –level grammar, and interpret and reflect on both figurative and deeper symbolic meaning from such texts and literature when appropriate
- Contribute in a meaningful way to the Hindi language through student’s own original and creative culturally and socially-inspired writing
- Develop a more clear and precise accent, use of proper phonetics, and syllable stress found in the Hindi language
- Gain deeper cultural insight based on language use

### Language of Instruction

**All the classes will be conducted in Hindi.** Students will be exposed to grammar and vocabulary related to the course content and are expected to practice and utilize learned content while intentionally engaging with people during field visits, home stays, and whenever the opportunity arises.

### Course Requirements

#### Course Schedule

In this 3-credit course, there will be approximately 20 one and a half hour classes, two drop-offs, one oral and two written examinations. Students will revise concepts they have learned through a brief daily quiz and daily homework assignments. In the first hour of class, grammar topics will be introduced/ reviewed. In the second half of class time, more personalized tutorial will be given, with focus on speaking and listening, which may include the use of discussions, debates and conversations that reflect authentic daily life and meaningful themes involving Indian culture, social change and sustainable development. Class content will also include reading, writing and listening comprehensions, using various sources such as articles, newspaper, stories, poems, short movies, documentaries, songs, etc. Through these methods, students will adjust and alter their way of communication in Hindi by being exposed to deeper concepts of Indian culture, social norms and values and by becoming more aware of current trends in socio, economic and political topics.

#### Course Textbook and Study Material

The main textbook used for this course, *Advanced Hindi Grammar, 2007* (Usha R. Jain), provides in-depth explanation of grammatical points necessary for the advanced Hindi students and it also provides drills and exercises for the taught grammatical topics. Apart from grammar topics students will study Hindi literature through stories, poems, news articles, plays, film segments and folk tales.

P.S.: The first two teaching classes will be based on review sessions. Some grammar topics of intermediate level will be discussed from *Introductions to Hindi Grammar, 1995* (Usha R. Jain).

#### Topic I: Reviewing (a) Indefinite pronouns and adjectives (b) Intransitive and transitive forms of verbs

##### Readings:

Jain, Usha R., (1995). Indefinite pronoun and adjectives. *Introduction to Hindi Grammar* (pp. 277-280). Berkeley: University of California.

Jain, Usha R., (1995). Intransitive and transitive forms of verbs. *Introduction to Hindi Grammar* (pp. 287-290). Berkeley: University of California.

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**Topic 2: Quick review of (a) Oblique infinite (b) The presumptive mood (c) Relative and correlative constructions**

**Readings:**

Jain, Usha R., (1995). Oblique infinitive and lagana construction. *Introduction to Hindi Grammar* (pp. 300). Berkeley: University of California.

Jain, Usha R., (1995). The presumptive mood. *Introduction to Hindi Grammar* (pp. 303-305). Berkeley: University of California.

Jain, Usha R., (1995). Relative-correlative constructions. *Introduction to Hindi Grammar* (pp. 310-315). Berkeley: University of California.

**Topic 3: The oblique infinite and imperfective participle; Listening comprehension**

**Readings:**

Jain, Usha R., (2007). The oblique infinitive with dena construction. *Introduction to Hindi Grammar* (pp. 1--3). Berkeley: University of California.

Jain, Usha R., (2007). Imperfective participles. *Introduction to Hindi Grammar* (pp. 5-9). Berkeley: University of California.

**Topic 4: Perfective participles; Patrika and Samachar Patra**

**Readings:**

Jain, Usha R., (2007). Perfective participle. *Introduction to Hindi Grammar* (pp. 13-20). Berkeley: University of California.

**Topic 5: Short Hindi movie or documentary and writing comprehension**

**Readings:**

Related vocabulary

**Topic 6: Discussion and review of movie or documentary**

**Readings:**

Related to movie or documentary

**Drop-off: Extended out-of-classroom exercise**

**Topic 7: Expressing continuity with different verbs**

**Readings:**

Jain, Usha R., (2007). Expressing continuity with rahana, jana and aana. *Introduction to Hindi Grammar* (pp. 31-34). Berkeley: University of California.

**Topic 8: Postpositions and poetry**

**Readings:**

Jain, Usha R., (2007). Postpositions. *Introduction to Hindi Grammar* (pp. 40-43). Berkeley: University of California.

**Midterm written and oral examination**

**Topic 9: Compound verbal formations and Hindi movie song**

**Readings:**

Jain, Usha R., (2007). Compound verbal formations, part I. *Introduction to Hindi Grammar* (pp. 47-57). Berkeley: University of California.

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### **Topic 10: Adverbs; Muhavare and Lokoktiyan**

#### **Readings:**

Jain, Usha R., (2007). Adverbs. *Introduction to Hindi Grammar* (pp. 62-69). Berkeley: University of California.

### **Topic 11: Participial constructions; and Muhavare and Lokoktiyan**

#### **Readings:**

Jain, Usha R., (2007). Participial constructions. *Introduction to Hindi Grammar* (pp. 74-76). Berkeley: University of California.

### **Topic 12: The verb stem with pana construction; Folk songs**

#### **Readings:**

Jain, Usha R., (2007). The verb stem with Pana construction. *Introduction to Hindi Grammar* (pp. 80-82). Berkeley: University of California.

### **Topic 13: The conjunctive participle; Folk songs**

#### **Readings:**

Jain, Usha R., (2007). The conjunctive participle. *Introduction to Hindi Grammar* (pp. 85-90). Berkeley: University of California.

### **Topic 14: Participial construction; Stories from literature**

#### **Readings:**

Jain, Usha R., (2007). Participial construction. *Introduction to Hindi Grammar* (pp. 95-97). Berkeley: University of California.

### **Topic 15: The passive voice; Stories from literature**

#### **Readings:**

Jain, Usha R., (2007). The passive voice. *Introduction to Hindi Grammar* (pp. 107-115). Berkeley: University of California.

### **Final written examination**

### **Hindi Final Oral Presentation Project**

## **Evaluation and Grading Criteria**

#### *Description of Assignments:*

#### **Daily Quizzes/ Class and home work (Written and Oral): 15%**

##### Daily Quiz:

Very brief daily quizzes will begin every class exactly at 9:00 am and should be viewed as an opportunity to display your mastery of grammatical topics and vocabulary items. The quizzes will be based on the topic covered in the last class. Lateness will result in a score of zero for that day's quiz. However, students who are forced to miss class for medical reasons will be given the opportunity to make up the daily quiz on the day they return to class. Although the two lowest quiz scores from the semester will be dropped, zeroes acquired from non-medical absence/lateness will be factored into your final grade. Students who score zero on daily quizzes due to a pattern of lateness will be put on academic probation. Review your copies well and please follow the instructions.

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### Written Work:

Home assignments reinforce the oral material taught through classroom drills and grammar classes. Kindly complete the home assignments as instructed and write full sentences. Students are required to go through the checked/corrected home assignments and follow the instructions given by the language faculties. Please do not ignore the instructions. Also try your best to develop a good handwriting so that review of your written work will be orthographically unchallenging.

### **In-class Oral Conversations: 25%**

These classes are based on in-depth grammar structure and extensive vocabulary used in meaningful relational or societal contexts and relatively complex dialogues to enhance the oral abilities of the learners. The phrases and dialogues will include detailed story-telling, descriptive expression of one's needs or beliefs, informative discussions (i.e. to tell of future plans, share or learn a recipe, etc.), and especially to communicate about ideas or themes in, culture, development, social change, contemporary issues, current affairs, history and literature. Students will be asked to converse in small peer groups and will be evaluated individually on the basis of their efforts, meaningful participation, clarity, initiative and basic understanding of the context.

### **Effort and Participation: 10%**

Attendance is mandatory and is the most fundamental aspect of participation. However, in addition to merely showing up, students should demonstrate active and meaningful participation both inside and outside the classroom. This means:

- showing engagement and attention
- asking questions
- making marks and notes
- coming to class prepared for the lesson
- reviewing the topic of the day
- making an effort to attend Hindi instructors' office hours
- interacting in Hindi with the locals during excursions and workshops.

### **Two Comprehensive Written Examinations: 25%** (averaged together)

Each cumulative exam will be 2.0 hours. These examinations will be based on the grammar topic covered till then. These are crucial test papers and shall be evaluated for your final grades. The dates and other information regarding these examinations will be posted on the Hindi notice board.

### **Oral Examination and Presentation Project: 25%** (averaged together)

#### Oral Examination:

One oral examination will be held during Week 4 in the centre and will be approximately 15-20 minutes. You will be asked general questions to test your mastery of grammatical structures and complex descriptive expression.

#### Oral Presentation Project:

This is an individual activity and the student is required to present in week 10. Students choose their own topics for the presentation. Students should start putting their project together by starting early by taking classroom teaching, homestay, drop-off, excursions and workshops or any other sites of learning as an opportunity to develop a creative and engaging project and prepare and practice for its oral delivery. Students should draw on their classroom and experiential learning's experiences and are also encouraged to incorporate their own interests. Advanced Hindi students are responsible for developing an original,

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culturally and/or socially based project that reflects critical thinking, sensitive reflection, and efforts to dig deeper into Indian culture and society, especially as it relates to the Hindi language. Projects may also be supplemented by items of your choosing, including pictures and videos you have taken, advertisements, magazine clippings or articles. Students should feel free to take assistance from language instructors and homestay families while working on the project. Advanced students will also write and include a 5-page polished write-up/narration of the presentation

For the final presentation, each student will be given 5-10 minutes to present his/her project and will include the following criteria for evaluation:

- Creativity
- Vocabulary
- Pronunciation
- Phrase
- Speaking skills
- Grammar
- Usage and presentation of comfort in Advanced Hindi beyond the Intermediate level
- Five-page polished write-up/narration of the presentation to be turned in preceding the presentation
- Contribution to the Hindi language through original and meaningful work

**Assessment:**

Daily Quizzes/ Class and home work (Written and Oral)	15%
Meaningful participation in in-class oral conversation	25%
Overall effort & participation	10%
Two Written Examinations (averaged together)	25%
One oral examination and oral presentation project (averaged together)	25%

**Grading Scale**

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
Below 64	F

**Expectations and Policies**

Show up prepared. The course is based on group learning so you must participate fully. Be on time for all lectures, workshops and field trips. There are many long days so you must be well rested and have a clear head and have your readings completed and points in mind for discussion or clarification.

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Assignments. All written assignments should be completed in pencil. Materials written in pen (after the summer assignment) will not be accepted and will have to be rewritten. The Hindi Final Project may be in pen, assuming you have checked the spelling of material to be added with a Hindi-speaker. All components of the course must be completed satisfactorily to receive a passing grade.

Attendance. If a certificate of medical emergency is produced, extensions for daily quizzes and other assignments may be negotiated with the Language Instructors. If make-ups granted due to illness are not completed within the agreed upon time, a grade of zero will be recorded for that assignment. Unexcused late assignments will not be accepted.

Troubleshooting. While studying in India, be sure to allow extra time for serious obstacles such as extended power cuts or illness – please do not leave things to the last minute.

Classroom and Field. You are expected to act appropriately; taking notes, attention, engaging the host through careful listening, eye contact and asking questions. You should practice Hindi to your best abilities outside classroom.

Comply with academic integrity policies. No plagiarism or cheating, nothing unethical.

**Further Information and Policies** Students should take responsibility for their own learning process. This involves making an effort to engage with the homestay family in Hindi, as well as with the larger Hindi-speaking environment. On excursions and workshop, students should use vocabulary they have learned in the classroom to interact with local people and ask questions. In addition to completing nightly written assignments, students are expected to review the next day's topic beforehand.

Learning a foreign language can be very challenging, and is a mutual process. Teachers are available for extra help, but it is up to students to take the initiative to benefit from this. In order to reach their greatest potential in Hindi, students are encouraged to attend daily office hours, especially if concepts are not clear or performance on quizzes reflects a need for more practice on any given grammatical topic. Commitment to Hindi during the first two months can be of great assistance during the Independent Study Project (especially if students conduct their study in Hindi-speaking areas). Although students are expected to take their learning seriously, try to have some fun too! The confidence you will gain from success is very rewarding.

We realize that learning Hindi might not be every student's priority. Perhaps after this semester you will never spend time learning Hindi again. However, we request that you at least have an open mind and positive attitude towards learning, and give it your best effort. Even if you do not feel motivated to invest energy into learning Hindi because you might not be receive much credit at your home institution, please be sensitive to the learning rights of others by contributing to a positive Hindi learning environment.

Attendance is mandatory and is the most fundamental aspect of participation. However, in addition to merely showing up, students should demonstrate active and meaningful participation both inside and outside the classroom. This means:

- showing engagement and attention;
- asking questions;
- making marks and notes;
- coming to class prepared for the lesson;
- reviewing the topic of the day;

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- making an effort to attend Hindi instructors' office hours;
- interacting in Hindi with the locals during excursions and workshops.

Students are expected to attend and participate in all class sessions. Specific information on assignments will be handed out during orientation and also discussed during the semester. Information regarding policies on academic integrity, ethics, academic probation, diversity and disability, sexual harassment, and the academic appeals process is available in the student handbook. This syllabi and course schedules are subject to change in the event of extenuating circumstances. If you are late or absent from any activity, it is your responsibility to get in touch with the Academic Director and other students to check on announcements made while you were absent.

**Please refer to the SIT Study Abroad handbook** for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process.

**Disability Services:** Students with disabilities are encouraged to contact Disability Services at [disabilityservices@sit.edu](mailto:disabilityservices@sit.edu) for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.

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