Course Syllabus

Nepali
NEPA 1506 (6 Credits/90 Class hours)

SIT Study Abroad Program:
Nepal: 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
From shared beginnings in Peace Corps Volunteer language training to now, there has always been an emphasis on language as a key to cultural learning and to greater international understanding. Thusly, our language courses are suited to in country socio-cultural dynamics, where attention is given to communicative context as well as content and where we attribute value to traditional languages and/or minority languages as well as “official” languages.

The study of Nepali is the first prerequisite for successful entry into the native communities of Nepal. Language training in Nepali begins immediately after arrival in the country, and throughout the semester, students are encouraged to apply their language skills in all facets of the program, especially during home stay, the village excursion, and the Independent Study Project.

The purpose of language training is communication. Students need to be able to communicate in Nepali to work/stay effectively in Nepal. We emphasize language acquisition (Natural Approach) for application in real life situations. The successful completion of the language training will give the learner a good foundation for language usage in day-to-day life. For each component, topics are identified; tasks performed under each topic are determined and designed by the teachers according to the students’ learning styles and capacities. Each lesson presents the situation, e.g. eating with host family, and the topic, e.g. food and socializing. Students learn to use a certain “dialogue” appropriate to the topic. Dialogues are used to assist in expressing needs, wants, questions, responding to questions, giving and asking opinions, and interviewing, etc.

Language Levels and Placement
Students are placed into appropriate language course levels based on oral proficiency interviews conducted during orientation in Nepal.

Learning Outcomes
The SIT Nepal language course encompasses 90 academic hours (6 credits). Upon completion of the Nepali language course at SIT Nepal, students will be able to:

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• Communicate effectively in Nepali in a variety of speaking situations;
• Demonstrate comprehension of Nepali in a variety of listening situations;
• Understand most native speakers when they speak clearly on familiar topics;
• Converse on a variety of topics in greater detail, be it in informal or formal conversation;
• Discuss complex issues of past, present, and future events;
• Express feelings, opinions, and emotions using a more extensive vocabulary;
• Describe and explain the Independent Study Project to a variety of audiences;
• Demonstrate a clear understanding of Nepalese culture(s) by demonstrating an understanding of cultural values, folk beliefs, social conventions and festive celebrations unique to Nepal;
• Discern and compare cultural similarities and differences.

Course Requirement

Methodology
In terms of language teaching approaches, methods and techniques, we utilize multiple approaches based in experiential learning. During the semester, students attend 2.5 hours of language class five days a week. Since our main focus is language acquisition, we do not allow our learners to speak other languages in the classroom. However we sometimes deal with grammar and other issues related to Nepali language learning in English.

Textbook and course materials
English-Nepali Pocket Dictionary

Class Schedule
Students will have at least 90 class hours. During our Kathmandu stay, the class schedule is Monday-Friday 8:00am-10:45am. Language class hours and timing may be different during our excursions. Classes are shuffled and reshuffled according to the learning pace and student number so that students will be familiar with each teacher’s teaching styles and techniques. Extra individual classes will be provided if students want to work more on language. Students will not be staying in a formal class every day, different language activities (e.g. games, cooking class, assignments, debates) are organized related to language learning.

Assignments
You will have language homework most days. Assignments are given daily after language class ends and are due the next day during class. Assignments are usually reviewed and returned to students before the same day.

Evaluation and Grading Criteria

Assessment
Teachers plan lessons and evaluate student performance at daily meetings. Students are then regrouped according to learning pace and individual strengths and weaknesses. At the end of the semester, teachers collectively compose a final evaluation for each student, taking into account classroom performance and the use and development of language skills in the host community.

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Through periodic and ongoing experiential evaluation students are graded in each of the following areas according to the criteria set out in the syllabi: grammar, vocabulary, oral and reading comprehension, fluency, pronunciation, motivation, attendance, progress, Devanagari and language usage outside of classroom. In addition, there are two written tests during the semester (e.g. short question/answer, fill in the blanks, correcting word order, etc.) and final written and oral exams before ISP starts.

The Academic Director, based on the language teachers’ final evaluation determines the final semester language grade. Although not part of grade, students will be given an ACTFL oral proficiency interview before ISP by a certified tester at the conclusion of language study to gauge students’ language acquisition.

**Methods of Evaluation**

**Grammar (10%)**
Grammar is the integral part of the language; it governs the composition of word order, conjugation, tenses etc. Evaluation includes homework, test and speaking.

**Vocabulary (10%)**
At least 20-30 new words are taught in class. Students are expected to acquire extensive vocabulary from the homestay family, books and on their own.

**Comprehension (10%)**
Graded based on how clearly a student grasps the meaning of words, sentences, questions, dialogues and in conversation with others.

**Pronunciation (10%)**
Native pronunciation is not expected. However students’ pronunciation should be very clear and comprehensible to classmates and others.

**Fluency (10%)**
Smoothness of flow with which sound, words and phrases are used when communicating.

**Motivation and Attitude (10%)**
Students are expected to be positive and enthusiastic towards the host culture, language class, language activities organized by the program and to be positive, encouraging and helpful to their classmates as well.

**Progress (10%)**
Students’ progress is evaluated based on homework, language exams and efforts in speaking.

**Attendance (10%)**
Students are expected to attend each and every language class and the activities scheduled by teachers. If students get sick or have important appointments they should inform to the teacher and director ahead of the class.

**Language Use Outside Class (10%)**
Language is not limit to class. Students need to use Nepali as much as possible with Nepali people and among yourselves.

**Devanagari (10%)**
Reading and Writing.

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**Grading Scale:** The grading scale for all classes is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>84-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-83%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>74-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-73%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>64-66%</td>
<td>D</td>
</tr>
<tr>
<td>Below 64</td>
<td>F</td>
</tr>
</tbody>
</table>

**Oral Proficiency Interview (OPI) Test**

Final oral proficiency interviews are conducted toward the end of the semester prior to ISP in order to provide a measurement of students’ overall linguistic progress. Course grades usually, but not always, reflect performance in the Oral Proficiency Interview.

**Score Description**

<table>
<thead>
<tr>
<th>Functions</th>
<th>Content</th>
<th>Context</th>
<th>Accuracy</th>
<th>Text Type</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Superior</strong></td>
<td>Support opinion, hypothesis, discuss topics concretely/abstractly, handle a linguistically unfamiliar situation</td>
<td>Verity of concrete &amp; abstract topics</td>
<td>Formal &amp; informal</td>
<td>Extended discourse</td>
</tr>
<tr>
<td><strong>Advanced High</strong></td>
<td>Narrate, describe, explain, compare, discuss in past present &amp; future time/ major aspect frames. Can mostly answer in superior level, but not all the time.</td>
<td>Concrete topics going beyond self, family, community &amp; work</td>
<td>Most formal &amp; some informal settings</td>
<td>Paragraph length speech</td>
</tr>
<tr>
<td><strong>Advanced Mid</strong></td>
<td>Narrate, describe, explain, compare, discuss in past present &amp; future time/ major aspect frames. Strong for the level</td>
<td>Concrete topics going beyond self, family, community &amp; work</td>
<td>Most formal &amp; some informal settings</td>
<td>Paragraph length speech</td>
</tr>
<tr>
<td><strong>Advanced Low</strong></td>
<td>Narrate, describe, explain, compare, discuss in past present &amp; future time/ major aspect frames. Minimal, weak but without breakdown into level below.</td>
<td>Concrete topics going beyond self, family, community &amp; work</td>
<td>Generally comprehensible to all</td>
<td>Paragraph length speech</td>
</tr>
<tr>
<td><strong>Intermediate High</strong></td>
<td>Creates with language, simple conversations, ask &amp; answer, can handle simple social transactional situations. Can mostly answer in advanced level, but not all the time.</td>
<td>Daily routine, familiar surroundings, routine travel needs</td>
<td>Some informal settings &amp; a few transactional situations</td>
<td>Discrete sentences</td>
</tr>
<tr>
<td><strong>Intermediate Mid</strong></td>
<td>Creates with language, simple conversations, ask &amp; answer, can handle simple social transactional situations. Strong for the level</td>
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| Novice | Formulaic utterances and lists, but shows no functional ability | Objects, numbers, body parts, colors, days, family members, food, etc | Most common informal settings | Very difficult to understand | Below sentence level |

**Expectations and Policies**
Class attendance is mandatory and unexcused absences will reduce the language grade (see attendance policies in the front matter of the syllabus).

*Show up prepared*. Be on time, have your assignments completed and points in mind for clarification. Complying with these elements raises the level of class discussion for everyone.

*Have assignments completed on schedule, and done according to the specified requirements*. This will help ensure that your assignments are returned in a timely manner.

*Ask questions in class*. Teachers are highly respected in Nepal. Your polite and engaged behavior is expected.

*Comply with academic integrity policies* (no plagiarism or cheating, nothing unethical).

*Respect differences of opinion* (classmates’, teachers’). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

*Trust in the process*. SIT has been teaching Nepali for over 40 years and the teachers have a collective 40+ years teaching in both SIT, Peace Corps, and other programs. It might be tough, but we have seen the tremendous results of our course.

**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. Also, refer to the specific information available in the Student Handbook and the program handbook given to you at Orientation.

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