

Beginning Hindi

HINDI 1003 -1503 (3 Credits / 45 hours)

SIT Study Abroad Program:

India: Sustainable Development and Social Change

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

Course Description

In this course students acquire a solid foundation in Hindi language, enabling interaction with speakers of Hindi in India and the world. Students will take the opportunity to make rapid progress in speaking and listening comprehension by using Hindi outside of class as much as possible, particularly with homestay family members. We expect dedicated students to acquire a strong, functional ability to communicate in Hindi; nevertheless extensive collaboration with a translator for their Independent Study Project (ISP) execution will be required. The course will consist of classroom teaching, with drop-offs and field visits providing students with opportunities to practice Hindi in a real-world setting. The daily classes will review and introduce grammar topics on large group, and later small group division will be used to practice in an intimate settings.

Language Levels and Placement

Students are placed into appropriate language course levels based on oral proficiency interviews conducted during orientation in India.

Learning Outcomes

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

- Get a quick start in the language and tell basic facts about themselves and seek needed information from others in variety of situations;
- Initiate and sustain basic oral communicative tasks related to daily functions, like asking directions, address and various other transactions in the homestay, and market etc;
- Acquire basic grammatical structures necessary for rudimentary conversation;
- Have rudimentary reading and writing skills in Devanagari script;
- Develop a sense of other cultures in general or in a particular local setting;
- Deepen their interest in learning a foreign language.

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Course Requirements

Language of Instruction

All the classes will be conducted in English and students will be exposed to vocabulary related to the course content but students are expected to engage with people during field visits in Hindi (to the best of their abilities) when the opportunity arises.

Course Schedule

In this 3-credit course, there will be approximately 18 two-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 the class time, students will break into small sections in order to practice survival/functional Hindi through phrases, role plays and other dialogues. Pictionary and other alternative instruction methods will also be employed from time to time. In addition to classroom instructions, students will have the opportunity to practice interacting in a Hindi environment outside the classroom through local excursions called “drop-offs” and also workshops and excursions organized within and outside Jaipur.

Course Textbook

The main textbook used for this course, *Introduction to Hindi Grammar*, 1995 (Usha R. Jain), provides the students with core linguistic skills needed for an effective competency-based program of instructions. It presents all the major grammatical constructions of the language in logical sequence, and each construction is reinforced by means of simple drills, using only the most elementary vocabulary. This format enables students to understand the basic structure of the language and gives them sufficient practice to master individual constructions.

Topic 1: The Devanagari Script; Practice of some useful phrases, numbers and vocabulary (Three teaching classes)

Readings:

Jain, Usha R., (1995). The Devanagari Script. *Introduction to Hindi Grammar* (pp. 1-13). Berkeley: University of California.

Topic 2: Nouns, Practice of some useful phrases, numbers and vocabulary, Game

Readings:

Jain, Usha R., (1995). Nouns. *Introduction to Hindi Grammar* (pp. 20-21 and 24-26). Berkeley: University of California.

Topic 3: Adjectives, Practice of some useful phrases, numbers and vocabulary, Game

Readings:

Jain, Usha R., (1995). Adjectives. *Introduction to Hindi Grammar* (pp. 30-32). Berkeley: University of California.

Drop-off

Topic 4: Personal pronouns and the verb ‘To be’ (Present and Past); Conversation, role-plays and vocabulary

Readings:

Jain, Usha R., (1995). Pronouns and the verb *Hona* ‘To be’. *Introduction to Hindi Grammar* (pp. 38-44). Berkeley: University of California.

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Jain, Usha R., (1995). The past of *Hona* 'To be'. *Introduction to Hindi Grammar* (pp. 134). Berkeley: University of California.

Topic 5: Imperative forms; Conversation, vocabulary and my family

Readings:

Jain, Usha R., (1995). Imperative forms. *Introduction to Hindi Grammar* (pp. 52-56). Berkeley: University of California.

Topic 6: Interrogative words, Conversation, role-plays and vocabulary

Readings:

Jain, Usha R., (1995). Interrogatives. *Introduction to Hindi Grammar* (pp. 61-62). Berkeley: University of California.

Topic 7: The present and past habitual tense; Role-play and conversation

Readings:

Jain, Usha R., (1995). The present habitual tense. *Introduction to Hindi Grammar* (pp. 82-84). Berkeley: University of California.

Jain, Usha R., (1995). The past habitual tense. *Introduction to Hindi Grammar* (pp. 138). Berkeley: University of California.

University of California.

Midterm written and oral examination

Topic 8: Postpositions; Role-play and conversation

Readings:

Jain, Usha R., (1995). Postpositions. *Introduction to Hindi Grammar* (pp. 68). Berkeley: University of California.

Topic 9: Possessive with *Ka*; Role-play and conversation

Readings:

Jain, Usha R., (1995). Possessive forms. *Introduction to Hindi Grammar* (pp. 73-76). Berkeley: University of California.

Drop-off

Topic 10: Singular oblique forms; Role-play and conversation

Readings:

Jain, Usha R., (1995). The singular oblique form. *Introduction to Hindi Grammar* (pp. 92-94). Berkeley: University of California.

Topic 11: The continuous tense present and past; Role-play and conversation

Readings:

Jain, Usha R., (1995). The present progressive tense. *Introduction to Hindi Grammar* (pp. 105-107). Berkeley: University of California.

Jain, Usha R., (1995). The past progressive tense. *Introduction to Hindi Grammar* (pp. 142). Berkeley: University of California.

Topic 10: The plural oblique forms; Role-play and conversation

Readings:

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Jain, Usha R., (1995). The plural oblique form. *Introduction to Hindi Grammar* (pp. 123-124). Berkeley: University of California.

Topic 12: *Chanana and Chahiye*; Role-play and conversation

Readings:

Jain, Usha R., (1995). Chahana and Chahihe. *Introduction to Hindi Grammar* (pp. 129-130). Berkeley: University of California.

Topic 13: Equivalent of the English verb 'To have'; Role-play and conversation

Readings:

Jain, Usha R., (1995). Equivalent of the English verb 'To have'. *Introduction to Hindi Grammar* (pp. 145-146). Berkeley: University of California.

Final Written Examination

Hindi Final Oral Project Presentation

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.

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 simple phrases and small dialogues to enhance oral abilities of the learners. The phrases and dialogues include one's preferences, small conversations related to shopping, hiring an auto rickshaw, asking for directions, talking with the villagers, fixing up a meeting on phone etc. Students are required to memorize and practice these. Students will be asked to converse in small pier 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

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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%

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 10 minutes. You will be asked general questions to test your mastery of grammatical structures covered in the class.

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. Project 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.

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

- Creativity
- Vocabulary
- Pronunciation
- Phrase
- Speaking skills

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

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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	

Grading Criteria

An “A” grade for an assignment entails superior (not just “very good”) performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of factual, numerical and/or historical evidence. In terms of class participation, an “A” grade refers to full attendance, punctuality, attentive listening and active engagement in all academic seminar lectures, discussions, field trips and other activities. It also means polite and respectful behavior. The level, frequency, and quality of student participation will be monitored and taken into account.

Student 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.

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.

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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 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;
- 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 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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