

Intermediate Hindi

HINDI-2000-2500 (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 and calendars may vary from term to term.

Course Description

In this course, students will enhance all the components of Hindi language, with a special emphasis on advancing speaking and listening skills. The grammatical topics will reinforce and build upon prior knowledge effectively to grasp various topics easily. It will provide detailed and deeper understanding of grammatical structure and vocabulary use. Although students will acquire more confidence to initiate everyday discussions and write on topics of weather, food, family structure, etc., but the focus at the intermediate level is especially placed on vocabulary related to themes of culture, development, environment, social change, politics, economics, etc. Students will thus gain the ability to interact in a more meaningful way with native speakers, create deeper connections with locals, and navigate more easily and authentically during field exercises and excursions.

At this level, students are responsible for engaging in independent and self-driven learning to expand the vocabulary and expressions necessary for successful communication in the field through the use of dictionaries, magazines, other texts, personal interviews, media, etc. A more individualized and personal tutorial is given to students at the intermediate Hindi level, and work inside and outside the classroom will utilize the literature component of language, including writing, reading and discussion of newspaper articles, short stories, poetry, and so on..

Learning Outcomes

At the conclusion of the course, students can expect:

- To acquire intermediate grammatical structures necessary for expression in meaningful topics and conversation;
- To discuss topics such as food, clothing, religion, language, festivals, etc. with more descriptive and detailed communication beyond a Beginner's level;
- To read newspapers, short stories, poems, etc. with intermediate level grammar;

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- To negotiate social/commercial transactions (doctor, shopping, ordering a meal);
- To become proficient with a Hindi dictionary;
- To begin to develop a clearer and precise accent, use of proper phonetics, and syllable stress found in the Hindi language;
- To gain cultural insight based on language usage.

Language of Instruction

All the classes will be conducted in Hindi, with English utilized only when vitally necessary for understanding. 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 (to the best of their abilities) during field visits, homestays and whenever the opportunity arises.

Course Requirements

Course Schedule

In this 3-credit course, there will be approximately 18 two-hour classes, two drop offs, two written and two oral exams. 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, students will break into small sections in order to practice survival/functional Hindi through phrases, role plays and other dialogues. Visuals and other interactive instruction/ methods will also be employed from time to time. During class time, students will practice in pairs, for example; acting in role plays, asking questions, giving instructions to each other in order to revise, and learn new vocabulary and grammatical concepts. In addition to classroom instructions, students will get 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.

In 10th week students have to present a ‘**Hindi Final Project presentation**’, this is an individual activity and students choose their own topics for the presentation.

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.

P.S.: The book remains same for the intermediate students. It is divided into two sections, the first few chapters are used for the beginner’s level and later half used for the intermediate level.

Topic 1: (a) Reviewing the Hindi script and sound system; (b) Reviewing Personal pronouns and the verb ‘To be’; (c) Reviewing interrogatives; numbers 1-20; multiples of ten; Practice of useful phrases, Role-play, and दैनिकी (Journal/Daily diary)

Readings:

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

Jain, Usha R., (1995). Pronouns and the verb *Hona* ‘To be’. *Introduction to Hindi Grammar* (pp. 38-45). Berkeley: University of California.

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

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

Jain, Usha R., (1995). Appendix II. *Introduction to Hindi Grammar* (pp. 321). Berkeley: University of California.

Topic 2: Reviewing Nouns, Adjectives and Imperatives; numbers 21-50; Role-play, and दैनिकी (Journal/Daily diary)

Readings:

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

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

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

Jain, Usha R., (1995). Appendix II. *Introduction to Hindi Grammar* (pp. 321). Berkeley: University of California.

Topic 3: Reviewing nouns, pronouns and adjectives in oblique case; numbers 51-75; Role-play, body parts name, conversation, and दैनिकी (Journal/Daily diary)

Readings:

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

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

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

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

Jain, Usha R., (1995). Appendix I. *Introduction to Hindi Grammar* (pp. 320). Berkeley: University of California.

Jain, Usha R., (1995). Appendix II. *Introduction to Hindi Grammar* (pp. 321). Berkeley: University of California.

Topic 4: Postpositions Ko and Se and reflexive possessive Apna; Poem/Story/Song, conversation, and दैनिकी (Journal/Daily diary)

Readings:

Jain, Usha R., (1995). Postpositions Ko and Se with personal objects. *Introduction to Hindi Grammar* (pp. 98-100). Berkeley: University of California.

Jain, Usha R., (1995). The reflexive possessive Apna. *Introduction to Hindi Grammar* (pp. 152-153). Berkeley: University of California.

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

Topic 5: The future tense and expressions with verb Sakana; numbers 76-100; Role-play, conversation, दैनिकी (Journal/Daily diary), and Story/short-film/ पत्रिका

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Readings:

Jain, Usha R., (1995). The future tense. *Introduction to Hindi Grammar* (pp. 157-160). Berkeley: University of California.

Jain, Usha R., (1995). Use of the verb *Sakana* to be able to. *Introduction to Hindi Grammar* (pp. 165). Berkeley: University of California.

Jain, Usha R., (1995). Appendix II. *Introduction to Hindi Grammar* (pp. 321). Berkeley: University of California.

Topic 6: (a) The perfect tense; (b) The present and past perfect tense; Patrika and dictation, pronunciation and listening comprehension, दैनिकी (Journal/Daily diary), and Story/short-film/**पत्रिका****Readings:**

Jain, Usha R., (1995). The perfect tense. *Introduction to Hindi Grammar* (pp. 170-172). Berkeley: University of California.

Jain, Usha R., (1995). The perfect tense of transitive, or ne, verbs. *Introduction to Hindi Grammar* (pp. 177-179). Berkeley: University of California.

Jain, Usha R., (1995). The present perfect tense. *Introduction to Hindi Grammar* (pp. 185). Berkeley: University of California.

Jain, Usha R., (1995). The past perfect tense. *Introduction to Hindi Grammar* (pp. 190-191). Berkeley: University of California.

Topic 7: Indirect verb constructions; Patrika and dictation, Song, Community project/Scavenger Hunt, and दैनिकी (Journal/Daily diary)**Readings:**

Jain, Usha R., (1995). Indirect verb constructions. *Introduction to Hindi Grammar* (pp. 112-115). Berkeley: University of California.

Drop-off: Extended out-of-classroom exercise**Topic 8: Time expression; letter writing and newspaper assignment, and दैनिकी (Journal/Daily diary)****Readings:**

Jain, Usha R., (1995). Time expression. *Introduction to Hindi Grammar* (pp. 194-201). Berkeley: University of California.

Midterm written and oral examination**Topic 9: Comparative and superlative and the verb Hona; Report writing, and दैनिकी (Journal/Daily diary)****Readings:**

Jain, Usha R., (1995). Comparative and superlative constructions. *Introduction to Hindi Grammar* (pp. 208-210). Berkeley: University of California.

Jain, Usha R., (1995). The verb hona. *Introduction to Hindi Grammar* (pp. 214-216). Berkeley: University of California.

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Topic 10: Compulsion and obligation and *the emphatic particles hee and bhee*; Essay writing, and दैनिकी (Journal/Daily diary)

Readings:

Jain, Usha R., (1995). Compulsion and obligation. *Introduction to Hindi Grammar* (pp. 220-222). Berkeley: University of California.

Jain, Usha R., (1995). The emphatic particles *hee and bhee*. *Introduction to Hindi Grammar* (pp. 241-243). Berkeley: University of California.

Topic 11: Conjunct verb; Play, and दैनिकी (Journal/Daily diary)

Readings:

Jain, Usha R., (1995). Conjunct verbs with karna. *Introduction to Hindi Grammar* (pp. 231-233). Berkeley: University of California.

Topic 12: Kar construction and the verb Lagna; Play, Idioms with body parts, and दैनिकी (Journal/Daily diary)

Readings:

Jain, Usha R., (1995). The conjunctive participle (Kar constructions). *Introduction to Hindi Grammar* (pp. 247-248). Berkeley: University of California.

Jain, Usha R., (1995). Expressions with lagna. *Introduction to Hindi Grammar* (pp. 252-254). Berkeley: University of California.

Topic 13: The subjunctive mood and Presumptive mood. Idioms with body parts, and दैनिकी (Journal/Daily diary)

Readings:

Jain, Usha R., (1995).. The subjunctive mood. *Introduction to Hindi Grammar* (pp. 259-264). Berkeley: University of California.

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

Topic 14: The suffix wala; Simple conditional sentences, Prefixes and Suffixes, film review दैनिकी (Journal/Daily diary);

Readings:

Jain, Usha R., (1995). The suffix wala. *Introduction to Hindi Grammar* (pp. 270-272). Berkeley: University of California.

Topic 15: Relative-correlative constructions; Community project, film review

Readings:

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

Drop-off

Final written examination

Hindi Final Project Presentation

Evaluation and Grading Criteria

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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. Homework grading will also consider the use of good handwriting and legible usage of the Devanagari script.

In-class Oral Conversations: 25%

These classes are based on in-depth phrases 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 (for within the home or in society, ie. post office, tailor, etc.), 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.

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

Oral Examination:

One oral examination will be held during Week 4 in the center and will be approximately 15-20 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
- Grammar
- Usage and presentation of comfort in Intermediate Hindi beyond the Beginner's level

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 project presentation (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

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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.

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;

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- 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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