

## Advanced Nepali

### NEPA-3503 (3 credits)

### Nepal: Development, Gender, and Social Change in the Himalaya

*This syllabus is representative of a typical 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 or internship.

The purpose of language training is communication. Students need to be able to communicate in Nepali to work/stay effectively in Nepal. The course places emphasis on reading, writing, listening and speaking skills. It is designed for students who already have a certain level of language proficiency in reading, writing, listening and speaking Nepali, as determined by previous course work and ACTFL Oral Proficiency Interview results.

The approach for this course is tutorial in nature and students will be expected to be more self-directed than usual. The course emphasizes community-contact, self-study and field-based observation. For each module, topics and tasks are identified and designed by the teachers according to the students’ learning styles and capacities.

#### Learning Outcomes

Upon completion of the course, students will be able to:

- Converse with native speakers unaccustomed to foreigners using different aspects of major time frames of present, past and future;
- Deal with social situations in which unexpected complications arise;

- Narrate and/or describe events, places, people, etc. with multiple-paragraph-length connected discourse;
- Initiate or participate in discussion on current social issues;
- Demonstrate socio-linguistic skill by using common expressions, idioms, sayings, proverbs and contractions in appropriate contexts;
- Conduct in-depth interviews with native speakers on their research topic;
- Read Nepali newspapers, magazines and literature;
- Interpret and discuss audio/video (songs, dialogues, movies, plays, radio etc.);
- Analyze and discuss contemporary issues with high levels of sophistication and with few errors when speaking about unfamiliar topics;
- Communicate on community, national, international interests

### **Language Levels and Placement**

Pre-requisites for enrollment are previous Nepali language study completion of beginning and intermediate coursework and/or a score of Intermediate High on an ACTFL OPI test at the time of placement.

### **Instructional Methods**

During the semester, students attend 2.5 hours of language class five days a week. In terms of language teaching approaches, methods and techniques, we utilize multiple approaches based in experiential learning. Interviews, observation and reading assignments will be followed by in-depth discussion. However, we sometimes deal with grammar and non-generic vocabularies.

### **Required Texts**

Watters, D. P., N. B. Rajbhandary 2010. Nepali in Context: A Topical Approach to Learning Nepali, Kathmandu, Ekta Books, ISBN 978-9937-1-0094-6  
 Karki, T. B., 2009, Nepali-English Dictionary: A Compendium of Contemporary Written and Spoken Nepali, Kathmandu, Multi Graphic Press, ISBN 978-9937-2-1702-6  
 Turner R. L., D. R. Turner, 2009, A Comparative and Etymological Dictionary of Nepali Language, New Delhi, Adarsh Interprises, ISBN 81-8363-011-1

### **Assignments and Evaluation**

#### Assignment Descriptions 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.

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, Devnagari and language usage outside of classroom. In addition, there are two written tests during the semester (e.g. short question/answer, filling in the blanks, correcting word order, etc.) and final written and oral exams before ISP and internship 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 the ISP and internship period by a certified tester at the conclusion of language study to gauge students' language acquisition.

### **Methods of Evaluation**

Students will be evaluated on the following criteria in their learning and work in target language:

#### **Grammar**

Grammar is the integral part of the language; it governs the composition of word order, conjugation, tenses etc. It is evaluated under assignments, class activities and presentation, exams.

#### **Vocabulary**

At least 20-30 new words are taught in class. Students are highly encouraged to acquire extensive vocabulary from the homestay family, books and on their own. Vocabulary is evaluated under assignments, class activities and presentations, and exams.

#### **Intelligibility/Pronunciation/Fluency**

Students are expected to be intelligible and clear in their writing, reading, description, discussion in terms of grammar, pronunciation, smoothness of conversation flow. This criterion is graded under class activities and presentations, assignments, and exams.

#### **Attendance/Participation**

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 the teacher and director ahead of the class. 'Just being in class' cannot be considered 'good participation'. Being motivated in learning, encouraging and being helpful to their classmates, creating a Nepali speaking environment inside and outside class, showing respect to language, host-culture without being defensive or distracting are also important. It is graded under attendance/participation, class activities and presentations, and assignments.

#### **Devanagari**

Students' fluency and accuracy are graded in Devanagari reading and writing. It is graded under assignments and exams.

### **Final grades are calculated as follows:**

Assignments (20%)

Class Activities and presentations (20%)

Attendance/Participation (10%)

Exams (50%)

1<sup>st</sup> exam (5%)

2<sup>nd</sup> exam (10%)

Final exam (20%)

Devanagari exam (15%)

### Oral Proficiency Interview (OPI) Test

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

	Functions	Content	Context	Accuracy	Text Type
<b>Superior</b>	Support opinion, hypothesis, discuss topics concretely/abstractly, handle a linguistically unfamiliar situation	Variety of concrete & abstract topics	Formal & informal	Rare errors that never interferes with meaning	Extended discourse
<b>Advanced High</b>	Narrate, describe, explain, compare, discuss in past present & future time/ major aspect frames. Can mostly answer in superior level, but not all the time.	Concrete topics going beyond self, family, community & work	Most formal & some informal settings	Generally comprehensible to all	Paragraph length speech
<b>Advanced Mid</b>	Narrate, describe, explain, compare, discuss in past present & future time/ major aspect frames. Strong for the level	Concrete topics going beyond self, family, community & work	Most formal & some informal settings	Generally comprehensible to all	Paragraph length speech
<b>Advanced Low</b>	Narrate, describe, explain, compare, discuss in past present & future time/ major aspect frames. Minimal, weak but without breakdown into level below.	Concrete topics going beyond self, family, community & work	Most formal & some informal settings	Generally comprehensible to all	Paragraph length speech

### Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

### Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical

that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

### 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

### **Program Expectations**

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). 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.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.

## SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Accessibility Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

## Course Schedule

*\*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs*

During our Kathmandu stay, the class schedule is Monday-Friday 9:00am-11:50am. Language class hours and timing may be different during our excursions. 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.