

Term Information

Effective Term Autumn 2021
Previous Value Autumn 2015

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We wish to add the option to offer this course as an online class.

What is the rationale for the proposed change(s)?

The NELC Department has decided to request approval to regularly offer this course in a distance learning format after having learned much about online foreign language course instruction during the pandemic emergency.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Hindi
Fiscal Unit/Academic Org	Near Eastern Languages/Culture - D0554
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1103
Course Title	Intermediate Hindi I
Transcript Abbreviation	Intermed Hindi 1
Course Description	Continued study of Hindi language, with appropriate cultural background; development of listening, reading, speaking, and writing.
Semester Credit Hours/Units	Fixed: 4

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	Yes
Exam Type	EM Tests via Office of Testing
Admission Condition Course	No
Off Campus	Never

Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: 1102.
Exclusions
[Previous Value](#) Not open to students with credit for 104.
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0701
Subsidy Level General Studies Course
[Previous Value](#) *Baccalaureate Course*
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Foreign Language
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes • Intermediate Hindi proficiency, beyond 1102

Content Topic List • Continuing intermediate Hindi grammar
• Introducing advanced Hindi grammar
• Introducing elementary poetry and literature
• Further development of listening, reading, speaking, and writing skills in Hindi
• Practice in reading news stories and learning norms of social interaction

Sought Concurrence No

COURSE CHANGE REQUEST
1103 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
01/03/2021

Attachments

- Hindi 1103 Classroom Syllabus.docx.docx: In-Person Syllabus
(Syllabus. Owner: Smith, Jeremie S)
- Hindi 1103 Online Syllabus.docx: Online Syllabus
(Syllabus. Owner: Smith, Jeremie S)
- Hindi 1103 GE Rationale.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith, Jeremie S)
- Hindi 1103 GE Assessment Plan.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith, Jeremie S)
- Hindi 1103 Technical Review Checklist.docx: Technical Review
(Other Supporting Documentation. Owner: Smith, Jeremie S)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith, Jeremie S	12/04/2020 09:43 AM	Submitted for Approval
Approved	Levi, Scott Cameron	12/04/2020 09:46 AM	Unit Approval
Approved	Haddad, Deborah Moore	12/04/2020 12:46 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	12/04/2020 12:46 PM	ASCCAO Approval

Intermediate Hindi I

Hindi 1103 [Autumn 2021]

Course Information

- **Course times:** T/W/R/F 3:00 – 3:55
- **Credit hours:** 4
- **Mode of delivery:** Distance Learning

Instructor

- **Name:**
- **Email:**
- **Office location:**
- **Office hours:**

Course Description

This course is designed to provide a solid foundation at the elementary level in Hindi. The focus of the course is in the development of the fundamental skills of listening, speaking, reading and writing in Hindi. The goal of this course is to increase student's knowledge of Hindi language, with appropriate cultural background; development of listening, reading, speaking, and writing. Students will be expected to learn essential grammar but there will be a focus and emphasis on functional use of the language.

Learning Outcomes

Foreign language coursework develops student's skills in communication across ethnic, cultural, ideological, and national boundaries, and helps students develop an understanding of other cultures and patterns of thought. By the end of this course, students should successfully be able to:

1. Demonstrate basic communicative skills (speaking, listening, reading, and/or writing) in Hindi
2. Gain understanding of the cultural contexts and manifestations of the people who speak Hindi. Master the Hindi (Devanagari) alphabet and sound system, be able to distinguish and pronounce all Hindi sounds, and write accurately from dictation;
3. Initiate social interactions, ask for basic information, introduce yourself and others, ask basic directions, and be aware of basic cultural aspects of social interaction in the Arab world;
4. Be able to talk about yourself, your education, and family with native speakers and other learners;



5. Comprehend simple written texts on familiar topics;
6. Comprehend simple audio/video clips on familiar topics;
7. Write simple paragraphs about yourself and others; fill in forms with basic information about yourself;
8. Be familiar with some of the differences between formal and commonly spoken Hindi

General Education Expected Learning Outcomes

As part of the Foreign Language category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

A. Goals: Students express skills in communication across cultural, ethnic, ideological, and national boundaries, and additionally appreciate other cultures and patterns of thought.

B. Expected Learning Outcomes:

1. Students employ communicative skills including speaking, listening, reading, and/or writing in a language other than their native language.
2. Students explain and evaluate the cultural contexts and expressions of Turkish speakers.
3. Students associate and compare Turkish culture within the cultural-linguistic boundaries.

Prerequisite

1102 Elementary Hindi II or written permission of instructor. Students who wish to enroll in the course must have fulfilled at least two semesters of elementary level courses or passed equivalent courses at other universities. Native, heritage, or other students who believe they have enough proficiency to bypass these requirements must obtain the permission of the instructor. A proficiency examination may be administered for this purpose.

How This Online Course Works

Mode of delivery: : We will meet for synchronous session on Monday's and Wednesday's on Zoom at usual class time, 4:10 PM. This will be required for you to these synchronous sessions attend unless you have notified me ahead of time and I have approved your request.

Pace of online activities: You will be expected to have reviewed class material for the week before attending the online session. During the synchronous sessions, we will review the key concepts, go over details of activities you are expected to complete and answer any questions you have. On days we are not meeting synchronously, you (independently or in small groups) will be assigned specific activities to help you learn and practice concepts (grammar, vocabulary and conversation) covered for the week. You

(and your group) will be expected to post your work to Canvas Discussion boards following specific instructions.

Credit hours and work expectations: This is a 4 credit-hour course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credit-hours) (go.osu.edu/credit hours), students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [8] hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.

Course Materials, Fees and Technologies

Required Materials and/or Technologies

The textbook for this course is Colloquial Hindi: The complete course for beginners by Tej K. Bhatia. This book comes with two CDs which contain audio material that goes with the textual material in the book.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

As a language course set up, it would be important to see everyone's face and hear everyone's voice. Therefore, it is required to keep both your microphone and your webcam ON, unless instructed otherwise, during the synchronous Zoom class meetings. Class sessions will NOT be recorded unless it is informed beforehand. If it is recorded, you will be allowed to mute your microphones and turn off your webcams.

If you have any difficulty of using technology, online resources, and maintaining privacy during this online course, please contact me as soon as possible to discuss them.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

Digital Flagship

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your

digital skills, visit go.osu.edu/dfresources.

Grading and Faculty Response

How Your Grade is Calculated

Homework	15%	100	Five homework tasks will be assigned in the course of the semester
Quizzes	15%	150	There will be 10 quizzes in the course of the semester. Each quiz will be worth 15 points. Five of these quizzes will be oral
Weekly Discussion Posting	10%	120	Students will respond via audio/video to discussion questions on weekly basis. Each will be 10 points.
Engagement and Participation	10%	30	Students will be required to engage and communicate with peers on discussion boards & for online activities.
Mid-term	20%	100	Combination of Written, listening and oral aspects of Hindi language.
Final	30%	150	Combination of Written, listening and oral aspects of Hindi language.
Total	100%	650	

*Class participation includes preparation of oral/written projects and their presentation in class.

GRADING SCALE

Letter Grade Scheme:

A: 94 – 100%	B+: 87 – 89.99%	C+: 77 – 79.99%	D+: 67 – 69.99%
A-: 90 – 93.99%	B: 83 – 86.99%	C: 73 – 76.99%	D: 60 – 66.99%
	B-: 80 – 82.99%	C-: 70 – 72.99%	E: 0 – 60%

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](#) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.
- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **seven days**.

Other Course Policies

Discussion and Communication Guidelines

You will be expected to interact with your peers, participate in the group work and post audio/video to Carmen Discussion boards.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. You must be always be respectful and considerate of everyone in the course. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Critique ideas, not people. Remember that sarcasm doesn't always come across online.
- **Backing up your work:** Consider composing your academic posts in Microsoft Word or a note-taking app, where you can save your work, and then copying into the Carmen discussion

Zoom Guidelines

- A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:
- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at go.osu.edu/it or 614-688-4357 (HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting [virtual background](#). Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

Recordings: I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class, and only when a student contacts me to make this arrangement

Submitting Assignments: All assignments must be submitted on Carmen (carmen.osu.edu) unless otherwise specified at the date and time they are due. The due dates will be available for each assignment in Carmen. All writing assignments must be hand-written. You must not use online software to write your assignments. You can either handwrite on paper, take a clear picture of the page and upload to assignments or you can use iPad pencil to write the assignments in app of your choosing. The files must be in either standard image file (jpeg, png) or PDF format. Make sure the lighting and orientation is correct. If I can see and read the file, I will not assign a grade. Late assignments will only be accepted in dire circumstances.

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on [Ohio State's Title IX website](http://titleix.osu.edu) (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the [OIE website](http://equity.osu.edu) (equity.osu.edu) or email equity@osu.edu.

Commitment to a Diverse and Inclusive Learning Environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach their own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](http://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614-292-5766](tel:6142925766). **24- hour emergency help** is available through the [National Suicide Prevention Lifeline website](http://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:18002738255). [The Ohio State Wellness app](http://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Student Academic Services

A full overview and contact information for the student academic services offered on the OSU main campus can be found here: <http://advising.osu.edu/welcome.shtml>

Student Services

An overview and contact information for student services offered on the OSU main campus can be found here: <http://ssc.osu.edu>

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Course Schedule

Course and Assignment Schedule

Week	Dates	Topics	Assignment
Week 1	8/25-8/27	Review of previous semester & setting goals for semester+ Writing Review	
Week 2	8/31-9/3	Tense, Postposition, Compound Verbs Review	
Week 3	9/07-9/10	लेकिन, तो, मालूम होना, जानना, कोई, कुछ, चािहए, सब, सारा भी, ही, अभी, कभी, सभी, िफर कभी Compound postpositions, होना, करना, वाला	HW 1 due HW 1 Due Wed कोई, कुछ, च 9/05 Thu भी, ही, अभी,
Week 4	9/14-9/17	Subjunctive, vocative, causative, relative clauses	Quiz 1 (Oral)
Week 5	9/21	भी, ही Compound Postpositions (around my house), मगर, ही	HW 2 Due

Week 6	9/28-10/1	Types of capabilities. Compound verbs. Introduce सकना, पढ़ना, जाना	Script 1 Due
Week 7	10/5-10/8	Verbal Nouns- मालूम होना, जानना को, शायद को, से	HW 3 due
Week 8	10/12-10/15	Review - को	
	10/13	Review	
	10/14	-	MIDTERM
	10/15	-	MIDTERM
Week 9	10/19-10/22	से (with, because of) Relative clauses	
Week 10	10/26-10/29	लगाना, देना, लेना होना, करना, वाला	Quiz 2 (Oral)
Week 11	11/02-11/5	अभी, कभी, सभी, तो, अगर तो	HW 4 Due
Week 12	11/09-11/12	Subordinate conjunctions and clauses	HW 5 Due
Week 13	11/16-11/19	Framing arguments in Hindi	Script 2 Due
Week 14	11/23-11/26	Passive voice	
Week 15	11/30-12/3	Passive Voice, Edit Skit and Present Skit	Quiz 3
Week 16	12/07	FINAL EXAM DUE	

Course Syllabus HINDI 1103 (19334) The Ohio

State University Fall 2019

MTWR 5:20 PM - 6:15 PM (159 Hagerty Hall)

Instructor: Preeti Palvankar (palvankar.2@osu.edu)

Office Hours: Friday 12:00 pm - 1:00 pm and by appointment Course

website: carmen.osu.edu

Instructor's Mailbox: 300 Hagerty Hall. Accessible 8am-5pm Monday-Friday

Course Description

This course is designed to provide a solid foundation at the elementary level in Hindi. The focus of the course is in the development of the fundamental skills of listening, speaking, reading and writing in Hindi. The goal of this course is to increase student's knowledge of Hindi language, with appropriate cultural background; development of listening, reading, speaking, and writing. Students will be expected to learn essential grammar but there will be a focus and emphasis on functional use of the language.

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1. Demonstrate basic communicative skills (speaking, listening, reading, and/or writing) in Hindi
2. Gain understanding of the cultural contexts and manifestations of the people who speak Hindi. Master the Hindi (Devanagari) alphabet and sound system, be able to distinguish and pronounce all Hindi sounds, and write accurately from dictation;
3. Initiate social interactions, ask for basic information, introduce yourself and others, ask basic directions, and be aware of basic cultural aspects of social interaction in the Arab world;
4. Be able to talk about yourself, your education, and family with native speakers and other learners;
5. Comprehend simple written texts on familiar topics;
6. Comprehend simple audio/video clips on familiar topics;
7. Write simple paragraphs about yourself and others; fill in forms with basic information about yourself;
8. Be familiar with some of the differences between formal and commonly spoken Hindi.

General Education Expected Learning Outcomes

As part of the Foreign Language category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- A. Goals:** Students express skills in communication across cultural, ethnic, ideological, and national boundaries, and additionally appreciate other cultures and patterns of thought.

B. Expected Learning Outcomes:

1. Students employ communicative skills including speaking, listening, reading, and/or writing in a language other than their native language.
2. Students explain and evaluate the cultural contexts and expressions of Turkish speakers.
3. Students associate and compare Turkish culture within the cultural-linguistic boundaries.

Prerequisite

1102 Elementary Hindi II or written permission of instructor. Students who wish to enroll in the course must have fulfilled at least two semesters of elementary level courses or passed equivalent courses at other universities. Native, heritage, or other students who believe they have enough proficiency to bypass these requirements must obtain the permission of the instructor. A proficiency examination may be administered for this purpose.

Required Texts:

The textbook for this course is Colloquial Hindi: The complete course for beginners by Tej K. Bhatia.

Tests, Exams and Grades:

Category	Points	Grade %	Description
Homework	100	20%	Five home works will be assigned in the course
Script	75	15%	Two scripts will be assigned in the course. A script be either a dialogue or a short essay that the student write based on the prompt provided in class.
Quizzes	75	15%	Three in the course
Mid-term speaking/listening	100	20%	The mid-term will have a speaking/listening element
Participation	50	10%	Active volunteering and participating in class
Final	100	20%	The final exam will have a speaking/listening element.

ATTENDANCE POLICY

If you miss more than four classes in the course of the semester for any reasons other than medical or family emergencies (for which you can provide written proof), your grade will go down one letter. If you miss six classes your grade will go down two letters. After missing eight classes your grade will go down three letters. Coming to class after 5:20 pm will count as an absence.

Participation grade and attendance policy are two different things.

Letter grades are assigned according to the following scale

A	93-100	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	E	0-59

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>).

Contacting me

Email is the best way to contact me. I respond to my emails 8.00am-4.00 pm on weekdays. I do not respond to email on holidays and weekends. If you have questions about any assignments, contact me via email but do know that lack of planning on your part will not constitute an emergency on mine. Plan ahead. Come to office hours or make an appointment if you want to talk. I really enjoy chatting with students!!

Disability policy

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in:

098 Baker Hall, 113 W. 12th Ave, Columbus,
OH 43210 Phone: 614-292-3307 | Fax: 614-
292-4190 | VP: 614-500-4445 |

General Questions: slds@osu.edu | Exam/Quiz Accommodations: slds-exam@osu.edu. If you have trouble accessing this page and need to request an alternate format, contact sl-accessibility@osu.edu.

FOR YOUR SAFETY, the OSU Student Safety/Escort Service is available after 7 p.m. by dialing 292-3322

Course and Assignment Schedule:

Week	Date	Day	Topic	Assignment
Week 1	8/20			
	8/20	8/20	Review of previous quarters.	
	8/21	Wed	Establishing goals for this quarter.	
	8/22	Thu	Writing review.	
Week 2	8/26	Mon	Writing review, tense review.	
	8/27	Tue	Past participle, postposition review.	
	8/28	Wed	Compound verbs, transitive- intransitive verbs.	
	8/29	Thu	Verbal nouns, negative markers.	
Week 3	9/02	Mon	No class	
	9/03	Tue	लेकन, तो, मालूम होना, जानना	HW 1 due
	9/04	Wed	कोई, कुछ, चाहिए, सब, सारा	
	9/05	Thu	भी, ह, अभी, कभी, सभी, फर कभी	
Week 4	9/9	Mon	compound postpositions, होना, करना, वाला	
	9/10	Tue	Subjunctive, vocative, causative, relative clauses.	

	9/11	Wed	Subjunctive, vocative, causative, relative clauses.	
	9/12	Thu	Review	Quiz 1(Oral)
Week 5	9/16	Mon	कहानी, लखना और पढ़ना	
	9/17	Tue	Day 1 Story writing and reading, भी, ह	HW 2 due
	9/18	Wed	Review of writing, Compound postpositions (around my house), मगर, ह	
	9/19	Thu	Compound postpositions	
Week 6	9/23	Mon	Introduce types of capabilities (first, second, third person).	
	9/24	Tue	Types of capabilities. Compound verbs. Introduce सकना, पढ़ना, जाना	
	9/25	Wed	Compound verbs, Practice सकना, पढ़ना, जाना	
	9/26	Thu	Review of last two weeks	Script 1 Due
Week 7	9/30	Mon	Verbal nouns	
	10/01	Tue	मालूम होना, जानना	HW 3 due
	10/02	Wed	को, शायद	
	10/03	Thu	को, से	
Week 8	10/07	Mon	को, Review	

	10/8	Tue	-	MIDTERM
	10/9	Wed	-	MIDTERM
Week 9	10/14	Mon	से (with, because of)	
	10/15	Tue	Relative clauses	
	10/16	Wed	Relative clauses	
	10/17	Thu	Review	
Week 10	10/21	Mon	लगना, देना, लेना	
	10/22	Tue	लगना, देना, लेना	
	10/23	Wed	होना, करना, वाला	
	10/24	Thu	Review	Quiz 2 (Oral)
Week 11	10/28	Mon	अभी, कभी, सभी, तो, अगर तो	
	10/29	Tue	Vocative, causative	HW 4 due
	10/30	Wed	Subjunctive (sar jao taora cakrae...) (Saayad)	
	10/31	Thu	Review	
Week 12	11/04	Mon	Subordinate conjunctions and clauses	
	11/05	Tue	Subordinate conjunctions and clauses	HW 5 due
	11/06	Wed	VETERAN'S DAY AND DIWALI Subordinate conjunctions and clauses	

	11/07	Thu	Review	
Week 13	11/11	Mon	Framing arguments in Hindi. Arguing.	
	11/12	Tue	Framing arguments.	
	11/13	Wed	Framing arguments.	
	11/14	Thu	Review	Script 2 Due
Week 14	11/18	Mon	Passive voice	
	11/19	Tue	Passive voice	
	11/20	Wed	No class(Thanksgiving break)	
	11/21	Thu	No class(Thanksgiving break)	
Week 15	11/25	Mon	Passive voice practice	
	11/26	Tue	Write and edit skit	
	11/27	Wed	Write and edit skit	
	11/28	Thu	Skit performance	Quiz 3 (take home)
Week 16	12/02	Mon	Review	
	12/03	Tue	Review	
Finals week	12/04		TAKE HOME FINAL EXAM DUE	

***THE SCHEDULE IS SUBJECT TO CHANGE.**

GE Rationale - Foreign Language

Hindi 1103 Intermediate Hindi I

Course objective: This intensive course is intended for heritage speakers and qualified Hindi speakers. It combines three semesters of Hindi into one semester and focuses on the speaking and writing skills, develop their skills of speaking, comprehension, reading and writing. A variety of practice activities and language tasks, ranging from mechanical to communicative, will be used in class. This course leads to fulfillment of the general education (GE) requirement for the Foreign Language category.

In this course students will be expected to learn grammatical structures of Hindi language but the emphasis will be on functional use of the language and gain knowledge of Indian culture through a communicative and interactive approach. By the end of this course, the student will be able to speak, read, write and listen to Hindi at an intermediate level.

Expected Learning Outcomes:

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.

Speaking, listening, reading, and writing activities and tasks that have been chosen for this course will focus on developing the **Hindi** skills of Heritage learners:

In speaking, students will be able to use Hindi in past, present, future tenses. They will be able to ask and answer basic questions on many common topics such talk about themselves, their likes/dislikes make requests, describe their home/interests, ask for/give directions, give some explanations and excuses, ask and give simple directions and advice, talk about themselves, use cultural expressions and show more awareness about cultural differences and .

These skills are learned by engagement in interactive activities where students work in pairs or small groups and practice interpersonal communication through various role-play activities and interviews.

In Listening, students will comprehend information in Hindi presented to them in simple discussions and short presentations and stories by native speakers. Students will able to comprehend simple statements and questions that relate to their immediate environment, familiar topics and some general topics.

Students will work in pairs or small groups to listen and watch a variety of authentic audio /video materials based on daily life situations, social interactions, daily routines, weekly schedules etc.

In reading, Students will be able to recognize and identify all the diacritical marks of Arabic. They will be able to read short authentic texts on familiar topics and some general interest topics (menus, stories , TV shows programs, short biographies, magazine articles, interviews etc.) and extract from them the general idea, and specific details and idiomatic expressions, to be able to comprehend the texts with speed and with minimal use of dictionaries.

In writing, students are expected to be able to write simple short narratives and describe places, people and things and express basic opinions about them while making simple contrasts and comparisons.

Students will start writing simple sentences and structures on a variety of familiar topics that will be assigned regularly based on topics being covered. Students are expected to be able to write, with accurate spelling and structure, compositions of short length,

2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.

Students will acquire a general understanding of aspects of Indian culture connected to everyday life, including culturally important expressions commonly used among friends and acquaintances. They will be exposed to a variety of topics related to the Indian culture, customs as well as popular culture and lifestyle such as day to day life, family, marriage, celebrations, traditions, social customs, and habits, etc.

They will demonstrate a broad understanding of a variety of topics related to the Indian culture by working on group projects and presenting on topics related to the Indian culture.

3. Students compare and contrast the cultures and communities of the language that they are studying with their own.

A variety of authentic material (videos, stories, articles) that will have a theme of comparing and contrasting elements of the Indian culture and American culture are studied in this course. This will allow students to compare and contrast a variety of topics related life and various aspects Of Indian culture, society, and history, to features of their own culture .

Various topics will be covered that will allow students to engage in discussions about various perspectives, outlooks and cultural differences as well as similarities throughout the course. Students will reflect and show more awareness about cultural differences and similarities and analyze them. The different reading, listening, speaking, and writing tasks and activities assigned during this course will help students develop this cultural awareness and reflect on their own culture.

GE Assessment Plan for Foreign Language

Hindi 1103 Intermediate Hindi I

GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<p><u>ELO 1</u></p> <p>Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.</p>	<p><u>Direct:</u> Weekly reading quizzes, short assignments</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years the course is offered. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>
<p><u>ELO 2</u></p> <p>Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.</p>	<p><u>Direct:</u> Weekly reading quizzes, short assignments</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	
<p><u>ELO 3</u></p> <p>Students compare and contrast the cultures and communities of the language that they are studying with their own.</p>	<p><u>Direct:</u> Weekly reading quizzes, short assignments</p> <p><u>Indirect:</u> Student opinion survey</p>		

Appendix: Assessment Rubric for Hindi 1103 course

Two examples of direct measures:

1. Students will take weekly quizzes on readings and other course materials

a. ELO 1 example question:

Speaking activity: Students will prepare six questions to ask their partners about the things they like and things they do not like. They will use **पसंद होना** and **पसंद न होना** with Verbs and vocabulary learned thus far. Students should be able to use proper interrogatives to form questions and respond to the questions.

b. ELO 2 example question:

Presentation: Students will prepare a 2-3 minute monologue as a part of a group presentation in Hindi about one of the following topics:

- Various cuisines in regions of India
- Celebration and festivals in Indian culture
- Significance of famous landmarks in India
- Geography and culture of India

c. ELO 3 example question:

Reading and listening activity:

Discussions: Students view videos about weddings and arranged marriages in India. Following this, they will post their opinions about the marriages in India and they will compare and contrast the wedding traditions and customs in the United States and Indian culture.

2. Sample of short assignments used to assess achievement of ELO 1, ELO 2, and ELO 3 These questions will be assessed on a scale of Excellent-Good-Satisfactory-Poor.

a. ELO 1 sample assignment:

Students will participate in the following group role play activity:

Making Indian food: Students will work in small groups to select and plan to make one Indian recipe to cook.

The aim of this collaborative project is to learn about Hindi food related verbs and vocabulary. Students can also learn about the culture and customs of Indian cooking and family structure. Students can share culture and customs of their own family and some of their favorite cuisines and dishes.

b. ELO 2 example question:

Folk story project: Students will research and write on a legend, fable or popular folk story from Indian subcontinent and then present it to the class.

c. ELO 3 example question:

Speaking Activity: Students will work in groups to compare/contrast and cultural perspectives and habits.

Students will prepare a role-play about the shopping at an Indian market, interaction with shopkeepers, bargaining for prices learn to understand shopping habits and experience.

Indirect measure:

Opinion Survey

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

Foreign Language ELO 1

Students engage communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Foreign Language ELO 2

Students explain and examine the cultural perspectives and manifestations of the peoples who speak the language they study.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

Foreign Language ELO 3

Students compare and contrast the cultures and communities of the language that they are studying with their own.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Hindi 1101

Instructor: TBD

Summary: Intermediate Hindi I

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Office 365 Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> CarmenZoom Synchronous lectures Daily conversations.
6.3 Technologies required in the course are readily obtainable.	X			All tools are available via OSU site license free of charge.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided to obtain materials in another format.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 12/4/20
- Reviewed by: Ian Anderson

Notes: Good to go!

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.