Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: Global Humanities & Religions  
Course Number: GH 191

Course Title: Elementary Hindi

Type of Request: Renew. This course has previously been taught as LSH191. Since it does not have its own rubric HNDI, it has to be taught under the department rubric. It is taught by a Fulbright instructor under the close supervision of Prof Vanita

Course offered: Fall
*If course does not exist in the catalog, an e-curr form is also required.

JUSTIFICATION FOR COURSE LEVEL

Normally, general education courses do not have more than one pre-requisite, are at least 3 credits, and numbered in the 100-300 levels. If the course does not meet these conditions, please provide an explanation. If the course is offered at the 400-level, please explain how it is foundational within the requested perspective.

No prerequisites. Four credits. At 100 level.

ADDITIONAL INFORMATION (FOR OCHE DATABASE):
In which MUS Core Category, does this course fit? Cultural Diversity
Does the course include content regarding cultural heritage of American Indians? No

II. ENDORSEMENT / APPROVALS

* Instructor: Srijeet Mukherjee (next year will be a different Fulbright instructor supervised by Prof Vanita

Signature [Signature] Date 11 Sep. 2017
Phone / Email: srijeet.mukherjee@umontana.edu

Program Chair: Ruth Vanita
[Signature] Date 11 Sep. 2017

Modern & Classical Language Chair: Liz Ametsbichler
[Signature] Date 15 Sep. 2017

Dean: Chris Comer
[Signature] Date 10-11-17

Approval of this form is given for this general designation. However, it is not clear at this time if we can support the teaching of Hindi next year.
2. Comprehension: Students will be able to orally translate sentences from English to Hindi and Hindi to English, and will answer oral questions, displaying aural comprehension.

3. Students will be able to read the first four to five chapters of the text book

3. Students will write and translate simple words and sentences, completing exercises provided in the first four to five chapters of the text book and from the website attached to the text book

100% students will be expected to achieve this

General Education Assessment Report (Items B-D) If this information is not yet available, Items VI. B- D must be completed within one year of this course review (re-submit the entire form with these sections completed).

C. ASSESSMENT FINDINGS

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

100% of students were able to read, write and speak as described above. Students were strongest in speaking and reading. Their independent writing contained mistakes of grammar and syntax. At times, they had trouble deciphering speakers’ voices and understanding pronunciation of sounds unique to Indian languages.

D. ASSESSMENT FEEDBACK

Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

This year, we are introducing more aural work (recording the voices of Hindi speakers and having students decipher them) and more practice in pronouncing and distinguishing Indian-language sounds. We are introducing more role-play. We are increasing emphasis on expanding vocabulary, and drilling the students on the vocabulary introduced in the first six chapters of the text book, including having them complete exercises such as role play that incorporate this vocabulary.
*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble

Elementary Hindi is designed for people with no knowledge of the language. The script is Devanagari, and the form of Hindi is Khari Boli, taught in schools throughout India, and spoken by the majority of Hindi speakers (about 370 million people worldwide). This is a four-credit course, with four fifty-minute classes a week, daily written exercises and homework, one hour a week conversation session, and audio support. The students will develop beginning level proficiency in speaking and understanding Hindi and will also be able to read and write at an introductory level. Students who complete the course will be able to conduct a simple, street-level conversation, read simple written material and write the alphabet and simple words. Students will also be introduced to basic elements of Indian culture, and will move towards an initial understanding of India, a country which will play a major role in their lives as global citizens. It helps students who wish to study or work in South Asia. Hindi is the same spoken language as Urdu (Pakistan’s national language); only the script differs. Hindi is also widely understood and spoken in Nepal.

IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

Courses must encompass the comprehensive study of a natural language, excluding written, spoken contemporary English, with the aim of achieving at least a basic functional competency in that language. The course should follow a rigorous and pedagogically sound methodology and practice. Language courses proposed outside of current MCLL offerings must be approved by the MCLL Department.

This course sequence encompasses a comprehensive study of a natural language, Hindi, with the aim of achieving a basic functional competency in Hindi. The course follows a rigorous and pedagogically sound methodology and practice, based on Prof Snell’s textbook and accompanying CDs which are used worldwide.

V. STUDENT LEARNING GOALS

Briefly explain how this course will meet the applicable learning goals.

Upon completion of the Modern and Classical Languages sequence, the student will have a basic functional knowledge of a second natural language sufficient to:

3. perform all four skills (speaking, aural comprehension, reading, and writing) if the language is modern and has a written tradition, such as Japanese or French.

Hindi is a modern language and has a written tradition of over seven centuries. Students will acquire a basic knowledge of Hindi enabling them to speak and comprehend Hindi at an elementary level.
Students will acquire knowledge of the Hindi alphabet and script, and will be able to read simple sentences.

Students will be able to write simple sentences in Hindi.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS FOR THE GENERAL EDUCATION GROUP MEASURED?
Describe how you will determine that students have met each of the General Education Learning Goals. This should include specific examples of assignments, rubrics or test questions that directly measure the General Education learning goals. (See Example) Please attach or provide a web link to relevant assessment materials.

3. Perform all four skills (speaking, aural comprehension, reading, and writing) if the language is modern and has a written tradition, such as Japanese or French.

1. Speaking: Students will conduct simple conversations about topics of everyday life with the instructor and with each other

2. Comprehension: Students will orally translate sentences, and will answer oral questions, displaying aural comprehension

3. Students will read simple sentences from the text book

3. Students will write and translate simple words and sentences, completing exercises provided in the text book

Sample tests and exams attached

B. ACHIEVEMENT TARGETS

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1. Speaking: Students will be able to conduct simple conversations about topics of everyday life with the instructor and with each other
welcome to hindi

Fall 2017    Elementary Hindi 1    4 credits    LSH 191

Fulfills the General Education Language requirement

Room no. 344    M-Th 11:00 a.m. - 11:50 a.m.

Taught by Srijeeet Mukherjee

Supervised by Prof. Vanita

Office: LA 146A    Email: srijeeet.mukherjee@mso.umt.edu

Office Hours:    Thursday 02:00 p.m. - 03:00 p.m.
                 Friday 11:00 a.m. - 12:00 a.m.
                 Also by prior appointment

There will also be a two-hour conversation session every week, attendance at which is voluntary but encouraged.

Textbook (required)


Introduction and Course Objectives

Elementary Hindi is designed for people with no prior knowledge of the language. Hindi is one of the official languages of India, spoken by more than 40% of India’s population and approximately 422 million people worldwide. It derives from Sanskrit which is a member of the Proto Indo-Iranian group of languages and is a distant relative of Old Persian.

We will learn Modern Standard Hindi (Khari Boli), written in the Devanagari script. This is a four-credit course, with four fifty-minute classes per week. You are also required to spend time listening to and working with the CDs which are part of the textbook.

Learning Goals
Hindi is a modern natural language, so upon completion of the first-year sequence, students will be able to

1. Perform all four skills (speaking, aural comprehension, reading and writing)
2. Speak and understand Hindi with beginning-level proficiency, and be able to converse on a variety of simple topics related to daily life
3. Have familiarity with the alphabet and script, and make progress with learning how to read and write the language. By the end of the semester students will be able to read and write simple words and sentences.
4. Students will be introduced to elements of traditional and contemporary Indian society through the language. This will be done informally and will not be part of the evaluation process.

Option to earn a minor in South & South-East Asian Studies

Our SSEAS minor consists of only 18 credits, and can be combined with any major. It does not require a language but when you complete a year of Hindi you will be about one-third of the way to earning this minor. Please contact Prof. Vanita (ruth.vanita@umontana.edu) for further information. We offer various courses on India, including Introduction to India, Hinduism, Buddhism, Gandhi, Love in Bombay Cinema, and The Bhagavad Gita. These courses are taught in English and have no prerequisites or language requirement. We also offer courses on South-East Asia that count towards the minor.

Other Opportunities

Among other places, there are opportunities to continue your study of Hindi in India, in New Delhi, Varanasi, Jaipur and Landour. Most programs will admit you at any stage of your learning experience and most offer summer and short-term courses as well as their regular year-long programs. Contact Prof Vanita if you are interested.

If you plan to go on to second-semester Hindi, you should do so immediately in Spring 2018. Students who interrupt their studies usually find they have forgotten most of their Hindi by the time they re-enter the program.

Requirements

Students are required to

1. Attend all classes. Anyone absent eight times (including excused absences) will receive a failing grade for the course. More than three unexcused absences will affect your grade negatively. Unexcused late arrivals will be counted as absences. Except in cases of emergency, please inform me in advance if you have to miss a class, or come late or leave early.

2. Bring the textbook to class.

3. Take all tests and the mid-term and final exam. Tests are held at the end of each textbook lesson and all test scores except your lowest one count toward your final grade. Each test
covers not only the most recent lesson but earlier material as well. There will be a final examination. Note that the final exam is on the entire semester’s work. Makeups are not permitted unless you have a note from Student Health Services or your physician; to protect your privacy, the note does not have to state the nature of your illness.

4. Complete all assigned homework and give it to your instructor by the specified deadline. Late work is only accepted in special circumstances and when permission has been granted in advance.

5. Memorizing vocabulary: Hindi is a relatively easy language to learn, because it is almost completely phonetic (much more so than English). However, there are several sounds unique to Indian languages that you have to learn to hear and to pronounce. All nouns, verbs and adjectives are gendered but pronouns are not gendered. You should plan to spend 1-2 hours a day on homework, which should include preparation, review (especially of vocabulary), and language lab work. Memorizing vocabulary is absolutely essential to learning any language. There is no short-cut to this. Spend 5-10 minutes every day reviewing and memorizing vocabulary.

**Oral work.** Spend at least two hours a week on working with the CDs

**Grades** will be calculated in the following manner:

Tests 20%

Class attendance 15%

Class Participation 10%

Homework 20%

Mid-term 15%

Final 20%

**Extra Credit**

You can earn up to 3 points extra credit by attendance at the conversation sessions.

**Further Important Information:**

1. If you are a student with a disability and wish to be granted reasonable accommodations for this course, please contact your instructor privately within the first two weeks of the semester, in order to discuss the specific accommodations you request. Please provide a letter from Disability Services (located in Lommasson 154) verifying your disability. For more information visit the DSS website at www.umt.edu/dss

2. University regulations strictly forbid giving exams prior to finals week, and no early exams
will be given under any circumstances. Please remember this when making travel plans.

4. You need to select the traditional grading option (a letter grade), not Credit/No Credit if you are planning to have this course count toward fulfillment of General Education requirements.

5. Plagiarism of any kind is strictly forbidden by university regulations and may result in penalties outlined in the student conduct code.

6. The best way to communicate with me is by email. Please check your university email every day as I may send you important changes or updates by email. I am not allowed to write to you at any other email address apart from your university email address.

Reading Schedule

This schedule is tentative. It is the student’s responsibility to keep up with any changes and to obtain any hand-outs given in class in her/his absence. Kindly read the pages mentioned on specific dates before coming to class each day.

1. August 31:

Introduction to India and to the Hindi language (its history, variants, script and sounds). Places where Hindi is spoken. (pp. XII-XVI)

2. Week of Monday, September 4: (Monday is Labor Day, no class)

Foundation work continued.
Sept 5: Familiarizing with the script corresponding with sounds. Phonetic drills.
Sept 6: Writing and reading simple words.
Sept 7: Conjunct formation in Devnagari script.

3. Week of Monday, September 11:

Sept 12: Snell pp. 5-7
Sept 13: Snell pp. 8-10
Sept 14: Snell pp. 11 – translation; revisiting vocabulary introduced in the lesson.

4. Week of Monday, September 18:
Sept 18: General recapitulation and discussion.
Sept 19: Test on Lesson 1

5. Week of Monday, September 25:
Sept 25: Continue Lesson 2. Snell pp. 21 – 25
Sept 26: General recapitulation and discussion.
Sept 27: Test on Lesson 2

6. Week of Monday, October 2:
Oct 5: Test on Lesson 3

7. Week of Monday, October 9:
Oct 11: General recapitulation and discussion.
Oct 12: Test on Lesson 4

8. Week of Monday, October 16:
Oct 16: Begin Lesson 5. Snell pp. 59-63
Oct 17: Cont. Lesson 5. Snell pp. 64-68
Oct 18: Cont. Lesson 5. Snell pp. 69-75
Oct 19: General recapitulation and discussion.

9. Week of Monday, October 23:
Oct 23: Test on Lesson 5

10. Week of Monday, October 30:
Oct 30: General recapitulation and discussion.
Oct 31: Test on Lesson 6
Nov 1: Begin Lesson 7. Snell pp. 94 – 97
Nov 2: Cont. Lesson 7. Snell pp. 98 – 102
12. Week of Monday, November 6:

Nov 6: Cont. Lesson 7 Snell pp. 103 – 109
Nov 7: General recapitulation and discussion.
Nov 8: Test on Lesson 7
Nov 9: Begin Lesson 8 Snell pp. 110 – 114

13. Week of Monday, November 13:

Nov 13: Cont. Lesson 8 Snell pp. 115 – 122
Nov 14: Cont. Lesson 8 Snell pp. 123 – 127
Nov 15: General recapitulation and discussion.
Nov 16: Test on Lesson 8

14. Week of Monday, November 20

(Wednesday: Student Travel Day, no class; Thursday: Thanksgiving, no class):

Nov 20: Begin Lesson 9 Snell pp. 129 – 131
Nov 21: Cont. Lesson 9 Snell pp. 132 – 137

15. Week of Monday, November 27:

Nov 27: Cont. Lesson 9 Snell pp. 138 – 145
Nov 28: General recapitulation and discussion.
Nov 29: Test
Nov 30: Over all doubt clarification

16. Week of Monday, December 4*:

Dec 4 to Dec 7: Self Revision

Week of Monday, December 18: Final Exam 8:00 a.m. – 10:00 a.m.

*Please note that I will not be in Missoula for the period of Dec 6 – Dec 11. I will have limited access to e-mails and will be checking my e-mails infrequently.
Elementary Class

Test Paper 1

Time: 15 mins

Friday Sept. 16

M.M.: 12 marks

1. Complete the alphabet consonant chart:

   a — j f —
   e — t f —
   s —

   3 marks

2. Translate:

   a) Who are you?
   b) We are Americans
   c) Is this a pen?
   d) This is a big house.

   4 marks

3. Word meanings: (you may write in Roman script):

   a) new (b) why (c) cheap (d) small
   e) today (f) book (g) pen (h) chair

   2 marks

4. Rewrite the following words five times:

   3 marks
Elementary Class Test Paper

नाम: ______________________  (Date) ______________________

समय: 15 मिनट (minutes)

1. Write a description of your room in Hindi in at least five sentences. 5 marks

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

2. Write the meanings of the following words in Hindi: 5 marks

(a) Fan
_____________________________________________________________________

(b) Room
_____________________________________________________________________

(c) House/ Home
_____________________________________________________________________

(d) Chair
_____________________________________________________________________

(e) Handsome
_____________________________________________________________________
MID TERM EXAM

ELEMENTARY HINDI

TIME: 30 MINUTES

MAXIMUM MARKS: 50

1. Translate the following sentences: 10 marks

I am in Missoula. Missoula is in Montana. It is beautiful. I like Missoula. I know we love Missoula.

2. Fill in the blanks by choosing the correct options: 10 marks

(क) यह घर बड़ा था| (है / हुँ / था)

(ख) __________ एक छोटा भाई है| (मेरा / मेरे / मेरी)

(ग) __________ मैं मौल मैं कि यह कलम है| (मुझको / मेरा / हम)

(घ) __________ घर मे पंखा है| (तुम्हारे / तुम / मैं)

(झ) मुझको काली कुर्सी _________ है| (पसंद / बुरी / अच्छा)

3. Complete the alphabets in the correct order: 10 marks

क _________ ________

च _________ ________

4. Oral presentation. 20 marks
Hindi
Final Exam
Elementary Hindi

Name: __________________________ Date: ____________

Time: 120 minutes

1. वर्णमाला को लिखिए:
   
   a. क ____________
   b. त ____________
   c. प ____________
   d. य ____________ व

2. दोनों चित्र देखिए और दोनों चित्रों के बारे में कम से कम दस वाक्य
   लिखिए: __________________________

Max. Marks: 100
15 अंक
20 अंक
3. पढ़िए: 10 अंक
प्रकाश दिल्ली में रहता है। वह दिल्ली में एक बड़े स्कूल में पढ़ता है।
उसको दिल्ली पसंद है। उसका एक दोस्त भी है। उसका नाम सुहास है।
सुहास दिल्ली में नहीं रहता है। वह पटना में रहता है।

4. इन शब्दों को हिंदी में लिखिए: 10 अंक
a. Small  b. Bad  c. Old  d. Boy  e. Chair
f. Who  g. Dirty  h. Fat  i. House  j. City

5. अनुवाद(Translate) कीजिए: 15 अंक
His name is Mohan. He is a good boy. He doesn’t know about books.
He is in his(own) room. His brother’s name is Suresh. Both of them
are tall but Suresh is taller than Mohan.

6. Fill in the blanks: ( है, हूँ, हो, है) 5 अंक
a. मेरा नाम प्रताप ___________
b. मैं अमरीकन ___________
c. वह मेरी बहन ___________
d. हम लोग घर पर ______
e. तुम मेरे दोस्त ______

7. अनुवाद कीजिए: 5 अंक
   a. मुझको मालूम है कि राज लड़का है
   b. तुम्हारा घर कहाँ है?
   c. वह लड़की कौन है?
   d. क्या ये सब नये कपड़े हैं?
   e. हम पानी पीते हैं

8. अपने बारे में कम से कम दस वाक्य बताइए 20 अंक

--- ALL THE BEST ---