HINDI 506 — First Year Hindi I — Fall 2016

32095 – DR. RUPERT SNELL – rupertsnell@austin.utexas.edu (office WCH.4.104c – TTh 12:30-2:00)
TA –
MW: 1:00-2:00pm  BEN 1.106  TTH: 2:00-3:30pm  MEZ 1.122

32100 – DR. JISHNU SHANKAR – jshankar@austin.utexas.edu (office WCH 4.104b – MW 12:30-2:00)
TA –
MW: 2:00-3:00pm  MEZ.2.118  TTH: 2:00-3:30pm  MEZ 2.122

ELIGIBILITY
The course is for complete beginners and may not be taken by students who already have conversational fluency in Hindi, whether or not they are literate in Devanagari.

THE COURSE
Welcome to this beginners’ course in written and spoken Hindi! We aim to cover a lot of ground in this first semester, giving you a confident basic ability in reading, writing, listening and speaking — the “four skills” of language learning. You will master the Devanagari script (देवनागरी) as you encounter a carefully sequenced introduction to the language; successful students who proceed to HIN 507 in the Spring will, at the end of that course, have covered most of the essential tenses and structures of Hindi-Urdu. This should be a very satisfying, worthwhile, and exhilarating year!

Language is the key to culture, and through our study of Hindi we will encounter many aspects of the cultural world of northern India. In passing, we will also discover some of the links that join Indian languages to their remote European cousins. The course will be rooted firmly in the coursebook Complete Hindi, which gives you a clear and precise “map” of the ground to be covered; but we will also encounter many other sources from cinema, songs, internet features, etc.

By the end of the fall semester, you should be able to express yourself with reasonable fluency, answering questions about yourself and reciprocating with questions about others; talking about habitual & current actions; describing and comparing things; talking about likes and dislikes; describing daily routines; asking for help and directions; asking for and buying things in shops; describing your family; outlining future plans, and so on.

You are the most important person in your Hindi class, and every effort will be made to help you develop your skills as the weeks go by. You should take every opportunity to participate actively in the class, not only because this will help your final grade but also because it is through constant practice that you will become a confident speaker of Hindi.

Good communication with your teacher and TA is essential. Use email, come to office hours, address any learning difficulties if and when they arise, keep an eye on your grades week by week, and ask as many questions in class as you need. The structure of the class is formal — we have a set amount of material to cover — but the prevailing atmosphere is informal, and the success of the course depends upon the fullest possible involvement of all class members.
THE COURSEBOOK and other materials

Rupert Snell’s *Complete Hindi*, which was specifically designed for courses of this kind, will be the main text for HIN 506-507. It is augmented by various materials on the HINDI-URDU FLAGSHIP website, some of which are included in your course packet. Others that you should explore on your own include:

- **Glossary of Linguistic Terms**

- **Glossaries Alive**

- **Spoken Thesaurus**

- **Presenting Hindi**

- **Hindi-Urdu Voicemail**

- **Hindi Worksheets**

The website below is very useful for learning Devanagari:

- **Hindi Script Tutor**
  [http://www.avashy.com/hindiscripttutor.htm](http://www.avashy.com/hindiscripttutor.htm)

*Complete Hindi* is complemented by two more Hodder books that may prove useful:

- Rupert Snell, *Read and Write Hindi Script*
- Rupert Snell, *Essential Hindi Dictionary*

Here are the best online (and print) Hindi-English dictionaries:

  [http://dsal.uchicago.edu/dictionaries/mcgregor/](http://dsal.uchicago.edu/dictionaries/mcgregor/)

- Hardev Bahri, *Learner’s Hindi-English Dictionary*
  [http://dsal.uchicago.edu/dictionaries/bahri/](http://dsal.uchicago.edu/dictionaries/bahri/)

The *Shabdkosh.com* two-way online dictionary is handy for quick-fix purposes — but it neither distinguishes different word meanings adequately nor gives noun genders, so its functionality is limited. If you use it to look up a Hindi word, be sure to check that word in one of the above Hindi-English dictionaries to find its currency and its gender.

The Universal Word Lexicon: Hindi-English does differentiate meanings (try looking up ‘right’ or ‘table’ for the different senses they yield) but does not give noun genders:
http://www.cfilt.iitb.ac.in/~hdict/webinterface_user/dict_search_user.php

The following link takes you to an enormous collection of Hindi-learning materials compiled by Columbia University:
http://www.columbia.edu/itc/mealac/pritchett/00urduhindilinks/hu_hindi.html

THE TEN COMMANDMENTS

1. Full attendance is required. If you have to miss a class, you must email the teacher in advance; unexplained absences will impact your Class Participation grade.
2. No use of phones, tablets or laptops during class. Even under the desk.
3. All handouts and assignments must be carefully retained and brought to every class.
4. Any concerns about grades must be addressed at the time they are shown and not at the end of the course. Remember: grades are earned, not given.
5. All written assignments in Hindi are to be submitted in handwriting; this is to ensure that you develop a good handwriting style before moving on to use computers.
6. All written assignments must be submitted double-spaced on standard “US letter” size paper; this is to facilitate correction and scanning.
7. All assignments must be submitted on time for full credit.
8. Please pay close attention to all messages through email and/or Canvas.
9. Never use Google Translate etc. for course assignments.
10. Make full use of the ancillary materials in your course packet.

GRADING

Each student is evaluated on his or her own overall progress throughout the course. You should track your grades as they accumulate on Canvas.

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<tr>
<td>CLASS PARTICIPATION</td>
<td>15%</td>
<td>POP QUIZZES</td>
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<tr>
<td>HOMEWORK</td>
<td>20%</td>
<td>EXAMS (3 @ 10%)</td>
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<tr>
<td>INDEPENDENT WRITING</td>
<td>15%</td>
<td>INDIVIDUAL PROJECT</td>
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CLASS PARTICIPATION: 15%

This includes your preparation for and participation in class, including TA sessions. To achieve a good grade: be punctual, don’t goof about, pay immediate attention to the matter of the day’s class as soon as you sit down, and participate as fully as you can by asking and responding to questions, asking for clarifications on anything you
don’t understand, and taking a full part in conversations and drills. Follow up on your questions via email if you find this helpful.

Students are required to attend a 50 minute conversation group each week; these will be set up by the third week of classes. Your work in the conversation groups will contribute to your Participation grade.

HOMEWORK: 20%
Assignments should be carefully checked before submission: they should represent your best possible effort at the task. Scruffy or scribbled scripts will not be accepted. Don’t lose points by failing to check what you’ve written! Late submissions will only be accepted at the discretion of the teacher, and will be subject to a grading penalty.

INDEPENDENT WRITING: 10% + 5% = 15%
Due every Monday. For the first two weeks, the task will consist of script work; from the third week it will be a lekh (लेख, piece of creative writing). Rewrites of the corrected lekh are due the Wednesday after the marked work has been returned. Your original submission will be graded @ 10%, with a further 5% for the resubmission after the work has been marked. Topics will be discussed in class and shown on Canvas.

POP QUIZZES: 15%
These will mostly be short tests on vocabulary, grammar, everyday phrases covered in previous classes, brief translations or responses to questions, use of tenses and structures, and so on.

EXAMS (3 @ 10%): 30%
In-class exams will be held on Thursdays on 10/6/16, 11/3/16, 12/5/16. ‘Mock’ papers will be distributed a week in advance to help you prepare.

INDIVIDUAL PROJECT: 10%
All students will work on an individual project of their choice, to present during the last week of classes. Guidelines will be discussed in class as the time approaches.

GRADING SCALE

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**WEEKLY SCHEDULE**

In most cases, the items specified for each week are the main items from the respective chapters of *Complete Hindi* (CH), but the list is neither exhaustive nor set in stone. Although this is a *grammatical* list, the class focus will be largely on *real language usage* and the social contexts in which it occurs; and throughout the course our focus will be on everyday communication in the real world.

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**WEEK 1, AUGUST 24-25**

Introductions, greetings, syllabus, course-book, course rules & conventions. Introductory phrases in Hindi; introduction to Devanagari. Pronunciation (which will continue to be a focus throughout the course.)

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**WEEK 2, AUGUST 29–SEPTEMBER 1**

Devanagari continued. **CH chapter 1** — singulars and plurals; the verb *honā* ‘to be’; yes/no questions; adjectives & simple sentences. Conversation: *I am Pratap. Are you Ravi? Is she married? Are they OK? Is this class good?*

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**WEEK 3, SEPTEMBER 6–8**

Devanagari continued: reading and writing names and common nouns. **CH chapter 2** — Personal pronouns continued; further interrogatives; numbers 1–10. Some simple commands. Conversation: *Who/how are you? What is this/that? How much/many…?*

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**WEEK 4, SEPTEMBER 12–15**

Devanagari completed: conjuncts & peripherals. **CH chapter 3** — Grammatical case, DIRECT and OBLIQUE; nouns, pronouns, and adjectives with POSTPOSITIONS (*in the house*; *to him*; *from the old market*); locations; सही / ग़लत. Conversation: *Where are you from? Who is there in your family? Where are your parents?*

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**WEEK 5, SEPTEMBER 19–22**

**CH chapter 4** — PAST TENSE of *honā* ‘to be’; comparison of adjectives; possession. ‘Liking’, ‘knowing’, and other expressions using को ‘to; the emphasis given by the particle तो. Conversation: *Do you like samosas? I don’t know. I don’t know where Pooja is. Where was she yesterday? My brother is older than me; but I am smarter than him!*

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**WEEK 6, SEPTEMBER 26–29**

**CH chapter 5** — The INFINITIVE verb, and more on IMPERATIVES (commands & requests); postpositions & oblique case continued; possession with का as in नेहा का नाम Neha’s name. Conversation: *Please don’t tell her! Give me your brother’s number. Where is Neha’s car?*

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**WEEK 7, OCTOBER 3–6**

Review of **CH chapters 1–5**. Conversation: all topics already covered, with variations. Mopping up any final script issues. Exam 1 on Thursday 6th.
WEEK 8, OCTOBER 10–13
CH chapter 6 — The HABITUAL or IMPERFECTIVE tense: I speak Hindi; I study at university. The reflexive possessive pronoun अपना, ‘my/your/her/our/their own’. COMPOUND POSTPOSITIONS such as के बारे में ‘about’. Conversation: I live with my family near Austin. Where do you work? I often ask my friends about these things.

WEEK 9, OCTOBER 17–20
CH chapter 7 — The HABITUAL or IMPERFECTIVE tense in the past: I used to live in England. कुछ and कोई – ‘some, someone’. चाहिए – ‘wanted, needed’. Ordinal numbers – ‘first, second, third’. Aggregatives – ‘dozens of…’, ‘all five…’. Review of present and past habitual tenses. Conversation: All three brothers used to work in that hotel. Someone used to bring the mail. Some people used to work all night. What do you need/want?

WEEK 10, OCTOBER 24–27
CH chapter 8 — CONTINUOUS tenses (‘-ing’): I am speaking on the phone; they were watching TV. More on possession: I have a headache / three sons / a small house in Noida. Adverbial expressions and GHOSTPOSITIONS. Dates and higher numbers. Conversation: What are you reading? How many children do you have? Do your work properly.

WEEK 11, OCTOBER 31–NOVEMBER 3
The ABSOLUTIVE जाकर ‘having gone’ (borrowed in advance from CH chapter 12). Review of all tenses and constructions introduced so far. Word order. Exam 2 on Thursday 3rd.

WEEK 12, NOVEMBER 7–10
CH chapter 9 — the FUTURE tense; its uses for future time (It will rain tomorrow) and for assumptions about the present (It will/must be raining in India this month); the emphatics भी ‘also’ and ही ‘only’; the infinitive as VERBAL NOUN (to read is easy, to write is harder). Conversation: When will you come home? I would like to stay here. You must miss your friends. What’s the point in writing letters?

WEEK 13, NOVEMBER 14–17
CH chapter 10 — the SUBJUNCTIVE verb: Should/may I go? CONDITIONAL sentences: If he asks, tell him. –चाला constructions: the mailman is about to leave. Conversation: Should I give them the upstairs room? May I sit here for a while? If you’re about to go, I’ll get ready too.

WEEK 14, NOVEMBER 21–22 (no classes Wednesday & Thursday)
CH chapter 11 — PERFECTIVE tenses: the difference between TRANSITIVE verbs such as खोलना ‘to open’ (I opened the window) and INTRANSITIVE verbs such as खुलना ‘to open’ (the window opened). This essential tense will be studies further at the beginning of HIN 507. Conversation: I saw a monkey in the tree. I saw the monkey in the tree. We went home. She arrived late. We asked him about his family.

WEEK 15, NOVEMBER 28–DECEMBER 1
Review; and Student Presentations

WEEK 16, DECEMBER 5
Exam 3.
Disability Accommodations:
Documented Disability Statement: Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice), 232-2937 (video phone) or [http://www.utexas.edu/diversity/ddce/ssd](http://www.utexas.edu/diversity/ddce/ssd).

Distribution of the Indo-European Language Family
(See the color versions of these maps in the ‘Syllabus’ section of Canvas.)
The Family Tree of Indo-European Languages
The Languages of India
See this map in color online to see the light-green “Hindi belt”. Question: where is Urdu?