

Syllabus

ASST 001 Introduction to Contemporary Written Hindi
Professor: C. Christine Fair, Ph.D.

Days: MWF: 10-10:50 A.M.

Place: Maguire 104

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About Me: A Content Warning

I completed my PhD in the Department of South Asian Languages and Civilization—which is formally in the humanities—and an MA from the Harris School of Public Policy at the University of Chicago.

I suffered nearly ten years at the RAND Corporation and another four years at the United States Institute of Peace before being fortunate enough to join the faculty at Georgetown. (You can read more on my personal website: christinefair.net.) This means that I

have spent most of my adulthood studying various political and military issues pertaining to South Asia, particularly in the countries of Afghanistan, Pakistan, India, Bangladesh, Sri Lanka, and increasingly Myanmar (which is in Southeast Asia). In my own research I employ a mixed methods approach, drawing upon qualitative and quantitative data and research methodologies.

I believe learning—and teaching—should be an enjoyable activity rather than a pestiferous undertaking. Therefore, I bring to my classroom my (often ribald) sense of humor. If you want to see what you are getting into *before* signing up for my course, you can peruse videos on my YouTube channel: <https://www.youtube.com/user/TheChristinefair>. You can also peruse some of the quotidian nonsense that a woman in this business must endure by perusing the comments. (Trigger warning: some of the comments are bigoted or otherwise exceedingly boorish.)

I believe in being direct in providing verbal and written feedback as this is the most efficient means of communicating. This means that I will not preface my criticisms with an inventory of your past brilliance to lessen the pique of necessary critique. Take this as a sign of respect rather than discourtesy. My assessments are straight forward. There are no trick questions. If you have done the readings, completed the assignments and taken notes on them, come to class and paid attention to the discussion and participated in the same, you will do well. Experience tells me this. Students who miss the first lecture tend to face the most challenges. If you miss the first lecture, please get notes from your classmates.



About This Course

Depending upon whose data you doubt less, Hindi is the second or third most spoken language in the world today, with more than 600 million users spread across the globe. Only Mandarin has a clear lead. When one includes Urdu, which in its spoken form is nearly identical to Hindi, the number of speakers grows to nearly 800 million persons. You will find that you can use Hindi/Urdu in Afghanistan, Bangladesh, Nepal, and several Arab countries, due to the popularity and influence of Hindi films. I have even used Hindi to purchase water gear in Belize and sunscreen in Aruba. Moreover, Hindi's literary tradition originates in the 11th century, encompasses a diverse modern literature, and is the principal language employed in the world's largest film industry (Bollywood). Per the Official Languages Act of 1963, it is, alongside English, one of the two official languages used in Indian government documents.

Hindi Speaking Countries

Rank	Country	Population of Hindi Speakers
1	India	422,048,642
2	Nepal	8,000,000
3	United States	649,000
4	Mauritius	450,170
5	Fiji	380,000
6	South Africa	250,292
7	Suriname	150,000
8	Uganda	100,000
9	United Kingdom	45,800
10	New Zealand	20,000
11	Germany	20,000
12	Trinidad and Tobago	16,000
13	Singapore	3,000

Source: <https://www.worldatlas.com/articles/hindi-speaking-countries.html>

Objectives and Outcomes

The main objective of this first-year Hindi course is to enable students to develop usable proficiency in Hindi in speaking, reading, writing, listening, and knowledge of formal grammar. The primary text for the course is Rupert Snell's (With Simon Weightman) Complete Hindi textbook with online audio, which develops each of these basic skills in parallel. (This is referred to as "CH" in the course schedule.) The book contains 18 chapters plus appendices.

During the first semester we will aim to complete the first ten chapters. We will complete the remaining eight chapters by the end of the second semester. This book is not perfect. The dialogues are particularly problematic. Unfortunately, there is presently no better Hindi textbook. During the course we will discuss why some of the dialogues are problematic. Despite these shortcomings, we will use the book in a comprehensive manner.

Students' progress in learning Hindi is greatly enhanced by learning the Devanāgarī writing system early in the semester. Thus, we will first focus upon learning this scrip with the aim of quickly abandoning the crutch of Romanization. We will rely upon Snell's *Read and Write Hindi Script* ("RWHS" in the course schedule) to introduce the writing system. Scans of the relevant sections will be available on Canvas. For those who wish to continue learning Hindi, I strongly suggest you purchase it as it also has edifying information about the language.

After mastering the writing system, we will move on to learning grammar, reading, writing, speaking, etc.

Course Learning Objectives

During this course, you will develop a grasp of the following concepts:

- Orthography and sound system of Hindi.
- Mastery of the different kinds of nouns.
- Understanding of the basic sentence structure in Hindi.
- Understanding of important grammatical elements.
- Mastery of the most basic verbal structures and tenses.
- By the end of this course, you should have a vocabulary of approximately 300-500 words.

Instructional Methodology

In this course, we principally rely upon Snell's *Teach Yourself Hindi*, per the outlined syllabus below. During the course, we will work on the lessons and do in class exercises to practice the germane elements. Completing the assigned homework will also help you solidify your grasp of the subjects. Throughout the course I will supplement Snell with additional explanatory material made available on Canvas.

Required Materials and Texts

Rupert Snell (With Simon Weightman). [Complete Hindi: Your Complete Speaking, Listening, Reading and Writing, 2016](#). London: McGraw-Hill. (Book with online audio). This is abbreviated as "CH" in the course schedule.

A mechanical pencil (Pentel, Paper-mate) as well as a pen-styled eraser (Mr. Pen, Pentel, Paper-Mate, Tombow etc.).

Wide ruled paper.

The Oxford Hindi-English Dictionary (Multilingual Edition) by R.S. McGregor, 2007.

(https://www.amazon.com/Oxford-Hindi-English-Dictionary-Editor-McGregor/dp/B00EXCJ81I/ref=sr_1_13?dchild=1&keywords=oxford+hindi+english+dictionary&qid=1611165790&sr=8-13)

Oxford English-Hindi Dictionary (Multilingual Edition) by S K Verma and Ramaanaatha Sahaaya, Sep 27, 2017 (https://www.amazon.com/Oxford-English-Hindi-Dictionary-Multilingual-Verma/dp/019947222X/ref=sr_1_2?crid=3VS99081XHE4G&dchild=1&keywords=oxford+english+hindi+dictionary&qid=1611165679&srefix=Oxford+English+Hin%2Caps%2C163&sr=8-2)

In addition, there are several online dictionaries you may wish to use:

<https://www.collinsdictionary.com/us/dictionary/hindi-english>

<https://www.collinsdictionary.com/us/dictionary/english-hindi/>

<https://www.shabdkosh.com/>

<https://dsal.uchicago.edu/dictionaries/mcgregor/>

<https://dsal.uchicago.edu/dictionaries/dasa-hindi/>

<https://dsalsrv04.uchicago.edu/dictionaries/bahri/>

<https://dsalsrv04.uchicago.edu/dictionaries/caturvedi/>

Recommended Materials and Texts

Rupert Snell. [*Read and write Hindi script \(Teach Yourself\)*](#). While I will provide you with copies of relevant sections of the book on Canvas, I strongly encourage you to purchase it.

Richard Delacy, [*Hindi Flash Cards Kit*](#).

Blank flash cards upon which you can write your own flashcards. I personally prefer the small ones, with a hole punch and a ring such as the set by [*Debra Dale*](#).

Required Technology

You must have a computer with internet access. This course will require you to have access to Zoom video if we revert to course continuity procedures should public health guidance change. Without it, participating in this course will be exceptionally difficult. You also need to be able to use your phone or other means to render your homework into legible pdf documents. I have provided links to resources on this below.

Academic Freedom

Students located in certain countries may face challenges participating in some academic enterprises due to fear of censorship, retaliation, or sanction. Some individuals have reported that following best security practices related to Zoom, NetID accounts, and device hygiene are sufficient to assuage those fears. Other individuals have reported that the use of Virtual Private Networks (VPNs) may better address some of these challenges. The University cannot provide or recommend specific VPNs for student use; students are encouraged to research available options and determine whether they can lawfully and reasonably make use of such a technological solution in their jurisdiction.

Email Etiquette

This is not the only course I teach; you are not my only students; and teaching is not my only obligation to the University. Please expect that it will take one full business day to respond to you. If you email me between Friday evening and Monday morning, expect that I will get back to you by late Monday or Tuesday morning. Also, please do not address your emails to me using my first name. If this guidance strikes you as odd, I encourage you to read some of the following works on this issue:

Neumann, J. “Why are female doctors introduced by first name while men are called ‘Doctor’?,” *Washington Post*, June 24, 2017. https://www.washingtonpost.com/national/health-science/why-are-female-doctors-introduced-by-first-name-while-men-are-called-doctor/2017/06/23/b790ddf2-4572-11e7-a196-a1bb629f64cb_story.html?utm_term=.80da3c2b82ba.

Files, J. A., Mayer, A. P., Ko, M. G., Friedrich, P., Jenkins, M., Bryan, M. J., ... & Duston, T, “Speaker Introductions at Internal Medicine Grand Rounds: Forms of Address Reveal Gender Bias,” *Journal of Women's Health*, 26(5) (2017): 413-419.

Langin, K. “Male Scientists Are Far More Likely to Be Referred To By Their Last Names, Impacting Status And Awards,” *Science*, June 25, 2018. <http://www.sciencemag.org/news/2018/06/male-scientists-are-far-more-likely-be-referred-their-last-names-impacting-status-and>.

Policy on Computers, Phones, and Social Media

I expressly forbid students from filming or recording these lectures. I will ask students who do so to leave the class. I will record this class as absent. I will also report this to SSP leadership. I also forbid students from posting quotes or photos to social or other media attributable to me, this class, or your classmates. I enforce this policy to ensure that we all enjoy a safe environment to engage the literature and the intellectual objectives of this course. I will accord no exceptions. (Note that I may record this lecture for the use of students who may have missed a lecture or for other administrative reasons.)

I do not ban laptops, tablets, or cellphones in class as I believe doing so is ableist and because I will encourage you to look up answers to questions that you do not know. *However, I insist that you refrain from “leisure internet activities” during class.* Examples of such prohibited activities include but are not limited to: texting or emailing associates (unless it’s an emergency), posting to social media, online shopping, or other recreational activities. (I note these activities because they have occurred in class.)

Assessing Learning

To assess learning, there will be:

- Weekly homework.
- Weekly quizzes.
- Two midterms.
- A final project. The final project will entail translating a short Hindi story into English and answering brief questions about the passage in Hindi.

Class Participation and Commentary:

I expect students to participate actively in class discussions. Class participation includes completing assigned readings, attending all classes (unless a student is ill, has a religious obligation, or has some other legitimate emergency), and contributing to class discussion.

Policy on Handwriting: Neatness Matters

I will not grade homework that is not written legibly. You are expected to write all your Hindi in acceptable handwriting. What is acceptable handwriting? What I say is acceptable. I will provide you with specific feedback on your handwriting. Attention to writing clearly is important because slight inattention changes the value of the character, as we will discuss in class.

You will submit all your homework on wide-ruled paper. (There is a paper that has been specially ruled for writing in Devanāgarī, which is used in India. I will provide a pdf of this paper which you can print out per your needs should you prefer to use this paper.)

All homework must be completed *in pencil*. There should be no crossovers or cross outs; rather, all mistakes should be erased and corrected. I strongly recommend that you invest in a good mechanical pencil and a good pen-styled eraser. I am personally a fan of the Tombow MONO pen-style erasers. Pentel and Paper-Mate also make reasonably-priced mechanical pencils.

For all homework, you will first write out the question and then fill in your answer below it. Each paper should be numbered. Please scan your homework and upload it to Canvas. If you have challenges with phone-based apps for scanning, you can convert jpgs to pdf using a number of programs online. I personally use the following desktop applications:

<https://jpg2pdf.com/>

<https://www.convert-jpg-to-pdf.net/>

Final Course Grades

You will receive grades commensurate with the quality of the work irrespective of the performance of others in the class. (That is: materials for this course are not graded on a curve.) For a sample of grading criteria, please see Appendix A at the end of the syllabus. Below I indicate how I weight each item for your final grade.

15%: Average Quiz Score

15%: Average Homework Score

25%: First Exam

25%: Second Exam

20%: Final Project

Policy on Grade Disputes

I make every effort to be fair. Ultimately, grading of products for this course may be subjective on occasion. If you believe that I was unfair in my assessment, you **must** request a reconsideration of your grade within **48 hours of receiving your grade**. However, be aware that while I may have mistakenly assessed your paper downward by overlooking some critical virtue(s), I may also have missed serious flaws upon first review and unfairly assessed it upward. *My re-grade of your paper will reflect the results of this complete review of your exam, be it positive, negative, or neutral. Make your case wisely.* You have the option of appealing this grade by emailing Professor Kier Liber, the director of SSP at kal25@georgetown.edu. He will form an appeal board whose grade is final.

Policy on Missed Classes

Students may not miss more than 2 classes and pass this course. Please plan vacation and work schedules accordingly. I take attendance regularly. If you are ill or will miss a class due to religious observance, please let me know in advance of class.

Academic Honesty

Please be certain that you understand Georgetown's policy and procedures regarding academic honesty. It is available here: <https://honorcouncil.georgetown.edu/system/policies>.

For additional guidance please read “What is plagiarism?” (<https://honorcouncil.georgetown.edu/whatisplagiarism>) and “Plagiarism checklist” (<https://honorcouncil.georgetown.edu/https%3A/honorcouncil.georgetown.edu/faculty/plagiarism-checklist>).

Be warned: The use of Google Translate or other translation to your homework is expressly forbidden. While you may be dubious, I can easily identify translations done with Google because of the kinds of errors it makes. Moreover, Google translate does not work reliably. It neither understands gender nor the various forms of second-person pronouns and verb tenses in Hindi. So don't try. It's better to make your own best effort and make a mistake than rely upon Google, get busted and dispatched to the Honor Council.

Plan for Class Continuity During University Closures

The Washington D.C. metropolitan area can experience severe weather. In some cases, the University will close the campus. Given that our classes meet once a week and given your varied schedules, it is nearly impossible to reschedule a cancelled class. ***For these reasons, classes will NOT be cancelled when the university is closed.*** Additionally, while we anticipate holding classes in-person we must plan for course continuity should there be disruption to meeting in person due to changes in CDC guidance and Georgetown University policy. Please login to Zoom using the link in Canvas. Please review Zoom-specific etiquette given below.

Zoom-Specific Etiquette

Many of us, since the onset of the current pandemic, have spent much of our lives on Zoom or similar platforms. Many of us have taken this as an opportunity to be more casual in our dress and in our demeanor. For the purposes of recreating a professional environment, there are specific demands I make of students for showing up and being present in this online environment.

This program caters to persons who seek employment in international or national security fields. You should view each engagement with your faculty and your fellow students as potential job opportunities. This means, that I expect all of us to show up in Zoom as we would in the classroom. Based upon my experiences teaching online in the previous Spring and Fall semesters and as a full-time student taking two courses this summer, I have crafted these guidelines to help you and to help me help you to achieve the objectives of this course, and to encourage a professional online presence that will facilitate your desired end state: gainful employment.

We do not know how long this pandemic will constrain our professional and personal lives. I have chosen to accept this as a new reality rather than view it as an aberration or interruption. Businesses have learned from the cost-savings of online meetings and many businesses have learned that it is cost effective to have their employees working at home—where they bare all the costs—rather than expect them to work in expensive-to-maintain offices. They have also learned that their employees are working longer because they are not wasting time commuting to and from the office. Learning to be professionally present in this environment is a job skill for the foreseeable future.

What does this mean for you and our class?

First, I expect you to be present with your camera on. There is no other way that I can assess your presence or absence in this class. In some cases, internet bandwidth may require you to turn off your camera. But this is the aberrant condition not the normative condition. For this reason, you must have a computer with a camera to participate. In some cases, you can use your smart phone with the Zoom mobile app if your internet is sub-optimal.

Second, what are appropriate venues for participating in our class? You should be at a table or a desk with access to your course materials whether in hard-copy or electronic copy. Consider an environment that is not terribly comfortable given the temptation to doze away! And some of you do snore. What are examples of inappropriate venues? Your bed. I had several students participate in class from bed. This is simply not appropriate for more reasons than I wish to adumbrate. This sends a terrible market signal. Would you participate in a high-level discussion with State Department officials from your bed? I would hope not. Remember: you are not only making an impression upon me, but also upon your colleagues. Since your colleagues may work in an office with job openings, you need to create a professional appearance with them as well.

Third, let's discuss clothing. Over the course of the last six months, I have seen many things that I cannot unsee because students have availed of the Zoom environment to be less vigilant in protecting their professionalism. Here are examples which I would prefer to never see again and I'm confident that their course-mates would agree. I had a student repeatedly put his/her feet up on his/her desk—providing us ample vision of his/her feet—and then predictably fall asleep with occasional eruptions of snoring. Another student liked to do his/her class on a couch where s/he too would nod off. I have had students show up in their pajamas or clothing with inadequate coverage, which have afforded inappropriate vistas of viewing. Remember how you appear on camera: some of these sartorial peccadillos are exacerbated by the camera and the angle of the camera. Not only are these inappropriate vistas distracting for your peers, it is also distracting to me because I have no way of politely urging you to wake up, adjust coverage of important anatomy, etc. This is not about prudishness; rather it's about mutual respect, professionalism, and camera angles.

In short, please respect all of us by showing up appropriately attired. I am aware of the joke that is circulating that “on Zoom I don't need to wear pants.” There is a reason why this is a joke and that is because many people have been revealed to be in that pant-free state on Zoom and the joke, regrettably is not only on them. During the Zoom experience, many of us may need to get up from our chairs unexpectedly due the household environments in which we are working. Children require immediate attention. Your dog, cat or pet ferret may decide to micturate on your mother-in-law's prized shoe. Your spouse may have caught the kitchen on fire while you were in class. And when you do get up, everyone sees what you are—or are not—wearing.

Fifth, because I am visually challenged, I may be unable to see exchanges or questions in the chat function. There is no need in classes of this size to use the hand gesture or to message me in the text function. For this reason, I expect all students to have their microphone on mute such that we are not subjected to distracting ambient noise. When you wish to speak or contribute or when I ask you a question, please unmute yourself and speak.

Note on Disabilities and Other Required Accommodations

If you have a documented physical, learning, or other disability, I will make appropriate accommodations. Please contact me so that we can discuss these arrangements. Also, if you believe

you need help, please contact me and I will help you navigate the university's bureaucracy to obtain a formal dispensation. Please do not hesitate to seek help from me or others in the program or university. Please consider us as your allies in your educational experiences. You can find additional information about this at the Disability Support Services' webpage:

<https://academicsupport.georgetown.edu/disability>

Note on Religious Obligations

If you anticipate any conflicts between the schedule in this syllabus and your religious obligations, please inform me so that we can make alternate arrangements. (Do not presume that I will know your religious observance habits based upon your name.)

University Code of Student Conduct

Student conduct is prescribed by the CODE OF STUDENT CONDUCT, available here:

<https://studentconduct.georgetown.edu/code-of-student-conduct>. I expect students to comport themselves accordingly.

University Policy on Equal Opportunity and Non-Discrimination in Education

Georgetown University's Center for Securities Studies (CSS) and the Security Studies Program supports the University's commitment to diversity. The University has a policy on Equal Opportunity and Non-Discrimination in Education. Additionally, the University considers acts of hate and bias unacceptable and antithetical to its commitment to an inclusive and respectful community.

Students who have concerns about treatment that they have experienced are encouraged to discuss these concerns with the director of SSP. You may also reach out to the representative of the Office of Institutional Diversity, Equity & Affirmative Action (IDEAA).

Students who want to pursue a formal complaint of discrimination may do so by contacting IDEAA: (<http://ideaa.georgetown.edu>). Additionally, students may report concerns of hate and bias at <http://biasreporting.georgetown.edu/>. A member of the Hate & Bias team will discuss your concerns with you.

Course Schedule

	Monday	Wednesday	Friday
Week 1		August 25 Introduction to the Hindi Script and Phonology. (RWHS 1-2)	August 27 Introduction to the Hindi Script and Phonology Cont. (RWHS 1-2)
Week 2	August 30 Hindi Consonants (RWHS 3)	Sept. 1 Hindi Vowels (RWHS 4)	Sept. 3 Script Review, Alpha Order.
Week 3	Sept. 6 Labor Day-No Class	Sept. 8 Consonant clusters (RWHS 6)	Sept. 10 Consonant clusters cont. (RWHS 6) Writing Conventions (RWHS 7)
Week 4	Sept. 13 More about the Hindi Writing System and Spelling Variations. (RWHS8) Quiz on the Writing System and Alpha Order. (20 mins)	Sept. 15 Snell Chapter 1 (pp.1-13) Conversation: 1a; Grammar 1.1-2: pronouns, होना, क्या.	Sept. 17 Grammar: 1.3-5: nouns, adjectives, simple sentences. Conversation: 1b
Week 5	Sept. 20 Homework: 1A, 1B (pp. 9-10) due before the start of class. Practice with vocabulary and dictation. Grammar: 2.1-4: Interrogatives, adj. agreement, conventions.	Sept. 22 Conversation: 2a, 2b Quiz on Chapter 1: 20 mins.	Sept. 24 Homework: Exercise 2A.1- 2B.2 (pp.20-21), due before the start of class. Introduce numbers: 1-20. Practice with vocabulary, listening and dictation.
Week 6	Sept. 27 Quiz on Chapter 2 + numbers 1-20: 20 mins. Practice with vocabulary, listening and dictation.	Sept. 29 Grammar: 3.1-4: Post-positions, Oblique case. Conversations: 3a, 3b Numbers: 11-20	Oct. 1 Exercises 3A1-3B.2 (pp.33-34), due on Friday, before the start of class. Grammar: 4.1-2: था etc., तो
Week 7	Oct. 4 Grammar: 4.3-5. Comparatives, को- constructions, Vocative. Numbers: 21-40	Oct. 6 Conversations: 4a, 4b	Oct. 8 Exercise: 4A.1-4B.3 (pp.45-47), due on Friday before the start of class. Practice with vocabulary, listening and dictation.

	Quiz on Chapter 3 + numbers 1-20: 20 mins.		
Week 8	Oct. 11 Mid Term Holiday: No Class.	Oct. 13 Grammar: 5.1-2: Infinitives, Imperatives Quiz on Chapter 4 + numbers 1-40: 20 mins.	Oct. 15 Grammar: 5.3-5: का, को+dir./ind. obj., pron.+को
Week 9	Oct. 18 Exercise: 5A1-5B.3 (pp.58-60), due on Friday, before the start of class. Conversations: 5a, 5b Practice with vocabulary, listening and dictation. Numbers: 41-60	Oct. 20 Grammar: 6.1-6.2 Quiz on Chapter 5 + numbers 1-60: 20 mins.	Oct. 22 Grammar: 6.3-6.4 Numbers: 61-70
Week 10	Oct. 25 Exercise: 6A.1-6B.2 (pp.73-74), due on Friday, before the start of class. Conversations: 6a, 6b Practice with vocabulary, listening and dictation.	Oct. 27 Review of Chapters 1-6. Quiz on Chapter 6 + numbers 1-70: 20 mins.	Oct. 29 Mid-term covering Chapters 1-6, numbers 1-70.
Week 11	November 1 Grammar: 7.1-.3	Nov. 3 Grammar: 7.4.6 Numbers: 11-80	Nov. 5 Exercise: 7A.1-7B.2 (pp.86-87), due on Friday before the start of class. Practice with vocabulary, listening and dictation. Conversations: 7a, 7b
Week 12	Nov. 8 Grammar: 8.1-2 Quiz on Chapter 7 + numbers 1-80: 20 mins.	Nov. 10 Grammar: 8.3-6 Numbers: 61-70 Conversations: 8a, 8b Practice with vocabulary, listening and dictation.	Nov. 12 Exercise: 8A.1- 8B.2 (pp.99-101), due on Friday before the start of class. Grammar: 9.1-.3
Week 13	Nov. 15 Grammar: 9.3-6 Numbers: 81-90 Quiz on Chapter 8 + numbers 1-70: 20 mins	Nov. 17 Conversations: 9a, 9b Practice with vocabulary, listening and dictation.	Nov. 19 Exercise 9A.1-9B.3 (pp.112-114), due before the start of class. Grammar: 10.1-.3

			Numbers: 71-80.
Week 14	Nov. 22 Grammar: 10.4-.6 Quiz on Chapter 9 + numbers 1-80: 20 mins.	Nov. 24 Conversations: 10a, 10b Practice with vocabulary, listening and dictation.	Nov. 26 Thanksgiving Holiday: No Class
Week 15	Nov. 29 Exercise: 10A.1-10B.3 (pp.123-125), due on Friday before the start of class. Quiz on Chapter 10: 20 mins.	Dec. 1 Review of Chapter 6-10 Grammar.	Dec. 3 Review of Chapter 6-10 Vocabulary.
Week 16	Dec. 6 Final Project Due. Present it in class.	Dec. 8 Study Day	Dec. 10 Study Day
Week 17	Dec. 13 Study Day	Dec. 15 Final Exam	

Grade Scale

Grade	GPA	100 pt.	Description for Grade Scale of Final Project:
A	4.0	93-100	Brilliant; superlative writing/translation skills evident in final project.
A-	3.67	90-92	Excellent work; superb writing/translation skills evident in final project.
B+	3.33	87-89	Very good; fine writing/translation skills evident in final project.
B	3.0	83-86	Good; sound writing/translation skills evident in final project.
B-	2.67	80-82	Satisfactory; basic skills apparent from exposition.
C+	2.33	77-79	Average.
C	2.0	73-76	Below average.
F	0.0	0-72	Totally unsatisfactory.

After reading this syllabus, you should be in no doubt about class policies and assignments. If you have any remaining questions, I strongly encourage you to contact me as soon as possible.

Please sign the below statement and return this page on our second day of class.

I have carefully read the syllabus for AST 001 Introduction to Contemporary Written Hindi and understand its contents.

Printed Name:

Signature:

Date: