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Elementary Pashto Language Syllabus
SASLI- 2016 Syllabus, UW-Madison

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Course title and level: Elementary Pashto
Course number: LCALANG 333 Lec 1/301
Instructor name: Rahman Arman
E-mail address: armanr@indiana.edu
Teaching Assistants: N/A
Office Location: Medical Science Building Room#B438
Office Hours: Thursdays 1:00.p.m- 2:30.p.m and/or by appointment
Classroom location: Van Hise 382
Classes meet: 8:30.a.m – 1:00.p.m
Language Tables / Coffee Hour: Wednesdays 1:15.p.m- 2:15.p.m
Homework: Due every 8:30.a.m of other day

Class Etiquette:

1. **Be on time (classes starts at 8:30am)**
2. **Turn in your homework on time.**
3. **Participate in discussions and activities.**
4. **Be respectful of other students and avoid distracting them and hindering their opportunity to learn.**
5. **Show your group members the same courtesy that you would give to the professor. Inform them of group meetings or activities that you will have to leave early or miss.**
6. **Do not record the class video /audio devices.**
7. **Mute your cellphone or digital phone during the class time.**
8. **Do not text with your cell-phone or digital devices during the class time**

Course Description:
This course is purposed to provide learners with a wide selection of materials and task-

oriented, communicative activities that facilitate in a balanced way the development of the four language skills (speaking, listening, reading, and writing).

The course is designed for beginners, and thus it does not presume any previous knowledge of written or spoken Pashto.

The aim of this course is to provide students with an introductory knowledge of the Pashto language as it is spoken and written today in Afghanistan as well as the culture of the Pashtuns. The spoken language of educated native speakers, as well as the contemporary literary language as reflected in the media, will be emphasized throughout.

Class Objectives:

This course will familiarize students with the alphabet and sound system of Pashto and provide a systematic presentation of its basic structure and ordinary use by stressing extensive practice in listening, speaking, reading, and writing. The use of English in the classroom will be kept to a minimum; instead, Pashto will be used mostly. Throughout the course students will be exposed to such visual materials as authentic video clips and photographs illustrating the contemporary cultural life of the Pashtuns.

By the end of the course, successful learners will be able to:
1. engage in simple conversations on a number of everyday topics using Pashto,
2. read simple texts and understand the main ideas of texts written in Pashto
3. write short texts using Pashto
4. answer in writing simple questions on familiar topics using Pashto
5. Participate in simple interactions following social conventions of Afghan Culture.
6. Ask and answer simple questions on very familiar topics.
7. Understand familiar words and very basic phrases about yourself, your family and immediate surroundings when people speak slowly and clearly and repeats.
8. Understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.
9. Write a short, simple postcard, for example holiday postcards. Fill in forms with personal details, for example entering your name, nationality and address on a hotel registration form.

Required Textbook:
1. Pashto. An Elementary Textbook, developed by CeLCAR, Indiana University, 2011.
2. Pashto Multimedia CD, developed by CeLCAR, Indiana University.

Reference and Suggested texts and materials:
1. Z. Pashtun. Pashto-English Dictionary. First Edition. Dunwoody Press, 2009
2. G. Chand. English-Pashto, Pashto-English Dictionary. 2nd edition. Simon Wallenberg, 2007.
3. Khan, Qazi Rahimullah, Introduction to Pushtu: An official Language of Afghanistan (New York, NY: Hippocrene Books, 2002).
4. Tegey, Habibullah, Robson, Barbara, Beginning Pashto: Textbook, Revised Edition (Washington, DC: Center for Applied Linguistics, 1993).

Technology and online resources used in the course:

Note: Please bring your textbook and syllabus to class every day

Your final grade will be calculated as follows: The 8-week summer program is equivalent to two semesters of classroom instruction during the academic year. The Department does not offer pass/fail options. Students enrolled in the SASLI language course obtain a grade corresponding to each semester. At the end of the first four weeks you receive a 'final' grade; i.e. equivalent to the first semester. At the end of the second four weeks you receive a 'final' grade, i.e. equivalent to the second semester.
Each semester-final grade is derived from the following components:

Participation in class: 20%
Homework (oral and written assignments, presentations, journal): 20%
Quizzes and chapter tests: 10%
Midterm exam (first four weeks): 15%
Final exam (first four weeks) (oral interview and written): 20%
Projects: Finding Job Opportunities for Pashto Speakers **(For project description see Pages# 9, 10 and 11)**

Grade scale (you may change this)
A (Excellent)   90-100
AB (Intermediate Grade)   83-89
B (Good)   74-82
BC (Intermediate Grade)   67-73
C (Fair)   61-66
D (Poor)   55-60
F (Failure)   54 or less

Important Dates:
- July 4th is holiday
- Quizzes: Students will have two quizzes per week; the date and time of the quizzes will be announced one day prior.
- Midterm Exams: Midterm exam is at Friday July 8th. The exam will be conducted at 8:30am and will last one hour.
- Final Exam: Final Exam is at August 5th Exams will be conducted at 10:30am and will last two hours.

Attendance: Language learning requires greater and more active participation in the classroom. You are expected to attend ALL classes.
You are allowed to miss three instructional hours during one semester without grade

In all other instances, absences beyond three instructional hours will result in a grade penalty of 2% per instructional hour.

Make-up test and exams are only allowed in case of excused absences.

You should always make the effort to contact me as soon as you have missed a class or when you know you will need to miss one. It is your responsibility to keep up with coursework and to come to class prepared.

McBurney Disability Resource Center: The McBurney Center is available for all students at the University of Wisconsin. The Center offers a wide array of services for students with disabilities. If you need any disability accommodations you need to register with the McBurney Center. The McBurney Center is available for all students at the University of Wisconsin. The Center offers a wide array of services for students with disabilities. For a list of the services provided, please visit the website: http://www.mcburney.wisc.edu/services/

Rights and Responsibilities

Students with disabilities have the right to:
- Full and equal participation in the services and activities of the University of Wisconsin-Madison
- Reasonable accommodations, academic adjustments and/or auxiliary aids and services
- Privacy and to not have confidential information freely disseminated throughout the campus
- Limit access to confidential records. In doing so, however, students recognize that implementing accommodations may become more difficult
- Information readily available in accessible formats

Students with disabilities have the responsibility to:
- Meet qualifications and maintain essential institutional standards for courses, programs, services, jobs and activities
- Identify as an individual with a disability when an accommodation is needed and to seek information, counsel and assistance as necessary
- Demonstrate and/or document (from an appropriate professional) how the disability limits their participation in courses, programs, services, jobs and activities
- Follow published procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services, or requesting barrier removal

The University, through faculty and staff, has the right to:
- Establish essential functions, abilities, skills, knowledge and standards for courses, programs, services, jobs and activities or facilities and to evaluate students on this basis;
- Determine the appropriate standards in developing, constructing, remodeling and maintaining facilities;
- Confirm disability status and request and receive current, relevant documentation that supports requests for accommodations, academic adjustments and/or auxiliary aids and services;

- Have appropriate staff discuss students and their disabilities in order to implement requested accommodations (particularly instructional accommodations);
- Deny a request for accommodations, academic adjustments or auxiliary aids and services, and/or barrier removal in facilities if the documentation does not demonstrate that the request is warranted, or if the individual fails to provide appropriate documentation;
- Select among equally effective accommodations, academic adjustments and/or auxiliary aids and services;
- Refuse unreasonable accommodations, academic adjustments or auxiliary aids and services, and/or facility-related barrier removal requests that impose a fundamental alteration on a program or activity of the university.

The University has the responsibility to:
- Provide information to faculty, staff, students and guests with disabilities in accessible formats upon request
- Ensure that courses, programs, services, jobs, activities and facilities, when viewed in their entirety, are available and usable in the most integrated and appropriate settings
- Evaluate students on the basis of their abilities and not their disabilities
- Respond to requests on a timely basis
- Provide or arrange reasonable accommodations, academic adjustments and/or auxiliary aids and services for students with disabilities in courses, programs, services, jobs, activities and facilities
- Maintain appropriate confidentiality of records and communication except where permitted or required by law

Contact information for the McBurney Disability Resource Center:
702 W Johnson Street, Suite 2104
Madison, WI, 53715
phone: 608-263-2741
text: 608-225-7956
fax: 608-265-2998

Class Format: In order to achieve the goals mentioned above, the communicative approach will be highly emphasized throughout the entire course. The first two hours of the morning session lecture are devoted to new topics through step-by-step grammar instruction (based on the textbook with necessary vocabulary) and classroom activities. From time to time, video/movie clips will be shown, and you will be given relevant questions to answer. The class will also watch/ listen, learn and sing-along to some film songs.

In the second session, the daily discussion session will be a follow-up of the first two hours with a stronger emphasis on the communicative approach. The use of English will decrease as the class progresses. Students will be expected to take an active role in the class under the instructor's supervision. Students will form groups (2-4) and engage in different types of classroom activities with the aid of a vocabulary list. The instructor will

give short topics for conversations or students may also come up with their own topics.

Students will be regularly updated on their progress and areas of weakness through the homework corrections, weekly quizzes and the midterm exam. Students who need extra assistance are strongly encouraged to attend office hours.

Students are encouraged to actively participate in the classroom by volunteering to write on the blackboard so that they may overcome hesitation in the new language and help/correct one another with spelling, structure and grammar. Please keep in mind that participation makes up 20% of the final grade.

Regular vocabulary review will be done in class to help students build their vocabulary. In addition, regular reading and writing practice will also be done in the classroom. Some potlucks, picnics and sports (like cricket, etc.) will also be organized so that students can get to know one another better and form study groups outside the class to practice speaking Hindi with each other. Starting the 5th week, a selection of short and simple children's stories will be read and acted out in the class as skits.

Student Code of Conduct: The student Academic Misconduct Policy & Procedures for the University of Wisconsin is available on the website listed below:

https://www.students.wisc.edu/doso/academic-integrity/

This document outlines the rules and regulations regarding your student rights and responsibilities while a student at the University of Wisconsin-Madison. It states that **"Academic misconduct is an act in which a student:**

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts."

Please see the website listed above for further information.

CLASSROOM ATMOSPHERE:

SASLI is committed to creating a diverse and welcoming learning environment for all students, and has a non-discrimination policy that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other identity or community are deemed unacceptable in class, and will be addressed by the instructor or referred to the Academic Director.

Class rosters are provided to the instructor with the student's legal name. We will gladly honor your request to address you by an alternate name or gender pronoun.

Class syllabus for the first week:

Week	Topic and Contents	and Grammar	Homework
Week 1			
Day 1	Pashto Alphabets Learning brief greetings and farewells in Pashto.	Introduction to Pashto Alphabet.	Practice writing all Pashto alphabets and record your voice by reading the alphabets and their sounds.
Day 2	Forms of Pashto Alphabets Introducing yourself in Pashto	Two form letters Four form letters Ligatures .	Practice writing various forms of the Pashto alphabets and spell some common nouns that will be provided by your teacher.
Day 3	How to write your name in Pashto. Counting Numbers 0-20 in Pashto.	The position of dots, lines and diacritics	Write down in Pashto your name, the names of your family members, your country and your favorite foods and record your voice by counting the numbers 0-20 in Pashto.
Day 4	Reading simple signs and ID cards in Pashto. Learning classroom objects	Learning Pashto vowels, consonants and diphthongs.	Listen to a set of Pashto vocabulary and recognize the sounds and reading some Pashto vocabulary by pronouncing them properly.

Day 5	Meeting others
	Introducing yourself and your friends.
	Acting a situation by introducing yourself and your friends to other people in a meeting.
		Personal Pronouns
		To be verbs
			Writing down short emails to an Afghan friend; the email should contain the following points:
			
			A-
			   1- Greeting
			   2- Introducing yourself and your friends
			   3- Providing your phone number
			   4- Farewell
			
			B- Now record the above info. in a voicemail.

Week 2	Greeting and Parting Introducing a friend to others Talking about your occupation	Possessive pronouns The verb 'to do'	
Week 3	Season and the Weather How is the weather? How was the weather? Comparing the weather into place	The verb 'to rain' The prepositions and positions	The homework assignment for each class will be distributed in the classroom. The homework assignment for each class will be distributed in the classroom.

Week 4	The University Talking about people in the classroom Describing your classroom Daily Activities Activities before school What do I do in classroom? What do I do after school? Midterm	The adjective Comparative vs superlative adjectives Types of verbs based on their ending Present tense of the verbs Future tense of the verbs The adverbs of the time	The homework assignment for upcoming week or class will be provided to you at end of the previous week of class.
Week 5	The City Describing your city Giving address to others Taking a cub The Family Describing your family Do you recognize this person?	Ordinal vs cardinal numbers More adjectives Transitive Vs Intransitive verbs Simple past tense of the verbs Objective pronouns The relative clause conjunction	The homework assignment for upcoming week or class will be provided to you at end of the previous week of class.
Week 6	How do you feel today? Making an appointment to a doctor office Going to pharmacy At a restaurant Reserving a table for your party How do I cook qabuli-palaw?	Passive Vs active verbs The verb 'to like' Adverbs and adjectives	The homework assignment for upcoming week or class will be provided to you at end of the previous week of class.
Week 7	Shopping grocery How much is a KG of apples? Buying and bargaining At a clothing store I want a blue shirt. I will wear an afghan dress for tonight?	The helping verbs 'want', 'might', 'must' and 'could' Negation with helping verbs Near vs Far Past tense (Present perfect vs Pas perfect tense)	The homework assignment for upcoming week or class will be provided to you at end of the previous week of class.
Week 8	Happy Holiday Writing a congratulation note to a friend? Witting a thankyou note to a friend? News headlines Social news Sport news Final exam	Rules of writing a letter Review of all tenses in Pashto	The homework assignment for upcoming week or class will be provided to you at end of the previous week of class.

The schedule for each week will be distributed on Fridays. Remember to check Learn@UW for any announcements and/or extra content.

Finding Job Opportunities for Pashto Speakers

<u>Project Description:</u>
Pashto speakers often find themselves challenged when seeking employment in the Pashto-speaking field after graduation. The jobs exist, but the students lack the

resources and/or connections in finding them. This project asks Introductory level Pashto students to work together to solve two problems 1. Providing Pashto students with resources for finding employment after graduation and 2. Improve attrition rates between levels, by showing students more concretely the potential career benefits of studying Pashto long term.

Learning Objectives:
- Create a publicly accessible resource that lists 5-10 potential job opportunities for Pashto speakers.
- Read and summarize each job listing, including identifying the proficiency requirements and the most important information related to the listing, such as location and pay.
- Prepare an example resume and cover letter to apply for one of the job listings shown.
- Read and respond to an email from a potential employer, regarding the logistics of setting up an interview time.
- Write 5-10 questions to ask a potential employer during the interview, for example: questions about benefits and work schedule.
- Create a short video (2-5 minutes long) demonstrating a mock-interview, including showcasing proper etiquette and language use.
- Write a follow-up correspondence thanking the interviewer and asking at least one follow-up question.

Evaluation Rubric for Final Product (Worth 25% of you Final Grade)

Criteria		Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
			(Strong)	(Minimal)	
		4	3	2	1
Presentational Communication Students engage in the presentational mode by sharing their research/ideas/opinions. Sample presentational formats: videos, brochures, websites, etc.	Job Listings	Exceeds the number of required listings. All listings are appropriate and currently available in the Pashto job market. Listings are formatted in a way that is easy for the reader to access, and there are no spelling or grammatical errors.	Meets the number of required listings. All listings are appropriate and currently available in the Pashto job market. Listings are formatted in a way that is easy for the reader to access, and there are no spelling or grammatical errors.	Meets the number of required listings. Most listings are appropriate and currently available in the Pashto job market. Listings are formatted in a way that is easy for the reader to access, but there are some spelling or grammatical errors.	Does not meet the number of required listings. Some of the listings are not appropriate or available in the Pashto job market. Listings are not formatted in a what that is easy for the reader to access. There are several spelling or grammatical errors.
	Resume & Cover letter	Resume and cover letter is in an authentic target format. The language is clearly written, with very few	Resume and cover letter is in an authentic target format. The language is mostly clearly	Resume and cover letter is mostly in an authentic target format. The language is	Resume and cover letter is not in an authentic target format. The language is not clearly written, with a plethora of

		spelling and/or grammatical errors that do not affect understanding.	written, with some spelling and/or grammatical errors that do not affect understanding.	mostly clearly written, with some spelling and/or grammatical errors that disrupt understanding in some places.	spelling and/or grammatical errors that strongly disrupt understanding.
	Interview Video	Video is entertaining and informational. It is also well organized and clearly presented. The content is clear, accurate, and useful for a potential user to learn and apply the skills demonstrated. The target language used is mostly accurate with very few errors.	Video is well organized and clearly presented. The content is clear, accurate, and useful for a potential user to learn and apply the skills demonstrated. The target language used is mostly accurate with few errors.	Video is well organized and clearly presented. The content is mostly clear, accurate, and useful for a potential user to learn and apply the skills demonstrated. The target language used has some accuracy issues and errors that disrupt understanding.	Video is not entertaining or informational. It is not well organized or clearly presented. The content is unclear, inaccurate, and/or not useful for a potential user to learn and apply the skills demonstrated. The target language is in accurate and filled with pronunciation and grammatical errors.
	Thank you corresponden ce	Thank you note is professional and uses appropriate formatting. The letter summarizes the interview and connects the reasons you feel you are qualified for the position. The language is clearly written, with very few spelling and/or grammatical errors that do not affect understanding.	Thank you note is professional and uses appropriate formatting. The letter summarizes the interview and connects the reasons you feel you are qualified for the position. The language is mostly clearly written, with some spelling and/or grammatical errors that do not significantly affect understanding.	Thank you note uses appropriate formatting. The letter summarizes the interview and mentions reasons you feel you are qualified for the position. The language is mostly clearly written, with some spelling and/or grammatical errors that disrupt understanding in some places.	Thank you note is not in an authentic target format. The language is not clearly written, with a plethora of spelling and/or grammatical errors that strongly disrupt understanding.
Interpretive Communication Students listen to, view and/or read an authentic text and answer information as well as interpretive questions to assess comprehension.	Read job ad and summarize	Summary identifies the main ideas of the job listing and provides supporting details for each. The language is clearly written, with very few spelling and/or grammatical errors that do not affect understanding.	Summary identifies the main ideas of the job listing and provides some supporting details for each. The language is mostly clearly written, with some spelling and/or grammatical errors that do not significantly	Summary identifies some of the main ideas of the job listing with little supporting details. The language is mostly clearly written, with some spelling and/or grammatical errors that disrupt understanding in	Summary does not identify main ideas of the job listing or offer supporting details. The language is not clearly written, with a plethora of spelling and/or grammatical errors that strongly disrupt understanding.

			affect understanding.	some places.	
	Interview questions	Exceeds the number of required questions. Questions are insightful and show an extended depth of understanding of the listing. The language is clearly written, with very few spelling and/or grammatical errors that do not affect understanding.	Meets the number of required questions. Questions demonstrate an understanding of the listing. The language is mostly clearly written, with some spelling and/or grammatical errors that do not significantly affect understanding.	Meets the number of required questions. Questions demonstrate a general understanding of the listing. The language is mostly clearly written, with some spelling and/or grammatical errors that disrupt understanding in some places.	Does not meet the number of required listings. Questions do not demonstrate an understanding of the listing. The language is not clearly written, with a plethora of spelling and/or grammatical errors that strongly disrupt understanding.
Interpersonal Communication After receiving feedback, students engage in communication about a particular topic which relates to the interpretive text.	Read and respond to email	Email is professional and uses appropriate formatting. The email demonstrates understanding by responding appropriately to the questions posed by the employer. The response adds depth by asking appropriate additional questions of the employer. The language is clearly written, with very few spelling and/or grammatical errors that do not affect understanding.	Email is professional and uses appropriate formatting. The email demonstrates understanding by responding appropriately to the questions posed by the employer. The language is mostly clearly written, with some spelling and/or grammatical errors that do not significantly affect understanding.	Email is professional and uses appropriate formatting. The email responds mostly appropriately to the questions posed by the employer. The language is mostly clearly written, with some spelling and/or grammatical errors that disrupt understanding in some places.	Email is not in an authentic target format and does not respond to a majority of the questions posed by the employer. The language is not clearly written, with a plethora of spelling and/or grammatical errors that strongly disrupt understanding.