

**URDU**  
SASLI- 2016 Syllabus, UW-Madison

**Course title and level:** Advanced Urdu

**Course number:** LCA LANG 571 & 572

**Instructor name:** Muhammad Asif

**E-mail address:** mfasif@wisc.edu

**Teaching Assistants:**

**Office Location:** Van Hise 1148

**Office Hours:** M, T, TH 2:00-3:00 PM and by appointment

**Office phone number:**

**Cell phone number:**

**Classroom location:** Psych 130

**Classes meet:** 8:30 AM- 1:00 PM

**Language Tables / Coffee Hour:** Wednesdays 2:00-3:00 PM at Memorial Union Terrace

**Homework:** Will be decided in class.

**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 during the class time.

**Course Description**

This course is intended for those students who have already completed four semesters of Urdu or who have equivalent level of proficiency. Speaking, listening, reading and, writing, all four skills will be taught while taking care of interpersonal, interpretive and presentational modes. Learning activities will be designed to help students understand main ideas and significant details in Urdu texts, including written and audio-visual texts. Students will review and utilize knowledge of previously learned grammar and vocabulary and build on their fluency and competency through speaking, listening, reading and writing. Additionally, students will become better acquainted with the cultural and social norms of the Urdu language and be better able to internalize and converse in it. This class will also introduce literature pieces with an aim to help students achieve competence in interpreting Urdu texts in different genres as well as engage in discussion on a wide variety of literary texts on different subjects with other Urdu speakers. The types of text will include but not limited to history, politics, short stories,

movies, essays, letters biographies and travelogues/travel diaries and the students will analyze, criticize, and discuss them with one another. Urdu will be the sole medium of instruction during this course.

### **Class Objectives:**

- Take part, often comfortably, in ordinary/general, real life conversation of native speakers.
- Carry out conversation on some abstract and technical topics.
- Express, support, contradict opinion through paragraph length discourse using hypothesis and mostly using correct tense, appropriate construction for emphasis and correct verb ending.
- Use frequently used compound/double verbs, correctly most of the time.
- Read, comprehend and infer from articles, editorials, short stories etc., even if they are somewhat of abstract and/or technical nature. However, such material should not be highly complicate or extremely remote/distant from student's interests, environments, social settings and knowledge.
- Write articles, essays, reports, commentaries, while expressing, supporting, contradicting opinions and also hypothesizing.

### **Required Textbook:**

Required material will be provided in classroom.

### **Reference and Suggested texts and materials:**

1. Urdu: An Essential Grammar by Ruth Laila Schmidt (1999)
2. Urdu: Readings in Literary Urdu Prose by Gopi Chand Narang
3. Urdu Newspaper Reader. By Mohammad Abd-Al-Rahman Barker, Shafiqur Rahman and Hasan Jahangir Hamdani.
4. The Rough Guide: Hindi and Urdu Phrasebook, compiled by Lexus. Rough Guides Ltd. New York

### **Technology and online resources used in the course:**

Audio-visual aids

### **Online Dictionaries**

[www.urduword.com](http://www.urduword.com)

### **Urdu Newspapers/Media (online)**

[www.bbc.co.uk/urdu](http://www.bbc.co.uk/urdu)

<http://express.com.pk/epaper/>

<http://e.jang.com.pk/>  
<http://www.dailypakistan.com.pk/E-Paper/lahore>  
<http://www.urdupoint.com/home/>

## Course Topics

In addition to topics related to everyday use such as shopping, travel, foods, health, transportation etc, the following topics will be taught and discussed:

Newspaper stories, letters and discussion of current events and social issues

Literary Urdu and aspects of Urdu prose style

Reading, reciting and analyzing Urdu poetry

Idiomatic expressions

More adverbial constructions

## GRADING COMPONENTS

Component	Percentage
Performance/participation in class [in this category more weight and importance will be given to performance than just participation]	20%
Home Work	15%
Projects	15%
Class tests/quizzes	20%
Mid Term Examination: oral & written	15%
Final Examination: oral & written	15%

## Grading scale

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

**Mid semester Exam:** Thursday, 7<sup>th</sup> July in class.

**Projects' Presentations:** See dates in project rubrics on last two pages.

**Final Semester Exam:** Friday, 5<sup>th</sup> August.

**Attendance:** Attendance is absolutely necessary for this course since you will be actively engaged in the learning process. You will not be allowed any absence. Class participation involves 20% component of grading. Any unexcused absence will result in 2% reduction in marks for class participation. Contact me in case of an emergency.

**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

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### **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:

text:

fax:

**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 5<sup>th</sup> 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.

**SASLI: ADVANCED URDU**  
**Project Rubrics**

<b>Language: Urdu</b> <b>Level: Advanced</b>	<b>Project 1</b> <b>Deadline: Wednesday, 22 June</b>	<b>Project 2</b> <b>Deadline: Monday, 11 July</b>
Group/Individual work	Individual	Individual
Language points	Usage of vocabulary, grammatical points and fluency we covered in the previous Urdu study.	Usage of vocabulary, grammatical points and fluency we covered in the units related to travel.
Communication mode (s)	Presentational	Presentational
Task & Format	Each student will describe an interesting travel they have made in the past. They can show and describe pictures and videos of that travel. The description includes what places they have visited, what they liked the most, how they travelled, travel costs etc.	Describe a city. Some of the questions to be addressed are: <ul style="list-style-type: none"> <li>• Why is this city famous?</li> <li>• Tourist destinations</li> <li>• Weather</li> <li>• Historical places</li> <li>• Educational institutions</li> <li>• Any other items.</li> </ul>
Evaluation	Evaluation will be based on the following items: <ol style="list-style-type: none"> <li>1) Material of the presentation</li> <li>2) Presentation</li> <li>3) Fluency</li> </ol>	Evaluation will be based on the following items: <ol style="list-style-type: none"> <li>1) Content of presentation</li> <li>2) Presentation</li> <li>3) Fluency</li> </ol>

**SASLI: ADVANCED URDU**  
**Project Rubrics**

<b>Language: Urdu</b> <b>Level: Advanced</b>	<b>Project 3</b> <b>Deadline: Tuesday, 19 July</b>	<b>Project 4</b> <b>Deadline: Thursday, 28 July</b>
Group/Individual work	Group/Pair work	Individual
Language points	Usage of vocabulary, grammatical points and fluency we covered in the units related to writing letters.	Making use of the language structures studied during this and the previous semester.
Communication mode (s)	Interactional/Presentational	Interactional/Presentational
Task & Format	In pairs or groups of three, write a letter in Urdu to be eventually submitted to an Urdu newspaper or magazine. The letter should be written in response to a current event or social, political, economic, environmental or any other issue related to Pakistan that you feel passionately about: education for girls, arranged marriages, healthcare, fashion and style, music, film and the arts etc. and the social changes that need to be made in order to improve the living conditions of the people of the country.	In project 2, each student will conduct an interview with a Native speaker of Urdu. The interview will be video or audio recorded. Questions of the interview will go beyond personal history. The students are encouraged to ask questions about politics, society, happiness, life, work, festivals, religion and any other abstract issues.
Evaluation	Evaluation will be based on the following items:  1) Material of the presentation 2) Presentation 3) Fluency	Evaluation will be based on the following items:  1) Content of presentation 2) Presentation 3) Fluency