

Language
SASLI- 2015 Syllabus, UW-Madison

Course title and level: Elementary Pashto

Course number: SASLI TBD

Instructor name: Rahman Arman

E-mail address: armanr@indiana.edu

Classroom Location: Van Hise Room# 395

Office Location: Van Hise Room# 1236

Office Hours: Monday through Friday 1:30-3:00 and/or by appointment.

Office phone number: TBD

Classes meet: M-F, daily, 8.30 a.m.-1:00. p.m.

Language Tables: Every Wednesday 1:00 – 2:00pm

Coffee Hour: Every Friday 1:00 – 2:00pm

Homework: Expect 3-4 hours of homework/ study time at home.

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

Class Objectives: 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. 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.

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:

<http://www.pashtuculture.com/>

<http://uiuc.libguides.com/pashto>

Pashto script tutorial (free download is available for iPad)

[Qamosona.com](http://www.qamosona.com) Contains Pashto-English and English-Pashto dictionaries

<http://www.youtube.com/watch?v=5LOjyqXV05E&feature=related>

<http://www.voanews.com/pashto/news/>

<http://www.indiana.edu/~celcar/asiannews.php>

****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: 30%

Homework (oral and written assignments, presentations, journal, projects*): 20%

Quizzes and chapter tests: 15%

Midterm exam (first four weeks): 15%

Final exam (first four weeks) (oral interview and written): 20%

*Projects: TBD

Grade scale (you may change this)

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|-------------------------|------------|
| 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

- **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 10th. The exam will be conducted at 8:30am and will last one hour.
- **Final Exam:** Final Exam is at August 7th Exams will be conducted at 10:30am and will last two hours.

Attendance: Because this is an intensive course, attendance is crucial. Missing one day of class is equivalent to missing an entire week during the academic year. If any student misses two or more classes during the course without a genuine or unavoidable reason, then he/she will lose **2 points** for each of the missed hours. Five bonus points will be added to the points obtained in the final exam for perfect attendance. Please schedule your departures so as not to conflict with the final exam dates. If you have a legitimate reason which requires an earlier departure before the scheduled exam dates, you must first make your request with the SASLI Director. Early departure petitions require the Director's approval before they can be granted.

*Note: Students with documented disabilities are encouraged to inform me of their conditions at the beginning of the program (first three days), so that the necessary arrangements for attendance, assignments, tests, etc., can be made in advance.

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

mcburney@studentlife.wisc.edu

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:
<http://www.wisc.edu/students/saja/misconduct/misconduct.html>

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.

Please see the website listed above for further information.

Class syllabus for the first week:

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| Week before the class | Self-Study- Complete all exercises in pages#4,5,6,7,8,9,10,11,12 Use a separate sheet of paper for writing exercises. | Tray to spell out your name, last name, city and the country names that you live in. |
| | Content | Homework |
| Day 1 | 1- Introduction to Pashto Alphabet. 2- Learning brief greetings and farewells in Pashto. | Practice writing all Pashto alphabets and record your voice by reading the alphabets and their sounds. |
| Day 2 | 1- Forms of Pashto letters. 2- Introducing yourself in Pashto. | Practice writing various forms of the Pashto alphabets and spell some common nouns that will be provided by your teacher. |
| Day 3 | 1- How to write your name in Pashto. 2- Counting Numbers 0-20 in Pashto. | 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 | 1- Learning Pashto vowels, consonants and diphthongs by reading simple signs and ID cards in Pashto. 2- Learning classroom objects and recognizing different Pashto sounds. | Listen to a set of Pashto vocabulary and recognize the sounds and reading some Pashto vocabulary by pronouncing them properly. |
| Day 5 | 1- Introducing yourself and your friends. 2- Acting a situation by introducing yourself and your friends to other people in a meeting. | 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. |

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| Week 2 | Greeting and Parting Introduction | The schedule for each week will be distributed on Fridays. |
| Week 3 | At the University Daily Activities | The schedule for each week will be distributed on Fridays. |
| Week 4 | In the City The Family | The schedule for each week will be distributed on Fridays. |
| Week 5 | Season and the Weather Happy Holiday | The schedule for each week will be distributed on Fridays. |
| Week 6 | Do you Recognize this person? How do you feel today? | The schedule for each week will be distributed on Fridays. |
| Week 7 | At a restaurant How much is a KG of apples? | The schedule for each week will be distributed on Fridays. |
| Week 8 | I want a blue shirt. | The schedule for each week will be distributed on Fridays. |

Remember to check Learn@UW for any announcements and/or extra content.