

نصاب اردو Syllabus

SASLI 2014

ساسلی...۲۰۱۴

Course: Elementary Urdu [1st year/1st and 2nd semesters]

Lecturer:

Name: Qamar Jalil

Office Hours: 1.15-2.15.00 MWF + when/if required by appointment
[no office hour during this time slot if there is some official session of SASLI which teachers are required to attend]

Office: 1264 Van Hise

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Class room Van Vleck B231

Overview:

This is elementary Urdu course and is intended for students who are at beginner's level. Speaking, listening, reading and writing, all four skills will be taught and all four skills will have the same emphasis.

Sentence structure and grammar constructions will be mainly presented through example/models, however, necessary/required explanation of relevant grammar constructions/points will also be given in class.

Objectives/Goals

By the end of semester A(1st 4 weeks), students are expected to:

-exchange greetings

-carry out introduction

-carry out simple talk about themselves, their interests, their family and work, other person's family and work

-carry out simple tasks in areas of shopping/bargaining, time, transport, directions, dress, colors, house/home, foods etc. using, mostly, correct forms of main tenses.

-use simple past (mainly limited to intransitive verbs).

-carry out conversation through simple sentences or series of simple, connected sentences.

-read/recognize Urdu alphabets, simple words and simple sentences not involving peculiar Arabic spellings or irregular spellings.

-write simple words and sentences and simple messages/notices using small, simple sentences.

[**in terms of topics and chapters** from the book, tentatively [tentatively because the main purpose will not be just cover/complete some topic/chapter and move on to the next, but to achieve competence to carry out related conversation, interactions, comprehend reading material and to write].

by the end of the 1st week, we will have covered all of Section 1 i.e. Script section, and chapter 1 and may be half of chapter 2 also from Section 2[Introduction, greetings, and all major grammar constructions and vocab items used in these chapters

By the end of the 2nd week: from Chapter 2 to chapter 4 (may be just half of 4) [family- immediate and extended family ,means of transport ; bargaining for rent, asking for directions ,shopping, bargaining etc., clothes, veg., fruits, colors, likes , dislikes [in limited way], and all major grammar constructions and vocab items used in these chapters

By the end of week 3: from chapter 5 to 7 [house, parts of house, appointments; time expressions, days etc, personal history and all major grammar constructions used in these chapters.

By the end of week 4: chapters 8 and 9 [food, restaurant, ordering a meal etc, health, diseases, treatment, visiting doctor

During week 3 and 4 students will also do some small project, First students will be asked to just come up with their own suggestions, topics and the way(s) in which they don't volunteer some idea then instructor will suggest topic(s) and will give other guidelines too.

By the end of semester B(last/2nd 4 weeks) students are expected to:

-carry out basic survival tasks in areas such as health/illnesses, invitations-accepting/declining, expressing feelings such as hunger, thirst, cold, hot, exchange information about weather,
-exchange information about festivals-religious/seasonal, wedding/marriage and visiting holy places.

-carry out simple, general conversation, basically through series of simple sentences but also using conjunctions.

-use simple and perfect past including, in a limited way, past of transitive verbs.

-use some of very frequently used construction/verbs such as ‘ can, already done, should have/ought to have, lagna’ etc.

-read and comprehend/understand complex sentences, simple, small paragraphs, dialogues, simple, small notices, and small portions of simple stories.

-read words/sentences involving some frequently used specific Arabic spellings.

-write sentences, simple information and messages using sentences, simple short series of connected sentences.(not involving complex spellings and peculiar Arabic spellings)

[**in terms of topics and chapters** from the book, tentatively [tentatively because the main purpose will not be just cover/complete some topic/chapter and move on to the next, but to achieve competence to carry out related conversation, interactions, comprehend reading material and to write].

By the end of week 5 we will have covered chapters 10 and 11 and just initial portion of chapter 12 [invitations- accepting, declining invitation, feelings such as hunger, thirst, feeling hot and cold etc, mood, weather, feelings related with weathers, and all major grammar and vocab items used in these chapters 10 and 11. During this week students may start brain storming about their presentation in SASLI show on Thursday of the 6th week .

By the end of week 6: chapter 12 (chapter 12 is a long chapter and also involves long(er) and somewhat complex discourse [names of festivals, description of some major festivals such as eid, holy, basant , baisakhi etc.] and all major grammar and vocab items from chapter 12]. During this week students will also write and rehearse some item for SASLI show and make related preparations also if necessary.

By the end of week 7 chapter 13 and just a portion of chapter 14 [names of some major holy places, shrines and saints, visiting mosques, mandir and shrines , simple talk about

some activities at shrines etc. and all major grammar constructions and vocab items used in these chapters

By the end of week 8: chapter 14 and just a portion of chapter 15 [Weddings, major customs of pak-Indian weddings, problems related with weddings/marriage, such as issue f ' jahayz' and expenditure etc. and all major grammar constructions and vocab items used in the chapter

Some class time on the last two days before final examination is used for review.

Structure/schedule:

[During the 1st week, the 1st two periods[possibly some portion of 3rd period too) will be devoted to Urdu script]

Everyday, there will be four classes/periods. During the first one and a half period the dialogue/conversation of the relevant lesson/topic will be briefly introduced [in a cursory way]. Then there will be some drills of main grammar constructions involved through models. After this there will be necessary/required explanation of grammar [order of these two features may be reversed from time to time). Then there will be further practice and drills of the grammar points at hand. After this there will be conversation practice based on the theme(s) at hand.

During the 2nd one and a half period new/next topic/theme(s) will be done in the same fashion as described above.

4th period will be for reading and writing. Time for reading could be increased in the fourth week of the 1st semester and during the 2nd 4-week session[Semester B].

Whenever felt necessary, a different order of activities for different period can be used temporarily.

Occasionally, there could be some outside class activity such as meeting/talking with some native speaker, watching Urdu movie/play, shopping in some Pak/Indian store or some other social and cultural activity.

Class material

Required:

A: Urdu Course Packets Course packets [provided/sold by SASLI]

Recommended:

A- Beginning Hindi by Virendra Singh and Ashok Kumar

[Can be had from SASLI office, students who want to buy this will need to place order 3-4 days before the date on which they want to get it]

B-Dictionary:

Urdu-English Vocabulary
Students Pronunciation Dictionary
Barker, Mohammad Abd-al Rahman

Spoken Language Services, NY.
[may also be available on Amazon]

Other:

Some hand outs will be provided from time to time.

Some other references:

Reference books:

‘Ibtidai Urdu’ by C.M Naim

2-Spoken Urdu by Abd-ur-Rehman [abd-al.rahman] Barker[Can be consulted/ hired from Memorial Library, UW, Madison.

3-Urdu- Essential Grammar by Ruth Laila Schmidt [can be consulted in Memorial Library]

Audio: Some audio and video material will be given or suggested on ongoing basis.

4-‘Let Us Study Urdu’ by Ali Asani and Akbar Haider

5-Urdu by David Matthews and Qasim Dalvi

Content

[Weight of Various Components for **GRADING**]:

Component	Percentage
-Performance/participation in class :	15%
[in this category more weight and importance will be given to performance than just participation]	
-Home Work & journal:	15%
-Project:	8%
-Class tests/quiz:	17%
-Mid Term Examination: oral & written:	20%
-Final Examination: oral & written:	25%

Attendance Policy: SASLI allows leave only in case of illness or some emergency. (in case of leaves for very urgent/emergency reasons you need to contact SASLI office and get your leaves approved.

Every two unexplained absences without genuine reason or some urgent/emergency reasons cause loss of two scores for 'class participation and performance' and can adversely affect the final grade too. Please, keep in mind that one SASLI day is equal to one week of regular academic year/semester.

If some student misses some class quiz or Mid or Final Exam because of illness or emergency, that student can make up for this, missing quiz or Mid or Final exam without such reason will cause loss of all scores for that quiz or exam

Grading/Assesment [Based on two 4 week semesters]

Semester A[1st semester/1st 4 weeks]:

[Please also see above mentioned weight for various components and note on attendance policy]

Break up of scores for grading:

A 90-100
AB 84-89
B 79-83
BC 74-78
C 64-73
D 53-63
Below 53 fail

Grading policy for Semester B/2nd semester/last 4 weeks: (the same as semester A/1st semester]

Final Grades for both semesters will be turned in after the final Exam at end of 2nd semester in Aug. However, grades for both semesters will be turned in separately.

Calendar:

Class Quiz: Every Tuesday

Mid Term: Tue, July 15 [tentative date]

Final : Thr., August 7 [tentative date]

All class quizzes, Mid term and final exam will consist of speaking, listening comprehension, reading comprehension, grammar questions, vocabulary items and writing portion.

McBurney Disability Resource Center: 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

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.

