

## Summer Language Institutes 2013

### Intermediate Urdu syllabus

**Instructor:** TimsalMasud

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**Office:** VH 1264, office hours: Monday to Friday 1:30 pm to 2:30 pm.

#### **Class Schedule**

Monday to Friday: 4 hours per day at VH 586

Syllabus, material, and assignments, will be posted to Learn@UW.

#### **Objective**

The goal of this intermediate Urdu course is to provide a comprehensive overview of the grammar, structure, vocabulary, and fluency of the Urdu language. In this course, I focus on strengthening students speaking and listening skills because I believe students' confidence improves immensely once their communication skills improve.

#### **Teaching methodology**

I try to use teaching material that matches students' intellectual level and employs simple and straightforward language. I provide readings passages that deal with interesting issues and that spur class discussion.

Speaking exercises are a very sensitive part of the language learning process. I make an effort to listen to students attentively, take an active part in the discussions, and try to make our conversations lively and sincere. I correct students' pronunciation and grammatical errors, but I try my best not to embarrass students and, under no circumstance, do I judge them based on their Urdu speaking ability.

I am literature enthusiast, and I incorporate literature in my course because I think it is important for students of Urdu to be familiar with major literary works. At the same time, I recognize that there are dangers to overemphasizing literature in language courses. Students of Urdu should be exposed to the way this language is used on a daily basis in a non-literary world. To accomplish this, I have created multimedia teaching materials from films, you-tube videos, radio dramas, and interviews that in addition to exposing students to everyday Urdu, also make my classes more dynamic and interesting.

Classes will be devoted to grammar, reading, listening and speaking exercises. Student, however, will be expected to improve their writing and reading skills by completing their homework on daily basis. I also expect to come prepared to class and do assigned readings ahead of time.

The schedule for every week will be distributed on every Friday.

### **Class expectations**

Of course, I expect all students to come regularly because everyday has so much to enjoy and learn.

### **Attendance Policy**

Avoid weakening the attendance record because perfect attendance will add five bonus points in the final grades. If a student misses two or more classes during the course without a genuine or unavoidable reason then he/she will lose two points on the final grade per missed classes.

### **Homework**

Summer course is a short term course, so try to use this time as efficiently as you can. If you submit all homework assignment on time, you will gain extra five points in the final exam. If you miss more than two home assignments, then you will lose one point on your final grade per missed homework. Homework submitted after two days will be checked and returned, but will be considered as a missed home assignment. Homework will be checked and returned within two days of submission.

### **Important Dates**

#### **Midterm Exam**

Oral : July 10 (9 am to 11 am)  
Written Exam : July 11 (11 am to 1pm)  
Presenting midterm project : July 12 (9 am to 1 pm)

#### **Final Exam**

Oral : August 7 (9 am to 11 am)  
Written Exam : August 8 (11 am to 1 pm)  
Presenting final project : August 9 (9 am to 1pm)

### **Project**

Students will submit midterm project on July 12, 2013. (We will discuss the project's details in class.) The final project can be an extended version of the midterm project or a new project with a new theme. Students will submit the final project on August 9, 2013. These two projects make up a large percentage of the total grades, so take care of the submission dates.

### **Grading**

The final grade will be calculated as follows:

Projects	:30% (2 projects, 15% each project)
Classroom Participation	:20%
Home assignments	:10%
Mid-term Examination (oral and written)	:20%
Final Examination (oral and written)	:20%
Total	:100%

### **Grade 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

### **Grievance Procedures**

If any student is not satisfied with the grades, contact me. Apart from the grades, I and other staff people of SASLI are always with students to resolve their problems.

Feel free to contact me for any kind of help regarding Urdu language and literature, even after the school timings.

Note: Students with documented disabilities should inform me in the first three days of the program.

### **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 are in need of any of the services provided by the Center, please feel free to contact the McBurney Center staff directly. For a list of the services provided, please visit the website:

<http://www.mcburney.wisc.edu/services/>

Contact information for the McBurney Disability Resource Center:

905 University Avenue  
Madison, WI 53715  
608-263-2741 (phone)  
263-6393 (tty)  
265-2998 (fax)  
mcburney@uwmadmail.services.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.

Wish you all the best,

TimsalMasud