

University of Wisconsin-Madison
Intermediate Urdu
The South Asia Summer Language Institute (SASLI)
Summer 2016

Instructor:	Iftikhar Haider
Class schedule:	8:30 AM– 1:00 PM (10:30-11:00 AM Break)
Class Location:	Van Hise 399
Office:	Medical Science Center B432
Office hours:	1:30 to 2:30 PM Monday, Wednesday, Thursday
E-mail:	linguain3@gmail.com

Course Description:

This is an eight-week intermediate level Urdu language course in the SASLI 2016. This course in Urdu language will offer intensive instructions in eight weeks equivalent to a full year of second year language study. The purpose of intermediate course is to enable students to acquire all major language skills, listening, speaking, reading, and writing, with the focus on Urdu grammar, and colloquial conversation. Standard text, course materials prepared by the instructor, and authentic materials available on Internet will be used with equal emphasis on spoken and written Urdu. The structure and conversations will be prepared in a variety of authentic contexts of Urdu. Students are also offered extensive exposure to spoken Urdu emphasizing speaking and listening at normal speed with near-native pronunciation and intonation. By the end of this course, the students will to be at the intermediate-high level at the ACTFL proficiency scale. At this level student are expected to converse comfortably in colloquial Urdu on a wide variety of familiar subjects. The students are also expected to be familiar with all forms of Urdu grammar and be able to easily use and understand common grammatical forms.

Objectives:

At the end of the eight weeks, students should be able to perform simple tasks such as:

- Exchange information, ask simple questions, answer simple questions and express opinions about everyday topics
- Read level appropriate texts and understand their content
- Listen to short and level appropriate dialogues in order to understand idiomatic structures, linguistic patterns and uses of Urdu in a broad variety of registers and styles, especially the language of contemporary films, popular television shows, and other electronic media.
- Initiate and sustain intermediate level conversation on a number of functional topics
- Provide information about certain aspects of South Asian Muslim culture
- Deliver an oral presentation in Urdu, and specially acquire vocabulary items related to everyday functional use of Urdu.
- Compose a polished 200-250 words essay
- Understand and enjoy the dialogue of *Humsafar*, one of the most popular Drama in Pakistan.
- Recognize and use all of the major grammatical structures covered in class.

- Read selected unfamiliar texts with the intermediate level reading fluency.

Textbooks:

Online resources on our CMS and two textbooks will be used in this class:

1. Asani, S. & Hyder, A.S., (2008). Let's Study Urdu: An Introductory Course, Yale University Press, New Haven and London. (1 DVD and Textbook Required Text)
2. Schmidt, R. Laila. (1999). Urdu: An Essential Grammar. London, Routledge (recommended text, great grammar reference resource)
3. More resources including weekly review sheets, short stories, recorded songs, Urdu movie clips, vocabulary sheets, and some homework assignments will be provided on the MOODLE (a course management system). With the exception of our textbooks, all course materials (syllabus, supplemental readings, and lecture slides) will be accessible through the course Moodle site. Our online discussions about different aspects of our course will use Moodle as well. To access the Moodle site for SASLI Urdu, please log in here: (<https://ay15-16.moodle.wisc.edu/prod/my/>)

Assessments

1. There will be graded homework assignments. Generally, the exercises will be on short comprehensions, writing and grammar based on topics covered in class. Homework will be available on Moodle as well as in class in the form of handouts.
2. The course will have weekly quizzes (in-class).
3. Students will do a total of two course projects (including audio and/or video recordings)
4. Students are required to produce an oral presentation on a topic of their choice.
5. There will be an oral and written mid-term as well as final exam.
6. 'Class Participation and Performance' will be evaluated according to your level of engagement in class activities.
7. Students will be assigned homework. Homework should be submitted on or before the due date usually next day of classes. Students will be given handouts, grammar exercises, and vocabulary drills for homework. Being absent from a class/session is not an excuse for late submission of homework.

Course Requirements:

- **Classroom participation, in class performance and attendance:** Attendance and class participation contribute toward **20%** of each student's final grade. **Students are required to be in class on time. Class attendance is extremely important in language class and particularly in an intensive environment.** Class work in this course is accumulative. Thus, if you miss a class, it could be difficult to progress along in coming classes without making up for the missed class. If you do miss a class, it is your responsibility to be informed about the material covered in that class. It is also your responsibility to be informed about the homework that was assigned in that class, and to

submit the homework on time. Acceptable causes for absence include: illness, family emergency, approved educational visits, and serious issues approved by the instructor. Students must provide legitimate documentation to justify their absence (such as a note from the Health Center or a letter from the Dean's office). Each undocumented or unapproved absence will result in a loss of one percentage point (1%) of the attendance grade. According to the attendance policy of this course, **KEEP IN MIND THAT EACH HOUR OF MISSED CLASS INSTRUCTION COUNTS AS ONE ABSENCE.**

- To make the most of our time together, all students must prepare prior to Urdu class. In preparation you should read the assigned text and note any questions. If vocabulary list is given, I suggest you read through the list before attempting the text. First try to identify the main features of the text (main ideas, characters, plot points, etc.), then concentrate on other details. Students should complete written assignments, such as journals, essays, and articles. Watch or listen to assigned audio-visual clips. Whenever assigned, write out a brief summary of what you understand from each clip.
- **Homework: (15 %)** Students are required to do their homework at home before coming to class. In case of absence, students are required to contact their classmates to know whether any homework had been assigned, and what the homework is. All assigned homework will be collected on its due date, at the beginning of the class, and graded promptly. Late homework will be corrected, but will receive no credit, except in the case of excused absences.
- **Weekly Quizzes: (20%)** Students will be notified of quizzes ahead of time so that they can prepare for them adequately. Missed quizzes will not be made up unless legitimate documentation has been provided to justify the absence, and the instructor has approved that the missed quiz be made up.
- **Oral Assessments: (15%)** Students are expected to develop and demonstrate oral fluency. In addition to oral interaction in class, an oral exam will be conducted along with Mid-term and final exam. Pronunciation, fluency, vocabulary, and appropriate, functional usage will be taken into account. More information will be available on the Moodle.
- **Course Projects: (10%)** The most effective way to learn Urdu is to establish a daily practice routine outside the classroom. To encourage you to create successful routine, I will assign you two course projects. You should plan to spend some time each day to work on these projects, please see project rubric on the last page of this syllabus handout.
- **Final Exam (10%), Mid-term (10%)** Both exams are cumulative, meaning they cover all the material in the textbook (and related material) up to the time when the test is taken. Therefore, students are advised to study from the beginning of the course and not to procrastinate. Valid university excuse is required for make-up. The dates for these exams will be shared later.

- **Co-Curricular activities:** Unlike regular foreign language courses taught at UWM, SASLI offers its students a unique opportunity to immerse into Urdu/Hindi by organizing a variety of co-curricular community-building, language-oriented, and cultural activities. You are encouraged to attend these activities per SASLI Urdu course. Attending all three lectures on South Asian topics will contribute 1% to your cumulative course grade. We strongly encourage our students to attend all co-curricular events listed in the SASLI calendar to receive additional target language input & practice, and learn about the culture and history of the peoples speaking that language.

Grading:

Students’ work will be graded based on the following scale:

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|-----------------|-------------|------------|
| A = 90-100% | AB = 83-89% | B = 74-82% |
| BC = 67-73% | C = 61-66% | D = 55-60% |
| F = 54% or less | | |

Grade Breakdown:

Each student’s final grade will be the culmination of grades on all class requirements. The student’s final grade will be calculated as follows:

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|---------------------------------------|-----|
| • Attendance, and class participation | 20% |
| • Homework | 15% |
| • Weekly Quizzes | 20% |
| • Oral Exams | 15% |
| • Mid-term and Final Exam | 20% |
| • Course Projects | 10% |

Total 100%

Syllabus:

This is a tentative distribution of the syllabus for intensive instruction. Please keep in mind that changes may occur depending on the pace and progress of the class.

Note that we may sometimes not be able to abide by the exact readings and assignments in the syllabus due to the inherent flexibility of the language classroom.

Week 1	Chapters: 1-3 Let Us Study Urdu	Review of Urdu sentence structure: Asking and Telling Age; present habitual tense; present habitual negative, Pronunciation drills; Vocabulary activities; Conversation
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		practice, Demonstrative Pronouns and Adjectives; Nouns; Gender and Plural.
Week 2	Chapters: 4-6 Let Us Study Urdu	Expressing potentials with verb “Sakna”; present continuous tense; The comparative, The Superlative, expressing more or less, the future tense, usage of “aap” “tum” and “tou” reporting information, still. Quiz #1 21st June.
Week 3	Chapters: 7-9 Let Us Study Urdu	Different uses of “kou”; describing places; Different verbs in Urdu; The interrogative; Repetitions of adjectives; Simple past tense, simple past tense of intransitive verbs: patterns Talking about past events. Quiz#2 on Tuesday June, 26th.
Week 4	Chapters: 10-11 Let Us Study Urdu	Mid-Term Exam + Oral on 5th July. Commonly used verb constructions; Indefinite pronouns and adjectives; Fractions and Mass Measurements; Cardinal Numbers; Conversation practice and Songs
Week 5	Chapters: 12-13 Let Us Study Urdu	Simple past tense of transitive verbs; verb patterns; social life; relative pronouns; The present perfect tense; conditional sentences; the comparative; patterns; Compound verbs: Introduction to case marking; fasting; religious festivals; Quiz#3 July, 12th

Week 6	Chapter 14 Let us study Urdu	Saying no in socially sensitive situations, understand hidden assumptions in some colloquial expressions; some of commonly used idiomatic expressions. ‘Lagna’ constructions; verb stem + ‘chukna’ constructions; Compound verbs; Verb Stem + Aspect indicators; Conversations on these structures Quiz#4 July 19th
Week 7	Chapter 15 Let us study Urdu	Expressing presumptions and suppositions with the Urdu verbs; Compulsion and Obligation; Conversation practice based on these structures; Vocabulary building activities Quiz#5 July 26th
Week 8	Chapter 16 Let us study Urdu	The Izafat in Urdu; some common uses of simple idiomatic expressions; Different common speech acts e.g., requests, apologies, refusals; Conversational practice of these speech acts; Songs, Vocabulary; Final Exam+ Oral: August 5th Friday

Important Dates (Tentative):

Weekly Quizzes (5 in total)
Mid-term Exam (Oral Part too)
Final Exam (Oral Part too)

Every Tuesday (9:00 -10:00 AM)
Tuesday, July 5th
Aug 5th

Academic Conduct

Students are required to abide by the University’s rules for academic conduct outlined in the Student Code available on the website listed below:

<http://www.wisc.edu/students/conduct/conduct.htm>

It is expected and required:

- Respect fellow students and the instructor.
- Refrain from making fun of or degrading fellow students, or in any way being an impediment to the learning process.

- Listen politely when others are speaking and respect their opinions. All interaction in class should be conducted in a respectful manner.
- Learning a new language entails making mistakes, training your voice to make unfamiliar sounds, and navigating situations outside your normal zone of comfort. Please strive to support your classmates and create an environment where everyone feels comfortable to make mistakes.
- Consider our class an Urdu-only zone. You are expected to speak in Urdu from the time you enter the classroom, until the time you leave. I might use English sometimes to explain aspects of grammar and vocabulary, and you are welcome to use English during these discussions. Likewise, if you ever have a question that you cannot express in Urdu, feel free to use English. But while classroom activities are being conducted in Urdu, English should be avoided at all costs.
- Students are encouraged to ask for help whenever they want to during class activities. It is normal not to understand every word of a lesson in Urdu, but you should never feel lost. If something is unclear, please ask questions. If you need extra help outside of class, come talk to me during office hours.
- You are responsible for checking your campus email account regularly for course news. I will also use Moodle for posting announcements and assignments, so please make a habit of checking our Moodle site frequently.
- Refrain from disruptive behavior and activities (such as talking out of turn or **using cell phones, tablets unless asked by instructor for some class activity**).

McBurney Disability Resource Center:

Students needing accommodation based on the impact of a disability should contact the instructor to arrange an appointment as soon as possible to discuss course format, special needs, and potential accommodations. If you qualify for accommodations because of disability, please submit to your instructor a letter from Disability Services in timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. The McBurney Office of Disability Services will assist in verifying needs and advise on accommodation strategies. For a list of services provided, please visit their website.

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

Classroom Behavior Policy

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

LCA LANG 471: Project Rubric, THIRD SEMESTER (Intermediate) URDU

Language: Urdu Level: Intermediate	Project 1: Deadline: Thursday, July 4th, 2016.	Project 2: Deadline: Thursday, August 4th, 2016
Group/Individual work	Individual	Individual
Language points	Usage of vocabulary, grammatical points and fluency we covered in the units related to greetings and introducing oneself and family members.	Making use of the language structures studies during this and the previous semester.
Communication mode (s)	Presentational	Interactional/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, booking of tickets, etc.	In project 2, each student will conduct at least 10 minutes interview with a Native speaker of Urdu. The interview will be video or audio recorded. Questions of the interview will relate to the introduction (to the person and his family), the place where he/she lives and his/her interests/hobbies, likes and dislikes in dress, food, travel etc. The audio/video recordings will be shown in class.
Procedure	<ul style="list-style-type: none"> • Weeks 1, 2 & 3: The topics related to the projects will be covered. I will provide them help in selecting what and how much they can include in it. 	<ul style="list-style-type: none"> • Weeks 3 & 4: preparation of the project commences. Native speakers identified. • Weeks 5, 6 & 7: The students will finalize the questions and conduct the interview. The recorded interviews will be presented in class.
Evaluation	<p>Evaluation will be based on the following items:</p> <ol style="list-style-type: none"> 1) Language Content 2) Presentation 3) Fluency 4) Accuracy 	<p>Evaluation will be based on the following items:</p> <ol style="list-style-type: none"> 1) Content of presentation 2) Presentation 3) Fluency 4) Accuracy

First Week Hourly Schedule (Tentative)

	Monday	Tuesday	Wednesday	Thursday	Friday
9-10 AM	Grammar Word order in the Urdu sentences Conjugation of verb 'Hona' and use of pronouns	Reading passages from online resources	Respect markers and use of honorifics in Urdu greetings	Conversation Asking questions	Vocabulary, Listening comprehension from online media resources
10-10:30 AM	Preliminary review of vocabulary and discussion of context and construction for TV serials to be viewed in class	Conversation Daily Routine Weekends Weather/Climate Real or Imaginary family	Oral presentation 5 minutes each Self-Introduction	Situational conversations Situations will be related to travelling abroad which relates to our first class project	Media viewing and discussion
11-12 AM	Listening to songs based on grammar structures with vocabulary	Short story reading	Conversation Casual role-plays	Reading Prose	Vocabulary Review and sentence construction
12-1 PM	Grammar drills and error correction	Dictation and reading of complicated text for pronunciation drill	Listening Comprehension News broadcasts, pre-recorded clips	Drills based on grammar and vocabulary in preparation for weekly quiz	Language Games Urdu grammar, vocabulary, and spelling games