

گرمانی ادارہ برائے جنوبی ایشیائی زبانیں: ابتدائی اردو

جامعہ وسکانسن میڈسن

**SASLI: Beginning Urdu
University of Wisconsin-Madison**

June 18-August 10, 2018
M-F 8:30-1:00, Van Hise TBD
LCALANG 371, LCA LANG 372

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Course Description and Objectives:

Welcome to the South Asia Summer Language Institute, and to studying Urdu! The goal of this course is to introduce you to the fundamentals of Urdu grammar and help you move from novice to intermediate level in all four skills of reading, writing, listening, and speaking. Along with its close variant Hindi, Urdu is the fourth most widely spoken language in the world, with significant populations of speakers in India and Pakistan as well as a large diaspora in Europe, North America, the Middle East, and elsewhere. Urdu has a large and varied body of literature dating back more than four centuries; it is also the language of Bollywood films and an important lingua franca of South Asia. By learning Urdu, you are opening an avenue of communication that will allow you to interact with a huge segment of the global population.

After completing this course, you should be familiar with the core grammatical constructions of Urdu, as well as have enough vocabulary and sociocultural background to carry on most basic interactions with Urdu speakers with ease. Practical tasks you will be able to do include:

-read and write in Urdu at a satisfactory speed and with at least intermediate-low accuracy

- making basic inquiries and negotiating practical problems (e.g. giving directions, telling time)
- participating in basic social interactions (e.g. talking about home, family, work, school, daily life)
- shopping (going to a store, asking for items, talking about prices)
- talking about everyday essentials (food and drink, needs and desires, clothing, weather, locations, colors, body parts, general descriptions)
- comprehend main ideas of simple authentic texts relating to topics involving daily life and events, and be able to produce

UW-Madison Credit Policy:

In accordance with the Federal Credit Hour Definition, one 50-minute hour of in-class activities in a lecture course plus two hours of student work outside of class (reading, studying, writing, doing homework sets, rehearsing/practicing, memorizing) in the aggregate, correspond to one credit hour. As an intensive eight-week course, this course is equivalent to a four-credit 15-week course. This also means that you are expected to devote a **minimum of eight to ten hours outside of class per week** in preparation for this course.

Required Texts: (to be purchased before the first class day!)

- *Beginning Urdu: A Complete Course* by Fauzia Farooqui and Joshua Pien. **IMPORTANT:** The great flaw of this book is that it uses Roman transliteration in addition to the Urdu script, which unfortunately is detrimental to you actually becoming proficient at reading. One of the requirements of this course is that you mark out all transliteration in your book as we go through each chapter, except for that in the end of chapter vocabulary lists. **There will be NO exceptions to this policy; failing to comply WILL impact your grade.** After the first day you will get a zero participation grade until the transliteration is marked out.
- *Let's Study Urdu Vol. 2: Introduction to the Urdu Script* by Ali Asani and Syed Akbar Hyder (Vol. 1 is the main textbook, which we will not be depending on for this class, but I encourage you to purchase it if you think the extra drills will be helpful for you)
- *Essential Urdu Dictionary* by Timsal Masud

Recommended Texts:

- *A Dictionary of Urdu, Classical Hindi, and English* by John T. Platts (useful for older texts and necessary if you plan to go on to study literature)
- *نیمروز اللغات* which is the best Urdu to Urdu dictionary and comes in a variety of sizes, recommended for more advanced students
- *English Urdu Dictionary* by Maulvi Abdul Haq
- *Oxford Urdu-English Dictionary*

Online resources:

- dsal.uchicago.edu/dictionaries/platts (The Platts' dictionary in digital format; see me if you have trouble using)
- ur.oxforddictionaries.com (Oxford Urdu-English dictionary)
- rekhta.org (Urdu literature)
- DO NOT use other online dictionaries and especially **NO GOOGLE TRANSLATE**

Classroom policies:

- This is an *intensive* language program, and daily attendance is vital. Missing a single day of class is equivalent to missing a week in a semester-long course. In order to take full advantage of your time at SASLI you must attend class every day, **on time**. Per SASLI policy, **habitual tardiness may impact your grade**. See the full attendance policy below.
- You are expected to make language study your first priority for the duration of the course; think of this program as your summer job. As such, you should plan on dedicating enough time outside of class for study, homework assignments, and review; usually two to four hours per day. **Late assignments will not be accepted** without prior permission or an excused absence.
- No Google Translate or other online translation is to be used for this class. (*If you use it, I will know!*) Instead, use the glossaries provided in the textbook and by the instructor, and the *Essential Urdu Dictionary*. Feel free to email the instructor or TA with questions.
- You are expected to bring your textbook, dictionary, handouts and notebooks with you to every class. Failure to do so will impact your participation grade.
- Laptop computers, tablets, etc. are not to be used in class, and phones should be kept on silent mode and out of sight.
- All students are expected to act to foster an environment of mutual respect, equal participation, and engaged learning, regardless of race, ethnicity, gender, religion, sexual orientation, ability, or other identity factors, **and also learning style and pace**.
- Students are also to adhere to the University of Wisconsin Academic Misconduct Policy & Procedures.

Instructor Responsibilities:

- Holding regular office hours, being available and responsive to students' queries about the material and course.
- Assignments should be graded and returned to you in a timely manner (generally within one or two days).
- Course guidelines should be unambiguous.
- Handouts and assignments will be provided as early as possible.
- The instructor and TA will regularly assess and give feedback to the students regarding their progress. I encourage students to check in with me at least once a week to discuss things they should work on or strategies to help learning.

- The instructor and TA will also work to create and maintain an atmosphere of mutual respect in the classroom, and in the event that a student has an issue with classroom dynamics she will be available to listen and help as best as possible to address the problem.

Attendance Policy:

- Classes start on time at 8:30am and go until 1:00pm, with a half-hour break. As this is an intensive program, your attendance is not only a large part of your grade, but essential to you making progress in the class. Missing one day of class is equivalent to missing an entire week during a regular semester. Tardiness and absences will be dealt with in the following way:

Tardiness:

1st time = email warning and half grade deduction for that day

2nd time = 2nd email warning and half grade deduction for that day

3rd time = final grade deduction (five points)

4th time = sent to admin office/possible additional grade deduction

Absences:

1st unexcused absence = warning + grade deduction (five points)

2nd unexcused absence = sent to admin office + grade deduction (five points)

- Excused **and** unexcused absences cannot equal more than 2 per semester. Once a student has a third absence they are sent to the admin office.
- **Tardiness of more than 30 minutes will count as an unexcused absence.**
- If you know you are going to miss class, it is your responsibility to tell the instructor as soon as possible, and also it is your responsibility to catch up on any missed material.
- The grade deduction for habitual tardiness and unexcused absences consists of lowering the student's **final** grade by five points for each unexcused absence.
- An unexcused absence is any absence with no prior approval from the instructor. Unanticipated medical/other emergencies may require additional documentation and approval from the admin office in order to be considered "excused." Absences due to illness will be excused only if you present a medical note. If you must miss a class due to a medical or other emergency and you believe that this absence should be excused, you must notify the instructor and CC the office, and provide documentation as soon as possible.
- **If you plan to miss class due to a religious obligation, please notify the instructor and the SASLI office by the end of week two.**

Grading Breakdown:

- Quizzes (20%): There will be six quizzes, one each Monday except during exam weeks. These quizzes will include elements of both vocabulary and grammar, and spelling counts!
- Self-corrected homework (10%): Each week you will turn in a self-corrected homework assignment, which will be graded largely on completeness. These

assignments are meant as a practice to complement and cement grammar lessons. They are each worth two points. You will bring your completed assignment to class on Tuesdays for a one-point completeness grade. After class the key will be posted and you will correct your own homework in a different color pen; then you will bring the completed homework to class Thursday to have your corrections checked for your second point.

- Spoken homework (10%): You will be given a short speaking assignment and are expected to upload a voice recording to the Canvas website every week on Wednesday night. You may be asked to collaborate with a partner on this assignment. These assignments are worth ten points each.
- Creative homework (10%): You will be given creative homework assignments to be completed over each weekend and turned in on Mondays. These will often be like mini projects and may require some research. Topics will vary each week, but by the end of the course you will be writing full pages. These assignments are worth ten points each.
- Attendance (15%): The keys to learning language are practice and contact hours. See the attendance policy for further details.
- Participation (15%): You are expected to attend all classes and actively participate in discussion and drills, especially given the intensive nature of this course and the small class size. Your participation grade also includes your prep work at home (you will be asked to read ahead in the book to prepare for class, or at times research certain topics and bring that information to class). You will be given twenty points per week (four per day).
- Exams (20%) Your first exam will be given in the fourth week of the program, and second in the final week of the program. Details will be provided the week before exam week. The format of both of the exams will be similar to an extended version of your quizzes.

The following grading scale will be used:

90-100%	= A
87-89%	= AB
80-86%	= B
77-79%	= BC
70-76%	= C
60-69%	= D
0-59%	= F

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.
- Every class is comprised of students from a variety of backgrounds, some with previous exposure to Urdu, some with none. Additionally, each student

learns best in a different style and at a different pace. Just like any other subject from art to zoology, some students have an aptitude for language learning (or certain aspects of it) and some find it more challenging. Some have more difficulty reading than speaking, and vice-versa. These differences do not necessarily reflect on a student's commitment, effort, intelligence, or worthiness. Although it can be difficult during the prolonged contact of an intensive language program, **all students are expected to respect each other's learning needs and abilities at all times**. Disrespect will not be tolerated.

- If your level is not a good fit for the elementary class, you may be asked to move up to another class. These decisions, however, are taken on an individual basis with the input of the faculty, pedagogy coordinator, and administration.
- 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.

Sample Daily Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:30	Quiz; warmup activity	Book work	Book work	Book work	Book work
10:30-11	چائے کا وقفہ (Tea Break)				
11-1	Listening and speaking activity	Pair and group drills	Listening and speaking activities	Pair and group drills	Language games/role play/excursion

Each of these classes is meant to emphasize one or two skill sets within the language. Some classes may involve group work, and you may occasionally be asked to prepare with your classmates outside of regular class time. Sometimes we will go outside to visit different locations together as a class. Depending on the levels of the students' ability, we may change some of these course components. Class will resume after break **promptly** at 11.

Important Dates:

****Movie nights every Tuesday!****

July 4: No class

July 13: First exam

July 26: SAFLI orientation

July 31: All-SASLI program

August 10: Second exam

University Policies and Resources

Academic honesty and integrity:

All students are expected to strictly adhere to the University of Wisconsin's policy regarding academic integrity. Evidence of cheating or attempted cheating will be dealt with by the staff following published UW-Madison policies. A confirmed cheater will receive a failing grade for the course. The situation may be referred to the office of the Student Assistance and Judicial Affairs, and a Dean for further action. Please refer to the undergraduate student Academic Misconduct information on the UW-Madison website at: <http://students.wisc.edu/saja/misconduct/UWS14.html>. For purposes of this class, sharing work with each other (except on group projects) **as well as the use of online translation services or websites** are considered cheating.

University Health Services:

You are all considered UW-Madison students for the summer, and so you have access to all student services, including those relating to physical and mental well-being. Issues tend to arise in small, intensive classes, and some students find that the pace and intensity of the summer classes can be mentally or even emotionally difficult. You are encouraged to take good care of yourself and to take advantage of the resources available should any issues arise.

University Health Services: <https://www.uhs.wisc.edu/> or 608-265-5600

University Mental Health Services: <https://www.uhs.wisc.edu/mental-health/>

24-Hour Mental Health Crisis Services: 608-265-5600 (option 9)

LGBTQ Support:

The Gender and Sexuality Campus Center is a fantastic resource for LGBTQ+ students on campus. Visit them in person at the Red Gym or online at <https://lgbt.wisc.edu/>. Unfortunately there are no gender-neutral restrooms available in Van Hise, but there are a few single-stall restrooms in the Social Sciences Building and in the Medical Sciences Building.

Dean of Students:

The Dean of Students' office can provide you with support and resources for a variety of problems; their main reason for existing is to promote student well-being. They are located in Bascom Hall and can be contacted at 608-263-5700. Their website is <https://students.wisc.edu/doso/>.

McBurney Disability Resource Center:

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their

need for instructional accommodations by the end of the third day of the program, or as soon as possible after a disability has been incurred or recognized. Faculty, will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Contact information for the McBurney Disability Resource Center:

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

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