

**SASLI: Intermediate Urdu**  
**University of Wisconsin-Madison**  
June 18-August 10, 2018  
M-F 8:30-1:00, Van Hise 579  
LCALANG 471, LCA LANG 472

خوش آمدید

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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 provide you with a build upon your knowledge of the Urdu language, and bring you up to the intermediate high and/or advanced low level in all four skills of reading, writing, listening, and speaking by using a communicative, proficiency- oriented approach. Participants will listen, speak, read, and write in Modern Standard Urdu with a maximum exposure to the contemporary Urdu genres. The course is designed to enhance an advanced cultural and communicative competence of students with special emphasis on independent writing in Urdu.

**Required Texts**

- *Let's Study Urdu* by Ali Asani and Syed Akbar Hyder
- *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)
- *فیروز 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*

## 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.
- You must come prepared to participate fully in class activities. This means listening to material and learning new vocabulary and structure so that you can actively use them in class. I expect you to turn in the homework for the previous day and well prepared for the next classes. I will regularly provide weekly schedule for reading and homework assignments for the coming weeks on every Friday via email so that you know clearly what we are going to do in the coming week and what are my expectations from you for the week.
- There will be regularly scheduled oral and written assignments. Homework must be completed on time, except in the case of extenuating circumstances. You are welcome to ask homework related questions during office hours or after that via email.
- Please turn in homework (hand written) written out clearly and neatly on a separate sheet of paper, doubled spaced. Put the lesson/topic name on the sheet, the exercise number and the date.
- Laptop computers, tablets, etc. are not to be used in class( except if required for some specific classroom activities), 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.

## 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.***

**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:**

1<sup>st</sup> time = email warning and half grade deduction for that day

2<sup>nd</sup> time = 2<sup>nd</sup> email warning and half grade deduction for that day

3<sup>rd</sup> time = final grade deduction (five points)

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

**Absences:**

1<sup>st</sup> unexcused absence = warning + grade deduction (five points)

2<sup>nd</sup> 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:**

- Weekly Quizzes (20%): There will be six quizzes, one each Friday except during exam weeks. These quizzes will include elements of both vocabulary and grammar, and spelling counts!
- Daily homework (15%).
- Creative homework (15%): 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).
- Final Project (20%) Instead of an exam we will have a final project. You will be required to submit a final project in Urdu on any topic of your interest and give presentation on your project. Final project can be submitted hand written, or typed and must be an original and well prepared work. You are encouraged to start thinking and discussing your projects with your instructors after 4<sup>th</sup> week and should be able to finalize it no later than week 6.

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 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 intermediate class, you may be asked to move up or down 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	Weekend journal (Oral & Written)  Weekly Presentation (oral& written)	Urdu Nasr (Prose)	Urdu Shaeri (Poetry)	Akhbari Zabaan (Newspaper/ News online)	Urdu Drama/ movie
10: 30 – 11:00	Tea Break	Tea Break	Tea Break	Tea Break	Tea Break
11:00 – 12:00	Grammar Review	Grammar Review	Dictation	Grammar Review	Weekly Quiz
12:00 – 1:00	Movie/drama reviews	Listening	Weekly virtual tour of famous cities from South Asia	Virtual tour observations  Oral & written	Learn with fun! Language games/role plays

## **Important Dates:**

July 04: No class

July 26: SAFLI student's orientation

July 31: All SASLI Program (All students must participate and prepare some performance in Urdu)

July 23: Final project proposals deadline

August 08: Final project submission and presentation

## **Description of classes:**

To clarify more about the structure and objectives of each class here is the detailed overview of each class starting from Monday to Friday:

### **1. Weekly Journal & Presentation:**

This class aims at speaking and writing skills specifically and reading and listening generally. Starting the first class of the week with some insights from students' own activities from their weekend will give a warm up session as well as enable them to describe and write the past experiences in a natural flow by writing a weekly journal.

Each week students will be required to select a topic of their own choice or I can help in choosing a topic by suggesting any broader area. They will work on the topic throughout the week to write a brief report on it in Urdu and will present it in the class. After presentation other students will ask one or two questions about the presentation. Students will be required to submit written presentation as well. This exercise will not only accelerate their natural speaking flow and confidence but also help them handling and answering questions in Urdu.

#### **Target Skills**

- Speaking
- Writing

### **2. Grammar Review:**

This class is meant to discuss those grammar constructions that are difficult for students. In the first class we will make a list of grammar topics that are more challenging for this class and will cover those topics in the next grammar classes. We will also look at any grammatical constructions that comes our way during other readings in this class.

#### **Target skills**

- Grammar comprehension

### **3. Movie/Drama Review:**

This class is the continuation of the Film/Drama class we will have on Friday. Students are required to write a short critique of the episode/ clip/ video that we would watch on Friday. I will also ask comprehension questions.

#### **Target skills:**

- Critical writing
- Speaking

### **4. Urdu Nasr (Prose)**

This class is aimed at reading comprehension. We will read several different classical and modern literary and non-literary texts.

**Target skills:**

- Reading Comprehension
- Vocabulary building

**5. Urdu Shaery ( Poetry)**

This class is aimed at to give students some introduction to Urdu Poetry and Urdu poets. Starting from the background and history of Urdu shaery and some basic knowledge of different genres of poetry and some useful terminologies we intend to read six to seven poets during the program including Iqbal, Faiz Ahmad Faiz, Ahmad Faraz, Habib Jalib, Kishwer Nahheed, Parween Shakir.

Students will be required to read the given text before hand and look up for vocab. We will read the poem in class, discuss its interpretations and also talk about the poet. Students will be required to memorize one sher of their own choice every week and write its explanation as homework.

**Target skills**

- Poetry comprehensions
- Vocabulary
- Writing
- Speaking

**6.Dictation**

In this class we will have dictation from the previous readings. Dictation will includes words and sentences from the text we already have covered.

**Target Skills**

- Writing
- Listening

**7. Virtual Tour of Some famous cities of South Asia**

Every week students will be taken to a virtual excursion to one of the many famous cities of south Asia ( India and Pakistan mainly) and will be given a brief cultural and historical background of the city. By this class students can get a cultural linguistic insight into the countries where Urdu language is widely spoken.

**Target skills**

- Cultural competence
- Listening
- Vocab building

**8. Akhbari Zaban (Newspaper Language)**

In this class students will have readings from some top Urdu newspapers in class in order to get hands on the current affairs and language used in print media. Texts will be taken from newspapers, magazines and journals. In this class I will also show them news headlines for listening practice and students will ask to practice speed reading from the newspaper.

**Target Skills**

- Newspaper Language

- Vocab building
- Speed reading
- Listening

## 9. Grammar

### 10. Virtual Tour Observations

This class is the continuation of the last day class 'virtual tour' In this class students will briefly discuss their observation of the city they virtually visited, bring more information about it and share their own ideas. They will also submit written assignment for this.

### 11. Movie/ Drama

This class is dedicated to Urdu dramas and movies. I truly believe that dramas not only really help students learn a language but also give them cultural insights and practical usage of language in a context. We will watch some famous dramas and/or movies in this class and discuss the parts which are not clear. Students will watch the same episode/ part again during the weekend and write a short critique on it for the next class.

### Target Skills

- Listening Comprehension
- Cultural Competence
- Everyday expressions usage in context

## 12. Quiz

### 13. Learn with fun

This class aims at closing the week by some fun learning activities. We will play some language games in this class such as charades, name-place-thing, parcel game, roleplays, dubbing. Skits, riddles, jokes, story telling, and lot more.

### Online Resources

Rekhta <<https://rekhta.org/urdupoetryvideos?lang=Hi>>

- [dsal.uchicago.edu/dictionaries/platts](http://dsal.uchicago.edu/dictionaries/platts)

### Online resources:

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

### Urdu Newspapers and Magazines:

<http://www.bbc.com/urdu>

<https://www.nawaiwaqt.com.pk/>

<https://www.express.com.pk/>

<http://www.akhbar-e-jehan.com/>

**Pakistani Dramas and Serials:**

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

<http://dramaonline.com/>

## 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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