

ADVANCED URDU

SASLI-2019, UW-MADISON

Classroom: Van Hise Hall, Room- 578 Time: 8:30 am-1:00 pm

Instructor: Dr. Muhammad Asif

Email: mfasif@wisc.edu

Office: 1254 Van Hise Hall

Office Hours: MTWThF: 1:30-2:30 pm

Language Tables: TBA

Canvas Course URL: <https://canvas.wisc.edu/courses/151655>

Credit Hours: ASIALANG 517 (4.0 credits), ASIALANG 527 (4.0 credits)

COURSE DESCRIPTION:

This course is intended for those students who have already completed four semesters of Urdu or who have equivalent level of proficiency. Speaking, listening, reading and, writing, all four skills will be taught while taking care of interpersonal, interpretive and presentational modes. Learning activities will be designed to help students understand main ideas and significant details in Urdu texts, including written and audio-visual texts. Students will review and utilize knowledge of previously learned grammar and vocabulary and build on their fluency and competency through speaking, listening, reading and writing. Additionally, students will become better acquainted with the cultural and social norms of the Urdu language and be better able to internalize and converse in it. This class will also introduce literature pieces with an aim to help students achieve competence in interpreting Urdu texts in different genres as well as engage in discussion on a wide variety of literary texts on different subjects with other Urdu speakers. The types of text will include but not limited to history, politics, short stories, movies, essays, letters, biographies and travelogues/travel diaries and the students will analyze, criticize, and discuss them with one another. Urdu will be the sole medium of instruction during this course.

COURSE OBJECTIVES & OUTCOMES:

The main objective of the course is to develop Urdu proficiency in all four skills. At the end of the course the learners will be able to attain a proficiency level in these skills equivalent to “Advanced High” according to ACTFL proficiency guidelines. At the end of the course the learners will be able to:

- Take part, often comfortably, in ordinary/general, real life conversation of native speakers.
- deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames
- follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts.
- discuss, support, and sometimes debate opinions and advice on a variety of complex concrete topics, often addressing hypothetical or abstract issues, and asking precise questions.
- Use frequently used compound/double verbs, correctly most of the time.

- Read, comprehend and infer from articles, editorials, short stories etc., even if they are somewhat of abstract and/or technical nature.
- Write articles, essays, reports, commentaries, while expressing, supporting, contradicting opinions and also hypothesizing.

Course Topics

In addition to topics related to everyday use such as, travel, work, health, transportation etc, the following topics will be taught and discussed:

- Newspaper stories, letters and discussion of current events and social issues
- Topics related to biographies, politics, environment, global warming, women issues and other related topics
- Literary Urdu and aspects of Urdu prose style
- Reading, reciting and analyzing Urdu poetry
- Idiomatic expressions
- More adverbial constructions

Required Textbook & Materials:

Required material will be provided in classroom.

Reference and Suggested texts and materials:

1. Urdu: An Essential Grammar by Ruth Laila Schmidt (1999) ISBN: 9780415163811
2. Urdu: Readings in Literary Urdu Prose by Gopi Chand Narang (2001) ISBN: 978-0836465419

Online resources used in the course:

Online Dictionaries

www.urduword.com
<http://urdulughat.info/>

Urdu Newspapers/Media (online)

www.bbc.co.uk/urdu
<https://www.urduvoa.com/>
<http://express.com.pk/epaper/>
<http://e.jang.com.pk/>
<http://www.dailypakistan.com.pk/E-Paper/lahore>
<http://www.urdupoint.com/home/>

Recommended programs and fonts for typing

Jameel Noori Nataleeq

COURSE POLICIES

1. CLASS ETIQUETTE:

- Be on time (classes starts at 8:30am)
- Turn in your homework on time.

- Participate in discussions and activities.
- Be respectful of other students and avoid distracting them and hindering their opportunity to learn.
- Show your group members the same courtesy that you would give to the professor. Inform them of group meetings or activities that you will have to leave early or miss.
- Do not record the class on video /audio devices.
- Do not text with your cell-phone or digital devices during the class time

2. ATTENDANCE

It is the policy of SASLI that students attend class every day during the summer, due to the intensive structure.

Tardiness and Absence Policies:

Absence:

One absence per semester is permissible.

Two absences in a semester will result in a grade deduction for that semester.

Three or more absences in a semester will result in automatic failure of the course.

Things to note:

- Absences on days of exams, projects, presentations, etc. will lead to failure of that coursework. There will be no make-ups of exams, projects, presentations, etc. due to absence.
- Failure of the first/third/fifth semester course prohibits students moving to the second/fourth/sixth semester course, and will result in dismissal from the program without refund.
- Contact hours for federal grants require that the SASLI program must end on the last day of class. Requests to leave or take final exams early will not be granted.
- Pre-program requests for absences will not be granted.

Emergency circumstances for absences can be addressed to the SASLI Academic Director, Lalita du Perron, at lalita.duperron@wisc.edu.

Tardiness:

Arriving to class on time is important for successful participation in the SASLI program. Being late to class is disruptive and disrespectful to one's instructor(s) and classmates, and could result in a marked absence or grade deduction. Classes start on time at 8:30AM and go until 1:00PM (with a half hour break).

3. CELL PHONES AND LAPTOPS

Students should turn off their laptops and cell phone ringers during class unless asked by the instructor to use them for teaching-learning purpose.

4. ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UWMadison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review.

In the context of this course, most assignments must be completed individually (except where specified) and without the use of online translators (which will always produce comically incorrect results anyway!).

5. QUIZZES, ASSIGNMENTS, AND EXAMS (ASSIGNMENTS AND ASSESSMENTS)

Participation: Class participation counts towards 20% of your grade. You are required to participate in all pair and group work in class and outside as deemed necessary.

Homework Assignment: You will be assigned homework in each class and are expected to submit it on time on the agreed date. Your work is factored into planning for future classes; therefore, timely completion of all assigned homework will allow instructor to more accurately gauge student progress and effectively utilize class time. You can expect the instructor to correct your homework and return them before your following quiz date and review in class if deemed necessary.

Each week you will be assigned a task to prepare during weekends. You may be assigned to prepare a skit or role-play or a poster to present in class the following week. Assignments must be turned in on time; late submission or failure to submit will adversely affect your grade. The schedule for assignments will be announced in class. Each assignment will be graded on a system of points; the total score will be converted to a letter grade. Each student must save the graded written in-class and home assignments for this course, and re-submit all of them in a portfolio at the end of term. This portfolio will be an overall record of your progress during term, and I will review it, along with your final exam, before assigning your final grade for this course.

Please note homework assignments counts towards 15% of your grade.

Final Exam: The final exams are scheduled on Friday, July 12th and Friday, August 9th, the last day of the class. The format and content of the exam will test all skills, grammar and vocabulary points learnt during the program. An extended interview will be part of your final exam.

6. IMPORTANT DATES:

Holiday:	July 4, 2019 (Thursday) No Class
Weekly Quiz:	Quiz 1- June 24, Quiz 2- July 1, Quiz 3- July 8, Quiz 4 - July 22, Quiz 5- July 29, Quiz 6- August 5
First Semester Final:	Friday July 12 at 8:30 AM
All SASLI Program:	July 30 (Tuesday 1:00 PM)
First Semester Project:	July 12 (Friday 11:00 AM)
Second Semester Project:	August 7 (Wednesday 11:00 AM)
Second Semester Final:	August 9 (Friday 8:30 AM)

[Note: All SASLI program is organized on week 7 of the program on July 30 to showcase what students can do in the target language. Participation in the all SASLI program is mandatory for all students. The program showcases performances or talents of students in the target language as an individual (if you are the only student in the class) or as a group. The performance can be a song, a skit, recitation of a poem etc.]

6. Your final grade will be calculated as follows (GRADING SYSTEM)

Attendance & Classroom Participation	20%
Homework Assignments	15%
Class Project	15%
Weekly Quiz (3 quizzes each semester)	30%
Final Examination (oral and written)	20%

All assignments must be done in the required format (as announced in class), and must be submitted on time. Unexcused late assignments will receive lowered points or grades. Late, incomplete, and missed assignments will adversely affect your final grade.

8. GRADING 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

9. Class Format: In order to achieve the goals mentioned above, the communicative approach will be highly emphasized throughout the entire course. The first two hours of the morning session lecture are devoted to new topics through step-by-step grammar instruction (based on the textbook with necessary vocabulary) and classroom activities. From time to time, video/movie clips will be shown, and you will be given relevant questions to answer. The class will also watch/ listen, learn and sing-along to some film songs.

In the second session, the daily discussion session will be a follow-up of the first two hours with a stronger emphasis on the communicative approach. Attempt will be made to conduct the whole class ONLY in Urdu. Students will be expected to take an active role in the class under the instructor's supervision. Students will form groups (2-4) and engage in different types of classroom activities with the aid of a vocabulary list. The instructor will give short topics for conversations or students may also come up with their own topics.

Students will be regularly updated on their progress and areas of weakness through the homework corrections, weekly quizzes and the midterm exam. Students who need extra assistance are strongly encouraged to attend office hours.

Students are encouraged to actively participate in the classroom by volunteering to write on the blackboard so that they may overcome hesitation in the new language and help/correct one another with spelling, structure and grammar. Please keep in mind that participation makes up 20% of the final grade.

Regular vocabulary review will be done in class to help students build their vocabulary. In addition, regular reading and writing practice will also be done in the classroom. Some potlucks, picnics and sports (like cricket, etc.) will also be organized so that students can get to know one another better and form study groups outside the class to practice speaking Hindi with each other. Starting the 5th week, a selection of short and simple children's stories will be read and acted out in the class as skits.

10. 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.

11. Student Code of Conduct: The student Academic Misconduct Policy & Procedures for the University of Wisconsin is available on the website listed below:

<<https://www.students.wisc.edu/doso/academic-integrity/>>

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.

UNIVERSITY POLICIES

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 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, through faculty and staff, 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:

<https://mcburney.wisc.edu/mcburneyconnect/>

Student Health/ Resource Centers:

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 take advantages 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 & 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/>.

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/>.

Weekly Schedule:

Weekly plan for every week will be provided every Friday. Schedule for the first week is given below:

Day & Date	Topic	Independent Learning /Homework	Due
Monday 17 th June 2019	تعارف، روزمرہ کا معمول اخباری رپورٹ 'ایتنا بھ بچن کے ایک کروڑ ٹو ٹری فالوورز'	Provided in the material	Next day
Tuesday 18 th June 2019	روزمرہ کا معمول، نظم 'دعا'	Provided in the material	Next day
Wednesday 19 th June 2019	فعل مستقبل و ماضی، کہانی 'اوور کوٹ'	Provided in the material	Next day
Thursday 20 th June 2019	فعل حال و ماضی، پسند و ناپسند اخباری رپورٹ 'ترکی میں عورت ہونا کتنا مشکل ہے؟'	Provided in the material	Next day
Friday 21 st June 2019	فعل حال، ماضی و مستقبل، پسند و ناپسند، اخباری رپورٹ 'ہمارے کہنے کے باوجود بی بی سی نے فلم دکھائی: راج ناتھ سنگھ'	Provided in the material	Next day

**SASLI: ADVANCED URDU
Project Rubrics**

Language: Urdu Level: Advanced	Project 1 Deadline: Friday, 12 July 2019	Project 2 Deadline: Friday, 9 August 2019
Group/Individual work	Pair work	Individual
Language points	Usage of vocabulary, grammatical points and fluency we covered in the units related to writing letters.	Making use of the language structures studies during this and the previous semester.
Communication mode (s)	Interactional/Presentational	Interactional/Presentational
Task & Format	In pairs or groups of three, write a letter in Urdu to be eventually submitted to an Urdu newspaper or magazine. The letter should be written in response to a current event or social, political, economic, environmental or any other issue related to Pakistan that you feel passionately about: education for girls, arranged marriages, healthcare, fashion and style, music, film and the arts etc. and the social changes that need to be made in order to improve the living conditions of the people of the country.	In project 2, each student will conduct an interview with a Native speaker of Urdu. The interview will be video or audio recorded. Questions of the interview will go beyond personal history. The students are encouraged to ask questions about politics, society, happiness, life, work, festivals and any other abstract issues.
Evaluation	Evaluation will be based on the following items: 1) Material of the presentation 2) Presentation 3) Fluency	Evaluation will be based on the following items: 1) Content of presentation 2) Presentation 3) Fluency