

گرمانی ادارہ برائے جنوبی ایشیائی زبانیں: ابتدائی اردو  
جامعہ وسکانسین میڈسن

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

June 17-August 9, 2019  
M-F 8:30-1:00, Van Hise 575  
LCALANG 371, LCA LANG 372

Instructor: Dr. Gwendolyn Kirk  
Email: [gwendolynkirk@gmail.com](mailto:gwendolynkirk@gmail.com)  
Office: Medical Sciences B376  
Office Hours: 2:30-3:30pm or by appointment

FA: Saleha Parvaiz  
Email: [saleha.parvaiz@wisc.edu](mailto:saleha.parvaiz@wisc.edu)  
Office: Medical Sciences B376  
Office Hours: 2-3 or by appointment

**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:

- interact with native speakers of Hindi/Urdu in a variety of situations involving familiar topics by incorporating specific conversational practices and sociolinguistic/sociocultural cues, including successfully opening and closing

conversations and responding appropriately to demonstrate active listening and comprehension

- making basic inquiries and negotiating practical problems (e.g. giving directions, telling time, arranging transportation, ordering food)
- 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 and preferences)
- talking about everyday essentials (food and drink, needs and desires, clothing, weather, locations, colors, body parts, general descriptions)
- reading signs, menus, and simple authentic texts relating to basic personal and social topics and being able to comprehend and summarize their main ideas
- producing simple spoken narratives about basic personal and social topics, everyday life and routine
- listening with comprehension to simple authentic materials and being able to identify main ideas and key information
- writing short and simple communications, compositions, and requests with control of basic sentence structure and vocabulary and minimal errors
- developing metalinguistic awareness about language and language use through critical analysis and reflection

### **UW-Madison Credit Policy:**

The credit hours for this course are met by the equivalent of academic year credits of “One hour (i.e. 50 minutes) of classroom or direct faculty/instructor and a minimum of two hours of out of class student work each over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks.” Thus, students will meet with the instructor for a total of 156 hours of class (4 hours per day, 5 days a week) over an 8-week period.

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

- *Let's Study Urdu Vol. 1 and Vol. 2* by Ali Asani and Syed Akbar Hyder. Vol. 1 is the main textbook, while Vol. 2 is the script book. You are required to have both in the class; you may use a pdf version if you have access to one, but will be required to print the pages out, as screens are not allowed in class.

### **Recommended Texts:**

- *Essential Urdu Dictionary* by Timsal Masud
- *English Urdu Dictionary* by Maulvi Abdul Haq
- *Oxford Urdu-English Dictionary* by S.M. Salimuddin
- *Oxford English-Urdu Dictionary* by Shanul Haq Haqee

### **Online resources:**

- Quizlet: All vocab lists are available at <https://quizlet.com/GSKirk>

- [dsal.uchicago.edu/dictionaries/platts](https://dsal.uchicago.edu/dictionaries/platts) (The Platts' dictionary in digital format; see me if you have trouble using)
- [ur.oxforddictionaries.com](https://ur.oxforddictionaries.com) (Oxford Urdu-English dictionary)
- [udb.gov.pk](https://udb.gov.pk) (Urdu to Urdu dictionary, for more advanced learners)
- [rekhta.org](https://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! The odds are good it will give you something hilariously confused and wrong...*) Instead, use the glossaries provided in the textbook and by the instructor, the *Essential Urdu Dictionary*, or one of the approved online sources. Feel free to email the instructor or TA with questions. Dictionaries are also available in the library, or you can use the dictionary in the instructor's office during office hours.
- It is against SASLI policy to record (audio/video/photograph) any portion of class (unless you have an approved disability accommodation).
- 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. Using devices will negatively impact your participation grade.
- The use of English will decrease as the semester progresses; students are expected to take an active role in using as much Urdu as possible with each other as well as the instructor.
- 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.
- Grading and returning in a timely manner (generally within two to three days in an intensive course).
- Making unambiguous guidelines for course work and assignments.
- Providing handouts and assignments 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 either the instructor, TA, or both will be available to listen and help to address the problem as best as possible.

### **Attendance Policy:**

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. It is the policy of SASLI that students attend class every day during the summer, due to the intensive structure. Classes start on time at 8:30am and go until 1:00pm, with a half-hour break. It is your responsibility to inform instructors as soon as possible in the event of an absence or tardy, and it is also your responsibility to catch up on what you may have missed due to an absence or tardy.

### **Absences:**

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 (SAFLI, FLAS, Project GO, etc.) 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](mailto: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 instructors and classmates, and will result in a marked absence or grade deduction.

1<sup>st</sup> tardy = email warning and half participation grade deduction for the day

2<sup>nd</sup> tardy = 2<sup>nd</sup> email warning and half participation grade deduction for the day

3<sup>rd</sup> tardy = semester grade deducted by five points and half participation grade deduction for the day

4<sup>th</sup> tardy = semester grade deducted by five additional points, half participation grade deduction for the day, and student sent to admin office

*Things to note:*

- **If you enter class even one minute late you are tardy.**
- **Tardiness of more than 30 minutes will count as an unexcused absence.**
- The grade deduction for habitual tardiness consists of lowering the student's final semester grade by five points for each unexcused absence. After the fourth tardy there may be other penalties (including loss of scholarship, repayment of scholarship, or expulsion) per SASLI policy, or per the policies of SAFLI, FLAS, and Project GO for students on those programs.
- 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.

**Assignments and 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 of course 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 on Canvas and you will correct your own homework in a different color pen; then you will bring the completed homework to class on 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 will be graded out of ten points and you will get individual feedback on Canvas.

- *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 graded out of ten points.
- *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. **In this class, preparation is the basis for participation; 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), and your TA is in charge of tabulating this grade (in conjunction with the instructor). Using devices, tardiness, sleeping in class, or other disruptive/inattentive behavior can negatively affect your participation grade.
- *Projects (20%)* You will have two projects, the first will be due in the fourth week of the program, and second in the final week of the program. A detailed rubric will be provided to you for each of the projects.

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 in any form 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 and review activities	Pair and group drills	Book work	Pair and group drills	Book work
10:30-11	چائے کا وقفہ (Tea Break)				
11-1	Book work: New grammar topics	Listening/speaking	Language games	Listening/speaking	Combined activities with Elementary Hindi

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:

- July 4: No class (we **will** have class on Friday, July 5)
- July 12: Last day of first semester; first project due
- July 24: SAFLI orientation
- July 30: All-SASLI program
- August 9: Last day of second semester; second project due

Note: The All-SASLI Program will be held in week 7 of the program (on July 30) to showcase what students can do in their target languages. Participation in the All-SASLI program is mandatory for all students. The program showcases performances by students in the target language, and can involve singing, dancing, skits, reciting poems, etc.

## 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: <https://conduct.students.wisc.edu/academic-integrity/>. 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.

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** is considered cheating. Please see the website listed above for further information.

### 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/>  
702 W Johnson Street, Suite 2104  
Madison, WI, 53715  
phone: 608-263- 2741  
text: 608-225- 7956  
fax: 608-265- 2998