

درمیانی اردو

گرمانی ادارہ برائے جنوبی ایشیائی زبانیں

SASLI: Intermediate Urdu at UW-Madison

June 17-August 9, 2019

M-F 8:30-1:00, Van Hise 579

Instructor: Umar Anjum

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Office: Medical Sciences Center B488

Office Hours: MTWTh 2:30-3:30 pm Friday by appointment

Language Table: TBD

Canvas Course URL: [SU19 ASIALANG 417 013 DDD](#), [SU19 ASIALANG 427 013 HDD](#)

CREDIT HOURS: LCALANG 417 (4.0 credits), LCALANG 427 (4.0 credits)

The credit hours for this course is met by an 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.” 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.

COURSE DESCRIPTION:

Welcome to the South Asia Summer Language Institute, and to the intermediate Urdu class! 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 advanced level in all four skills of reading, writing, listening, and speaking. Along with its close variant Hindi, it 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. We will meet for four hours daily, and focus throughout this course on all four areas of language learning: reading, writing, listening, and speaking. After completing this course, you should be familiar with the core constructions of Urdu, as well as have enough vocabulary and sociocultural background to carry on most basic interactions with Urdu speakers with ease, and even be comfortable with some more advanced conversation on general topics.

COURSE OBJECTIVES & OUTCOMES:

The Intermediate Urdu language program aims to develop students’ competency in all skills of language at an Advanced Low level according ACTFL standards (see www.actfl.org). The order of emphasis given on the course is interpersonal communication, presentational speaking, interpretive reading, interpretive listening and presentational writing. The assessment of those skills and the building of proficiency will be accomplished through an assortment of lessons, focusing on the various aspects of Urdu. At the end of the course a student will be able to:

- have a simple conversation on a number of everyday topics, talk with someone about family or household tasks, hobbies and interests, and school or work.

- deliver organized presentations, ask, and answer questions on factual information that is familiar to you related to subjects such as food, nature, environment, sports, health, politics, fine arts, language, or literature.
- talk about people, activities, events, and experiences; express needs and wants; present information on plans, instructions, and directions; present songs, short skits, or dramatic readings and express your preferences on topics of interest
- write about people, activities, events, and experiences; prepare materials for a presentation
- understand the basic purpose of a message, messages related to your basic needs, questions and simple statements on everyday topics when you are part of the conversation.
- understand messages in which the writer tells or asks you about topics of personal interest, identify some simple information needed on forms and some information from news media.

NOTE ON SCRIPT:

It is expected that all elementary students will master the basic scripts within the first week of the program. If you have challenge in this area, please contact the instructor.

REFERENCE AND SUGGESTED TEXTS AND MATERIALS:

- <https://dsal.uchicago.edu/dictionaries/platts/> 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)
- فيروز اللغات which is the best Urdu to Urdu dictionary and comes in a variety of sizes, recommended for slightly more advanced students
- Let's Study Urdu by Ali Asani and Syed Akbar Hyder
- <https://rekhta.org/> (Urdu literature)
- <https://ur.oxforddictionaries.com/> (Oxford Urdu Online Dictionary)
- Jameel Noori Nastaleeq (Recommended font for typing)

COURSE POLICIES

1. CLASS ETIQUETTE:

- Be on time (classes start at 8:30am sharp)
- Participate in discussions and activities.
- Be respectful of other students and avoid distracting them and hindering their opportunity to learn.
- Do not record the class on video /audio devices.
- 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. (*If you use it, I will know!*)

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 semester course prohibits students moving to the second 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 will 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.

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)

Class Preparation & Classroom Participation: Class preparation & classroom participation will take a big chunk of your grade. You are required to prepare for your classes in advance and participate in all pair and group work in class and outside as deemed necessary.

Homework Assignment: You will be assigned homework in different classes 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. Your homework will be graded largely on completeness and are meant as a practice to complement and cement each day's lesson and prepare for the next day's class. Assignments must be turned in on time; late submission or failure to submit will adversely affect your grade. Each homework will be marked out of 5 points.

Journal: Your journal will be due every Monday morning, and you are expected to write at least a full page on any topic of your choice each weekend. This will be presented Monday for the class as your Weekend Report. A good idea is to write on the topic we've been covering the previous week, but you are free to write on any topic you'd like to share. The purpose of writing journal is to enhance your writing capability and organizing thoughts in Urdu. You are not expected to write in your journals without errors. Each journal entry will be marked out of 15 points. Some pointers regarding journal:

- Use a new separate notebook.
- Write date & day of the week on top of each entry in Urdu.
- Keep double line spacing for error correction.

Quiz: Your weekly quiz will be scheduled on Monday morning from week 2, which will test on topics and skills covered in the previous week. There will be six quizzes, one each Monday. These quizzes can include vocabulary dictation, comprehension questions, grammar, or a speaking section where you will be assessed on your oral proficiency in a one to one session with the instructor. Each quiz will be marked out of 15 points.

Class Project: You are expected to complete different projects over the course of two semesters. These may be in the form of written assignments, videos, in-class presentations, translations, or in another format. You will be expected to do at least some research, and projects turned in should be proofread and neat. The format of the project will be discussed in detail in the class. Each project will be marked out of 20 points.

6. IMPORTANT DATES:

Holiday:	July 4, 2019 (Thursday) No Class
All SASLI Program:	July 30 (Tuesday 1:00 PM)
Classes End:	August 9

[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 or as a group. The performance can be a song, a skit, recitation of a poem etc.]

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

Class Preparation & Classroom Participation	20%
Homework Assignments	20%
Quizzes	20%
Journal	20%
Projects	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	90-100%
AB	87-89%
B	80-86%
BC	77-79%
C	70-76%
D	60-69%
F	0-59%

9. CLASS FORMAT: (OVERVIEW OF INSTRUCTION)

- In order to achieve the goals mentioned above, the communicative approach will be highly emphasized throughout the entire course. Communicative tasks will be blended with grammar instructions, vocabulary lessons and cultural explanations. Video/movie clips will be shown throughout the course and you will be given relevant questions to answer. The class will also watch/ listen, learn and sing-along to some songs.
- The use of English will decrease as the class progresses. Students will be expected to take an active role in the class. Students will work in groups (if applicable) to 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 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.

10. 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.

11. CLASSROOM ATMOSPHERE

- Every class is comprised of students from a variety of backgrounds, some with previous exposure to Bangla, 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.
- UW 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/on the online forum.

- 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 pronoun.

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 shared with you every Friday. The instructor reserves the right to make changes in the syllabus/schedule. You will be informed in that case.

Sample Daily Schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:30	-Quiz -Journal report & presentations	-Prose readings -Let's Study Urdu	-Newspaper article -Grammar or written work due	Poetry Readings	-Project Presentations -Listening h.w due
10:30-11:00	چائے کا وقفہ				
11:00-1:00	-Theme of the week -Video & vocab list	-Grammar -Review Session	-Listening -Review Session	-Listening -Review Session	Language games/excursion

Week by Week Schedule:

Week	Theme
1	خوراک
2	قدرت اور ماحول
3	کھیل
4	صحت
5	فن اور ورثہ
6	ادب
7	سیاست
8	سیاست