

SASLI 2020

Elementary Punjabi

ਪੰਜਾਬੀ پنجاب

UW-Madison

June 15-August 7, 2020

ASIALANG 317, ASIALANG 327

Instructor: Asa Willoughby

Office hours: Monday - Friday 3:00-4:00pm Central Time or by appointment

Synchronous class time: 09:00-11:00am Central Time

Course description:

Punjabi ਪੰਜਾਬੀ has more than 125 million speakers worldwide, it is the most widely spoken language in Pakistan, the 11th most spoken language in India and the 3rd most spoken language in the United Kingdom. With heavy influences of Sanskrit, Arabic and Farsi, Punjabi possesses an incredibly wide vocabulary with a rich literary tradition stretching back to the 12th century. Punjabi is the liturgical language of the Sikh faith and is a widely spoken language among the Punjabi diaspora, particularly in Britain. With an incredibly rich heritage of folk dance, music, poetry and cuisine, learning Punjabi will provide access to one of South Asia's most wellknown cultures. The elementary Punjabi course will enable students to progress from novice to intermediate level in reading, writing, speaking and listening. By the end of the course students will be comfortable using the Gurmukhi script and will be able to maintain conversations with native speakers at an intermediate level on a number of subjects.

This course will look at Punjabi as an international language of both India and Pakistan as well as the larger diaspora. Punjabi is a constantly evolving language and has an importance both within and outside the South Asian region. Gurmukhi script will be taught as this is currently the most widely used script for the language. The course will ensure a culturally fulfilling learning experience and will put emphasis on music, poetry and film as essential aspects of Punjabi language learning.

Course Learning Outcomes:

Elementary Punjabi provides students with an introductory knowledge of basic Standard Punjabi, including the Gurmukhi script, pronunciation, and ability to control basic conversational topics and key grammatical structures in Punjabi. By the end of the first

semester, students will be able to produce and understand several types of sentences in both speech and written material.

This course prepares students to develop significant foundational skills in speaking, listening comprehension, reading, and writing. With a strong emphasis on achieving proficiency in spoken Punjabi, students are encouraged to speak Punjabi as much as possible, both in and outside of the classroom.

Students will work with a variety of web-based materials to learn Punjabi songs (folk and modern), watch short film clips and advertisements, read letters, dialogues, song lyrics, poems, and short stories in Punjabi. This course will introduce students to many aspects of Punjabispeaking cultures through authentic language use.

By the end of the second semester, students should be able to perform the following tasks and engage in basic conversation with native Punjabi speakers on the following topics/situations:

- Making basic inquiries and negotiating practical problems (discussing available facilities for housing, asking and giving directions, asking and telling time etc.)
- Participation in basic social conversations (talking about home, family, work, school, social customs in India and Pakistan, marriage, etc.)
- Shopping (going to a store, asking for items, talking about prices, bargaining etc.)
- Talking about everyday essentials (food and drink, ordering food, expressing needs and desires, clothing, weather and climate, locations, colours, body parts, physical attributes etc.)
- Read and write in the Gurmukhi script at a satisfactory speed.
- Talking about Punjabi village life and customs and major festivals (weddings, Vaisakhi etc.)
- Talking about Punjabi life in the diaspora (focused on the UK and Canada)
- Comprehend main ideas and important details of simple texts relating to personal information, daily activities, and everyday events and be able to produce written summaries and answer simple questions relevant to the material

Required Texts:

- Complete Punjabi by Surjit Singh Kalra and Navtej Kaur Purewal

This book is currently only available for purchase as an online book, please ensure that you have purchased **within the first 2 days** of classes. The online book costs £50 (roughly \$63), any older version of Complete Punjabi or Teach Yourself Punjabi is also acceptable.

Optional Texts:

- Punjabi-English English-Punjabi Dictionary by Dr. K. K. Goswami
- Panjabi: A Comprehensive Grammar by Mangat Rai Bhardwaj (better suited for advanced learners)

- English-Panjabi Topic Dictionary by Surjit S. Kalra and J. S. Nagra
- The 100 Word Exercise Book: Panjabi by Mangat Bhardwaj and Harinder Kaur
- Panjabi Made Easy Book 1 by J. S. Nagra
- Panjabi Made Easy Book 2 by J. S. Nagra
- Panjabi Made Easy Book 3 by J. S. Nagra

Online resources:

- <https://www.shabdkosh.com/dictionary/english-punjabi/> (Online dictionary)
- <https://www.bbc.com/punjabi> (BBC news in Punjabi)
- http://pt.learnpunjabi.org/assets/A%20Reference%20Grammar_Final.pdf (Reference grammar)
- <https://www.google.com/inputtools/try/> (for typing in Gurmukhi)
- <https://open.spotify.com/playlist/2qMu1Ct6jwWRgITCHp2n8N?si=m8vvNdmrTmyP8W-GbpmZbw> (Punjabi playlist curated by instructor)

Class Etiquette:

- Daily attendance to all classes is essential
- You must commit to a number of hours of self-study outside of class time, typically 24 hours per day. Late assignments will not be accepted without prior permission or an excused absence.
- Google Translate is not to be used other than for typing script (this will be demonstrated in class), for all other purposes please use the online dictionary Shabdkosh, or any other physical dictionary.
- 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 have easy access to the pdf of the textbook and any handouts every lesson.
- As the course progresses the use of Punjabi will increase, it is expected that students take the responsibility and initiative to use spoken and written Punjabi as much as possible.
- 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.

Attendance:

Per SASLI's policy, students are expected to attend class every day during the semester given the intensive structure of the program.

Additional Notes:

- Absences on days of exams, projects, presentations etc will lead to failure of that coursework except in case of documented emergencies. There will be no make-ups of quizzes, 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.
- If you have a chronic illness that might require you to miss classes during the semester, please inform the instructor as well as schedule an appointment with the SASLI Academic Director, Sarah Beckham at the beginning of the semester.
- If you are absent due to an illness, you are required to meet with the SASLI Academic Director, Sarah Beckham. You will also be required to submit necessary documentation.

Any emergency circumstances for absences can be addressed to the SASLI Academic Director, Sarah Beckham.

Absences due to Religious Observances:

SASLI follows the UW-Madison policy for religious observances. If you need to be absent from class due to religious observances, you must notify the instructor as soon as possible and no later than the first week of class of the specific days or dates on which you request relief. The instructor will make reasonable accommodations to schedule make-ups before or after the regularly scheduled requirements.

Use of non-instructional technology (cell phones, chat applications, social media) during synchronous meeting times:

- Mobile phones are not to be used during the 2 hours of synchronous class for any purposes unrelated to the class material.
- Per FERPA regulations, **you are not permitted to make audio or video recordings during synchronous class times.**

Academic Integrity

By virtue of enrolment, you agree to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behaviour that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Common examples of academic misconduct include:

- cheating on an examination
- collaborating with others in work to be presented contrary to the stated rules of the course
- submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- stealing examinations or course materials
- submitting, if contrary to the rules of a course, work previously presented in another course
- using online language translation tools contrary to the rules of the course
- knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed

For detailed information, please see conduct.students.wisc.edu/academic-misconduct/

Tardiness:

Synchronous classes begin promptly at 9:00am. Arrival more than five minutes after 9:00 am is considered late. Being late to class is disruptive and disrespectful to one's instructor and classmates, and will lead to lowering of your participation grade and could result in a marked absence or grade deduction.

Quizzes, Assignments, Exams, Projects and other major graded work:

Participation:

Students are expected to be active, autonomous learners.

This means that students need to come to class prepared and engage in class activities. The use of

English will decline as the course progresses.

Daily participation will be evaluated using the following numeric scale:

- 4 points: Well prepared, outstanding engagement
- 3 points: Satisfactory/passing participation
- 2 points: Evidence of being prepared but not at a satisfactory level
- 1 point: Present, but not prepared
- 0 point: Absent

Examples of outstanding participation are as follows:

- Using Punjabi as much as possible in all related class activities and discussions.
- Being proactive and volunteering for in-class language tasks
- Listening respectfully and attentively to others.
- Coming to class well prepared and arriving on time.
- Actively participating in individual, small group, and whole class activities and discussions.
- Remaining on-task.

Quizzes:

There will be a weekly quiz set each **Monday** to test you on material covered the previous week, giving you the weekend to revise. These quizzes will be on Canvas and you will have the opportunity to take each quiz twice, the highest score will be the one recorded. Quizzes will test reading, writing and listening.

Oral presentation:

There will two oral presentations; one per semester. These are to be recorded and uploaded as videos to Canvas. See below for deadlines;

Oral presentation semester 1: Thursday 9th July 11:59pm

Oral presentation semester 2: Thursday 6th August 11:59pm

Written homework:

There will be three pieces of written homework per week, set on **Monday, Wednesday and Friday**. The nature of these tasks will differ each week but will primarily test grammar, reading, writing and listening. There may occasionally be cultural research tasks set to be conducted in the target language. More information will be provided as the course progresses. These are to be submitted by 11:59pm on Canvas or via email to the instructor (submission method will be specified). Each homework will be marked out of 10 possible points.

Spoken homework:

There will be 2 pieces of spoken homework set per week. These will be due on **Wednesday and Friday by 11:59pm** and will involve working in a pair or a small group to recreate dialogues using the textbook as a base. A possible 2 marks will be awarded each for creativity, pronunciation, grammar, fluency and new vocab, with an overall total marked out of 10.

Journal:

From week 3 you are expected to submit a handwritten journal entry once a week, the day you submit is up to you but the final deadline each week is **Friday by 11:59pm**. Journals will be marked out of 10 for grammar (out of 3), spelling (out of 2), vocabulary (out of 3), handwriting (out of 2). These will need to be submitted on Canvas.

Final exam:

There will be a final exam at the end of each semester to test reading, writing and listening. These will be in a similar format to the weekly quizzes but will be longer and cover all textbook chapters covered in each semester. See below for deadlines;

Final exam semester 1: Friday 10th July 11:59pm

Final exam semester 2: Friday 7th August 11:59pm

Important Program Dates: TBD

Grading Calculation (per semester):

Quizzes (Written, oral) 10%

Class participation 10% Oral
presentation 20%

Witten homework 10%

Spoken homework 10%

Journal 20%

Final Exam 20%

Total 100

Grade 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

Instructional Mode/Class Format

Classes will take place on Blackboard Collaborative Ultra (link)

There will be two hours of synchronous teaching daily at 09:00-11:00 Central Time and two hours of asynchronous materials that will be available on canvas.

Course Credit Fulfilment

45 Hours Per Credit – One credit is the learning that takes place in at least 45 hours of learning activities, which include time in lectures or class meetings, in person or online, labs, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

Student Code of Conduct (Rights and Responsibilities of Students):

<https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

Classroom Atmosphere/ Diversity & Inclusion:

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfils its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

UW-Madison is committed to creating a diverse and welcoming learning environment for all students and has a non-discrimination policy that reflects this philosophy. Disrespectful

behaviours 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 instructors with the student's legal name. We will gladly honour your request to address you by an alternate name or pronoun

Accommodations for Students with Disabilities

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 [me] of their need for instructional accommodations by the end of the first week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Centre (<https://mcburney.wisc.edu>) 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.

Student Health/Resource Centres

University Health Services offers a wide range of services from medical to individual and group counselling. UHS can answer specific questions about what services are available to remote learners. Please visit their website for more information (<https://www.uhs.wisc.edu/>).

One service UHS offers is ongoing individual counselling. The model for this service is brief and time-limited, which means students usually see their counsellor every 2-4 weeks. There is typically a wait to get started in ongoing individual counselling at UHS. If a student is interested in more frequent individual counselling appointments or having appointments outside of standard business hours, you might consider meeting with a UHS care manager to explore options for providers in the community. The best way to get started with UHS mental health services is to schedule an access consultation. You can schedule an access consultation at any time, including before you get to campus. Find more info here: <https://www.uhs.wisc.edu/mental-health/getting-started/>.

Students have access to a 24-hour mental health crisis line. The number is 608-265-5600 option

LGBTQ Support :

4 (w/c 6th July)	<ul style="list-style-type: none"> • Chapter 7 ਤੁਸੀਂ ਕੀ ਕਰੋਗੇ ਕੀ ਪੀਓਗੇ ?: Expressing future actions, days of the week, telling the time, repetitive and rhyming words, Punjabi etiquette • Chapter 8 ਮੈਨੂੰ ਸਿਤਾਰ ਵਜਾਉਣ ਦਾ ਕਸ਼ੀ ਹੈ: Expressing likes and dislikes, expressing need, want, should ought, how to discuss visas, negotiating a taxi ride in Punjab 	Future tense, more forms of the imperative, ordinal numbers, what time is it? Pronouns in the oblique, must, have to; infinitives in the oblique, vocative case, ਵਾਲਾ ending
5 (w/c 13th July)	<ul style="list-style-type: none"> • Chapter 9 ਸਾਡਾ ਕੀਪੜਾ ਸਭ ਤੋਂ ਵਧੀਆ ਹੈ!: Comparisons, health and body, expressing can and cannot, expressing actions that have already occurred • Chapter 10 ਇੱਕੀ ਿਦਨ ਿਪੰਡ ਿਵਚ: Punjabi village life, expressing things you've seen and done, Punjabi print versus handwriting 	Comparison of adjectives, ਸਕਣਾ -can and can't, ਚੁੱਕ ਣਾ -already completed, relative pronouns ਜਜਹੜਾ and ਜੋ, more uses of ਨੂੰ, the past tense, agentive postposition ਨੇ, compound verbs, the particle ਕੇ
6 (w/c 20th July)	<ul style="list-style-type: none"> • Chapter 11 ਹਿਰਮੰਦਰ ਸਾਹਿਬ: Making enquiries and collecting information, buying train tickets, the Golden Temple 	Conjunct verbs, causative verbs, the infinitive as a verbal noun, the passive voice, ਵਰਗਾ -like, the perfect tenses, the subjunctive, conditional sentences
	<ul style="list-style-type: none"> • Chapter 12 ਘਰ ਨੂੰ ਿਚੱਠੀ ਿੀ: How to write a letter, expressing how something went, talking about past visits, constructing sentences with if 	
7 (w/c 27th July)	<ul style="list-style-type: none"> • Chapter 13 ਿਵਆਹ ਦੀਆਂ ਰਸਮਾਂ: Punjabi marriage customs, date and month of the year, Punjabi calendars (Hindu, Sikh, Western), expressing sort of and rather • Chapter 14 ਉਹਨਾਂ ਨੇ ਮੇਰੇ ਬਾਰੇ ਕੀ ਕਿਹਾ ਸੀ?: School, formal conversations with a police officer and social worker, using purpose clauses 	Participial uses, the particle ਜਜਹਾ, reflexive adjectives and pronouns, purpose clauses, compound postpositions, indirect speech,
8 (w/c 3rd August)	<ul style="list-style-type: none"> • Chapter 15 ਵੈਸਾਖੀ: Vaisakhi festival, Punjabi music and poetry, expressing permission • Chapter 16 ਪੰਜਾਬ ਦੇ ਲੋਕੀ ਨਾਚ: Punjabi folk dance, experiences of Punjabi diaspora, phrases of choice 	Relative-correlatives, the subjunctive particle ਵੇ, the verb ਲੁੱਗਣਾ, oblique infinitives with ਦੇਣਾ, future continuous tense, phrases of choice, ਹੈ ਗਾ and ਸੀ ਗਾ