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SASLI: Elementary Urdu
University of Wisconsin-Madison

June 15-August 7, 2020

Class meets M-F 8:30-10:30 CST

ASIALANG 317 (4 credits), ASIALANG 327 (4 credits)

Instructor: Dr. Gwendolyn Kirk

Office Hours: 11:30-12:30 CST or by appointment

FA: Dr. Muhammad Farooq Asif

Office Hours: 12:30-1:30 CST 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. You may use a digital copy, although I recommend a hard copy for ease of note taking and doing exercises.

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 Hagee

Online instructional tools:

- Canvas
- Blackboard Collaborate Ultra. We will meet during regularly scheduled course times and for office hours, and you may be asked to use this space for group work outside of class times.
- Quizlet.

Other online resources:

- dsal.uchicago.edu/dictionaries/platts (The Platts' dictionary in digital format; see me if you have trouble using)
- ur.oxforddictionaries.com (Oxford Urdu-English dictionary)
- udb.gov.pk (Urdu to Urdu dictionary, for more advanced learners)
- 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 around four hours per day. **Late assignments will not be accepted** without prior permission or an excused absence.
- If your level is not a good fit for the elementary class, you may be asked to move up to another class. These decisions are taken on an individual basis with the input of the faculty, pedagogy coordinator, and administration.

- Per FERPA regulations, **you are not permitted to make audio or video recordings during synchronous class times.**
- You are highly discouraged from using other devices during class time; doing so may affect your participation grade (and it's not that hard to tell when someone is texting even on video chat!).
- **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 confused, wrong, and hilarious...you'll give me a good laugh but you won't get a good grade)* 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 about these, or if you find a resource and want to know whether it is appropriate to your needs. Dictionaries are also available in the library, or you can use the dictionary in the instructor's office during office hours.
- You are requested to leave your camera on during in-class interactions to facilitate greater engagement with each other; please mute your mike when not speaking, however.
- 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.
- 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. You can expect email responses from us within 24 hours, although generally not on weekends.
- Grading and returning in a timely manner (generally within two to three).
- Making unambiguous guidelines for course work and assignments.
- Providing handouts and assignments as early as possible.

- The instructor and FA 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 FA 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, FA, 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:

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

- 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.

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.
- 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.

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.

1st tardy = email warning and half participation grade deduction for the day

2nd tardy = 2nd email warning and half participation grade deduction for the day 3rd tardy = semester grade deducted by five points and half participation grade deduction for the day

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

Additional Notes:

- **If you enter class even one minute late you are tardy.**
- **Tardiness of more than 30 minutes will count as an unexcused absence.**
- As stated above, habitual tardiness will result in a grade deduction. 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.

Assignments and Grading Breakdown:

- *Quizzes (15%)*: There will be six quizzes, one each Friday except in Week 4 and Week 8. These quizzes will include elements of both vocabulary and grammar as well as an oral component, 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 upload a digital copy of your completed assignment before 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 upload the completed version before class on Thursday 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.
- *Listening homework (10%)*: You will be given an audio or video file and be asked to listen carefully and respond in particular ways (answering questions or writing a summary). These assignments are graded out of ten points.
- *Attendance (10%)*: 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.** Such prep work includes going over PowerPoint slides, watching short recorded lectures on grammar topics, reading ahead in the book to prepare for class, completing worksheets or exercises, and sometimes researching certain topics and bringing that information to class. You will be given twenty participation points per week (four per day); your TA is in charge of tabulating this grade (in conjunction with the instructor). As well as use of devices not related to class, 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.
- 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 CST	Review of new grammar topics and drills/language game	Weekly dialogue, pair and group work	Review of new grammar topics and drills/language game	Role play activity, pair and group work	Review of new grammar topics and drills/language game
10:30-11:00 CST	وقفه (Break)				
11:30-1:30 CST	Instructor and FA office hours				
After class	Written homework, prep for next class	Corrections on written homework, prep for next class	Listening homework, prep for next class	Spoken homework, prep for next class	Quiz (given between 1:30 and 2:30 CST) readings and prep for the coming week

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. Depending on the levels of the students' ability, we may change some of these course components.

Important Dates: TBD

University Policies and Resources

Diversity and 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 fulfills 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 nondiscrimination 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 instructors with the student's legal name. We will gladly honor your request to address you by an alternate name or pronoun.

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 offers a wide range of services from medical to individual and group counseling. 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 counseling. The model for this service is brief and time-limited, which means students usually see their counselor every 2-4 weeks. There is typically a wait to get started in ongoing individual counseling at UHS. If a student is interested in more frequent individual counseling 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/gettingstarted/>.

Students have access to a 24-hour mental health crisis line. The number is 608-2655600 option 9.

LGBTQ Support:

The Gender & Sexuality Campus Center (<https://lgbt.wisc.edu/>) is a fantastic resource for LGBTQ students on campus. If you need to locate a gender-inclusive restroom on UW campus, visit: <https://lgbt.wisc.edu/support/navigate-campus/>

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 [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 Center (<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.

Review all policies related to student conduct in detail at:

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