

دریجہ اردو

رگامی ادارہ رباعی ونجیب البشیری زابن

SASLI: Intermediate Urdu at UW-Madison

ASIALANG 417, ASIALANG 427

June 15-August 7, 2020

M-F 9:30-11:30 Central Time

Instructor: Umar Anjum

F. A: Saleha Bazai

Office Hours: M-F 12:30-1:30 Central Time

Credits: 4

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.

The focus throughout this course will be 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 LEARNING 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, and 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 they already do not know it. If you have challenge in this area, please contact the instructor.
- You are highly encouraged to learn to type in Urdu, more details will be shared in class.

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)
- [فیروز 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)
- <http://udb.gov.pk/index.php> (Urdu Online Dictionary)
- Jameel Noori Nastaleeq (Recommended font for typing)

COURSE POLICIES

1. PLACEMENT

Based on the instructor's initial assessment, students may be assigned to a more appropriate level of instruction if needed. SASLI in general has a flexible policy about level change. Students also can request a level change and full consideration is given before any decision is made. If you find yourself in this position please speak with your instructor.

2. CLASS ETIQUETTE:

- Every class is comprised of students from a variety of backgrounds, some with previous exposure to Urdu, and 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. Everybody is important and everybody's ideas are important.

- ☒ Be on time.
- ☒ 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 use of Google Translate. (*If you use it, I will know!*)

3. ATTENDANCE

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

TARDINESS:

Joining the 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.

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.

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.

4. 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.

- 5. USE OF NON-INSTRUCTIONAL TECHNOLOGY (cell phones, chat applications, social media) during synchronous meeting times you are expected to avoid using any of the above mentioned applications and devices which can cause distraction. This will not only be distracting for yourself but can also cause disruption. Ideally you should part with your cell phone during class times.

Important note:

- Per FERPA regulations, you are not permitted to make audio or video recordings during synchronous class times.

6. ACADEMIC INTEGRITY

By virtue of enrollment, you agree to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior 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/

7. 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 actively in all pair and group work in class. Active participation in all class activities will earn you easy grade points.

Homework Assignment: You will be assigned homework in different classes and are expected to submit it on time on the agreed date. The assignments will test all four skills. 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. Your assignments should be submitted through canvas. Each homework will be marked out of 5 points.

Journal: You are expected to write at least a full page on any topic of your choice each weekend and then make a video recording of you reading it. Both the written page and video recording must be submitted online on Canvas. A good idea is to write on the theme 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 the thought process 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:

- ☐ Write date & day of the week on top of each entry in Urdu.
- ☐ Keep double line spacing for error correction.
- ☐ Do not be afraid to make mistakes
- ☐ One page is the limit but write more if you want to
- ☐ When you are recording your video try not to read from the paper. Initially it can be difficult but you are encouraged to use your written response as notes and refer to it when you get stuck.

Quiz: There will be weekly quizzes which will test on topics and skills covered in the previous week. There will be six quizzes. These quizzes can include vocabulary dictation, comprehension questions, grammar, listening and transcribing, or a speaking section where you will be assessed on your oral proficiency. Each quiz will be marked out of 15 points.

Class Projects: 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 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.

IMPORTANT PROGRAM DATES: TBD

SASLI will be making announcements regarding these days.

8. GRADE CALCULATIONS

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.

GRADING SCALE

A	90-100%
AB	87-89%
B	80-86%
BC	77-79%
C	70-76%
D	60-69%
F	0-59%

9. INSTRUCTIONAL MODE/CLASS FORMAT

- We will meet two hours synchronously and two hours asynchronously daily.
- 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.

- 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.
- Please keep in mind that participation makes up 20% of the final grade.

10. Course Credit Fulfillment

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.

11. STUDENT CODE OF CONDUCT (Rights and Responsibilities of Students)

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

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

13. 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 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.

14. STUDENT HEALTH/RESOURCE CENTERS

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/getting-started/>.

Students have access to a 24-hour mental health crisis line. The number is 608-265-5600 option 9.

15. 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/>

16. 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:

Synchronous Classes				
Monday	Tuesday	Wednesday	Thursday	Friday
-Drifting in Urdu	Prose Readings	News	Poetry	Languages
-Project Discussion		Discussions	Readings	Games

Asynchronous Classes				
Monday	Tuesday	Wednesday	Thursday	Friday
-Vocabulary Lists	Theme Based	Urdu in Popular	Grammar	Project
-Quizzes	Audios & Videos	Culture	Review	Presentations

Week by Week Schedule:

Week	Theme
1	وخراک
2	دقرت اور اوجھل
3	لیپک
4	تحص
5	نفلور ورہٹ
6	ادب
7	ایرٹس
8	ایرٹس