

University of Wisconsin-Madison

Course Subject, Number and Title

ASIANLANG517 013 DDD (Advanced Urdu) 4 Credits

ASIANLANG527 013 HDD (Advanced Urdu) 4 Credits

Credits

By the end of the SASLI program, you will complete two, four-credit language courses.

Course Designations and Attributes

General Education

Course Description

The main objective for the Intensive Advanced Urdu course sequence is enabling students to develop proficiency in Urdu in each of distinct language skills, namely, speaking, reading, writing, listening, and knowledge of systematic Urdu grammar. The course is designed in such a way to enable students to develop their abilities with each of these skills in a parallel manner. There will be sustained emphasis on the systematic development of vocabulary, study of Urdu grammar, especially complex sentence formations. At the end of the course students will be able to comprehend and talk about social and abstract issues. Students will also be able to read and appreciate, to some extent, Urdu literature major genres such as short stories, news items, articles of general interest, ghazal, nazam and dohe etc. During the course the student will be introduced to some Urdu literary figures such as Sa'adat Hasan Manto, Patras Bukhari, Ghalib, Mohammad Iqbal, Faiz Ahmad Faiz etc.

The primary text is selected from different literary sources for reading and listening. It includes Urdu literary books, Urdu newspaper, web, magazine, comics/cartoons etc. and for listening, materials will be drawn from film songs and scenes, T.V serial clips, ghazal, qawwali etc. Related material will be made available on the course canvas.

During the course students will also learn about South Asian society in general including the culture and etiquette of the Urdu speaking community in Pakistan, India and abroad.

Pre-requisite:

All the students must have completed two years of academic Urdu language study in any academic American university/institutions. A placement test will be conducted by the instructor on the first day of the semester including a reading/writing test. An Oral Proficiency Interview (OPI) the instructor at the beginning and end of the course as well.

Meeting Time and Location

8:30-1:00pm CST, M-F

Break 10:30 to 11:00 AM

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Instructional Modality

This course will meet remotely for synchronous instruction.

Credit Hours are Met by the Course

By the end of the SASLI program, you will complete two, four-credit language courses. According to the federal Carnegie definition of a credit hour, 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, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

Regular and Substantive Student-Instructor Interaction

Classes will begin promptly at 8:30 A.M (CST) and students are expected to log in class on time. I will join at least 5 min. before classes start. Students should take note of the dates and times of dictations, quizzes and class tests. There will be regular updates on Course Canvas.

Students enrolled in Advanced Urdu are expected to attend all class sessions and are held responsible for material covered in those sessions. If for any reason you are unable to attend a class session, it is your responsibility to find out from another student what was covered in the missed session and whether any assignments or instructions were given out while you were absent. Attendance will be taken in each class. Please read carefully class participation and absence guidelines for SASLI.

Instructor

Jameel Ahmad, Lecturer

Instructor Availability

Office hours will be conducted remotely for one hour each day.
1:00 PM to 2:00 PM. Monday to Friday

Course Learning Outcomes

The Advanced Hindi language course aims to develop students' language proficiency at an Advanced Mid level according to 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. At the end of the course, a student will be able to:

- Participate in conversations about topics that go beyond everyday life in an organized way with some details about events and experiences in various time frames, such as talking about current events discuss global issues, such as health, education and study programs, conduct or participate in interviews etc.
- Deliver organized presentations appropriate to an audience on a variety of topics, such as higher education or health issues in India, importance of certain social and cultural practices, present reasons for or against a position on political or social issues, provide explanation about a process or procedure, such as applying for college admission, scholarships, financial aids etc.
- Understand the main idea and some supporting details on a variety of topics of personal and general interests in newspapers, blogs, job descriptions, short stories, poems etc.
- Understand the main idea and supporting details of televised promotions, documentary, movies, talk shows, drama serials and short interviews on topics of interests.
- Write on the topics such as education, health and community in an organized way in connected paragraphs at discourse level in various timeframes, such as a brief summary of the plot of a movie or an episode of a TV show.

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Grading

The final grade for Advanced Urdu is based on the following factors:

- Written and Oral homework assignments (25%);
- Dictations and listening (15%);
- Class tests and quizzes (20%);
- Two Final comprehensive examination (10%);

- Two project presentations (10%)
- Drills, attendance, class participation (20%).

Your two lowest homework grades and the (one) lowest dictation score will be forgiven. There is no midterm examination.

Neatness counts. So please submit your assignment in nice and clean handwriting or clear type.

GRADING 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 |

Course Website, Learning Management System & Digital Instructional Tools

Course Canvas:

<https://canvas.wisc.edu/courses/254256>

Zoom will be course meeting platform. In case of zoom outage we will switch to MS team.

Required Textbook, Software & Other Course Materials

1. Introductory Urdu Volume 2 by C.M. Naim
2. Urdu Newspaper Reader: Prepared by Jameel Ahmad
3. Urdu Ghazal Reader: Prepared by Jameel Ahmad
4. Select Readings from Urdu Nama by Syed Akbar Hyder
5. Readings in Literary Urdu Prose: Gopi Chand Narang
6. Advanced Urdu Grammar: Translated (Usha Jain: Advanced Hindi Grammar) by Jameel Ahmad
7. Standard Urdu to English and English to Urdu Dictionaries (To be discussed in Class)

All reading, listening and other additional text will be shared in pdf and other electronic formats. ‘The Files’ section on Canvas will

Homework & Other Assignments

- Three written Homework each week. Monday, Wednesday and Friday (Not on days of Exams) • Quizzes on Tuesdays each week and dictation on Thursday
- Written HW, Tests and Quizzes will be submitted by email, some oral recording can be shared on google drive.

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Exams, Quizzes, Papers & Other Major Graded Work

- Written Homework: will be based on translations from Urdu to English, English to Urdu, Free writing, diary entry, essay on given topics etc.
- Quiz and Exams: Vocabulary tests, response questions, spot reading, comprehensive passages etc.
- Oral Presentation: Presentation of given topic, Issues that matter to you, summary of listening component, debates and discussions
- Two Final Project: 1000 word essay submitted in two or three installments during 3rd and 7th weeks
- Final Exam: will be comprehensive exam of all four skills. The details and model paper will be given in 3rd and 7th week.

Campus Spaces for Virtual Learning

Dedicated on-campus spaces with high-speed internet are available for students attending this course from Madison to [reserve](#) for any exam/quiz taken during the semester. Computers can also be requested.

Some Important Dates:

- Monday 7/5, no class (July 4th holiday)
- Tuesday 7/27, All-SASLI Program, 1:30pm CST (Student's Performance)
- Eid-al-Adha Thursday, July 22 or Friday, July 23 (Possibility of combining Urdu class with Hindi class)

| | |
|------------------------------------|---|
| Weekly Quiz: | June 22, Tuesday, June 29, Tuesday, July 6, Tuesday, July 13, Tuesday, July 20, Tuesday, August 3 |
| Weekly Dictation | Thursdays: June 24, July 1, July 8, July 15, July 22, July 29 |
| First Semester Final Exam: | July 9, Friday |
| All-SASLI Program, 1:30pm | July 27, Tuesday |
| Second Semester Project: | August 4, Wednesday |
| Second Semester Final Exam: | August 6, Friday |

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Weekly Schedule

**Week 1
(June 14 to June 18)**

| | 8:30 – 9:25 | 9:30 – 10:30 | 10:30 – 11:00 | 11:00 to 11:55 | 12:00 to 1:00 |
|--------------------------------|--|---|---------------------|---|---|
| Monday June 14 ریپ | امدیخوش Welcome فراعت and Introduction | Course Introduction and other details سروک اک فرا عت و ر ر گیڈ تلا ی ص فت | Break ہفقو | Placement Test | Placement Test Announcement for next day's lesson plans and assignment |
| Tuesday June 15 لگنم | Warm Up Conversation Unit 11 'Ashok' from C.M.Naim's Vol. 2 | Unit 11 Drills and Exercises | Break ہفقو | 4-5 min. Oral presentation in Urdu on any topic of your choice Followed by discussion | Listening Comprehension Listen to a song Announcement for next day's lesson plans and assignment |
| Wednesday June 16 ہدب | Urdu Newspaper Reader Unit 1 | Unit 1 Reading and Drills continue | Break ہفقو | Reading a news item paragraph of your own choice from the internet | Listening comprehension From a Pakistan TV drama Announcement for next day's lesson plans and assignment |
| Thursday June 17 تار عمج | Grammar Topic Persian Suffixes in Urdu | Grammar topic continues | Break ہفقو | 4-5 min. oral presentation On 'Issues that Matter' | Listening Comprehension A Ghazal by Fareeda Khanum |
| Friday June 18 ہعمج | What is a Ghazal Introduction to Ghazal | Reading a ghazal by Shakeel Badayuni | Break ہفقو | Recite your favorite couplets from ghazal we learned or from your own selection | Review of the Week Announcement for next week's lesson plans and assignment |

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Week 2 (Tentative)

June 21 to June 25

| | 8:30 – 9:25 | 9:30 – 10:30 | 10:30 – 11:00 | 11:00 to 11:55 | 12:00 to 1:00 |
|--------------------------------|---|--|---------------------|--|---|
| ریپ Monday June 21 | Warm up conversation Weekend Diary in writing due 4-5 min. oral presentation ‘A memorable day/event/weekend’ | Spot reading and comprehensi on exercise and drills | Break بفقو | Word Game(Persian Prefixes and Suffixes) Grammar Drill | Listening Comprehension Announcement for next day’s lesson plans and assignment |
| Tuesday لگنم June 22 | Warm Up Conversation Unit 12 ‘Difference between Living and non-living’ from C.M.Naim’s Vol. 2 | Unit 12 Drills and Exercises | Break بفقو | Informal chit- chat in Urdu about comparing two favorite cities/movies/b oo ks/ education systems etc. | Listening Comprehension Listen to a song Announcement for next day’s lesson plans and assignment |
| Wednesd ay هدب June 23 | Urdu Newspaper Reader Unit 2 | Unit 2 Reading and Drills continue | Break بفقو | Reading a news item paragraph of your own choice from the internet | Listening comprehension A 5 min. news item. Announcement for next day’s lesson plans and assignment |
| Thursday تار عمج June 24 | Grammar Topic Arabic Triletter roots in Urdu | Grammar topic continues | Break بفقو | 4-5 min. oral presentation On ‘Issues that Matter’ | Listening Comprehension Dictation 1 |
| Friday بعمج June 25 | Reading a Ghazal | Reading a ghazal by Mir Dard | Break بفقو | Recite your favorite couplets from ghazal we learned or from your own selection | Review of the Week Announcement for next week’s lesson plans and assignment |

Course Policies

Attendance

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

- 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.

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.

Privacy of Student Information & Digital Tools: Teaching & Learning Analytics & Proctoring Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

Privacy of Student Records & the Use of Audio Recorded Lectures

See information about [privacy of student records and the usage of audio-recorded lectures](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

How to Succeed in This Course

Attend the class regularly and ontime. Complete and submit your assignment regularly as announced in class. Enjoy the learning!

Students may find the following campus resources helpful in aiding their success in the SASLI program:

University Health Services (UHS) is the UW-Madison student health center with a mission "to enhance learning and student success by promoting, protecting, and restoring the health and well-being". Please visit their website: <https://www.uhs.wisc.edu/> to learn more about the services they offer and how you may access them.

- **Helpline for 24-Hour Mental Health Crisis Services:** 608-265-5600 (option 9) •
- **After-hours Nurse Line:** 608-265-5600 (option 1)

UHS also has a site dedicated to remote services (<https://www.uhs.wisc.edu/remotehealth/>). Note that some services offered at UHS are limited to in-state students only.

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 concerns; their main objective 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/>.

Some additional campus resources are:

- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)

Course Evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the mid-term and final course evaluations. Typed course evaluations will not be released to instructors until after grades have been posted.

Students' Rules, [Rights & Responsibilities](#)

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-Madison [Badger Pledge \(for Madison-based students\)](#)

Quarantine or Isolation Due to COVID-19

Student should continually monitor themselves for COVID-19 symptoms and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their Instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Diversity & Inclusion Statement

[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 and your selected pronouns**.

Academic Integrity Statement

By virtue of enrollment, each student agrees 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

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- 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/

Accommodations for Students with Disabilities Statement

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 third 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 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. (See: [McBurney Disability Resource Center](#))

Academic Calendar & Religious Observances

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>