



University of Wisconsin-Madison

Elementary Urdu, ASIANLANG 317 LEC-004 & ASIANLANG 327 LEC-004

Credits

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

Course Designations and Attributes

General Education

Course Description

Urdu is the 11th most widely spoken language with more than 230 million speakers in the world, including those who speak it as a second language. It uses Perso-Arabic script and has the status of an official national language of Pakistan and the second language in some of the states of India. Now the Urdu speakers are all over the world including Europe and America. Urdu has a rich literary tradition and is considered as a very poetic language by the speakers. It has been the language of the Bollywood movies and songs. Urdu and Hindi share grammar and structure and therefore are mutually intelligible at conversational level, however their literary varieties are different.

This course will introduce you to the basic principles of communication and help you develop all the four skills—listening, speaking, reading and writing—you would need to participate and interact with the speakers of Urdu. In addition to learning the language, you would be able to know about the region, culture and etiquette. The focus would be on situational and contextual use of the language.

Requisites

There are no prerequisites for this course.

You will need to take OPI after the completion of the second semester—ASIANLANG-327.

Meeting Time and Location

8:30-1:00 pm CST, M-F (Virtual)

Instructional Modality

This course will meet remotely for synchronous instruction.

The Credit Hours Requirements

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.

Requirements Met by the Course

ASIANLANG 317 (4.0 credits), ASIANLANG 327 (4.0 credits)

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.” Students will meet with the instructor for a total of 156 hours of class (4 hours of synchronous class), and around 4 hours of asynchronous work per day, 5 days a week over the 8-week period.

Regular and Substantive Student-Instructor Interaction

The classes will be interactive and require you to work independently, with your group members to be able to develop your communicative and cultural competence, and hone your performance. The Elementary Urdu language course aims to develop your language proficiency at an intermediate-low level according to ACTFL standards (see www.actfl.org). The order of emphasis given on the course is interpersonal communication, presentational speaking and writing, interpretive listening and reading.

Please read the detailed **Course Overview**:

- 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. Audios/videos/movie clips, etc., will be assigned to listen/watch and complete interactive exercises throughout the course, and will be asked to answer relevant questions based on the materials. In the following class, questions will be asked based on your daily/weekly home assignments such as a story, a movie clip or an online material.
- The target language will be used in the class. Students will be expected to take an active role in the class activities. They will be encouraged to work in groups (if applicable) to engage in different types of classroom activities with the aid of a vocabulary list and grammar instructions. The instructor will give topics for in class presentations/conversations/roleplays, 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 exams. Those who need extra assistance are strongly encouraged to attend virtual office hours. It is mandatory to attend at least one office hour a week to discuss your progress, specific difficulty areas, and extra help.
- Students are encouraged to actively participate in the classroom by volunteering to lead the assigned activities, group work, and comment on their peers' presentation/description. They will get enough opportunities to hone their language skills and help/correct one another in their short virtual group work.
- Regular online vocabulary practice exercises will be created for students to help build their vocabulary. They will be asked to use some of the vocabulary during the class conversation to help them practice and master the usage.
- In addition to the daily four hour online synchronous class meetings, students are required to spend four hours asynchronously to complete online/listening/recording/reading/writing activities/works including some grammar description and usage to help them actively participate in in-class practice sessions.
- Please check your Canvas sites regularly for weekly schedules, assignments due dates, and all the updates.

Instructors & Faculty Assistants

Instructor Title and Name

Syed Ekhteyar Ali

Instructor Availability

Office hours will be conducted remotely for one hour each day.

Faculty Assistant

Sundas Amer

FA Office Hours

Office hours will be conducted remotely for one hour each day.

Sundas Amer Office Hours 4:00-5:00

Last updated: May 2021

Course Learning Outcomes

At the end of the course, you will be able to:

- engage in basic participatory conversations on the topics such as daily life, home, family, food, school, work, shopping, travel, etc.
- perform some tasks such as shopping—groceries, clothing, necessary items, etc. (find out and negotiate prices, quantity and quality of the items, express their preferences).
- plan a trip and arrange tickets, accommodation, and local sightseeing tours, taxi rides, etc.
- ask and tell directions, order a simple meal, invite friends, accept and decline invitations.
- describe their present and most recent job and activities, familiar persons and places, etc.
- compare two places, things, etc.
- talk about their childhood memories, likes, dislikes, schedules, etc.
- share their experiences and facts about past trips, and activities.
- read and understand signs, restaurant menus, invitations, level appropriate target language texts, news headlines, etc.
- listen and comprehend the simple level-appropriate authentic materials on the above topics.
- write simple compositions on the above topics in simple connected sentences and paragraphs.
- interactively participate in the language according to contexts and situations.
- ask and answer questions on the above topics.
- use culturally appropriate language and show cultural competence related to cultural products, practices, and perspectives.

Grading

Grading scale

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

Grading System

Your final grades will be calculated on the following categories:

Attendance 10%	Class Participation 15%	Homework Assignments 20% (Online and other speaking, listening, reading and writing)
Class Project/Presentation 20% (Individual and collaborative)	Quizzes 20%	Final Exam 15%

All assignments must be done in the required format (as announced on class course site), and must be submitted on time. Unexcused late assignments will receive lowered points or grades. Students who anticipate an absence on the day an assignment is due, or a conflict between the schedule for this course and other schedules, should discuss the situation with me in advance, and arrange for an alternative submission date. Late, incomplete, and missed assignments will adversely affect your final grade.

Class Attendance is required and key to succeed in the course. See the attendance policy below for further details.

Class Participation: You are required to actively participate in all activities, including pair and group work in class and outside as deemed necessary.

Homework Assignment: You will be assigned homework in each class 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 instructors to more accurately gauge student progress and effectively utilize class time. You can expect the instructor to correct your homework and return them before your following quiz date and review during virtual office hour meetings.

Each week you will be assigned a task to prepare during weekends. You may be assigned to prepare for a roleplay or presentation in class for the following week. The online assignments must be completed on the course site on time; late submission or failure to complete/submit will adversely affect your grade. The schedule for assignments will be available on the Canvas course site. Each assignment will be graded on a system of points; the total score will be converted to a letter grade. You will get feedback on your assignments in the form of comments on the Canvas course site and you will have the opportunity to discuss that during the virtual office hours. **Please note homework assignments count towards 20% of your grade.**

Class Project: You need to complete two projects, first in the fourth week of the program, and the second in the last week. The details will be provided.

Quizzes: There will be 6 quizzes, every Friday except the fourth and eighth week. You need to review everything to perform well. The quizzes would cover everything you learn during previous and the current weeks.

Final Exam: The final exam will be held on the last day of the semester (end of the fourth and eighth week).

Note: Final grades will not be curved.

Course Website, Learning Management System & Digital Instructional Tools

[ASIALANG317: First Semester South Asian Language \(013\) DDD SU21 \(wisc.edu\)](#)

We will use the [Canvas](#) course site for LMS, and [Zoom](#) for virtual class meetings and office hours. In case, if there is a technology glitch, we would use [MS Teams](#).

Required Textbook, Software & Other Course Materials

Let's Study Urdu by Ali S. Asani & Syed Akbar Hyder (ISBN 978-0-300-11400-3)

Reference and Suggested texts and materials:

Script books:

Let's Study Urdu!: Introduction to the Script by Ali S Asani and Akbar Hyder (ISBN 978-0300120608)

Read and Write Urdu Script: Teach Yourself by Richard Delacy (ISBN 978-1444103939)

Recommended Dictionary:

Essential Urdu Dictionary by Timsal Masud (ISBN 978-1-444-79552-3)

Online resources used in the course:

Dictionaries:

- <http://udb.gov.pk/>
- <https://docs.google.com/file/d/0B-e6qHPbxSdNN29RQkVib093eIE/edit>
- <https://dsal.uchicago.edu/dictionaries/platts/>
- <https://www.rekhta.org/?lang=ur>

Script:

- <https://omniglot.com/writing/urdu.htm>
- <https://r12a.github.io/scripts/arabic/urdu>

Online News:

- Voice of America Urdu service at <https://www.urduvoa.com/>
- BBC Urdu service at <https://www.bbc.com/urdu>

Recommended Urdu fonts for typing (PC): Nafees Nastaleeq:

<https://www.cle.org.pk/software/localization/Fonts/nafeesNastaleeq.html>

- **No Google Translation Please**

Campus provides students with [technology guidelines and recommendations](#) for instruction. Students should consult these resources prior to the start of the semester.

Homework & Other Assignments

The written assignment should be neatly written in double space and upload as a pdf file on the course site. The reading assignments should be either directly recorded using Canvas media recording or any recording software and uploaded as a media file on the course site. A detailed and specific guidelines and expectations for all the assignments will be provided on the Canvas. Late assignments will not be graded for points.

Exams, Quizzes, Papers & Other Major Graded Work

The final exams and the quizzes would be inclusive and cover all the old and new materials, themes, grammar, structure, vocabulary, and usage. The final exam will have listening and speaking components also and you need to complete the speaking part one-on-one during breakout rooms as decided/scheduled by the instructor. The quizzes may also have speaking and listening components. The final exams and quizzes will be completed synchronously, and you are required to keep your camera unmuted throughout the exam period and don't take any help from anyone or use any resources, including class handouts or notes.

It is recommended you continue to review the course materials and join virtual office hours at least once a week to discuss your progress and get instructors' suggestions to improve your performance in the course. The final exam and project details with submission link will be available on the Canvas course site. If you need any accommodation, please let the instructor know as soon as possible.

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.

Weekly Schedule

Important dates:

Holiday: Monday **July 5**, no class (July 4th holiday)

Quiz-1 **June 18**, Quiz-2 **June 25**, Quiz-3 **July 30**, Quiz-4 **July 16**, Quiz-5 **July 23**, Quiz-6 **July 30**

First Semester Final Project: **July 7** Wednesday

First Semester Final Exam: **July 09** Friday

Second Semester Final Project: **August 4** Wednesday

Second Semester Final Exam: **August 6** Friday

[Note: All SASLI programs are organized on week 7 of the program on July 27 at 1:30 pm (CST) 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 (if you are the only student in the class) or as a group. The performance can be an interview, a tv show, a song, a skit, or recitation of a poem etc.]

Weekly Schedule (Plan)

Week one

Day (Date)	Topic: Activities and Grammar:	Assignments	Deadline
Monday, June 14, 2021 8:30-10:30 (30 minutes break) 11:00-1:00	Greeting and Introduction Script. Verb 'to be', nouns— number gender Cultural inputs. Practice activities in the breakout room, and presentational work	HA-1a Script HA-1b Structure HA-1c Listening	Next day
Tuesday, June 15, 2021 8:30-10:30 (30 minutes break) 11:00-1:00	Nouns, pronouns, number and gender. Classroom objects. Script Cultural inputs. Practice and interpersonal activities in the breakout room, and presentational work	HA-2a Script HA-2b Structure HA-2c Listening	Next day
Wednesday, June 16, 2021 8:30-10:30 (30 minutes break) 11:00-1:00	Introducing oneself. Classroom objects. Basic sentence structure-- SOV. Cultural inputs Interpersonal activities in the breakout rooms and presentational work	HA-3a Script HA-3b Structure HA-4c Listening	Next day
Thursday, June 17, 2021 8:30-10:30 (30 minutes break) 11:00-1:00	Writing friends and family members names. Knowing classmates. Useful nouns and verbs and learn to use them in sentences Grammar explanation Cultural input Individual and group activities and presentation	HA-4a Script HA-4b Structure HA-4c Listening	Next day
Friday, June 18, 2021 8:30-10:30 (30 minutes break) 11:00-1:00	Quiz-1 Conversation practice—on Introduction. Telling age and nationality/identity Cultural input Individual/group activities	HA-5a Script HA-5b Structure HA-5c Listening HA-5d Reading and Recording	Monday

Week two

Day (Date)	Topic: Activities and Grammar:	Assignments	Deadline
Monday, June 21, 2021 8:30-10:30 (30 minutes break) 11:00-1:00	Talking about quality--good, bad, etc., and learning to follow and give commands. Cultural input Individual and/or group activities, and presentational work	HA-6a Script HA-6b Structure HA-6c Listening	Next day
Tuesday, June 22, 2021 8:30-10:30 (30 minutes break) 11:00-1:00	Give and follow commands--using imperative structure (mood), asking questions Cultural input Individual and/or group activities, and presentational work	HA-7a Script HA-7b Structure HA-7c Listening	Next day
Wednesday, June 23, 2021 8:30-10:30 (30 minutes break) 11:00-1:00	Give and follow commands--subjunctive structure (mood), asking questions and responding Cultural input Individual and group activities in the breakout room, and presentational work.	HA-8a Script HA-8b Structure HA-8c Listening	Next day
Thursday, June 24, 2021 8:30-10:30 (30 minutes break) 11:00-1:00	Learning classroom expressions--imperative and subjunctive structures. Numbers 1 to 10--cardinal and ordinal Cultural input Individual and/or group activities in the breakout room, and presentational work	HA-9a Script HA-9b Structure HA-9c Listening	Next day
Friday, June 25, 2021 8:30-10:30 (30 minutes break) 11:00-1:00	Quiz-2 Conversation practice on giving and following commands, asking questions and responding Cultural input Individual and group activities in the breakout rooms, and presentational works	HA-10a Script HA-10b Structure HA-10c Listening HA-10d Reading & Recording	Monday

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.

Tardiness:

Joining class on time is important for successful participation in the SASLI program. If you join the class even one minute late, you are tardy.

Being late to class is disruptive and disrespectful to one's instructor(s) and classmate(s), and could result in a marked absence or grade deduction.

Habitual tardiness will bring other penalties such as 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.

USE OF NON-INSTRUCTIONAL TECHNOLOGY (CELL PHONES CHAT APPLICATIONS, SOCIAL MEDIA) DURING SYNCHRONOUS MEETING TIMES

Students should turn off/mute their cell phone ringers, and are required not to engage in chatting or using social media during synchronous class meetings. This could result in grade deduction.

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

You need to attend all the classes regularly and on time, join online office hours to get help, complete all the work by the due dates following the specific guidelines, actively participate in all the class activities, review course materials regularly and prepare well for the quizzes and exams. You need to spend around 4 hours of time everyday to complete the assignments and practice the language. Use online resources to improve the script and come prepared for each and every class.

Important: Never hesitate to seek help from your instructional team at the first sign of difficulty in understanding or mastering any part of the content, or for matters related to script, pronunciation, and speaking skills. For improving your listening skills, we strongly encourage you to watch some interesting Indian/Pakistani movies/serials and interact with native speakers in Urdu whenever possible.

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/remothealth/>). 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**.

Every class is comprised of students from a variety of backgrounds, some with more exposure to Hindi, some with less. Additionally, each student learns best in a different style and at a different pace. Just like any other subject, some students learn faster 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.

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
- 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/

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!).

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>

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 accommodation to schedule make-ups before or after the regularly scheduled requirements.

The Eid-ul-Adha (Baqrid) is likely to be celebrated on Wednesday July 21 and if need to be absent, please let the instructors know.