



University of Wisconsin-Madison

پښتو

Pashto Intermediate

Third Semester South Asian Language ASIALANG 417 (007) DDD SU21
Fourth Semester South Asian Language ASIALANG 427 (007) HDD SU21

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 Pashto language has a history of around five thousand years ; mainly spoken by approximately 60 million people in Afghanistan, Pakistan and around the world. It is one of the official languages in Afghanistan and of Khyber Pakhtunkhwa province in Pakistan. Pashto language shares Iranian branch of Indo-European languages family with Persian, Balochi and Dari. Orthography of Pashto is similar to Urdu and Arabic with certain additions and modifications. Vocabulary of Pashto has been influenced by Persian, Urdu , Arabic and also English. Due to historical, political, cultural and social significance, the Pashto language holds an important place among the languages spoken in South Asia.

Requisites

The students are expected to have studied Pashto for one year (two semesters) and must have familiarity with Pashto script, basic vocabulary and formation of simple sentences. You will need to take OPI before starting the first-semester course ASIANLANG 417 and after the completion of the second semester– ASIALANG 427

Meeting Time and Location

8:30-10:30 am (Class)

10:30-11:00 am Break

11:00- 1:00 pm (Class) CST, M-F

Instructional Modality

This course will meet remotely for synchronous instruction.

How 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

Continuous Student-Instructor Interaction will be maintained throughout the semester. Direct interaction from Monday-Friday 4 hours in class, break out rooms practice, Questions and Answers during class active participation in all the individual, pair and group activities. Also, Office Hours will be conducted on a daily basis for further assistance. Feedback on Quizzes, Assignments, group work and presentations will be provided and the students are expected to follow the feedback and bring them in use as the classes progress. From day one, opening and closing Pashto greetings will be used in every class. Also, there will be a certain gradual shift from dependence on English to more frequent use of Pashto language.

Instructor

Lecturer Imad Khan

Office hours will be conducted remotely for one hour each day. **URL will be sent to the students**

Instructor Email/Preferred Contact

Course Learning Outcomes

By the end of the course, the students will be able to meet the benchmark set by ACTFL that includes:

- ✓ Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed.
- ✓ Identify the topic and related information, understand the main idea and follow the main message in various time frames presented in authentic informational and fictional texts, conversation and discussions.
- ✓ Identify and understand maximum underlying message and some supporting details in authentic informational texts by reading, hearing or viewing.
- ✓ Follow and understand and support details across major time frames in fictional texts by reading, hearing or viewing.
- ✓ Participate in spontaneous spoken, written or signed conversation on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
- ✓ Request , provide and exchange information in conversation and some discussion on familiar topics.
- ✓ Interact with others to meet needs in a variety of situations by creating and using connected sentences and asking a variety of questions in various timeframes.
- ✓ Express , exchange and explain preferences, opinion and emotions and provide advice on a variety of familiar topics.
- ✓ Present personal information, tell a story about his/her life, school and community events on descriptive, narrative and persuasive topics.

Grading

The course grading is absolute. The points/ marks from 1-100 are distributed each semester mainly among

- Quizzes x2 = 10 %
 - Assignment x 2 = 10 %
 - Class participation= 5 %
 - Attendance = 5 %
 - Mid term = 25 %
 - Jirga = 10 %
 - Presentation on a Pashto cultural aspect = 05 %
 - Final Term = 25 %
 - Viva= 05 %
 - attendance and participation are parts of the grading
- Grade cut off

Grade	Percentage
A+	92 %
A	88 %
A-	83 %
B +	78 %
B	73%
B-	68%
C+	63%
C-	60%
D	55%
F	50%

Course Website, Learning Management System & Digital Instructional Tools

<https://canvas.wisc.edu/courses/254100>

Optional: The class will be conducted on [Zoom via Canvas](#). However, in addition to class on Zoom, [MS Teams](#) can be used as an alternative way in the time of need. Course materials and suggested readings will be uploaded before commencement of classes. Additionally, PowerPoint slides will be shared with students before each class. The students are required to read and understand the slides and listen to the voice over on each slide. Thus the class time can better be utilized in practice and production. Office Hour will also be conducted on Zoom. The students can email the instructor any time even on weekends.

Required Textbook, Software & Other Course Materials

- The Pathan by Ghani Khan (available online in pdf form)
- Speaking Pakistani Pukhto by Robert Sampson, Interlet Foundation, Peshawar
- Beginning Pashto Habibullah Tegya, Barbabara Robson (available online)
- Class materials PowerPoint Slides would be emailed to students every week on each Sunday for the whole week
- Pashto Textbook 1,2 KPK Textbook Board Peshawar
- English-to-Pashto Qamoos (dictionary) available on LMS
- Pashto-to-English Qamoos (dictionary) available on LMS
- Quizlet, Voice thread and Video ant will be used for quiz

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 assignments will be based on Pashto language in various socio-linguistic contexts . Students are expected to upload assignments/ quizzes on Canvas typed/handwritten before the deadline. Late submissions will not be accepted or may lead to deduction of marks/points if accepted.
- The assignments are to be submitted in the folder Assignment on Canvas before the deadline and confirm the success of online submission.

Exams, Quizzes, Papers & Other Major Graded Work

- Two quizzes will be in each semester and the submission will be through audio/video recording on ant-net/quizlet, voice thread.
- As the assessment is online, thus the marks are distributed throughout the semester.
- Jirga is a traditional dispute resolution council among Pashtun and requires teamwork. Various groups will be formed among the students and topics will be given to them for resolution that will carry Ten marks/points. Group work is vital in a successful Jirga. Jirga for Intermediate first semester will be held on Wednesday, July 07, 2021. Jirga for the second semester will be held on Wednesday, August 04, 2021.
- Attendance and class participation will be recorded on a daily basis.
- The Mid and Final exam will be open-note however it would require creativity to answer the questions.

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 to include on your syllabus calendar:**

- Monday 7/5, no class (July 4th holiday)
- Tuesday 7/27, All-SASLI Program, 1:30pm CST

THIRD SEMESTER

- Monday, June 21 Assignment 1
- Wednesday, June 23, 2021 Quiz 1
- Friday, June 25, 2021 Mid Term exam
- Tuesday, June 29, 2021 Assignment 2
- Tuesday, July 06, 2021 Quiz 2
- Wednesday, July 07, 2021 Jirga
- Thursday, July 08, 2021 Final Term exam
- Friday, July 09, 2021 Presentation/Viva

FOURTH SEMESTER

- Friday, July 16, 2021 Quiz 1
- Monday, July 19, 2021 Assignment 1
- Thursday, July 22, 2021 Mid Term exam
- Monday, July 26, 2021 Quiz 2
- Monday, August 02, 2021 Assignment 2
- Wednesday, August 04, 2021 Jirga

- Thursday, August 05, 2021 Presentation/viva
- Friday, August 06, 2021 Final Term

Weekly Schedule (Plan) 2 Weeks Plan

Day (Date)	Topic (Students can prepare before class or expect in the class)	Assignments (Page number, online resources, materials, etc.)	Deadlines
Monday, June 14, 2021	<ul style="list-style-type: none"> - Introduction of the Instructor and of students - Syllabus <p><i>Break</i></p> <ul style="list-style-type: none"> - Greetings in Pashto - Basic questions and Introduction in Pashto 	PowerPoint slides Speaking Pakistani Pashto Unit 1	<ul style="list-style-type: none"> - Every student should record a self introduction in Pashto for a minimum of 60 seconds and submit that via Canvas along with opening and closing Greetings in Pashto. - The students should read the 60 page book 'The Pathan' by Ghani Khan and a one hour discussion will be based on the book in the third week. (Non Credit)
Tuesday, June 15, 2021	<p>I am_ (Name, State/condition/ profession, Nationality)</p> <p>We are_ (A group/ state/Condition, Profession, Nationality)</p> <p>You are_ (Name, State/condition, Profession, Nationality)</p> <p><i>Break</i></p> <p>He is_ (Name, State/condition, Profession, Nationality)</p> <p>She is_ (Name, State/condition, Profession, Nationality)</p> <p>They are_ (Name, State/condition, Profession, Nationality)</p>	PowerPoint slides	Write TWENTY Sentences about your Friend (s) and submit it (typed/handwritten) on Canvas before the next class (Non credit)
Wednesday, June 16, 2021	<ul style="list-style-type: none"> -Possessive Pronoun -Weak Possessive Pronoun <p><i>Break</i></p>	PowerPoint slides Beginning Pashto Muhammad Tegey Unit 4, Unit 8, 11	Record minimum TEN sentences about your possession/Relations in audio/video and submit it on Canvas (Non Credit)

	<p>-Demonstrative Pronoun This/that/these/those</p> <p>-Person/People or thing(s) in between This and That [Unique demonstrative in Pashto language)</p>		
Thursday, June 17, 2021	<p>-Masculin/Feminine Noun in Pashto</p> <p>- Singular/Plural noun and their recognition</p> <p style="text-align: center;"><i>Break</i></p> <p>-Preposition -Oblique Case in Pashto</p>	PowerPoint slides	Watch a documentary on Pashtun culture and point out TWENTY nouns in the visuals you see and write their plural form and submit your answers on Canvas by Friday (Non Credit)
Friday, June 18, 2021	<p>-Adjective</p> <p style="text-align: center;"><i>Break</i></p> <p>--Cardinal Numbers in Pashto</p> <p>-Ordinal Numbers in P-</p>	<p>PowerPoint slides</p> <p>Beginning Pashto Muhammad Tegey Unit 4-5- 8</p>	Describe an object/person and use as many adjectives in description as possible. Submission due before the next class on Monday, June 21, 2021 (Non credit assignment)
Monday, June 21, 2021	<p>- Telling Time - Maryam's Family</p> <p style="text-align: center;"><i>Break</i></p> <p>-Conjunctions - Present Habitual</p>	<p>PowerPoint Slides Beginning Pashto Unit 7</p>	<p>-Assignment 1 deadline (5 %)</p> <p>Describe your/ your best friend's family in not less than 15 sentences and submit your answers before the next class.</p> <p>-Record your daily routine in audio/video and submit it before the next class (Non Credit)</p>
Tuesday, June 22, 2021	<p>-- Verb to be (Future) - Verb to be (Past)</p> <p style="text-align: center;"><i>Break</i></p> <p>Main Verb - Types of Verb</p>	<p>PowerPoint slides</p> <p>Beginning Pashto Unit 9</p>	Write ten sentences in present tense and change them into future and past tense and submit your answers before the next class.(Non Credit)
Wednesday, June 23, 2021	<p>-Prefixes and Suffixes - Basic Compound Verb</p> <p style="text-align: center;"><i>Break</i></p> <p>-Perfective Aspect of Verb -Quiz 1 (Weightage 5%)</p>	<p>PowerPoint Slides Beginning Pashto Muhammad Tegey Unit 13</p>	Write at least 20 sentences in which prefixes and suffixes have been used and highlight the prefixes and suffixes in sentences and submit your answers before the next class.(Non Credit)

Thursday, June 24, 2021	- Adverb - Interjection <i>Break</i> -Compound Sentences - Conditional Sentences	PowerPoint Slides	Write a dialogue between two friends about the soccer/ baseball/ cricket/ basketball match they watched. (Non-Credit)
Friday, June 25, 2021	-Writing a paragraph in Pashto in the present - Listening to the song and translation of the song <i>Break</i> Mid Term Exam (25 %)	PowerPoint slides	Listen to the Pashto song recommended by the instructor and translate that into English and submit your answers on Canvas until Sunday, June 27, 2021(Non Credit)

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

Regularity and punctuality are the keys to success in this course. Also, active class participation and group work in Zoom Breakout rooms, not repeating the errors and mistakes corrected by Instructor, presenting original work and persistent Office Hours presence will equip you with the tools and ways to be successful in this course.

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.

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
- 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](#))