



## **University of Wisconsin-Madison**

### **Intermediate Urdu Summer 2022 ASIALANG 417 and ASIALANG 427**

#### **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 one of the major languages of the South Asian subcontinent. It is the official language of the Islamic Republic of Pakistan and is one of the officially recognized national languages of India, where it has concentrations of speakers in several Indian states. Beyond South Asia, millions of people speak varieties of Urdu in communities worldwide. Urdu is among the most important literary and cultural languages of Asia, with a rich literary tradition that has been written in both the modern standard language and in earlier dialects. In its official style, Urdu is written in a modified form of Perso-Arabic script. Hindi is a sister language to Urdu, written in the Devanagari script and drawing upon the rich cultural and linguistic resources of Sanskrit and Prakrit.

In this course the focus will be systematic expansion of vocabulary and command over major time frame and subjunctive mood and other grammar aspects. Intermediate-level prose and poetry readings. Expansion of skills in reading, writing, speaking, and listening comprehension.

#### **Requisites**

One year or equivalent University level Urdu instruction or proficiency

#### **Meeting Time and Location**

8:30-1:00pm CST, Monday-Friday

Break 10:30 – 11:00 am

#### **Instructional Modality: In-person**

This course will meet in-person.

### **Regular and Substantive Student-Instructor Interaction**

Students enrolled in Intermediate 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 that session and whether any assignments or instructions were given out while you were absent. Attendance will be taken in each class.

We will continuously discuss homework assignments, areas needing improvement and other individual goals and projects. Please feel free to visit the office hours to discuss any topic of interest in Urdu or South Asia.

### **Instructor Title and Name**

**Jameel Ahmad, Lecturer (Urdu)**

### **Instructor Availability**

Office hours: 1:30 PM to 2:30 PM

### **Instructor Email/Preferred Contact email**

### **Course Learning Outcomes**

The main objective for the Intermediate Urdu course is the enabling of students to develop proficiency in Urdu in each of a number of distinct skills, namely, speaking, reading, writing, listening, and knowledge of systematic Urdu grammar. The course is designed in such a way as to enable students to develop their abilities with regard to 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 open, sustain and close more complex daily conversation in Urdu and will be able to read and appreciate, to some extent Urdu literature. During the course the student will be introduced to some Urdu literary figures such as Ghalib, Akbar Allahabadi, Sir Syed Ahmad Khan, Iqbal, Faiz etc, and some major literary genres such as Ghazal, Nazm, Marsiyah, Qasidah etc.

By the end of the course your proficiency level can reach up to Advance Low or Mid

### **Weekly Proficiency Outcomes:**

1. Can understand general topic and basic information about everyday topics.
2. Can describe immediate surrounding and familiar topic, such as family, home and weekly routine.
3. Can describe with some ease topics in past narrative. Tell a short description of past events.
4. Can participate and communicate in written and spoken on familiar topics. Creating sentences, ask and answer questions on variety of topics using series of sentences.
5. Interact on survival level on some familiar contexts.
6. Can understand main message and supporting details on some unfamiliar topics and context

7. Can maintain spontaneous spoken, written discussion on familiar as well as unfamiliar topics using series of connected sentences.
8. Can paint a picture of past or present event in interconnected sentences on familiar and some unfamiliar topics.
9. Can explain/compare some cultural diversity, differences and similarities in two different traditions, situations.
10. Can form and explain opinion but may not sustain

### **Grading**

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

- Written homework assignments (25%)
- Listening, conversation, and dictations (20%)
- Two Class Tests and pop Quizzes (20%)
- Final Comprehensive Project (5%)
- Final Comprehensive examination (10%)
- Class Preparation, Attendance and Participation (20%)

### **Grading Scale**

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

*Please note that this grading system will be followed in both terms. The final grades for both terms will be given at the end of the course.*

### **Course Website, Learning Management System & Digital Instructional Tools**

Daily course activities, assignments, announcements will be posted/updated on Canvas course website.

For Listening, please bookmark the following page:

Recordings

[http://depts.washington.edu/urdu/urdu\\_321.html](http://depts.washington.edu/urdu/urdu_321.html)

### **Required Textbook, Software & Other Course Materials**

Required Texts:

1. Introductory Urdu: C.M. Naim Vol.2

[Available Online](#)

And at the DSAL: Introductory Urdu Vol. 2

[https://dsal.uchicago.edu/digbooks/dig\\_toc.html?BOOKID=PK1983.N2\\_1999\\_V2](https://dsal.uchicago.edu/digbooks/dig_toc.html?BOOKID=PK1983.N2_1999_V2)

2. Urdu: An Essential Grammar: Ruth Laila Schmidt (optional)
3. Urdu: Readings in Literary Urdu Prose: Gopi Chand Narang. (optional)

### **Dictionaries:**

ONLINE: *Find and Share* Urdu dictionaries you find before using it.

<https://rekhta.org/urdudictionary>

<https://dsal.uchicago.edu/dictionaries/platts/>

### **Urdu Fonts download:**

<https://www.cle.org.pk/software/localization.htm>

### **Homework & Other Assignments**

- Each written homework assignment, dictation and quiz will be graded on a ten-point scale. Missing or unexcused late homework will earn a grade of zero. Makeup examinations will be given only under exceptional circumstances, such as serious illness (with documented proof, as doctor's note), or death in the family, etc. All homework assignments are to be turned in *at the beginning* of class on the day due.
- Classes will begin promptly at 8:30 and students are expected to be in class on time. Students should take note of the dates of dictations, quizzes and class tests (including the final examination). Requests for the rescheduling of examinations are not granted. NOTE CAREFULLY THE DATE OF THE FINAL EXAMINATION. IT IS NOT PERMITTED TO TAKE THE EXAMINATION EARLY. Make your travel plans for the holidays accordingly.

### **Exams, Quizzes, Papers & Other Major Graded Work**

Dictation: Thursdays, June 23, 30, July 14, 21

Oral Presentation: Mondays

Class Test , July 1

Final Exam, July 8

Second Sem:

Dictations: Thursdays

Oral Presentation: Mondays

Class Test July 22

Practice Exam August 10

Final Exam August 12.

Other Important Dates:

- Monday 7/4, no class
- Week 5 7/21, 10am-3pm, SAFLI Orientation
- Week 7, Tuesday 8/2, All-SASLI Program, 1:30pm CST

## **Course Policies**

### **Attendance**

This class will follow WISLI attendance policy, which states:

Given the intensive nature of our programs, students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to attend every day of class during the 8-week summer term. Students are allowed to miss one day in the first half of the summer program and one day in the second half of the summer program without a grade deduction. Unexcused absences of 2 or more will result in a grade deduction including attendance and participation, missing work or tests, which may impact a student's final grade. Please see the grade rubric in your course syllabus for an explanation of your course grade.

Excused absences for emergency circumstances will be reviewed on an individual basis. Please contact your instructor as soon as possible if you will be absent from class.

For COVID-19 related questions, please see the UW-Madison COVID-19 Response FAQs: <https://covidresponse.wisc.edu/faq/>

All WISLI programs following UW-Madison policies for religious observances. Please notify your instructor in the first week of class if you will be absent due to religious observances in the 8-week summer term.

WISLI attendance policies align with UW-Madison guidelines: <https://doso.students.wisc.edu/guide/class-attendance/>

### **Unexpected Absences and COVID-19**

Given the intensive nature of our programs, instructors and students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to be present every day of class during the 8-week summer term. However, sometimes unexpected situations arise, and it is important to work together with the pedagogy and administrative program staff in a timely manner to find appropriate and reasonable accommodations for instructors and students while maintaining the rigor and flow of our intensive courses.

The Wisconsin Intensive Summer Language Institutes (WISLI) follow UW-Madison guidelines regarding COVID-19. For the most up-to-date information about these policies, go

to: <https://covidresponse.wisc.edu>. Please review the information on the FAQs page (<https://covidresponse.wisc.edu/faq/>), which provides guidance regarding some COVID-19 related absence issues, including questions such as:

- If I am in class or at work when I receive a positive COVID-19 test result, should I leave immediately?
- What should I do if I've tested positive for COVID-19?
- What should I do if a student in my class tells me that they have tested positive for COVID-19? Should I inform the other students? Should I cancel class?
- What should I do if multiple students in my class are out because they are isolating or in quarantine for COVID-19?
- Will I be notified if a student in my class is required to be tested for COVID-19, has failed to test for COVID-19, or tests positive for COVID-19?
- Are instructors required to provide students fully remote or online access to in-person courses?
- How long should someone stay home if they are experiencing symptoms of COVID-19?
- I've been exposed to (a close contact of) someone with COVID-19. Do I need to quarantine and for how long?
- Should I attend work or class if I am sick?
- I heard someone in one of my classes has tested positive but I don't know whether I was a close contact. What should I do?

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.

***ARRIVE or Join the class right on time.***

### **Teaching & Learning Data Transparency Statement**

*The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully evaluates 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. View the university's full [teaching and learning data transparency statement](#).*

### **Privacy of Student Records & the Use of Audio Recorded Lectures Statement**

View [more information about FERPA](#). 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 who has an approved accommodation that includes recording. [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, with the exception of sharing copies of your personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise 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**

Arrive on time in class, complete the homework, quizzes, dictation, exams etc. Participating in class activities in a way that also helps peer students will be counted plus. Resubmit fair/practice copy of correction of Homework, Exams and Dictation will earn extra points.

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](#)**

#### **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.

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/or on Canvas.

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.

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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/](https://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 ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related 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

**2022 SASLI Weekly Instructional Plan**

**WEEK 1**  
**June 20 – June 24**

Day (Date)	Topic	Assignments	Deadlines
Monday June 20	Welcome/Introduction and Introduction to the course.  Reading and Translation of Unit 5	Read the syllabus, bring your questions.  Unit 5 from Introductory Urdu Vol. 2	June 20
Tuesday June 21	Listening to a song: Ye tera ghar ye mera ghar  Reading and translation of Unit 6 Exercise A & E	<b>Oral:</b> Describe your house and its surroundings (Three Minutes)  Prepare the exercises of Unit 5 Read and Listen to the Unit 6	June 21
Wednesday June 22	Exercises of Unit 6  Response questions Unit 6  Preparation for Unit 7	<b>Written:</b> Translate into Urdu Ex. D Unit 5&6  Prepare a 3 min oral presentation on topic of	June 22

		your choice	
Thursday June 23	Reading and translation of Unit 7 Exercises of Unit 7	<b>Dictation:</b> from Ex. B Unit 6 Prepare the reading and vocabulary of Unit 5&6	June 23
Friday June 24	Grammar and vocabulary exercises. Listening drills.	<b>Listening:</b> Listen to a 2 min. segment from anywhere of suggested video (canvas) Make a list of words you can and can't understand. Transcribe at least 5 complete sentences.	June 24

**WEEK 2**  
**June 27 – July 1**

Day (Date)	Topic	Assignments	Deadlines
Monday June 27	Review Unit 5, 6 and 7 Reading and Exercises of Unit 8	<b>Oral:</b> Presentation a 4 min oral presentation on your weekend.  Update/review the flashcard/notebook with new words added	June 27
Tuesday June 28	Reading and translation of Unit 8 & 9 Exercise A & E Watching and discussing an episode of Pakistani TV Drama	<b>Written:</b> Write two pages of any story in your own words	June 28
Wednesday June 29	Exercises of Unit 9 Discussion of homework corrections and other grammar points.	<b>Written:</b> Translate into Urdu Ex. D of Unit 8 Prepare the reading and vocabulary of Unit 8&9	June 29

Thursday June 30	Reading and translation Unit 10 Spot Reading BBC Urdu and Rekhta.org	<b>Dictation:</b> From Ex. B Unit 9	June 30
Friday July 1	Introduction to Urdu poetry and ghazal	<b>Listening:</b> Listen to a favorite Bollywood song Make a list of words you can and can't understand. <b>Write down at least five line</b>	July 1