



University of Wisconsin-Madison

Beginning Urdu
ASIALANG 317 & ASIALANG 327
June 20th – August 12th

Credits

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

Course Designations and Attributes

General Education

Course Description

Welcome to the South Asia Summer Language Institute, and to **Beginning Urdu!** These courses, first and second semester Urdu, are intended for students who want to learn the Urdu language from the very beginning. Urdu is the national language of Pakistan and one of the official languages of India. Many linguists define Hindi and Urdu as twin sisters who decide to dress differently. Urdu and Hindi are mutually intelligible and if combined they make the fourth most widely spoken language in the world. Besides being spoken and understood in India, Pakistan, and Bangladesh Urdu has spread to North America, Europe, Middle East, and parts of Africa as well. The beauty of Urdu poetry is unmatched and that is one of the reasons Urdu poetry and songs are essential part of Bollywood. The goal of this course is to introduce the basics of Urdu language and help students move from novice to intermediate level in all four skills of reading, writing, listening, and speaking.

Requisites

It assumes that the potential students have no or minimum previous knowledge of the Urdu language or of South Asian culture. Please see the instructor if you think you need a level change.

Meeting Time and Location

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

Instructional Modality: In-person

This course will meet in-person.

Regular and Substantive Student-Instructor Interaction

The class will meet five days a week. Some of the instructional strategies are lectures, independent reading, independent learning, in class discussions, information gap, worksheets, brainstorming, group investigation, presentations, quizzes, classroom assignments, and feedback provided by the instructor. A foreign language class is one of the most rigorous classes at the university. Because each new lesson builds on the previous material, you **MUST** complete and turn in assignments on

time and attend all sessions. You will also have to actively work on your own to learn the material. You will have to work actively, patiently, and consistently to advance in your understanding of the language. If you find yourself falling behind, contact the instructor immediately for extra assistance. **I am here to help.**

Instructor

Umar Anjum

Instructor Availability

Office hours: 3-4pm or by appointment

Course Learning Outcomes

After successful completions of the courses students will be at the novice high to intermediate low level and are expected that they will be able to:

- understand greetings and introduce themselves, ask about simple questions such as nationality,
- identify family members, understand simple questions about family,
- identify common food items, count till hundred, talk about basic items and objects in the house
- talk about likes and dislikes, make simple polite requests, express needs and desires
- name common professions, understand someone's profile on a social media site
- understand some facts about the weather
- understand simple feedback on a homework assignment
- read signs, menus, and simple authentic texts
- carry out simple tasks in areas of shopping
- write some simple details about animals, foods, or photos
- list daily activities
- understand simple directions to a familiar place
- understand simple feedback on a homework assignment

Note On Script

- We will start identifying, reading, and writing the script from the very first week
- Once everyone is familiar with it then we will also learn to type in Urdu
- Jameel Noori Nastaliq or Google Noto Nastaliq Urdu font (Recommended font for typing)

Grading

Attendance	10%
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Class Preparation & Participation	10%
Written Homework Assignments	20%
Listening and Speaking Tasks	20%
Quizzes	20%
Projects	20%

Grading Scale

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

Course Website, Learning Management System & Digital Instructional Tools

It is strongly suggested that students explore and become familiar not only with Canvas' site navigation but with content and resources available for the course.

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

Required Textbook, Software & Other Course Materials

- Let's Study Urdu by Ali Asani and Syed Akbar Hyder Vol 1 & Vol 2

Dictionaries

- <https://dsal.uchicago.edu/dictionaries/platts/> A Dictionary of Urdu, Classical Hindi, and English by John T. Platts (useful for older texts and necessary if you plan to go on to study Urdu literature)
- <https://rekhtadictionary.com/?lang=ur> Online Urdu to English dictionary by Rekhta, highly recommended
- <http://udb.gov.pk/index.php> (Urdu Online Dictionary with pronunciations)

Attendance

Regular attendance is a must and essential for your progress in these courses. See attendance policy for further details. We take this seriously and so should you.

Class Preparation & Participation

This is an intensive course and thus requires you to be fully prepared for all classes. You are expected to be fully prepared and participate in all class activities. Besides your homework assignments you will be given preparation work for home and it can consist of reading, going over materials, finding information, exercises etc. You may lose points in case you are not prepared fully or do not participate in the class. Other reasons for losing points are tardiness, inattentiveness and using devices which are not related to class.

Homework & Other Assignments

There are regular homework assignments throughout the semester. Different homework assignments will address different skills, individually or in various combinations: some reading, writing, listening, speaking, grammar, vocabulary, and pronunciation is to be expected. Some assignments will be handwritten and will be submitted in class while others will be submitted online via Canvas. **Late assignments or assignments submitted via emails will not be accepted.**

Exams, Quizzes, Papers & Other Major Graded Work

There will be six quizzes throughout the semester that will take place in class and primarily be written exams and can include grammatical constructions, oral dictation, vocabulary, completion exercises, or translation. The quizzes will be on every Friday except the fourth and eighth week. Dictation-type quizzes will be a regular feature of the class. These are short tests in which the instructor will speak a series of words or phrases in Urdu and you will write them down in Urdu along with their meanings in English.

Students will work on two different projects during the semester. These can be assigned individually or in pairs. The deadline for the first project is the fourth week while the deadline for the second project is the last week of the program. The details will be provided in class.

Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:30	Warm up activity / Drifting in Urdu	Grammar Topic	Script Session	Grammar Review	Quiz / Presentations
10:30-11:00	چائے کا وقفہ				
11:00-1:00	Speaking Activities	Pair & Group Drills	Pair & Group Drills	Pair & Group Drills	Language Games

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Important dates to include on your syllabus calendar:

- Monday 7/4, no class
- Quiz 1: **June 24**, Quiz 2: **July 1st**, Quiz 3: **July 8th**
- Quiz 4: **July 22nd**, Quiz 5: **July 29th**, Quiz 6: **July 5th**
- First semester final project: **July 15th**
- Second semester final project: **August 12th**
- Week 5 7/21, 10am-3pm, SAFLI Orientation
- Week 7, Tuesday 8/2, All-SASLI Program, 1:30pm CST
- Week 8 practice exams

Week 1 Schedule

Day (Date)	Topic (Students can prepare before class or expect in the class)	Assignments (Page number, online resources, materials, etc.)	Deadlines
Monday June 20 th	Welcome Syllabus review Urdu Alphabet Greetings & Introductions	Review Urdu Alphabets Upload speaking assignment 1 on Canvas Review Greetings	Before next class
Tuesday June 21 st	Word Order in sentence Nationalities & Countries Urdu Alphabet	Review Urdu Alphabets Upload speaking assignment 2 on Canvas	Before next class
Wednesday June 22 nd	The Urdu Script “alif” and “be” series Pointing and naming	Review “alif” and “be” series Written assignment 1	Before next class
Thursday June 23 rd	Conjugation of verb & Pronouns Combining letters Script the “jiim” series	Written assignment 2 Review “jiim” series	Before next class
Friday June 24 th	Presentations & Quiz Language Game	Review alphabets & script sheet Practice dialogues Make a vocabulary list	Before next class

Week 2 Schedule

Day (Date)	Topic (Students can prepare before class or expect in the class)	Assignments (Page number, online resources, materials, etc.)	Deadlines
Monday June 27 th	Greetings Continued Script “Barii ye” “ChoTii ye”	Upload speaking assignment 3 on Canvas	Before next class
Tuesday June 28 th	Asking Questions Script “kaaf, gaaf, laam”	Upload speaking assignment 4 on Canvas	Before next class
Wednesday June 29 th	Urdu postpositions At the Market Script “dall” series	Written assignment 3 Review “dall” series	Before next class
Thursday June 30 th	Possessive Adjectives Counting the numbers Script “re” series	Written assignment 4 Review “re” series	Before next class
Friday July 1 st	Presentations & Quiz Language Game	Review Dialogues Practice Urdu script sheet Add to vocabulary list	Before next class

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.

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

- Make learning Urdu a priority
- Be regular, do not miss a single class
- SASLI intensive course is as much work outside class as much it is in class
- Make it a habit to finish your assignments the same day and don't delay them
- studying with your class fellows is always a good idea
- Use office hours

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](#)

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

Instructors should discuss academic integrity with students early and often.

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/

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](#)