



**South Asia
Summer Language Institute**
INTERNATIONAL DIVISION
UNIVERSITY OF WISCONSIN-MADISON

Intermediate Urdu
ASIALANG 417 and ASIALANG 427
June 19- August 11, 2023

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 studying Urdu!

Urdu is one of the major languages of the South Asian subcontinent. It is the official language and lingua franca of the Islamic Republic of Pakistan and is one of the officially recognized national languages of India. Urdu is spoken as a first language by nearly 70 million people and as a second language by more than 100 million people, predominantly in Pakistan and India while significant speech communities exist all over the world.

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.

Requisites

One year or equivalent University level Urdu instruction or proficiency.

Meeting Time and Location

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

Van Hise 290

Instructional Modality: Synchronous: Hybrid

This course will meet synchronously.

Instructor

Dr. Faiza Saleem, Lecturer (Urdu)

Office hours: 2:30-3:30 pm or by appointment.

Location: L50 Pyle Center, 702 Langdon Street.

Instructor Email/Preferred Contact

fsaleem@wisc.edu

Course Learning Outcomes

The goal of this course is to provide you with a build upon your knowledge of the Urdu language, and bring you up to the intermediate high and/or advanced low level in all four skills of reading, writing, listening, and speaking by using a communicative, proficiency- oriented approach. Participants will listen, speak, read, and write in Modern Standard Urdu with a maximum exposure to the contemporary Urdu genres. The course is designed to enhance an advanced cultural and communicative competence of students with special emphasis on independent writing in Urdu. The order of emphasis given on the course is interpersonal communication, presentational speaking, interpretive reading, interpretive listening and presentational writing. The assessment of those skills and the building of proficiency will be accomplished through an assortment of lessons, focusing on the various aspects of Urdu. At the end of the course a student will be able to:

- understand the main message and supporting details on a wide variety of familiar and general interest everyday topics across various time frames.
- maintain spontaneous spoken, written, or signed conversations and discussions across various time frames on familiar everyday topics.
- converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.
- deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics.
- demonstrate awareness of subtle differences among cultural behaviors and norms, and adjust accordingly in familiar and some unfamiliar situations.

- exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames
- read, analyze, and critique a variety of literary texts (both poetry and prose) from different times and literary traditions, with guidance from instructors
- will be familiar with the major cities, famous places and foods of Pakistan and India.

How Credit Hours are Met by the Course

The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor and student meeting times (e.g., 4 hours of synchronous course sessions daily, 5 sessions per week), reading, writing, listening, speaking, and out-of-class homework and project activities.

Regular and Substantive Student-Instructor Interaction

This course meets the regular and substantive student-instructor interaction requirement. By engaging students in teaching, learning and assessment through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content on a weekly basis. Regular and substantive student-instructor interaction, as defined by the US Department of Education (Within 34 C.F.R. §600.2), is always a requirement of UW-Madison for-credit learning activities

Course Overview

Course Website, Learning Management System & Digital Instructional Tools

ASIALANG 417 Third Semester <https://canvas.wisc.edu/courses/356571>

ASIALANG 427 Fourth semester <https://canvas.wisc.edu/courses/356584>

- Daily course activities, assignments, announcements will be posted/updated on Canvas course website. 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. Canvas provides students with technology guidelines and recommendations for instruction.
- You are advised to make an account on Perusall <https://app.perusall.com> ASAP and enter this access code to **SALEEM-MEZXF** enroll in the course.

Required Textbook, Software & Other Course Material

- Let's Study Urdu by Ali Asani and Syed Akbar Hyder
- Urdu: An Essential Grammar by Ruth Laila Schmidt (recommended)

Recommended Reference Dictionaries (Hard Copy)

- Oxford English-Urdu Dictionary by Shanul Haq Haqee
- Ferozesons Urdu-English Dictionary
- Feroz ul Lughat Urdu to Urdu Dictionary

Online Dictionaries

- <http://udb.gov.pk/index.php> (Urdu to Urdu online Dictionary)
- <https://dsal.uchicago.edu/dictionaries/platts/> A Dictionary of Urdu, Classical Hindi, and English by John T. Platts
- <https://rekhtadictionary.com/?lang=ur> (Urdu to English dictionary by Rekhta)

Urdu Newspapers and Magazines:

- <http://www.bbc.com/urdu>
- <https://www.nawaiwaqt.com.pk/>
- <http://www.jang.com.pk>
- <https://www.express.com.pk/>
- <http://www.akhbar-e-jehan.com/>

Urdu Dramas/Films/Documentaries

A variety of Urdu dramas, films, and serials are available on YouTube and Netflix. Check with your instructor with an exclusive recommendation list.

NOTE ON SCRIPT:

1. It is expected that all students can easily read and write the Urdu script. If you have a challenge in this area, please contact the instructors.
2. For some assignments you will write by hand, and for others you will be required to type in Urdu; details will be shared in class for students who need guidance in learning how to type in Urdu.
3. Jameel Noori Nastaleeq or Noto Nastaliq Urdu (Recommended font for typing).
<https://www.cle.org.pk/software/localization.html>

Exams, Quizzes, Papers & Other Major Graded Work

Homework & Other Assignments You will be assigned homework daily and are expected to submit it on time on the agreed date. Your daily homework will mainly be the next day's preparation and any relevant completion and submission e.g drama reviews/ virtual tour report, journal, speaking tasks etc. Different assignments are designed to emphasize different skills. 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. Your homework assignments must be turned in on time; late submission or failure to submit will adversely affect your grade. Your assignments should be submitted through **Canvas**. Each homework will be marked out of 5 points. .

Weekly Presentation: Each week you will be required to complete a mini project/presentation under the week's theme. You will work on the topic throughout the week to write a brief report on it in Urdu and will present it in the class. After the presentation other students and your teacher will ask one or two questions about the presentation. You are required to submit written presentation as well. This exercise will not only accelerate natural speaking flow and confidence but also help you handling and answering questions in Urdu. The purpose of writing these brief essays is to enhance your writing capability and organize your thought process in Urdu. You are not expected to write in your journals fully without errors, and free expression is encouraged. Each presentation will be marked out of 10 points. Some pointers regarding written presentation:

- Write date & day of the week on top of each entry in Urdu.
- Keep double line spacing for error correction.
- Do not be afraid to make mistakes.
- Three page is the minimum but write more if you want to.
- Should be written by hand, not typed.

Quizzes: There will be weekly quizzes which will review on topics and skills covered in the previous week, or a speaking section where you will be assessed on your oral proficiency. Each quiz will be marked out of 15 points (you will not have a quiz the first or last week). These quizzes can include vocabulary dictation, comprehension questions, grammar, listening and transcribing. Spelling counts!

Attendance: The keys to learning language are practice and contact hours. See the attendance policy for further details.

Participation: You are expected to attend all classes and actively participate in discussion and drills, especially given the intensive nature of this course and the small class size. Your participation grade also includes your prep work at home (you will be asked to read ahead in the book to prepare for class, or at times research certain topics and bring that information to class). You will be given twenty points per week (four per day).

Final Project: Instead of an exam we will have a final project. You will be required to submit a final project in Urdu on any topic of your interest and give presentation on your project. Final project can be submitted handwritten, or typed and must be an original and well prepared work. You are encouraged to start thinking and discussing your projects with your instructor before 4th week and submit a one-page proposal by the end of week 4 that will count towards first semester final grades. You will be working on it in the second semester and are required to submit the first draft in week 6.

Weekly Schedule

Important dates:

- Week 2 Eid ul Adha June 29th (Tentative)
- Tuesday 7/4, **no class**
- week 4 Friday, 7/14 Final project Proposal (**Graded**)
- Week 5 Thursday 7/20, 10am-4:15pm, SAFLI Orientation
- Week 6 Friday 7/28 final project 1st draft
- Week 7, Tuesday 8/1, All-SASLI Program, 1:30pm CST
- Week 8 Thursday 8/10 Final Project Submission
- Weekly Presentations due every Monday before class
- Quizzes: Every Friday

Grading

Note: This course includes material and instruction for two semesters, resulting in two separate final grades.

Quizzes	20%
Homework	20%
Presentations	15%
Attendance	10%
Class Participation	15%
Final Project	20%

Grading Scale

The following grade scale will be followed in both terms:

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

Course Policies

Attendance: 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:

- One absence per semester is permissible, resulting in no grade deduction.
- 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.

Please see the grade rubric in your course syllabus for an explanation of your course grade.

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 schedule 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 what to do when testing positive.

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.

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.

Additional Notes:

- You may request remote attendance 24 hours in advance of a class session in the case of illness/emergency. Asynchronous make-up assignments may also be granted by the instructor and administrative team **on a temporary basis** in case of illness/emergency. Remote instruction/asynchronous make-up work may not exceed 2 days without administrative approval. It is the responsibility of the student to communicate early and often when missing class or coursework due to absence.
- 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 (sbeckham@wisc.edu) at the beginning of the semester.
- If you are absent due to an illness or emergency, you are also required to contact the SASLI Academic Director, Sarah Beckham (sbeckham@wisc.edu). You may also be required to submit necessary documentation.

Tardiness

Joining the class on time, and returning on time after the break, is important for successful participation in the program. Being late to class is disruptive and disrespectful to one's instructor(s) and classmates, and will result in a marked absence or attendance grade deduction. Habitual tardiness may even impact the student's ability to pass the course.

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

This is an intensive language program and you are expected to make language study your first priority for the duration of the course. Classes will be held 4 hours a day everyday through Monday to Friday. Apart from that, you should plan on dedicating enough time outside of the class for study, homework assignments, and review; at least two to three hours per day in addition to the four hours class time. Be ready to make mistakes and be uncomfortable because this is the only way to grow and learn.

Campus Resources

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/remotethealth/>). 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.

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)

UW Land Acknowledgement Statement

Academic Calendar & Religious Observances

Weekly Schedule

Week 1 June 19- June 23 (Theme: Food)

Day (Date)	Topic	Assignments	Deadlines
Monday June 19	Welcome/Introduction and Introduction to the course. Syllabus overview weekly theme and vocab Weekly Project Rubric Break 10:30-11:00 Placement test	Go through the syllabus thoroughly and bring in any concerns. go through vocab and write a short paragraph using at least any 10 words from the vocab list.Read, Record and upload. Start working on Project 1.	June 20
Tuesday June 20	Prose Bhook/Lahore k Khanay Ginti 1-10 Break 10:30-11:00 Grammar LSU page 20,21 Conversation Practice Virtual Tour (Lahore)	Write about Lahore, famous places and write about any famous street food. Prep for dictation	June 21
Wednesday June 21	Poetry Introduction Terminologies Dictation Break 10:30-11:00 virtual tour review	Listen to the song and write the lyrics till 2:25 memorize your favorite sher record and upload to Canvas	June 22
Thursday June 22	Fav Sher recitation Newspaper reading Milawat Break 10:30-11:00 grammar review LSU Exercise 2.1-2.5	Find 5 Urdu news headlines and practice speed reading	June 23
Friday June 23	Drama Break 10:30-11:00 Quiz language game	Prepare for the Presentation for Monday Read and record it and upload the audio on canvas Watch drama episode choose your fav dialogue, imitate, record and upload.	June 25

Week 2 June 26- June 30 (Theme Sports)

Day (Date)	Topic	Assignments	Deadlines
Monday June 26	Weekly journal Mini Project Presentation Break 10:30-11:00 Next week project Rubric Drama Review and questions	Start working on Project 2 Go through vocab and write a short paragraph using at least any 10 words from the vocab list. Read, record and upload! Prep for the next Class	June 26
Tuesday June 27	Prose dangal ginti 1-20 Break 10:30-11:00 Virtual Tour (karachi) Grammar Oblique Case	Watch Video Write about karachi, famous places and any famous street food record Ginti 1-20 and upload Prep for the next class Prep for Dictation	June 27
Wednesday June 28	Poetry Bazeecha e atfal Terminologies Break 10:30-11:00 Dictation Virtual tour review	Memorize your fav sher from the poetry class, record and upload. Prep for the next Class	June 28
Thursday June 29	Your fav Sher recitation Newspaper reading making headlines Break 10:30-11:00 Grammar review LSU chapter 3 Noun Gender and Plural	Find 5 Urdu news headlines and practice speed reading Prep for the Quiz	June 29
Friday June 30	Drama Bhaag Amna Bhaag Break 10:30-11:00 Quiz Language game	Prepare for the Project Presentation for Monday. Read and record it and upload the audio on canvas Watch Drama full episode Choose your fav dialogue. imitate, record and upload.	July 2nd