



# South Asia Summer Language Institute

INTERNATIONAL DIVISION  
UNIVERSITY OF WISCONSIN-MADISON

## First Year Urdu

ASIALANG 317 & ASIALANG 327

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

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. The renowned poets Quli Qutub Shah (1581-1611), Vali Muhammad Vali (1667-c.1725), Mir Taqi Mir (c.1723-1810), Assadullah Khan "Ghalib" (1797-1869) wrote in literary varieties of Urdu. Important Urdu literary figures in more recent times include Muhammad Iqbal (c.1877-1938), the national poet of Pakistan, and Faiz Ahmad Faiz (1911-1984).

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.

### Requisites

No previous knowledge is required. If you have some proficiency in Urdu, please take a placement test for an appropriate level of the class.

**Meeting Time and Location**

8:30-1:00 PM CST, M-F  
Nancy Nicholas Hall 1125

**Instructional Modality: Synchronous Hybrid**

This course is offered in person and hybrid format.

**Regular and Substantive Student-Instructor Interaction**

A fundamental goal of the Urdu program is the learning of Urdu in the Nasta'liq writing system. It has been found over the years that students' progress in learning Urdu is enhanced greatly if they learn the writing system as quickly as possible and not approach Urdu through the Roman alphabet (which actually slows down progress in the language). As a result, the first weeks of the course is mostly spent learning the basic sounds of Urdu and the elements of the Nasta'liq writing system. For the Nasta'liq writing we will use *Let's Study Urdu* volume of *Introduction to the Script*. It is only after the writing system has been learned that we move on to grammar, reading, writing, speaking, etc. Once we get going on our "regular" schedule after the first weeks, class time is divided into sessions that deal with separate activities (i.e., conversation, drill, reading, listening, etc.).

Accompanying listening material is available with the book and in CD form. During the classes you will also learn about South Asian society in general and the etiquette and culture of the Urdu speaking community in India and Pakistan which affects the use of language in daily life. We will listen to and watch songs, ghazals and conversations, movie clips from Pakistani Drama, Indian cinema (Bollywood) and other popular sources from Pakistan and India.

**Instructor**

Jameel Ahmad, Ph.D.

**Instructor Availability**

Office hours: 1:30- 2:30 PM or by appointment  
Location: Van Hise 951

**Instructor Email/Preferred Contact**

Jahmad5@wisc.edu

**Course Learning Outcomes**

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

- Be able to read and write fluently
- Be able to open and close formal and informal conversation
- identify family members, understand simple questions about family
- identify common food items, count some numbers, talk about basic items and objects in the house
- talk about likes and dislikes, make simple polite requests, express needs and desires
- be able to describe daily routine, weekly plans

- understand some facts about the weather
- 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

### **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**

Canvas Course Page:

First Semester:

<https://canvas.wisc.edu/courses/356486>

Second Semester:

<https://canvas.wisc.edu/courses/356515>

Zoom link will be embedded on Canvas for remote students to join.

All the homework, listening materials, drills will be updated on this course webpage. Please check the updates before and after class.

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: Introduction to the Script
- Let's Study Urdu by Ali Asani and Syed Akbar Hyder: The textbook

Supporting and other study materials will be suggested and shared on the course website and in email.

### **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)

### **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)

### **Policy on Late Homework Assignments Missed Quizzes and Related Matters:**

Each written homework assignment will be graded on a ten-point scale. Missing or unexcused late homework will earn a grade of zero. All homework assignments are to be turned in at the beginning of class on the day due.

Classes will begin promptly on time; students are expected to be in class on time. Students should take note of the dates of dictations, quizzes and examinations (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.

### **Attendance and Student Responsibility**

Students enrolled 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.

### **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.

### **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, and translation. The tests will be on every Friday except the fourth and eighth week

(Final exam and Project Presentation). 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 comprehensive projects during the semester. These can be assigned individually or in pairs. The first project will be submitted (in writing) and presented (orally) in class in the fourth week and the second project is due in the eighth week of the program. The details will be provided in class.

**Important dates to include on your syllabus calendar:**

- Thursday, June 29 Eid ul Adha (alternate class arrangement)
- Tuesday 7/4, no class
- Quiz 1: **June 23**, Quiz 2: **June 30** Quiz 3: **July 7**
- Quiz 4: **July 21**, Quiz 5: **July 28**, Quiz 6: **Aug. 4**
- First semester final project: **July 7**
- **First Semester Final Exam July14**
- **Second semester final Exam: August 11**
- Second semester final Project: August 10
- Week 5 7/20 SAFLI Orientation
- Week 7, Tuesday 8/1, All-SASLI Program
- Week 8 Review, Final project presentations, practice exams and game.

**Grading:**

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

Daily Written Homework	20%
Class Preparation & Participation	15%
Daily Dictation and Listening	20%
Weekly Test and Quizzes	20%
Written and Oral individual Projects	15%
Final Comprehensive test	10%

## Grading Scale

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

## Course Policies

### Attendance

**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](mailto: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](mailto:sbeckham@wisc.edu)). You may also be required to submit necessary documentation.

### **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 any 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
- Visit and bring your 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/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.

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](#))

### **[UW Land Acknowledgement Statement](#)**

### **[Academic Calendar & Religious Observances](#)**

Students must notify me within the first two weeks of class of the specific days or dates on which they request relief.

## 2023 SASLI Weekly Instructional Plan

### First Year Urdu

#### WEEK 1

June 19 – June 23

Day (Date)	Topic	Assignments	Deadlines
Monday June 19	Welcome/Introduction and Introduction to the course and syllabus. Introduction to the Urdu Script Unit 1 of the script	Read the syllabus, bring your questions. Read the introduction of Let's study Urdu: Intro to the script	June 19
Tuesday June 20	Script Unit 2 & part of Unit 3 Make copies of the writing paper and bring a good dark pencil and eraser. Be ready with flashcard We will learn few words	<b>Written:</b> Exercise from Unit 1 of the script book. Bring a 'flash card' stack <b>Dictation:</b> Practice dictation. Not graded	June 20
Wednesday June 21	Review Unit 1&2 Continue with Unit 3 and Unit 4 Flashcard and writing paper	<b>Written:</b> Exercises Unit 2 and part 3 <b>Dictation:</b> Unit 1 & 2	June 21
Thursday June 22	Script Unit 3&4	<b>Written:</b> Exercises Unit 3 and part 4 <b>Dictation:</b> Unit 1,2 &3	June 22
Friday June 23	Review Unit 1, 2, 3 & 4 Continue with Unit 4. and Unit 5 Flashcard and writing paper.	<b>Written:</b> Exercises Unit 3 and part 4 <b>Quiz:</b> Unit 1,2, 3 & 4	June 23

**WEEK 2**  
**June 26 – June 30**

Day (Date)	Topic	Assignments	Deadlines
Monday June 26	Review Unit 1,2,3,4 and 5. Continue with Unit 5 and Unit 6	<b>Written:</b> Exercises Unit 2,3,4 & 5 suggested in class. <b>Dictation:</b> Unit 3, 4 & 5 In class writing on white board the words you learned so far	June 26
Tuesday June 27	Review Unit 4, 5 & 6 Continue with Unit 6 and Unit 7	<b>Written:</b> Exercises Unit 3,4,5 & 6 as suggested in class. <b>Dictation:</b> Unit 4, 5 & 6	June 27
Wednesday June 28	Urdu Text book. The basics of Urdu language. Introduction Bring the book: Let's study Urdu(LSU): A course in Urdu	<b>Written:</b> Write all the word you learned so far  <b>In class:</b> Reading simple sentences.	June 28
Thursday June 29	LSU Chapters 1 & 2 Flashcard with chapter 1 & 2 vocabulary	<b>Written:</b> Translation and your own sentences as suggested in the class. <b>In class:</b> Opening and closing a conversation	June 29
Friday June 30	LSU chapters 2 & 3 Flashcards with Chapter 1, 2 & 3 vocabulary	<b>Written:</b> Translation and own sentences <b>Quiz:</b> on the Urdu script and simple sentences in Urdu	June 30