Welcome to the South Asia Summer Language Institute, and to the Intermediate-Advanced Urdu class! The goal of this course is to build upon your knowledge of the Urdu language and bring you up to intermediate-advanced level in all four skills of reading, writing, listening, and speaking. Along with its close variant Hindi, it is the fourth most widely spoken language in the world, with significant populations of speakers in India and Pakistan as well as a large diaspora in Europe, North America, the Middle East, and elsewhere. Urdu has a large and varied body of literature dating back more than four centuries; it is also the language of Bollywood films and an important lingua franca of South Asia. After completing this course, you should be familiar with the core constructions of Urdu, as well as have enough vocabulary and sociocultural background to carry on most common interactions with Urdu speakers with ease, and even be comfortable with some more advanced conversation on general topics such as climate change, sports, politics etc.

Requisites
You should have completed one year of language study in Urdu or by the consent of the instructor.

Meeting Time and Location
8:30-1:00 pm, M-F
https://canvas.wisc.edu/courses/408735
https://canvas.wisc.edu/courses/408759

Instructor Availability
Office hours will be conducted in-person MTWTh from 2:00-3:00 pm at the Memorial Union. Friday by appointment.

Instructor Email/Preferred Contact
manjum@wisc.edu or message at Canvas course site
Course Learning Outcomes

The course aims to develop students’ competency in all skills of language at an Advanced Low level according ACTFL standards (see www.actfl.org). 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. This is a theme-based course so every week we will have a different theme. At the end of the course a student will be able to:

• have a conversation on several everyday topics, talk with someone about food, climate change, health, and sports.
• deliver organized presentations, ask, and answer questions on information that is familiar to you related to subjects such as food, nature, environment, sports, health, politics, fine arts, language, and literature.
• talk about people, activities, events, and experiences; express needs and wants; present information on plans, instructions, and directions; present songs, short skits, or dramatic readings and express your preferences on topics of interest.
• write about people, activities, events, and experiences; prepare materials for a presentation.
• understand the basic purpose of a message, messages related to your basic needs, questions, and simple statements on everyday topics when you are part of the conversation.
• understand messages in which the writer tells or asks you about topics of personal interest, identify some simple information needed on forms and some information from news media.

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

https://canvas.wisc.edu/courses/408735
https://canvas.wisc.edu/courses/408759

All your instructional materials will be uploaded on weekly basis on the university’s learning management system, Canvas. You will be asked your homework etc. on Canvas as well. Please get yourself familiar with it and if you have any challenges in this please contact the instructor.
Required Textbook, Software & Other Course Material

- [https://dsal.uchicago.edu/dictionaries/platts/](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 literature)
- [فی روز  ال لغ ات](https://dsal.uchicago.edu/dictionaries/platts/) which is the best Urdu to Urdu dictionary and comes in a variety of sizes, recommended for slightly more advanced students
- [https://rekhta.org/](https://rekhta.org/) (Urdu literature)
- [https://rekhtadictionary.com/?lang=ur](https://rekhtadictionary.com/?lang=ur) (Rekhta Urdu Online Dictionary)
- Nafees Noori Nastaleeq or Noto Nastaleeq (Recommended fonts for typing)

Campus provides students with [technology guidelines and recommendations](https://dsal.uchicago.edu/dictionaries/platts/) for instruction. Students should consult these resources prior to the start of the semester.

**Homework & Other Assignments**

**Class Preparation & Classroom Participation:** Class preparation & classroom participation will take a big chunk of your grade. You are required to prepare for your classes in advance and participate in all pair and group work in class and outside as deemed necessary.

**Homework Assignment:** You will be assigned homework in different classes and are expected to submit it on time on the agreed date. Your work is factored into planning for future classes; therefore, timely completion of all assigned homework will allow instructor to more accurately gauge student progress and effectively utilize class time. Your homework will be graded largely on completeness and are meant as a practice to complement and cement each day’s lesson and prepare for the next day’s class. Assignments must be turned in on time; late submission or failure to submit will adversely affect your grade. There will be at least one homework every day and each homework will be marked out of 5 points.

**Journal:** Your journal will be due every Monday morning, and you are expected to write at least a full page on any topic of your choice each weekend ideally on the theme of the week. This will be presented Monday for the class as your Weekend Report. A good idea is to write on the topic we’ve been covering the previous week, but you are free to write on any topic you’d like to share. The purpose of writing journal is to enhance your writing capability and organizing thoughts in Urdu. You are not expected to write in your journals without errors. Each journal entry will be marked out of 15 points. Some pointers regarding journal:
- Use a new separate notebook.
- Write date & day of the week on top of each entry in Urdu.
- Keep double line spacing for error correction.

**Quiz:** Your weekly quiz will be scheduled on Monday morning from week 2, which will test on topics and skills covered in the previous week. There will be six quizzes, one each Monday. These quizzes can include vocabulary dictation, comprehension questions, grammar, or a speaking section where you will be assessed on your oral proficiency in a one-to-one session with the instructor. Each quiz will be marked out of 15 points.

**Class Project:** You are expected to complete different projects over the course of two semesters on a weekly basis. These may be in the form of written assignments, videos, in-class presentations, translations, or in another format. You will be expected to do at least some research, and projects turned in should be proofread and neat. The format of the project will be discussed in detail in the class. Each project will be
marked out of 20 points.

Weekly Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>8:30-10:30</td>
<td>-Quiz - Weekly Journal report &amp; presentations</td>
<td>-Prose readings</td>
<td>-News reading and discussion</td>
<td>Poetry Readings</td>
<td>-Project Presentations</td>
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<td>10:30-11:00</td>
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<tr>
<td>11:00-1:00</td>
<td>-Theme of the week -Drifting in Urdu &amp; vocab list</td>
<td>-Writing &amp; Grammar Review Session</td>
<td>Urdu in Popular Culture / Theme Based Audios &amp; Videos</td>
<td>Review &amp; Work Session</td>
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<tr>
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<td><strong>جمُلہ کا وقت</strong></td>
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*Important dates:*

- Quiz 1 June 24, Quiz 2 July 1st, Quiz 3 July 8th, Quiz 4 July 15th, Quiz 5 July 22nd, Quiz 6 July 29th
- Presentation 1 June 21st, Presentation 2 June 28th, Presentation 3 July 5th, Presentation 4 July 12th, Presentation July 19th, Presentation 6 July 26th, Presentation 7 August 2nd, Presentation 8 August 9th
- Monday 6/17, 2pmCST, SASLI Student Orientation with lunch
- Thursday 7/4, no class
- Week 7, Wednesday 7/31, 1:30pm CST, All-SASLI Program with lunch

Grading

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Preparation &amp; Classroom Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Journal</td>
<td>20%</td>
</tr>
<tr>
<td>Projects</td>
<td>20%</td>
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</table>

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>AB</td>
<td>87-89%</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>B</td>
<td>80-86%</td>
</tr>
<tr>
<td>BC</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>70-76%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
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</tbody>
</table>

**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 instructor and administrative program staff in a timely manner to find appropriate and reasonable accommodations while maintaining the rigor and schedule of our intensive courses. 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 observance in the 8-week summer term.

**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. Make-up assignments granted by the instructor and administrative team in case of illness/emergency may not exceed 2 days without administrative approval.

- 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 must align with the course schedule and deadlines and must not place an undue burden on instructors to provide alternative make-up assignments.

- 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.
WISLI Technology Policy

There are many helpful online tools available to language learners and it is expected that these tools are used responsibly and in alignment with UW-Madison expectations of academic integrity. Do not use translation software such as Google Translate or AI tools such as Chat GPT unless your instructor directs you to use these tools for assignments or projects. And in these instances, these types of tools are only to be used in the manner permitted by the instructor. Ask your instructor for clarification if you have any questions about what is allowed.

Additional information on UW-Madison policy regarding use of generative artificial intelligence is available here: https://conduct.students.wisc.edu/artificial-intelligence/.

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 course, and it needs your full undivided attention. Your success lies in fully committing to studying Urdu this semester.

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/.

**The Office of Student Assistance and Support (OSAS)**: OSAS is a primary resource for students navigating personal, academic, or health issues to get the help they need, whether that be on campus or in the community. The office also serves as a central location for reporting bias concerns and general complaints. OSAS
is located in Bascom Hall and can be contacted at 608-263-5700. Their website is: https://osas.wisc.edu.

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 and AI 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 17- 21 (Theme: Food)**

<table>
<thead>
<tr>
<th>Day /Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday June 17th</td>
<td>Welcome, Introductions, Syllabus overview, Theme of the week, Project Details, Vocab of the week, Placement Exam</td>
<td>Review syllabus, prepare prose readings by looking up unfamiliar words. -Study vocabulary</td>
<td>June 18</td>
</tr>
<tr>
<td>Tuesday June 18th</td>
<td>Recipe readings, short stories</td>
<td>-Review vocab, -Prepare recipe for next day’s presentation, -Skim articles</td>
<td>June 19</td>
</tr>
<tr>
<td>Wednesday June 19th</td>
<td>News reading, listening and grammar review session</td>
<td>Grammar exercise, prepare poetry for next day</td>
<td>June 20</td>
</tr>
<tr>
<td>Thursday June 20th</td>
<td>Poetry reading, review session</td>
<td>Work on the project</td>
<td>June 21</td>
</tr>
<tr>
<td>Friday June 21st</td>
<td>Presentations, language game</td>
<td>Prepare for quiz, work on your journal the journal</td>
<td>June 23</td>
</tr>
</tbody>
</table>

**Weekly Schedule Week 2 June 24- 28 (Theme: Sports)**

<table>
<thead>
<tr>
<th>Day /Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday June 24th</td>
<td>Quiz, journal presentation, vocab list, project details, video on animals of Pakistan</td>
<td>-Prepare prose readings by looking up unfamiliar words. -Re-watch video -Study vocabulary</td>
<td>June 25</td>
</tr>
<tr>
<td>Tuesday June 25th</td>
<td>Prose reading, Grammar review</td>
<td>-search for news in Urdu, finish grammar homework</td>
<td>June 26</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Assignment</td>
<td>Date</td>
</tr>
<tr>
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<td>-------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Wednesday June 26th</td>
<td>News reading, listening session</td>
<td>Prepare poetry for next day, finish listening homework</td>
<td>June 27</td>
</tr>
<tr>
<td>Thursday June 27th</td>
<td>Poetry reading, review session</td>
<td>Work on weekly project</td>
<td>June 28</td>
</tr>
<tr>
<td>Friday June 28th</td>
<td>Presentations, language game</td>
<td>Prepare for quiz, work on your journal</td>
<td>June 30</td>
</tr>
</tbody>
</table>