



University of Wisconsin-Madison

Intermediate Urdu, ASIALANG 417 013 DDD SU21, ASIALANG 427 013 HDD SU21

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 the 11th most widely spoken language with more than 230 million speakers in the world, including those who speak it as a second language. It uses Perso-Arabic script and has the status of an official national language of Pakistan and the second language in some of the states of India. Now the Urdu speakers are all over the world including Europe and America. Urdu has a rich literary tradition and is considered a very poetic language by the speakers. It has been the language of Bollywood movies and songs. Urdu and Hindi share grammar and structure and therefore are mutually intelligible at the conversational level, however, their literary varieties are different.

The goal of this course is to build upon your knowledge of the Urdu language and bring you up to the advanced level in all four skills of reading, writing, listening, and speaking. Teaching will involve in-class activities, conversation, and lessons, as well as homework exercises and tests. By the end of the course, students should have a grasp of the full range of Urdu grammar, including the past and future tenses and the subjunctive mood. Students will be familiarized with key aspects of North Indian culture connected with the language and will be exposed to Urdu poetry, prose, drama, and film. We will meet for four hours daily, and focus throughout this course on all four areas of language learning: reading, writing, listening and speaking.

Requisites

You should have novice high-level proficiency in Urdu. You will need to take OPI before starting the first-semester course ASIANLANG 417 and after the completion of the second semester–ASIALANG 427

Meeting Time and Location

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

Zoom Link:

<https://uwmadison.zoom.us/meeting/register/tJMqdemupj4uHt2065olCuchtqXRz33OIIVl>

Instructional Modality

This course will meet remotely for synchronous instruction.

Specify How Credit Hours are Met by the Course

By the end of the SASLI program, you will complete two, four-credit language courses. According to the federal Carnegie definition of a credit hour, one credit is the learning that takes place in *at least* 45 hours of learning activities, which include time in lectures or class meetings, in person or online, exams, presentations, tutorials, reading, writing, studying, preparation for any of these activities, and any other learning activities.

Requirements Met by the Course

ASIANLANG 417 (4.0 credits), ASIANLANG 427 (4.0 credits)

The credit hours for this course are met by the equivalent of academic year credits of “One hour (i.e. 50 minutes) of classroom or direct faculty/instructor and a minimum of two hours of out of class student work each over approximately 15 weeks or an equivalent amount of engagement over a different number of weeks.” Students will meet with the instructor for a total of 156 hours of class (4 hours of synchronous class), and around 4 hours of asynchronous work per day, 5 days a week over the 8-week period.

Regular and Substantive student-instructor Interaction

The classes will be interactive and require you to work independently, with your group members to be able to develop your communicative and cultural competence and hone your performance. The Intermediate Urdu language course aims to develop your language proficiency at an intermediate-high level according to ACTFL standards (see www.actfl.org).

The order of emphasis given on the course is interpersonal communication, presentational speaking and writing, interpretive listening and reading. Please read the detailed **Course Overview**:

- In order to achieve the goals mentioned above, the communicative approach will be highly emphasized throughout the entire course. Communicative tasks will be blended with grammar instructions, vocabulary lessons and cultural explanations. Audios/Videos/movie clips, etc., will be assigned to listen/watch and complete interactive exercise throughout the course and will be asked to answer relevant questions based on the materials. In the following class, questions will be asked based on your daily/weekly home assignments such as a story, a movie clip or an online news item.
- The target language will be used in the class. Students will be expected to take an active role in the class discussion and/or activities. They will be encouraged to work in groups (if applicable) to engage in different types of classroom activities with the aid of a vocabulary list. The instructor will give topics for in-class presentations/conversations/roleplays or students may also come up with their own topics.
- Students will be regularly updated on their progress and areas of weakness through the homework corrections, weekly quizzes and exams. Those who need extra assistance are strongly encouraged to attend virtual office hours. It is mandatory to attend at least one office hour a week to practice or discuss your progress, specific difficulty areas, and extra help.

- Students are encouraged to actively participate in the classroom by volunteering to lead the assigned activities, group work, and comment on their peers' presentation/narration/description. They will get enough opportunities to hone their language skills and help/correct one another in their short virtual group work.
- Regular online vocabulary practice exercises will be created for students to help build their vocabulary. They will be asked to use some of the vocabularies during the class conversation to help them practice and master the usage.
- In addition to the daily four-hour online synchronous class meetings, students are required to spend four hours asynchronously to complete online/listening/recording/reading/writing activities/works including some grammar description and usage to help them actively participate in in-class practice sessions.
- Please check your Canvas sites regularly for weekly schedules, assignments due dates, and all the updates.

Instructors

Instructor Title and Name

Aqsa Ijaz

Instructor Availability

Office hours will be conducted remotely for one hour each day.

Topic: Aqsa's Office Hours

Join Zoom Meeting

<https://uwmadison.zoom.us/j/4766510358>

Instructor Email/Preferred Contact

ljaz2@wisc.edu

NOTE: I will check my email regularly from 8:30 AM to 5:00 PM CST. All emails received after 5:00 PM will be answered the next day.

Course Learning Outcomes

The Intermediate Urdu language program aims to develop students' competency in all skills of language at an Intermediate high level according to 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. At the end of the course a student will be able to:

- Tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.

- Deliver organized presentations, ask, and answer questions on factual information that is familiar to you related to subjects such as food, nature, environment, sports, health, politics, fine arts, language, or literature;
- Talk about people, activities, events, and experiences; express needs and wants; present information on plans, instructions, and directions; present songs, short performances, 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;
- Ask and answer questions on the above topics;
- Use culturally appropriate language and show cultural competence related to cultural products, practices, and perspectives;
- Listen and comprehend the simple level-appropriate authentic materials on the above topics;
- Write simple compositions on the above topics in simple connected sentences and paragraphs.

Grading

(GRADING SYSTEM)

Class Preparation and Classroom Participation	30%
Homework and Assignment	20%
Quizzes	20%
Journals	10%
Final Project/Exam	20%

All assignments must be done in the required format (as announced in class) and must be submitted on time. Unexcused late assignments will receive lowered points or grades. Late, incomplete, and missed assignments will adversely affect your final grade.

Class Attendance is required and key to succeeding in the course. See the attendance policy below for further details.

Class Participation: You are required to actively participate in all activities, including pair and group work in class and outside as deemed necessary.

Homework Assignment: You will be assigned homework in each class 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 the instructor to more accurately gauge student progress and effectively utilize class time. You can expect the instructor to correct your homework and return them before your following quiz date and review it during virtual office hour meetings.

Each week you will be assigned a task to prepare during weekends. You may be assigned to prepare for roleplay or presentation in class for the following week. The online assignments must be completed on the course site on time; late submission or failure to complete/submit will adversely affect your grade. The schedule for assignments will be available on the Canvas course site. Each assignment will be graded on a system of points; the total score will be converted to a letter grade. You will get feedback on your assignments in the form of comments on the Canvas course site and you will have the opportunity to discuss that during virtual office hours. **Please note homework assignments count towards 20% of your grade.**

Class Project: You need to complete two projects, first in the fourth week of the program, and the second in the last week. The details will be provided.

Quizzes: There will be 6 quizzes, every Friday except the fourth and eighth week. You need to review everything to perform well. The quizzes would cover everything you learn during previous and the current weeks.

Final Exam: The final exam will be held on the last day of the semester (end of the fourth and eighth weeks). The details of the exam will be provided closer to the exam date.

Note: Final grades will not be curved.

8. GRADING SCALE

A	100% to	90%
AB	< 90% to	85%
B	< 85% to	80%
BC	< 80% to	75%
C	< 75% to	70%
D	< 70% to	60%
F	< 60% to	0

Course Website, Learning Management System & Digital Instructional Tools

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

Back up plan in case of zoom outage: We will be using MS teams in case of a zoom outage. More information on this will be sent via email to all students.

Required Textbook, Software & Other Course Materials

NOTE: We will be using *Let's Study Urdu* by Ali Asani and Syed Akbar Hyder as our main textbook. The book is available for purchase on amazon.com. You are also supposed to purchase the *Essential Urdu Dictionary (Learn Urdu)* by Timsal Masud, which is helpful to develop your vocabulary.

- <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)
- [فیروز اللغات](#) is the best Urdu to Urdu dictionary and comes in a variety of sizes, recommended for slightly more advanced students. (Provided on Canvas)
- <https://rekhta.org/> (Urdu literature)
- <https://ur.oxforddictionaries.com/> (Oxford Urdu Online Dictionary)

Online resources used in the course:

Dictionaries:

- <http://udb.gov.pk/>
- <https://docs.google.com/file/d/0B-e6qHPbxSdNN29RQkVib093eIE/edit>
- <https://dsal.uchicago.edu/dictionaries/platts/>
- <https://www.rekhta.org/?lang=ur>

Script:

- <https://omniglot.com/writing/urdu.htm>
- <https://r12a.github.io/scripts/arabic/urdu>

Online News:

- Voice of America Urdu service at <https://www.urduvoa.com/>
- BBC Urdu service at <https://www.bbc.com/urdu>

Recommended Urdu fonts for typing (PC): Nafees Nastaleeq :

<https://www.cle.org.pk/software/localization/Fonts/nafeesNastaleeq.html>

- **No Google Translation, Please.**

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

Homework & Other Assignments

The written assignment should be neatly written in double space and upload as a pdf file on the course site. The reading assignments should be either directly recorded using Canvas media recording or any recording software and uploaded as a media file on the course site. Detailed and specific guidelines and expectations for all the assignments will be provided on the Canvas.

Exams, Quizzes, Papers & Other Major Graded Work

The final exams and the quizzes would be inclusive and cover all the old and new materials, themes, grammar, structure, vocabulary, and usage. The final exam will have listening and speaking components also and you need to complete the speaking part one-on-one during breakout rooms as decided/scheduled by the instructor. The quizzes may also have speaking and listening components. The final exams and quizzes will be completed synchronously and you are required to keep your camera unmuted throughout the exam period and don't take any help from anyone or use any resources, including class handouts or notes.

It is recommended you continue to review the course materials and join virtual office hours at least once a week to discuss your progress and get instructors' suggestions to improve your performance in the course. The final exam and project details with submission link will be available on the Canvas course site. If you need any accommodation, please let the instructor know as soon as possible.

Campus Spaces for Virtual Learning

Dedicated on-campus spaces with high-speed internet are available for students attending this course from Madison to [reserve](#) for any exam/quiz taken during the semester. Computers can also be requested.

Weekly Schedule

Important dates:

Quiz-1 June 18, Quiz-2 June 25, Quiz-3 July 30, Quiz-4 July 16, Quiz-5 July 23, Quiz-6 July 30

First Semester Final Project: July 7 Wednesday

Second Semester Final Project: August 6 Friday

Important dates to include on your syllabus calendar:

- Monday 7/5, no class (July 4th holiday)
- Tuesday 7/27, All-SASLI Program, 1:30 pm CST

[Note: All SASLI program is organized on week 7 of the program on July 27 at 1:30 pm (CST) to showcase what students can do in the target language. Participation in all SASLI program is mandatory for all students. The program showcases the performances or talents of students in the target language as an individual (if you are the only student in the class) or as a group. The performance can be an interview, a tv show, a song, a skit, or recitation of a poem etc.]

Weekly Schedule:

The weekly plan for every week will be shared with you every Friday. The instructor reserves the right to make changes in the syllabus/schedule. You will be informed in that case.

Day (Date)	Topic	Assignments	Deadline
Week-1			
Monday, June 14, 2021 8:30-10:30 (30 Minutes Break) 11:00-1:00	Introductions and Greetings/Syllabus Placement Test (reading and Writing) Placement Test(Listening and Speaking) <i>Zainab ki Baatien</i>	A written report on what you did over the weekend in ten connected sentences with an emphasis on what you ate when you went out over the weekend.	Next Day
Tuesday, June 15, 2021 8:30-10:30 (30 minutes break) 11:00-1:00	<i>Let's Study Urdu</i> Grammar Lesson Chp-5 (Asani) Song Exercise Present Tense What do you think?	Read a passage allowed and record it. It can be either a video of you or audio of you reading	Next Day
Wednesday, June 16, 2021 8:30-10:30 (30 minutes break) 11:00-1:00	News: Print and Television News Bulletin Listening Comprehension Exercises A clip from Tele Series, <i>تہانیاں</i> Discussion	Write and read-aloud five headlines that interest you from today's Urdu Akhbar: https://www.bbc.com/urdu You have to submit the written and audio versions of the five headlines	Next Day
Thursday, June 17, 2021 8:30-10:30 (30 minutes break) 11:00-1:00	Poetry Readings A conversation about the poems Conversation Practice Review Session	Make a vocabulary list of all the difficult words in the poem and consult the recommended dictionary to find their meanings (poem provided on Canvas every week)	Next Day
Friday, June 18, 2021 8:30-10:30 (30 minutes break) 11:00-1:00	Quiz-1 Conversation Practice on the tele-series What will happen next (Future Tense) What are your future plans? What do you plan to eat tonight?	Pair up with one of your class-fellows and record a dialogue between you and him/her discussing your future plans and what you want to do in life	Next Day

Date (Day) Week-2	Topic	Assignments	Deadline
Monday, June 21 2021 8:30-10:30 (30 minutes break) 11:00-1:00	Greetings What you did last week? (Past Tense) Asani Pp. 256 <i>Zainab ki Baatien-2</i> Practice activities in the breakout room, and presentational work	A written report on what you did over the weekend in fifteen sentences. Did you spend some time in nature? What do you think about Zainab's efforts for spreading environmental consciousness? What could she do better to be more effective? Give her some suggestions in five lines.	Next Day
Tuesday, June 22 2021 8:30-10:30 (30 minutes break) 11:00-1:00	<i>Let's Study Urdu</i> Grammar Lesson Chp-5 (Asani 81-89) Present Tense Song and conversation practice	Read a passage allowed and record it. It can be either a video of you or audio of you reading the passage: (Passage available on canvas under module-2 titled " Reading passage-2)	Next Day
Wednesday, June 23 2021 8:30-10:30 (30 minutes break) 11:00-1:00	News: Print and Television News Bulletin Listening Comprehension Exercises A clip from Tele Series, تنہائیاں Discussion on the story	Write and read-aloud five headlines that interest you from today's Urdu Akhbar: https://www.bbc.com/urdu You have to submit the written and audio versions of the headlines.	Next Day
Thursday, June 24 2021 8:30-10:30 (30 minutes break) 11:00-1:00	Poetry Readings A conversation about the poems Conversation Practice Review Session of Past and Present forms Anticipatory Sentences	Make a vocabulary list of all the difficult words in the poem and consult the recommended dictionary to find their meanings (poem provided on Canvas every week)	Nex Day
Friday, June 25 2021 8:30-10:30 (30 minutes break) 11:00-1:00	Quiz-2 Conversation Practice on the tele-series What will happen next (Future Tense) What do you plan to eat tonight?	Write a journal entry about your experience in the Urdu class at SASLI. The entry should be at least a page long. Focus on everything we have learned so far and make use of all the vocabulary you have acquired over the past two weeks.	Next Day

Course Policies

Attendance

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 from 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, you are required to meet with the SASLI Academic Director, Sarah Beckham (sbeckham@wisc.edu). You will also be required to submit the necessary documentation.

Any emergency circumstances for absences can be addressed to the SASLI Academic Director, Sarah Beckham (sbeckham@wisc.edu)

Absences due to Religious Observances:

SASLI follows the UW-Madison policy for religious observances. If you need to be absent from class due to religious observances, you must notify the instructor as soon as possible and no later than the first week of class of the specific days or dates on which you request relief. The instructor will make reasonable accommodations to schedule make-ups before or after the regularly scheduled requirements.

Tardiness:

Joining class on time is important for successful participation in the SASLI program. If you join the class even one minute late, you are tardy.

Being late to class is disruptive and disrespectful to one's instructor(s) and classmate(s), and could result in a marked absence or grade deduction.

Habitual tardiness will bring other penalties such as loss of a scholarship, repayment of scholarship, or expulsion, per SASLI policy, or per the policies of SAFLI, FLAS, and Project GO for students on those programs.

USE OF NON-INSTRUCTIONAL TECHNOLOGY (CELL PHONES CHAT APPLICATIONS, SOCIAL MEDIA) DURING SYNCHRONOUS MEETING TIMES

Students should turn off/mute their cell phone ringers and are required not to engage in chatting or using social media during synchronous class meetings. This could result in a grade deduction.

Privacy of Student Information & Digital Tools: Teaching & Learning Analytics & Proctoring Statement

The privacy and security of faculty, staff and student's personal information is a top priority for UW-Madison. The university carefully reviews 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. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have a legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

Privacy of Student Records & the Use of Audio Recorded Lectures

See information about [the privacy of student records and the usage of audio-recorded lectures](#).

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 requiring accommodation. [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. Students are also 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

You need to attend all the classes regularly and on time, join online office hours to get help, complete all the work by the due dates following the specific guidelines, actively participate in all the class activities, review course materials regularly and prepare well for the quizzes and exams. You need to spend around 4 hours of time every day to complete the assignments and practice the language. Use online resources to improve the script and come prepared for each and every class.

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 centre 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](#)

During the global COVID-19 pandemic, we must prioritize our collective health and safety to keep ourselves, our campus, and our community safe. As a university community, we must work together to prevent the spread of the virus and to promote the collective health and welfare of our campus and surrounding community.

UW-Madison [Badger Pledge \(for Madison-based students\)](#)

Quarantine or Isolation Due to COVID-19

Students should continually monitor themselves for COVID-19 symptoms and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their Instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

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. <https://diversity.wisc.edu/>

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 behaviours 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/on the online forum.

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**.

Every class is comprised of students from a variety of backgrounds, some with more exposure to Urdu, some with less. Additionally, each student learns best in a different style and at a different pace. Just like any other subject, some students learn faster and some find it more challenging. Some have more difficulty reading than speaking, and vice-versa. These differences do not necessarily reflect on a student's commitment, effort, intelligence, or worthiness. Although it can be difficult during the prolonged contact of an intensive language program, **all students are expected to respect each other's learning needs and abilities at all times**. Disrespect will not be tolerated.

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 behaviour 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 that may result in disciplinary action. Examples of disciplinary action include, but are 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/

In the context of this course, most assignments must be completed individually (except where specified) and without the use of online translators (which will always produce comically incorrect results anyway!).

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 (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional 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

See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

SASLI follows the UW-Madison policy for religious observances. If you need to be absent from class due to religious observances, you must notify the instructor as soon as possible and no later than the first week of class of the specific days or dates on which you request relief. The instructor will make reasonable accommodation to schedule make-ups before or after the regularly scheduled requirements.

The Eid-ul-Adha (Baqridd) is likely to be celebrated on Wednesday, July 21 and if you need to be absent, please let the instructors know.