

Introductory Uyghur Summer 2018
Course Syllabus

Instructor: Mustafa Aksu
Office location: 1332 Van Hise
Office Hours: Monday to Friday 2:00pm to 4:00 pm; By appointment
Contact information: e-mail: maksu@indiana.edu Tel: 812 955 1595
Classroom location: Van Hise 201

CESSI Class Schedule:

Monday—Thursday: 8:30am-1:00pm
Friday: 8:30am-10:00pm

A 5 minute break will be given after each hour, and a 20 minute break will be given after first two hours. It is subject to change upon request and changes will be announced in class.

Course Objectives

The Introductory-level Uyghur course is focusing on developing communication skills in target language. The main goal of this course is to familiarize students with the Uyghur Arabic alphabet, important phonetic rules, introduce basic grammar, and obtain general skills that will help students to travel to the region and study/do field research there. In addition to the textbook, some other authentic audio and video materials, media programs, pictures, etc. illustrating contemporary cultural life in Xinjiang will be available. During the classes, learners are given the opportunity for personal expression in the form of partner and group work.

By the end of the course, students will be able to read and write in Uyghur Arabic script; to introduce themselves and others; conduct simple dialogues; read simple texts and dialogues; write simple paragraphs in Uyghur; understand and pick up simple information from the listening.

Required textbook:

An Elementary Uyghur (Georgetown University Press, 2013)
(<http://press.georgetown.edu/book/languages/uyghur>)

Suggested online materials: Online dictionary *yulghun.com*; youtube.com; meshrep.com

Assignments and grading policy

The 8-week summer program is equivalent to two semesters of classroom instruction during the academic year. This means that at the end of this course you will receive two grades corresponding to each semester. At the end of the first four weeks you receive a *final* grade; i.e. equivalent to the first semester. At the end of the second eight weeks you receive a *final* grade, i.e. equivalent to the second semester. These final grades are derived from the following components:

Participation: 30%

Homework (preparation, oral and written assignments, presentations, journal): 30%

Daily quizzes and Chapter tests: 20%
4th –week and 8th-week exams – 20%

In order to receive maximum score on the ‘participation’ component, you need to (1) actively participate in pair/group-work; (2) actively contribute to free conversation without the teacher’s calling on you; and (3) your answers have to be relevant to the topic. Attendance without active participation does not result in credit.

In order to ensure continuous learning, homework is given every day in class and it is due the following morning in class. You may turn in late homework to receive feedback from your instructor. However, you will not receive credit for late homework.

No bonuses or extra credit are given for extracurricular events.

The letter grade will be awarded as a final grade for the course. The equivalencies of the grades follow below:

A (Excellent) 90-100
AB (Intermediate Grade) 83-89
B (Good) 74-82
BC (Intermediate Grade) 67-73
C (Fair) 61-66
D (Poor) 55-60
F (Failure) 54 or less

Credits:

8 (4 credits for each section)- 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) for each section, which include regularly scheduled instructor: student meeting times (8:30 AM-1 PM MTWThF) reading, writing, listening, speaking, problem sets, speaking portfolio, quizzes, role plays, exams, and other student work as described in the syllabus.

Absences

Language learning requires greater participation in the classroom than most other subjects in the university curriculum. Students are expected to attend all classes. Students are allowed to miss three instructional hours during the course without grade penalty. Note that this includes absences due to illness. Absences beyond three instructional hours will result in a grade penalty of 2% per class.

You may not make up tests or exams if you do not inform your instructor ahead of time of your anticipated absence.

Language Program Supervision and Student Liaison

Any exceptions will have to go through Kelly Iacobazzi, CESSI Program Coordinator (iacobazzi@wisc.edu) or Felecia A Lucht, CESSI Academic Director (Felecia.lcht@wisc.edu)

McBurney Disability Resource Center: The McBurney Center is available for all students at the University of Wisconsin. The Center offers a wide array of services for students with Disabilities. If you are in need of any of the services provided by the Center, please feel free to contact the McBurney Center staff directly. For a list of the services provided, please visit the website:

<http://www.mcburney.wisc.edu/services/>

Contact information for the McBurney Disability Resource Center:

905 University Avenue
Madison, WI 53715
608-263-2741 (phone)
263-6393 (tty)
265-2998 (fax)
mcburney@uwmadmail.services.wisc.edu

Student Code of Conduct: The student Academic Misconduct Policy & Procedures for the University of Wisconsin is available on the website listed below:

<http://www.wisc.edu/students/saja/misconduct/misconduct.html>

This document outlines the rules and regulations regarding students' rights and responsibilities while a student at the University of Wisconsin-Madison. It states that "**Academic misconduct is an act in which a student:**

- seeks to claim credit for the work or efforts of another without authorization or citation;
- uses unauthorized materials or fabricated data in any academic exercise;
- forges or falsifies academic documents or records;
- intentionally impedes or damages the academic work of others;
- engages in conduct aimed at making false representation of a student's academic performance;
- assists other students in any of these acts.

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UWMadison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review.

For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/. Please see the website listed above for further information.

DIVERSITY & INCLUSION

Institutional statement on diversity: “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/>

Schedule of topics and classes

Topics	Functions	Grammar/ Structures
1 Week Uyghur Alphabet Greetings and Farewells (Chapter 1 and 2)	Uyghur Arabic Alphabet; Meeting people; Greeting; Introducing yourself	Alphabet: Pronunciation and Orthography, Vowels, Consonants; Sounds with no English correspondence; Vowel harmony; Other basic phonetic rules; Word stress Weekly test
2 Week People of Xinjiang Uyghur names Simple form of letter People and objects Classroom objects Chinese currency (Chapter 3 and 4)	Telling where you are from; Introducing countries and languages; Writing simple letters in Uyghur; Comparing Uyghur and American names; Introducing and Describing People and Places	Ending -liq, -lik (where from) Ablative Case -din, -tin ; Personal pronouns; Interrogative particle -mu and -chu ; Demonstrative pronouns; Adjectives; Plurality of nouns; Numbers; Locative Case -da, -ta ; Expressing existence: bar and yoq Weekly test
3 Week Direction: Where is...? Daily Routines Likes and dislikes Times of the day Days and Months (Chapter 5 and 6)	Asking for directions; Giving commands and requests; Apologizing; Describing daily routines; Expressing likes and dislikes; Asking dates, months	Imperatives; Dative Case -qa, gha... Accusative Case -ni ; Verbs and Cases Building sentences: word order; Negative and Interrogative Sentences; Present Future Tense; Adverbs Weekly test

<p>4 Week Me and My Family Relatives Holidays Congratulations (Chapter 7 and 8)</p> <p>Midterm exam: TBA</p>	<p>Talking about immediate and extended family; kinship terms; Describing physical characteristics of the people; Expressing specific location</p>	<p>Genitive case and Possessive endings; Fleeting vowels; Consonantal voicing; Adjectives: comparative and superlative degrees; Present Continuous Tense</p> <p>Midterm exam</p>
<p>5 Week Age and Past events Buying Fruits at the Grocery (Chapter 9 and 10)</p>	<p>Describing and comparing past events; Asking and Expressing Age; Making purchases; Asking about the price and money; Expressing availability and necessity; Bargaining using simple arguments</p>	<p>Definite Past Tense; Numbers beyond 10; Compound Verbs turmaq and qalmaq Terms of quantity; Words bar and yoq; The complex suffixes -diki, -tiki</p> <p>Weekly test</p>
<p>6 Week Food At the Restaurant Being a guest (Chapter 11 and 12)</p>	<p>Ordering food and drink; Comparing Foods; Expressing likes and dislikes; Being a guest in an Uyghur family; Making Uyghur Food; Getting some recipes; Expressing obligation and necessity</p>	<p>Formation of Adjectives; Past and Future forms of bar and yoq; Ability form of the verb; Verbal Nouns; More Adjectives and Adverbs; Indirect Speech and verbs of cognition;</p> <p>Weekly test</p>
<p>Weather and Seasons Natural Disasters Clothing (Chapter 13 and 14)</p>	<p>Describing weather and seasons; Describing Natural Disasters; Giving advice; Making plans; Telling time in Uyghur; Describing Seasonal Clothes</p>	<p>Conditional Mood Simple Math in Uyghur; Indefinite Past Tense; Past Participles; Exclamations</p> <p>Weekly test</p>
<p>8 Week Health Parts of body Illnesses Uyghur Tevip (Chapter 15)</p> <p>Final exam: TBA</p>	<p>Describing symptoms of illness; Visiting doctor; Introducing Uyghur Traditional Medicine and Local Doctor</p>	<p>Adverbial clause of time; Present and Future Participles; Future Intentional Tense; Suffixes: -gili, -kili, -qili</p> <p>Final exam</p>