



## Third & Fourth Semester Central Eurasian Language: Tajik

GNS 451-001 & 452-001  
M-F 8:30-1:00 PM Central Time  
8 Credits Total (4 per semester)

### Course Designations and Attributes

Low Intermediate; 3 & 4 Level Foreign Language

### Instructional Mode

100% Online

### How Credit Hours Are Met

This class meets for **22.5** class period hours (Mondays-Fridays, 8:15-12:45 p.m. with breaks) each week for four weeks over the summer semester, and carries the expectation that students will work on course learning activities (reading, writing, studying, listening/viewing, instructor-student meetings, etc.) for ONE hour out of the classroom for every hour of class (**22.5** hours per week). In other words, students will devote a minimum of **45** hours a week across 4 weeks for a total of **180** hours.

Please see the [WISLI Instructional Plan \(APTLI, CESSI, SASLI, SEASSI, Flagship Language Initiatives\)](#) for a sample breakdown of class time.

### Requisites

Enrolled in the Central Eurasian Studies Summer Institute (CESSI).

## INSTRUCTORS AND TEACHING ASSISTANTS

### Instructor Title and Name

Lolagul Raimbekova. Ph.D Candidate

### Instructor Availability

Office Hours: Thursday 1:00pm -2:00pm or by appointment on Microsoft Teams (email me)

## **Instructor Email/Preferred Contact**

E-mail: raimbekova@wisc.edu

## **OFFICIAL COURSE DESCRIPTION**

### **Course Description**

*Welcome to the summer intensive course of intermediate Tajik. Tajik is a variety of Farsi based languages, which is spoken in Central Asia. Historically, Tajiks called their language zabani farsī, meaning Persian language in English; the term zaboni tojikī, or Tajik language, was introduced in the 20th century by the Soviets. Most speakers of Tajik live in Tajikistan and Uzbekistan. Tajik is the official language of Tajikistan.*

This course is designed for students who want to further develop their Tajik language skills. The primary goal of the course is to put students confidently on the path to Tajik language fluency as well as understanding and appreciation for the Tajik culture. The course will focus on further development of Tajik language skills, reading, writing, listening and speaking to enhance the overall language abilities and confidence in using the language in daily life situation. Over the course students will explore Tajik and other Central Asian cultures and traditions through videos, pictures, artifacts and encounters with the Tajik speakers.

While learning the language, the practice of basic language skills such as grammar, listening, speaking, reading, writing, and culture will be stressed.

## **LEARNING OUTCOMES**

Successfully completing this course means students will be able to

- Participate in conversations on familiar topics using series of sentences.
- Read texts on familiar and everyday topics and understand the main ideas as well as guess the meaning of new words from the context.
- Handle short social interactions in everyday situations by asking and answering a variety of questions.
- Make presentations on a wide variety of familiar topics using connected sentences.
- Write short stories and compositions on a wide variety of familiar topics using connected sentences.
- Understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.
- Understand the main idea in conversations that they hear.
- Understand the main idea of texts related to everyday life and personal interests or studies.
- Develop an interest and a desire to study the target language and culture.

## GRADING

### Attendance

Due to the intensive nature of this online course, attendance/virtual presence is crucial. Missing one day of class equals to missing a whole week of classes during a regular semester. Five bonus points (5%) will be added to the points obtained in the final exam for perfect attendance.

### Grading requirements:

- Homework and quizzes -40 %
- Participation -30%
- Individual project -10%
- Mid-term and final exams- 20%

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

A (Excellent)	92 or above
AB (Good/Excellent)	87 up to 91
B (Good)	82 up to 86
BC (Fair/Good)	77 up to 81
C (Fair)	70 up to 76
D (Poor)	60 up to 69
F (Fail)	0 up to 59

### Daily Schedule:

8.30 -9.30 Class starts  
9.30-9.35 (5 min break)  
9.35 -10.35  
10.35-10.40 (5 min break)  
10.40 -11.30  
11.30- 12.00 (30 min break)  
12.00 -1.00 p.m. class end

#### Synchronous /Asynchronous Time

Depending the daily course materials the learning modules are divided into synchronous (real time interaction) and asynchronous (not real time interaction) time.

### Homework and Quizzes

You will be assigned homework each day of class, which will be checked in class the following day of class. The failure to do the homework leads to a decrease of the quiz points (1% for each skipped homework). There will be about 6 quizzes. Each quiz will be about 15 minutes long and will be conducted during the second hour of every Friday except the mid-term and final exam days.

### **Midterm and Final (oral and written exams)**

Midterm is scheduled on July 3<sup>rd</sup> .

Final Exam is scheduled on August 7<sup>th</sup> .

### **Individual Project**

Your individual project is due on the day of the final exam. We will discuss it in class.

### **Class expectations**

Students will be regularly made aware of their respective progress and areas for improvement with the help of homework (every day), weekly quizzes (once a week except 4<sup>th</sup> and 8<sup>th</sup> weeks) and the Mid-term exam (4<sup>th</sup> week). Students who need some extra help are strongly encouraged to take advantage of the office hours.

### **Recommended Textbooks:**

- Khojayori, N. (2009). *Tajiki: An elementary textbook 1*. Georgetown University Press.
- Khojayori, N. (2009). *Tajiki: An elementary textbook 2*. Georgetown University Press.
- Khojayori, N. & Thompson, M. (2009). *Tajiki: Reference grammar for Beginners*. Georgetown University Press.
- NOTE: You do not have to purchase the recommended textbooks. Its content will be available electronically on Blackboard Ultra.

### **RULES, RIGHTS & RESPONSIBILITIES**

This is an intensive summer class, which means that you must take high responsibility and be proactive toward your learning. You are responsible for how much you learn from this class; it is what you make of it. Please make sure you keep track of deadlines. Ask questions about assignments, exams, my expectations, or on any aspect of the course; “I didn’t know” is not an acceptable excuse. Finally, realize that you are responsible for your choices and actions.

### **ACADEMIC INTEGRITY**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’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/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

**McBurney Disability Resource Center syllabus 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.” <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

## **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/>