Third & Fourth Semester Central Eurasian Language: Uyghur
Course Syllabus

Nature of the course: Online, Intensive

Course Designations and Attributes:
Intermediate: GNS451 & GNS452

Instructor: Gulnisa Nazarova, PhD
Office Hours: 2:00 pm-3:00 pm on Monday and by appointment
E-mail: gnazarov@indiana.edu

Requisites
Enrolled in the Central Eurasian Studies Summer Institute (CESSI); completed 1st and 2nd semester Uyghur

Course time: M-F 9:00 am -1:30 pm (Central Time Zone) with 10 minutes break after each class

Course structure:
Since the nature of the course, besides synchronous instruction there will be some asynchronous sections during our classes. If synchronous instruction gives you a chance to practice your speaking and listening skills using the language spontaneously, receive immediate feedback, and ask questions, the asynchronous instruction will be used to present a new grammar to you, assign reading, listening, and writing tasks which you can complete individually with the instructor guidance. All the class materials will be uploaded to Canvas daily.

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, reading, writing, listening, speaking, problem sets, speaking portfolio, quizzes, role plays, exams, and other student work as described in the syllabus.

Course Description:
This course is designed for students who have some basic knowledge of Uyghur and can write/read using the Uyghur Arabic script. First four weeks are designed as a review and reinforce of the knowledge and skills students gained from their previous study. In the second four weeks we will start using the Intermediate textbook which will transport students to the homeland of the Uyghur people, allowing learners to explore many aspects of Uyghur traditional life, culture, and
the language. The primary goal of the course is a further development of all four language skills and building confidence using Uyghur.

Course Learning Outcomes
Upon successful completion of the course students will be able to:

- Develop the ability to speak with enough accuracy to be understood by native speakers
- Create sentences to ask and answer a variety of questions
- Describe people and places in a paragraph-length
- Compare things related to everyday life and personal interests
- Tell personal experiences in short paragraphs using different time frames
- Describe some aspects of Uyghur culture and customs
- Hold conversations on concrete topics such as family, cooking, weather, holidays...
- Express opinions on different topics covered during the course
- Give uncomplicated written and oral presentations on a variety of familiar topics

Requested textbook

Other materials:
- Uyghur-English online dictionary: https://lughet.com//
- Handouts prepared by instructor

Technology and online resources used in the course
- Canvas
- Youtube.com

CESSI’s policies regarding tardiness and absence are as follows:
CESSI students are expected to attend class every day due to the intensive nature of the program. Vacation is not a valid excuse for a student to have an extended absence. If student misses class, it is his/her responsibility to make up the work and to keep up with the other students in the class.

Tardiness:
Please remember: 2-3 minutes matter! Join classes on time.
Tardiness of over 30 minutes late will be considered an absence

Absence
1st unexcused absence = warning + grade deduction
2nd unexcused absence = referred to CESSI staff + grade deduction
Excused and unexcused absences cannot equal more than 2 classes (not days!) per semester.
Once a student has a 3rd absence, he/she must speak with either the academic director or program coordinator.
NOTE: An unexcused absence is any absence with no prior approval from the instructor. Unanticipated medical/other emergencies may require additional documentation and approval from CESSI administration to be considered "excused."

Students may not make up tests or exams if they do not inform the instructor ahead of time of their anticipated absence.

**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 students will receive two grades corresponding to each semester. These final grades are derived from the following components:

- Attendance and participation: 20%
- Homework: written and oral (including audio and video) assignments: 20%
- Weekly tests: 20%
- Everyday quizzes: 10%
- Presentations: 10%
- 4th –week and 8th-week final exams – 20%

In order to receive maximum score on the ‘attendance and 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.

To ensure continuous learning, **homework** is given every day in class and it is due the following morning in class. Written assignments should be typed and sent to the instructor via email. You may turn in late homework to receive feedback from your instructor. However, you will _not_ receive credit for late homework.

There will be **short quizzes** (5-7 minutes) every day and **weekly test** every Friday (one hour).

**Oral Presentations**

There will be 5-6-minute presentations every week given by students in class. Topics for the weekly presentations are listed in the Course calendar below.

Presentations guidelines: PowerPoint is required! It should consist of appropriate information and visuals. No less than 5 and no more than 7 minutes. No English at your presentation. Try narrating, not reading the text you prepared. It will be evaluated by the following criteria:

- Content and Vocabulary: 6
- Grammar: 5
- Comprehensibility: 5
- Fluency: 4

Two final exams will have written and oral portions. Length of the final written exam will be 90 minutes. The oral portion will be assigned the day before the written exam. Note that there are not midterm exams!
The equivalencies of the grades follow below:

A - 92 or above  C - 70 up to 76
AB - 87 up to 91  D - 60 up to 69
B- 82 up to 86  F - 0 up to 59
BC - 77 up to 81

Language Program Supervision and Student Liaison
Any exceptions will have to go through Sarah Linkert, CESSI Program Coordinator (sarah.linkert@wisc.edu) or Felecia Lucht, WISLI Director (felecia.lucht@wisc.edu)

Academic Calendar & Religion Observances
• See: https://secfac.wisc.edu/academic-calendar/#religious-observances

WISLI Instructional Plan:

Course Calendar…

is subject to change based on students’ learning progress throughout the course.

<table>
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<th>First semester</th>
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<tr>
<td><strong>Weeks / Theme</strong></td>
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| **Week 1**  
June 15 -19  
“All about you” | 1. Me & Friends & Family  
2. Dates; Likes and Dislikes; | **GRAMMAR REVIEW:**  
Ablative & Genitive Cases; Adjectives; Personal & Possessive endings; Personal Pronouns; Basic Tenses; Numbers |
| Oral presentation: My friend/mother/wife… on Thursday  
Weekly test on Friday | 3. Daily Routine & Telling Time & Hobbies | Present / Future Tense & Adverbs |
| 4. My city & My apartment | | Expressing existence: bar & yoq; Locative case; Demonstrative Pronouns |
| Week 2  
June 22-26  
“Where is…?”  
Oral presentation:  
My city/town/school…  
on Thursday  
Weekly test on Friday  |
|---|---|
| 1. Asking for directions & Providing directions  
Dative case; Adverbs; Formal & Informal Imperatives  |
| 2. Giving Commands & Asking for polite requests  
Using Conditional for polite requests  |
| 3. Let him do it!  
4. What are you doing?  
Third person Imperatives with -sun  
Optative form & Present Continues Tense  |

| Week 3  
June 29-July 3  
“Then and Now”  
Oral presentation:  
My Favorite Food  
on Thursday  
Weekly test on Friday  |
|---|---|
| 1. Past Events  
2. At the Grocery Store  
Simple Past Tense & Past Tense with idi  
Interrogative Pronouns  |
| 3. Uyghur Cuisine  
Accusative Case & Expressing Necessity  |
| 4. At the restaurant in Kashgar  
Comparative and Superlative Degrees of Adjectives  
& Past and Future forms of bar & yoq  
Super Polite Form  |

| Week 4  
July 8-10  
“Weather & 
Clothing & Health”  
Oral presentation:  
Climate of Europe/China/ Central Asia/ America…  
on Thursday  
Final Exam on Monday, week five  |
|---|---|
| 1. Telling temperature in Uyghur  
2. Natural disasters  
Conditional Mood & Expressing Ability and Possibility  |
| 3. What to wear?  
Past Participle & Indefinite Past Tense  
Subordinate clause of time: -ghan+da  |
| 4. I do not feel good  
Present and Future Participles  
Gerund of Purpose  
Intentional Future  |

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<tr>
<th>Second semester</th>
<th>Weeks / Theme</th>
<th>Topics</th>
<th>Grammar</th>
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<td>Week 5</td>
<td>July 13-17</td>
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<tr>
<td>“Welcome to the Uyghur Land”</td>
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<td>Oral presentation: My trip to… on Thursday</td>
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<tr>
<td>Weekly test on Friday</td>
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<tr>
<td>Online (synchronous) Final Exam (The exam guidelines will be sent on Friday after classes)</td>
<td>Postpositions <strong>bilen</strong>, <strong>arqiliq</strong>, and <strong>bashlap</strong></td>
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<td>1. First stop is Beijing</td>
<td>The Construction: <strong>-ghu deymen</strong></td>
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<td>2. The Language of Food in Xinjiang</td>
<td>Postposition <strong>qarighanda</strong></td>
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<td>3. On the Hillside of the Tengritagh</td>
<td>Sentence coordination with <strong>-p</strong>, <strong>-ip</strong> and <strong>-up</strong></td>
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<td>4. Turpan &amp; Kashgar</td>
<td>Particles: <strong>-la</strong>, <strong>-ghu</strong>, <strong>-ae</strong></td>
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<td>Auxiliary Vebrs <strong>almaq</strong> and <strong>bermek</strong></td>
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<th>Week 6</th>
<th>July 20-24</th>
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<tr>
<td>“Uyghur Hospitality”</td>
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<td>Oral presentation: My Favorite Holiday</td>
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<td>Weekly test on Friday</td>
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<tr>
<td>1. Uyghur Traditional Family</td>
<td>Verbal Nouns</td>
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<td>2. Being a guest in Uyghur family &amp; Holiday Food</td>
<td>Passive Voice</td>
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<td>3. Uyghur Names</td>
<td>Narrative Past</td>
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<td>4. Compliments &amp; Apologies</td>
<td>Hearsay &amp; Reportative Past</td>
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<td>Reflexive Pronoun <strong>oz</strong></td>
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<th>Week 7</th>
<th>July 27-31</th>
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<tr>
<td>“Uyghur Traditional Occupations”</td>
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<td>Oral presentation: I want to be a… on Thursday</td>
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<td>Weekly test on Friday</td>
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<td>1. Navay</td>
<td>Noun Formation Suffixes</td>
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<td>2. At the market in Kashgar</td>
<td>Onomatopoeia (Imitative words) in Uyghur</td>
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<td>3. I want to…</td>
<td>Subordinate Clause of Reason</td>
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<td>4. Enisar Knife</td>
<td>Purpose &amp; Objectives</td>
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Week 8
August 3-7

“Trip to Khoten”

Oral presentation:
I want to go to… on Thursday

Final Exam

| 1. Reservation at a hotel | Suffix – mish
Relative Clauses with the word bolup |
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<td>2. Street conversations</td>
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| 3. Khoten Carpet         | The Repeated Conjunction bir turup…bir turup
Expressing desire with the verb kelmek
The word dep |
| 4. Buying gifts & Olturush and Meshrep | The suggestion particle jumu
The short form of the first Optative - ili |

Academy Integrity

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.

https://conduct.students.wisc.edu/syllabus-statement/

Accommodations for students with disabilities

McBurney Disability Resource Center recommended 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. https://mcburney.wisc.edu/instructor/
**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/