



## **GNS 331-332, Elementary Kazakh, Summer 2025**

**8 Credits (4 credits for each section numbered 331 and 332)** 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 (10:00-12:00 and 1:00-3:00, M-F) reading, writing, listening, speaking, problem sets, speaking portfolio, quizzes, role plays, exams, and other student work as described in the syllabus.

### **Course Designations and Attributes**

Foreign Lang – 1st and 2nd semester foreign language course

Level - Elementary

L&S Credit - Counts as Liberal Arts credit in Letters & Science

### **Course Description:**

This intensive summer Elementary level Kazakh language course is designed for students who don't know Kazakh.

It provides an introduction to the Kazakh language, which is a Turkic language spoken by about 20 million people in Kazakhstan, China, Mongolia, Turkey, Uzbekistan, Tajikistan, Turkmenistan, Russia, and Iran. The Elementary Kazakh course offers a foundation in developing skills to be able to speak, listen, read, and write in Kazakh in a culturally appropriate way in various social situations.

We will work to develop important language skills: listening, reading, writing, and speaking, and will learn to communicate in Kazakh in authentic situations.

Kazakh will be used as the primary language in classroom instructions, with minimal use of English for explanations of grammar.

This course provides students with a general knowledge of the current spoken and written Kazakh Language. It familiarizes students with the Kazakh alphabet, common phrases used in real-life conversations and daily routines. Throughout



the course students will explore Kazakh culture and traditions through videos and pictures.

**Meeting Time and Location:**

M-F at 10:00 am -3:00 pm Central Time (with a break from 12-1)

June 16, 2025 - August 8, 2025

Online:

<https://uwmadison.zoom.us/j/98074307985?pwd=Hqx16M1khNdJvHUGQ1yKJqWw40RSe4.1>

**Instructor:** Gulnara Glowacki, PhD

**Office Hours:** 3 pm - 4 pm Central Time Wednesday and Thursday and by appointment

Online:

<https://uwmadison.zoom.us/j/92336082473?pwd=UMvYzal2c0x6ixIfabyL3dsg1OhL7C.1>

**E-mail:** [gglowacki@wisc.edu](mailto:gglowacki@wisc.edu)

## LEARNING OUTCOMES

Upon completion of the first four-week course (First Semester), students will be able to:

- Read and write simple phrases in Kazakh
- Make social introductions and use greeting and leave-taking expressions.
- Ask and answer simple questions on very familiar topics.
- Ask and answer simple questions about date and place of birth, nationality, occupation, etc.
- Use simple phrases and sentences to describe where you live and people you know.
- Understand familiar names, words, and very simple sentences.
- Write a short, simple postcard.
- Fill in forms with personal details.
- Describe in detail a person or place that is very familiar to the student.
- Listen and understand moderately slow Kazakh speech and dialogues.
- Handle conversations about familiar topics in an organized way.

Upon completion of the second four-week course (Second Semester), students will be able to:



- Read texts on familiar topics and understand the main ideas and guess the meaning of new words from the context.
- Speak about themselves and their environment, carry out basic transactions related to daily life orally and in writing.
- Order a simple meal.
- Tell or ask someone for directions from here to a nearby hotel, restaurant, or post office.
- Give detailed information about his or her family and house.
- Buy a needed item such as bus or train ticket, groceries, or clothing.
- Form and understand almost all basic suffixes of Kazakh.
- Write short stories and compositions in Kazakh.
- Listen and understand relatively slow Kazakh speech, dialogues.
- Participate in conversation on familiar topics using the Kazakh language with native Kazakh speakers.
- Talk about a trip or some other everyday event that happened in the recent past or that will happen soon.

## Course Website and Digital Instructional Tools

- Link to institute website: <https://www.wisc.edu/>
- Link to Canvas page:  
[https://canvas.wisc.edu/courses/454159/pages/homepage?module\\_item\\_id=8514049](https://canvas.wisc.edu/courses/454159/pages/homepage?module_item_id=8514049)
- Link to link for class  
<https://uwmadison.zoom.us/j/98074307985?pwd=Hqx16M1khNdJvHUGQ1yKJqWw40RSe4.1>

## TEXTBOOKS/MATERIALS, ADDITIONAL MATERIALS

*Kazakh Elementary* Textbook by G. Glowacki, J. Washington and A. Sultanova (in press), modules and chapters will be provided as necessary.

Textbook and various course materials are the intellectual property of the authors. Do not share or distribute them to anyone—anyone doing so engages in academic misconduct and theft with consequent penalties.

News articles, short videos, articles, and movies from the web.

**Technology and online resources used in the course:**



- Canvas
- Youtube.com

## **Links that might be useful for homework and projects:**

<https://www.soyle.kz/?lang=en> (Online course of Kazakh language)

<https://bala.soyle.kz/> (Online course of Kazakh language for children)

<http://kaz-tili.kz/wch.htm> (Kazakh grammar in Russian language)

<https://kitap.kz> (books, audios, videos)

<https://astanatv.kz/kz/> (TV channel)

[www.BAQ.kz](http://www.BAQ.kz) (News)

[www.google.kz](http://www.google.kz)

<https://www.azattyq.org/> (News)

<https://emle.kz/> (Spelling in Kazakh language)

<https://sozdik.kz/> (Kazakh-Russian dictionary)

<https://www.abaicenter.org/>

## **COURSE REQUIREMENTS & REQUISITES**

Daily substantive interactions between students and the instructor are required in the online class from Monday through Friday. Communication will take place via Canvas and email.

This class will follow **WISLI attendance policy** which states:

Given the intensive nature of our programs, students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to attend every day of online class during the 8-week summer term. Students may miss one class per semester without penalty; a second absence can result in a full grade deduction; three or more absences may lead to an additional grade reduction or automatic failure.

Please see the grade rubric in your course syllabus for an explanation of your course grade.

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.

## **WISLI Tardiness Policy**



Given the intensive nature of the summer language classes, it is imperative to be ready to join class on time for both 2-hour sessions. To ensure a productive learning environment for all participants, WISLI defines tardiness as the following:

Tardiness: arriving more than 5 minutes late to a class session.

Excessive tardiness: arriving more than 10 minutes late to any session.

Tardiness in excess of 30 minutes will be considered an absence for the 2-hour session.

Repeated tardiness:

Three instances of tardiness will result in a warning. A fourth instance of tardiness will require a meeting with an Academic Director.

Three instances of excessive tardiness (arriving more than 10 minutes late but less than 30) will be counted as one absence for the 2 hours.

Repeated tardiness in excess of 30 minutes will then be subject to the WISLI absence policy. Continued tardiness or excessive tardiness may result in further penalty or dismissal.

WISLI understands that unforeseen circumstances can occur. Please communicate any tardiness or absences to the course instructor as soon as possible.

CESSI students are expected to attend class every day due to the intensive nature of the program. If a student misses a class, it is his/her responsibility to make up the work and to keep up with the other students in the class.

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.

## **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](#) and guidelines on [generative](#)



[artificial intelligence](#). Do not use translation software such as Google Translate or AI tools such as Microsoft Copilot 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.

## **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: 15%**

**Independent learning assignments: 20%**

**Weekly tests: 20%**

**Everyday quizzes: 10%**

**Presentations: 10%**

**4<sup>th</sup>-week and 8<sup>th</sup>-week final exams: 20%**

**Participation and leading the Kazakh conversation and Cultural events: 5%**

## **Attendance, Participation, and Assignments Policy**

In order to receive the maximum score on the ‘attendance and participation’ component, you need to do all of the following: (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, an independent learning assignment is given every day in class, and it is due the following morning in class. You may turn in a late independent learning assignment to receive feedback from your instructor. However, you will not receive credit for late independent learning assignments. There will be short quizzes (5-7 minutes) every day and a weekly test every Friday (one hour).

## **Oral Presentations**



There will be 5- to 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

## **Final Exams:**

There will be two final exams (at the end of Week 4 and the end of Week 8), each comprising written and oral components conducted with the instructor.

- The written exam will last 90 minutes and will assess reading, writing, and grammar skills.
- The oral exam will be held on the same day as the written exam and will last approximately 25 minutes per student. It will consist of two parts: a monologue and a role-play.
- The oral exam will assess students' ability to speak Kazakh fluently and accurately, including pronunciation, fluency, vocabulary usage, grammatical accuracy, and interactive communication skills.

## **Final Group Project:**

For the closing ceremony, students will complete a group project that includes information and visuals related to the Kazakh language learning process.

Alternatively, students may choose to create their own original story.

## **Kazakh Conversation and Cultural Events Participation**

Students are required to participate in scheduled Kazakh conversation events throughout the course. Participation involves engaging in discussions, role-plays, and interactive activities conducted entirely in Kazakh. Consistent attendance and meaningful contribution are expected to develop speaking and listening skills in real-life contexts.

Active participation in cultural events is a vital part of the course. These events provide authentic opportunities for students to practice spoken Kazakh and



engage with the rich cultural heritage of Kazakhstan and the broader Central Asian region. The cultural events are scheduled for Week 3 and Week 6.

**Final letter grades will be assigned using the following scale:**

Grade	Percentage	Grade Point per Credit
A	92%-100%	4
AB	87%-91%	3.5
B	82%-86%	3
BC	77%-81%	2.5
C	70%-76%	2
D	60%-69%	1
F	0%-59%	0

## COURSE CALENDAR

**This course calendar is subject to change based on students' learning progress throughout the course.**

First semester		
Weeks / Theme	Topics	Grammar
<b>Week 1</b> 06.16-06.20  <b>Oral presentation:</b> About myself. Өзім туралы <b>on Thursday</b>  <b>Weekly test on Friday</b>	Қазақ кирил әліпбиі –  <i>The Kazakh Cyrillic alphabet</i>	Kazakh Alphabet Consonant sounds Vowel sounds Vowel Harmony
	Амандасу және танысу.  <i>Greetings and introductions</i>	Greetings, formality (2 <sup>nd</sup> pronouns: сен/сіз), addressing people (use of names, terms of address), parting phrases / saying bye terms of address Polite inquiries and common responses
	Сіз кімсіз? Сіз қайдан боласыз?  <i>Who are you? Where are you from?</i>	Word order Personal Pronouns Personal Endings Interrogative Particle - <b>ма/ме, ба/бе, па/пе</b> Ablative Case - <b>дан/ден нан/нен, тан/тен</b> Asking questions with <b>әлде</b> and <b>немесе</b> Question words <b>кім</b> ( <i>who</i> ) and <b>қайдан</b> ( <i>where from</i> )



	Қазақша санайық! <i>Let's count in Kazakh!</i>	Expressing plurals in Kazakh Cardinal numbers Expressing age Possessive endings Possessive pronouns Ordinal numbers
<p><b>Week 2</b> 06.23-06.27</p> <p><b>Oral presentation:</b> My room. Менің бөлmem.</p> <p><b>on Thursday</b></p> <p><b>Weekly test on Friday</b></p>	Телефон нөміріңіз қандай? <i>What is your telephone number?</i>	Genitive Case
	Қазір уақыт қанша? <i>What time is it?</i>	Telling time Time of Day Adjectives Time Expressions before the half hour Time Expressions after the half hour Dative case
	Дәрісхана <i>The Classroom</i>	Demonstrative pronouns: <b>бұл, ол</b> Colors Negating adjectives with емес Asking what something is like Question Words <b>қандай</b> ( <i>how, what kind</i> ) Strings of adjectives, coordination with <b>және</b>
	Кітабым қайда? <i>Where is my book?</i>	Locative Case –да/де for location Expression of availability – бар (there is), жоқ (there is not) Postpositions of location (on the top, near, inside, between) Imperatives
<p><b>Week 3</b> 06.30-07.04</p> <p><b>Oral presentation:</b> My daily routine. Менің күн тәртібім.</p> <p><b>on Thursday</b></p> <p><b>Weekly test on Friday</b></p> <p><b>Cultural event 1</b></p>	Сіздің мамандығыңыз кім? <i>What is your occupation?</i>	Negative marker емес
	Бүгін нешесі? <i>What is today's date?</i>	Days of the week Months of the year
	Сіз күнде не істейсіз? <i>What do you do every day?</i>	Word order Present-future tense Adverbs indicating the time of the day The negative present-future tense



	<p>Менің бос уақытымда. <i>In my free time...</i></p>	<p>The meaning of the dative case The present progressive Auxiliaries used to express present progressive The abilitative mood Accusative infinitive with <i>like and love</i></p>
<p><b>Week 4</b> 07.7-07.11</p> <p><b>Oral presentation: : My family. Менің отбасым. on Thursday</b></p> <p><b>Final exam on Monday, week five</b></p>	<p>Сіздің отбасыңызда кім бар? <i>Who is in your family?</i> Адамның келбеті. <i>Personal appearance</i></p>	<p>Locative case with possessive suffixes Adjectives describing people</p>
	<p>Сіз балалардың үлкенісіз бе? <i>Are you the oldest sibling?</i></p>	<p>Comparative and Superlative degrees (ен) Stem changes with the possessive suffixes Definite past tense (-ды) Adverbs of time past tense</p>
	<p>Сіз қайда тұрасыз? <i>Where do you live?</i></p>	<p>Proper names Expressing duration of time</p>
	<p>Review of all topics for the exam</p>	

Second semester		
Weeks / Theme	Topics	Grammar
<p><b>Week 5</b> 07.14-07.18</p> <p><b>Oral presentation: My favorite food. Менің сүйікті тағамым. on Thursday</b></p> <p><b>Weekly test on Friday</b></p>	<p>Жуынатын бөлме қай жерде? <i>Where is the bathroom?</i></p>	<p>Adjectives describing places Adjectives – forming suffixes from nouns (-лы/лі, ды/ді, ты/ті) from verbs (-атын/етін, -йтын/йтін)</p>
	<p>Банк қай жерде? <i>Where is the bank?</i></p>	<p>Cardinal directions Plural and polite imperative form Saying “please” with the suffix -шы</p>
	<p>Менің қарным ашып тұр. <i>I am hungry.</i></p>	<p>Expressing quantity Expressing necessity Desiderative mood Adjectives describing <b>food</b> Superlative degree (<b>өте, тым</b>)</p>



	<p>Бұл алма неше теңге тұрады?  <i>How much are these apples?</i>                  Салат жасай аласыз ба? <i>Can you make a salad?</i></p>	<p>Compound Verbs                  Accusative Case                  Sequence adverbs:                  in the beginning, after that, later, finally</p>
<p><b>Week 6</b>                  07.21-07.25</p> <p><b>Oral presentation:</b> My trip to ... Менің саяхатым.  <b>on Thursday</b></p> <p><b>Weekly test on Friday</b></p> <p><b>Cultural event 2</b></p>	<p>Бұл көйлекті қайдан сатып алдыңыз?  <i>Where did you buy that dress?</i>                  Ол неше теңге тұрады?  <i>How much does this cost?</i></p>	<p>Adjectives for describing physical characteristics of clothing (cotton, silk, etc.)                  Adjectives for clothing fit (too tight, loose, etc.)</p>
	<p>Мейрамханада  <i>In the restaurant</i></p>	<p>Invite someone to take action -verb+ imperative mood                  suffix -айық (барайық - Let's go)                  Instrumental case</p>
	<p>Саяхат. <i>Travel</i>                  Билет қанша тұрады?  <i>How much for a ticket?</i></p>	<p>Volitional Future</p>
	<p>Бөлмеге тапсырыс беруге бола ма?  <i>May I rent a room?</i></p>	<p>Expression With <b>екен</b></p>
<p><b>Week 7</b>                  07.28-08.1</p> <p><b>Oral presentation:</b> My city/town                  Менің қалам.  <b>on Thursday</b></p> <p><b>Weekly test on Friday</b></p>	<p>Астананың көрікті жерлері  <i>Astana Landmarks</i></p>	<p>Future Intentional Tense</p>
	<p>Наурыз мейрамын бірге тойлайық!  <i>Let's Celebrate Nauryz Together!</i></p>	<p>Indefinite Past Tense <b>-ған</b>                  Opinion Adverbs</p>



	Жаңбыр жауып тұрма? <i>Is It Raining?</i>	Conditional Mood
	Қазақ елінің жері және географиясы <i>Kazakh Geography</i>	Sequencing Past Events With A Dependent Clause
	Табиғи апаттар <i>Natural Disasters</i>	Subordinate Clause of Time -Ғанда
<b>Week 8</b> 08.4-08.8	Денсаулығыңыз қалай? <i>How Are You Feeling?</i>	Expressing That Something Hurts Subordinating Conjunctions
<b>Final Exam</b> <b>Group Project</b>	Қай жеріңіз ауырып тұр? <i>Where Does It Hurt?</i>	Indicating That Someone Has a Disease Expressing the Word <i>since</i> in Kazakh Past Participle
	Review of all topics for the final exam.	

UW-Madison Academic Policies and Statements

**Academic Calendar & Religious Observations.** View the full [academic calendar](#) in addition to information about religious and election day observances. Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to [religious observances](#).

Establishment of the academic calendar for the University of Wisconsin–Madison falls within the authority of the faculty as set forth in [Faculty Policies and Procedures](#). Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. Find [additional dates and deadlines for students](#) on the Office of the Registrar website.

**Academic 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 sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension or expulsion.



**Accommodations for Students with Disabilities:** 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 of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the [McBurney Disability Resource 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.

**Course Evaluations.** Students at the University of Wisconsin–Madison have the opportunity to evaluate their learning experiences and the courses they are enrolled in through course evaluations. Many instructors use a [digital course evaluation tool](#) to collect feedback from students. Students typically receive notifications two weeks prior to the end of the semester requesting that they complete course evaluations. Student participation is an integral component of course development, and confidential feedback is important. UW–Madison strongly encourages student participation in course evaluations.

**Diversity & Inclusion.** [Diversity](#) is a source of strength, creativity, and innovation for the University of Wisconsin–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. UW–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.

**Mental Health and Well-Being.** Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others.

UW–Madison students are encouraged to learn about and utilize the university’s mental health services and/or other resources as needed. Student can visit [uhs.wisc.edu](https://uhs.wisc.edu) or call University Health Services at (608) 265-5600 to learn more.

**Privacy of Student Records & Use of Audio Recorded Lectures.** Lecture materials and recordings for this course are protected intellectual property at UW–Madison. Students enrolled in this course may use the materials and recordings for their personal use related to participation in the course. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they 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 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. View [more information about FERPA](#).

**Students' Rules, Rights & Responsibilities.** View more information about [student rules, rights and responsibilities](#) such as student privacy rights, sharing of academic record information, academic integrity and grievances.

**Teaching and Learning Data Transparency.** The privacy and security of faculty, staff and students' personal information is a top priority for UW–Madison. The university carefully reviews and vets all campus-supported digital tools used for teaching and learning, including those that support [data empowered educational practices](#) and proctoring. View more information about [teaching and learning data transparency](#) at UW–Madison.