



1st & 2nd Semester Central Eurasian Language - Uyghur **University of Wisconsin-Madison**

Course Subject, Number and Title

Elementary Uyghur: GNS 351-002 and GNS 352-002

Credits

8 credits total (4 credits/semester). 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 Designations and Attributes

Level-Elementary; 1st and 2nd semester Foreign Language courses

Course Description

The Introductory Uyghur course will be focusing on developing communication skills in the target language. The main goal of the first semester (first four weeks) is to familiarize students with the Uyghur Arabic alphabet, important phonetic rules, introduce basic grammar, and obtain four language skills such as speaking, listening, reading, and writing. The main aim of the second semester (second four weeks) of this course is to continue developing a foundation of Uyghur grammar and vocabulary. Students will learn new verb tenses along with other grammar constructions and new vocabulary. In addition to the textbook, other authentic audio and video materials, pictures, illustrating the cultural life of Uyghurs will be available. During the classes, learners will be given an opportunity for personal expression in the form of partner and group work.

Requisites

Enrolled in the Central Eurasian Studies Summer Institute (CESSI)

Meeting Time and Location

Monday-Friday 9:00-11:00pm and 12:00-2:00
Zoom link (provided in email and canvas)

Instructional Modality

online

How Credit Hours are Met by the Course

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), which include regularly scheduled instructor and student meeting times (e.g., 4 hours of synchronous course sessions daily, 5 sessions per week), reading, writing, listening, speaking, and out-of-class homework and project activities.

Regular and Substantive Student-Instructor Interaction

This course meets the regular and substantive student-instructor interaction requirement. By engaging students in teaching, learning and assessment through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content on a weekly basis. Regular and substantive student-instructor interaction, as defined by the US Department of Education (Within 34 C.F.R. §600.2), is always a requirement of UW-Madison for-credit learning activities

Instructor Title and Name

Dr. Yakefu Mayila (Mahire Yakup)

Instructor Availability

Office hours: 2:00-3:00pm (CT) Mondays or by appointment

Instructor Email/Preferred Contact

yakup@wisc.edu

Course Learning Outcomes

Upon successful completion of the course, students will be able to:

- Introduce themselves and others
- Create sentences to ask and answer a variety of questions
- Introduce their (extended) families and describe family members using personal and genitive endings
- Discuss their daily needs
- Describe past events
- Ask for price, bargain, and buy things at a market
- Express quantity and availability
- Order food and drinks at a restaurant
- Express ability and possibility
- Discuss weather and seasons
- Describe seasonal clothing
- Discuss health issues

Grading

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:

Participation in class activities: 20%

Homework: written and oral (including audio and video) assignments: 30%

Weekly tests: 20%

Presentations: 10%

4th –week and 8th-week final Exams – 20%

Participation:

In order to receive maximum score on the ‘participation’ component see the participation rubric below

Criteria	5 Points	4 Points	3 Points	2 Points	1 Point	0 Points
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<p>Active Oral Participation (8 points)</p>	<p>Consistently initiates discussions, asks thoughtful questions, and provides detailed, relevant responses. Demonstrates eagerness to speak and actively engages with classmates and instructor.</p>	<p>Frequently contributes to discussions, asks relevant questions, and provides clear responses. Generally participates well and engages with others.</p>	<p>Sometimes contributes to discussions, asks occasional questions, and gives basic responses. Participation is present but inconsistent.</p>	<p>Rarely contributes to discussions. Responses are minimal or require prompting. Hesitant to speak.</p>	<p>Seldom speaks or interacts. Appears disengaged during oral activities.</p>	<p>Does not participate orally or actively avoids speaking in the target language.</p>
<p>Preparedness & Effort (6 points)</p>	<p>Always comes to class fully prepared with all assignments completed thoroughly and on time. Demonstrates clear effort in understanding and applying new material.</p>	<p>Usually comes to class prepared with assignments mostly completed and on time. Shows good effort in attempting new material.</p>	<p>Sometimes comes to class prepared, but assignments may be incomplete or late. Effort in applying new material is inconsistent.</p>	<p>Rarely comes to class prepared; assignments are often incomplete or late. Minimal effort shown.</p>	<p>Consistently unprepared for class; assignments rarely completed. Lacks effort.</p>	<p>Consistently unprepared for class, never completes assignments, or shows no effort to learn the material.</p>
<p>Use of Target Language (4 points)</p>	<p>Makes a strong, consistent effort to use the target language whenever possible, even when challenging. Attempts to self-correct and uses new vocabulary/grammar points accurately.</p>	<p>Regularly attempts to use the target language, though may occasionally revert to native language. Shows willingness to try new</p>	<p>Sometimes uses the target language, but frequently reverts to native language, especially when encountering difficulty. Limited attempt to apply new structures.</p>	<p>Rarely attempts to use the target language. Primarily relies on native language, gestures, or English.</p>	<p>Almost exclusively uses native language or avoids speaking in the target language.</p>	<p>Shows no attempt to use the target language, or actively resists using it.</p>

		linguistic structures.				
Collaboration & Respect (2 points)	Actively listens to peers, offers constructive feedback, and supports a positive learning environment for everyone. Shows consistent respect for diverse opinions and cultural backgrounds.	Listens well to peers, provides respectful feedback when appropriate, and generally contributes positively to the group. Shows respect for others.	Generally listens to peers, but may occasionally interrupt or be less engaged. Usually respectful, but may sometimes show minor disregard for others' contributions.	Shows limited engagement with peers or may occasionally be disruptive. Sometimes demonstrates a lack of respect for others' contributions or opinions.	Often disengaged or disruptive during group activities. May show disrespect towards peers or the instructor.	Consistently disruptive, disrespectful, or uncooperative, negatively impacting the learning environment for others.

Homework

To ensure continuous learning, **homework** is given every day in class and it is due the following morning before class. You may turn in late homework to receive feedback from your instructor. However, you will not receive full credit for late homework. You can upload homework in Canvas before the due date.

Rubric for homework

Criteria	10 Points	8 Points	6 Points	4 Points	2 Points	0 Points
1. Completion & Timeliness (10 points)	All parts of the homework are completed fully and submitted on time before class. Shows	Almost all parts of the homework are completed, and it is submitted on time. Only a very small part	Most of the homework is completed (e.g., 75-80%), and it is submitted on time. Or, all homework is completed but	About half of the homework is completed (e.g., 50-70%), and it may be late. Or, less than half is	Very little of the homework is completed (e.g., less than 50%) and it is late.	No homework submitted, or homework shows no attempt at completion.

	great responsibility.	might be missing.	submitted late (within 24 hours of deadline).	completed but submitted on time.		
2. Accuracy & Language Use (10 points)	Uses new words and grammar learned in class correctly most of the time. Few to no errors. Pronunciation is clear and easy to understand (for oral).	Uses new words and grammar correctly most of the time, with only minor errors that don't stop understanding. Pronunciation is mostly clear (for oral).	Shows some understanding of new words and grammar, but there are noticeable errors that sometimes make it hard to understand. Pronunciation has some issues (for oral).	Many errors in using new words and grammar. It is often hard to understand what is being said or written. Pronunciation is difficult to understand (for oral).	Very few words or grammar points used correctly. Shows very little understanding of the target language.	Shows no attempt to use the target language correctly, or the errors are so frequent that the work is incomprehensible.
3. Effort & Understanding (8 points)	Shows strong effort and clearly understood the homework task. Answers go beyond just the basics, showing thought and care.	Shows good effort and generally understood the homework task. Answers are mostly complete and show good understanding.	Shows some effort, but understanding of the task might be a little unclear. Answers are basic or sometimes miss the point.	Minimal effort shown. Task was not fully understood, and answers are incomplete or incorrect.	Very little effort; seems like the task was not understood at all.	No effort shown, or the work indicates a complete lack of understanding of the task.
4. Presentation/Clarity (2 points)	Homework is very neat, organized, and easy to read/listen to. Oral	Homework is neat and organized, easy to read/listen to. Oral	Homework is somewhat neat or organized, but might have a few messy parts. Oral	Homework is often messy or disorganized, making it hard to read/listen to. Oral	Homework is very messy and disorganized, making it hard to follow.	Homework is illegible or unintelligible, making it impossible to assess.

	submissions are clear and audible.	submissions are generally clear.	submissions are generally understandable but might have some unclear moments.	submissions are difficult to hear or understand.	Oral submissions are nearly impossible to understand due to lack of clarity.	
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There will be **weekly tests** every Friday (one hour, third class hour). Periodically we may have combined lectures given by advanced/intermediate level Uyghur learners on the last class of Friday. We will inform you ahead of time.

Oral Presentations

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

Presentations guidelines: PowerPoint or AI created authentic Uyghur culture images are 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

Possible topics: my city, my family, my days, my visits, Uyghur food, something in Uyghur culture you want to introduce or what I like....

Presentation rubrics will be on Canvas (Rubric sections)

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 no midterm exams and **ONLY TWO FINALS!**

Grade	Grade Points Per Credit	100-point scale
A (Excellent)	4	92.5-100
AB (Good/Excellent)	3.5	87.5-92.49
B (Good)	3	82.5-87.49
BC (Fair/Good)	2.5	78.5-82.49
C (Fair)	2	70-78.49
D (Poor)	1	60-69.99
F (Fail)	0	below 60

Students must get a grade of “C” or higher in GNS 351 in order to advance to GNS 352.

Course Website, Learning Management System & Digital Instructional Tools

[MyUW](#) will lead you to the Canvas course page

Required Textbook, Software & Other Course Materials

Textbook

- Uyghur Elementary Textbook by Gulnisa Nazarova and Kurban Niyaz. Published by Georgetown University Press. 2013 (required).
 - You can buy it from amazon.com (https://www.amazon.com/Uyghur-Elementary-Textbook-Gulnisa-Nazarova/dp/158901684X/ref=sr_1_1?crid=15TE7Z59HVX60&dchild=1&keywords=uyghur+language&qid=1597631021&s=books&prefix=Uyghur%2Caps%2C206&sr=1-1)
- Engesæth, Tarjei, Mahire Yakup, and Arienne Dwyer. 2010 [2009] *Teklimakandin Salam: hazirqi zaman Uyghur tili qollanmisi / Greetings from the Teklimakan: a handbook of Modern Uyghur*. Lawrence, Kansas: University of Kansas ScholarWorks. You may download this textbook and listen to streaming audio of each lesson’s dialogues at: <http://kuscholarworks.ku.edu/dspace/handle/1808/5624> Free!

Other materials:

- Uyghur-English online dictionary: <https://lughet.com/>
- Handouts prepared by instructor

Homework & Other Assignments

- *Homework is daily-based. Student can submit pdf version/ or scan version via Canvas.*
 - *Homework includes written and oral sections. Oral means recording yourself by reading texts and the written form is handwriting or typing the homework assignments.*
 - *Late homework will not be accepted. The deadlines are shown in the homework section.*
- *All homework should be submitted via Canvas. Your recordings or voice will be protected. After semester these voice recordings will be removed.*

Exams, Quizzes, Papers & Other Major Graded Work

- *Quizzes are daily-based for 5-10 minutes before first class each day.*
 - *It has two varieties: oral or written formats*
- *Big quizzes will be weekly based in which each Friday the last hour will be quizzes that include the weekly course contents.*
- *Two big exams are listed on syllabus: First-foruth-week-exam on 12th of July and second -fourth -week-exam will be on 9th August.*

How to Succeed in This Course

In order to succeed in this course participation is key. Participation does not only include attending courses but also being an active participant in course discussion. CESSI follows the WISLI program policies as below:

WISLI Program Policies**WISLI Attendance Policy**

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.

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.

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.

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 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.

Language Program Supervision and Student Liaison

Students are encouraged to contact the instructor with questions and concerns about the course. For other logistical and administrative concerns, please contact CESSI student assistant Valery Vayserberg at cessi@creeca.wisc.edu or CESSI acting program coordinator Dr. Jennifer Tishler (jtishler@wisc.edu).

In addition you can also get help from following resources:

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Office of Student Assistance and Support](#)

- [Graduate Student Services](#)

Here is tentative course plan by week

(Course Calendar is subject to change based on students' learning progress throughout the course)

Weeks / Topics	Functions	Grammar
Week 1 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
Week 2 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
Week 3 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>Week 4 Me and My Family Relatives Holidays Congratulations (Chapter 7 and 8)</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 Final exam</p>
<p>Week 5 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 Weekly test</p>
<p>Week 6 Food At the Restaurant Being a guest (Chapter 11 and 12)</p>	<p>Ordering food and drinks; 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; Weekly test</p>
<p>Week 7 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 Weekly test</p>
<p>Week 8 Health Parts of body Illnesses Uyghur Tevip (Chapter 15)</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 Final exam</p>

Weeks /Topics	Topics	Functions	Grammar	Extra/cultural notes
Week 1 (June 20 th -24 th) Chapter 1 Greetings and introducing yourself	Sounding out Uyghur Alphabet and reading alphabet	Welcome, introduction, survival sentences, asking/answering name, general explanation about Uyghur. Start script reading, writing practice	Alphabet: Pronunciation and Orthography, Vowels, Consonants; Sounds with no English correspondence; Vowel harmony; Other basic phonetic rules; Word stress Weekly test	Show ppts; instructor talking/explaining; Practice writing
Week 2 June 27 th -July 2 nd Chapter 2 and 3	Greetings and Farewells Introducing yourself	Meeting people; Greeting; Introducing yourself; Asking questions such as names jobs titles in Uyghur Introducing friends and yourself What is your name? where are you from? Introducing friends and yourself Introducing via email	Predicate sentence (pronoun + noun/adjective) Ending -liq, -lik (where from) Ablative Case -din, -tin ; Personal pronouns; Interrogative particle -mu and -chu ; Demonstrative pronouns; Weekly test	Comparing Uyghur and American names; Comparing Uyghur and American greetings Extra handouts
Week 3 July 5 th -July 8 July 4 th no class Chapter 4 and 5	People and surroundings Requesting/apologizing/ asking directions	Introducing and Describing People and Places Asking for directions; Giving commands and requests; Apologizing;	Demonstrative pronouns; Adjectives; Plurality of nouns; Numbers; Locative Case -da, -ta ; Expressing existence: bar and yoq Imperatives; Dative Case -qa, gha... Accusative Case -ni ; Verbs and Cases Weekly test	More adjectives via extra handouts
Week 4 July 11 th – July 15 th Chapter 6 and 7	Daily Activities My family	Describing daily routines; Expressing likes and dislikes; Asking dates, months	Building sentences: word order;	“feel free not to be honest in your daily

July 15th First-Four-Week-Exam		Talking about immediate and extended family; kinship terms;	Negative and Interrogative Sentences; Present Future Tense; Adverbs Genitive case and Possessive endings; Fleeting vowels; Consonantal voicing; No weekly test	routine and family members”
Week 5 July 18 th -22 nd Chapter 8 and 9	Holidays Congratulations Age and Past events	Describing physical characteristics of the people; Expressing specific location Describing and comparing past events; Asking and Expressing Age;	Adjectives: comparative and superlative degrees; Present Continuous Tense Definite Past Tense; Numbers beyond 10; Weekly test	Compare the cultural differences In terms of festivals and age
Week 6 July 25 th -29 th Chapter 10 and 11 and Chapter 12	Food and shoppings Being a guest Uyghur mealtime etiquette	Making purchases; Asking about the price and money; Expressing availability and necessity; Bargaining using simple arguments Expressing likes and dislikes; Being a guest in an Uyghur family; Making Uyghur Food; Getting some recipes;	Compound Verbs turmaq and qalmaq Terms of quantity; Words bar and yoq ; The complex suffixes -diki, -tiki 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; Weekly test	Compare American food and Uyghur food The concept of vegetarian What is your favorite Uyghur food or food
Week 7 August 1 st – 5 th Chapter 13 and 14	Weather and natural disasters Uyghur clothing	Expressing obligation and necessity Describing weather and seasons; Describing Natural Disasters; Giving advice; Making plans; Telling time in Uyghur;	Conditional Mood Indefinite Past Tense; Past Participles; Exclamations Weekly test	Disappearing tea house Among Uyghurs Uyghur famous people

		Describing Seasonal Clothes		
Week 8 August 8 th – 11 th Chapter 14 and 15	Health and illness review	Describing symptoms of illness; Visiting doctor; Introducing Uyghur Traditional Medicine and Local Doctor	Adverbial clause of time; Present and Future Participles; Future Intentional Tense; Suffixes: -gili, -kili, -qili No weekly test	Illness among Uyghurs
August 11 th	Second-Four-Week- Exam	Oral/written		

Students are encouraged to contact me any time via email-- and to utilize office hours--with questions and concerns about the class.