



Third & Fourth Semester Central Eurasian Language: Uyghur Course Syllabus

University of Wisconsin—Madison

GNS 451-002 & 452-002 (Summer 2025)

Program dates: June 16 - August 8, 2025

Credits: 8 (4 credits for each session)

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-Intermediate

Foreign Language—Third Semester and Fourth Semester foreign language course

Course Description

This class is for students who had at least one year of college level Uyghur (Elementary Uyghur). All four language skills—reading, writing, listening, and speaking— will be embedded in the course throughout the 8 weeks of summer intensive language learning program; however, we will also continue to build on your grammar and vocabulary, so you have the necessary building blocks to advance all these language skills. Class activities will mostly be based on the communicative approach to language teaching. Another point of focus during this summer session is learning and using a wide range of vocabulary, idioms and phrases.

The course will be focusing on developing communication and comprehensive reading abilities in target language. This course aims to develop four language skills by introducing different topics, listening, reading, speaking, and writing skills.

Students will learn grammar and usage of vocabulary at a higher level through different text, audio, and video files. The topics of the texts include Uyghur history, literature, culture, education, and customs. The course is conducted entirely in Uyghur, and students are expected to speak Uyghur during all class discussions.

Requisites

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

Meeting Time

M-F at 09:00 am - 2:00 pm Central Time (break from 11 am -12 pm)
June 16, 2025 – August 8, 2025

Instructional Modality

Online remote

Specify 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) 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.

Regular and Substantive Student-Instructor Interaction

This class will meet five times a week, four hours everyday. Outside the class, students can meet the instructor during designated Office Hours. The students will be able to interact with students from beginners and intermediate levels to engage in speaking practice with them.

At the beginning of a new chapter, there will be a vocabulary quiz to test the students' mastery of new words. The students will be assigned to give oral presentation on Thursdays. On every Friday, after a chapter is finished, the instructor tests the students' language skills. Aside from regular homeworks, the instructor will assign weekly writing and translation assignments.

Instructor Title and Name

Akbar Amat (Aimaiti Aikebaier)

Instructor Availability

Office hours: M&F 2:30 – 3:30 Online (by appointment)

Course Website, Learning Management System & Digital Instructional Tools**Canvas link:**

<https://canvas.wisc.edu/>

Course Zoom link:

<https://uwmadison.zoom.us/j/92694267538>

Meeting ID: 926 9426 7538

Office Hours Zoom link:

<https://uwmadison.zoom.us/j/94326222443>

Meeting ID: 943 2622 2443

Instructor Email/Preferred Contact

aikebaier@wisc.edu

Course Learning Outcomes

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

- Identify main ideas and supporting details from longer stretches discourse.
- Understand longer paragraphs and identify main ideas from a text consisting of complex

sentences, for example, those containing subordinated clauses.

- Give oral descriptions on a familiar topic within his/her field of interest, to provide brief explanations for opinions, and to develop a short argument; and
- Write longer paragraphs of essay or reading summary on a familiar topic within his/her field of interest.

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:

- Class participation: 10%
- Participation in class activities: 10%
- Homework: written and oral (including audio and video) assignments: 20%
- Weekly tests: 20%
- Presentations: 20%
- 4th –week and 8th-week final 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. The rubric for class participation will be uploaded on canvas.

Participation Grade Guidelines

A: This student never misses class, always completes assigned readings, and comes to class prepared to think carefully, making connections between readings and across topics. He or she is willing to take the lead in discussion periodically, posing interesting questions or taking risks by answering tough questions. He or she avoids dominating discussion, instead participating mindfully in discussion with other students, considering their ideas and responding thoughtfully and respectfully. He or she helps to create a sense of a shared conversation in the group as a whole. This student shows passion for the work of the class and is committed fully to our work while in the classroom.

AB: This student does most of what an A student does, but may be slightly deficient in one area – for instance, he or she may be a conscientious reader and thinker who tends not to listen to other students or otherwise dominates conversation instead of engaging in productive deliberation. Or, he or she may have been late to class a few times, or may have missed a reading or two.

B: This student participates often, but not consistently. He or she may attend every class and do all the readings but avoids taking the lead in discussion, instead only responding to questions or adding periodically to others’ ideas. This student may participate well but may have missed a class and failed to submit the makeup assignment.

BC: This student may be a frequent but superficial discussion participant. The student may let shyness keep him or her from participating as fully as he or she should. At times the student may seem not to have done the readings, though he or she usually comes prepared.

C: This student is intermittently prepared for class (e.g., participates well but has missed two classes without submitting a makeup assignment). He or she may have flashes of brilliance, but rarely participates beyond the occasional superficial comment.

D: This student very rarely participates, and only in superficial ways.

Daily Assignments

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.

There will be weekly test every Friday (one hour).

Oral Presentations

The students will give a 5-8-minute presentation every Thursday.

Presentations guidelines: PowerPoint is required! It should consist of appropriate information and visuals. No less than 5 and no more than 8 minutes. No English at your presentation. Try narrating, not reading the text you prepared. It will be evaluated by the criteria that will be uploaded on canvas.

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!

The equivalencies of the grades follow below:

A (Excellent) 92 or above

AB (Good/Excellent) 87 - 91

B (Good) 82 - 86

BC (Fair/Good) 77 - 81

C (Fair) 70 - 76

D (Poor) 60 - 69

F (Fail) 59 and below

Students must get a grade of “C” or higher in GNS 451 in order to advance to GNS 452.

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 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.

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.

Required Textbook, Software & Other Course Materials

This course uses Elementary Uyghur & Intermediate Uyghur textbooks. We'll review important grammar points from the Elementary Uyghur textbook before moving on to the Intermediate Uyghur textbook. We'll also use resources such as contemporary and old Uyghur music pieces, YouTube videos, magazines and newspaper articles. Some of these will be made available through Canvas. Also, on Canvas, you will find some useful URLs for self-study purposes. If you experience any problems with Canvas, please let me know immediately.

Homework & Other Assignments

- Homework is daily-based. Student can submit pdf version/ or scan version via Canvas.
 - Homework includes written and oral sections. Oral homeworks are done by reading a text or speaking to a recorder, computer or your cellphone.
 - Late homework will not be accepted. The deadlines are shown in the homework section.
- All homework will 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-fourth-week-exam on 14th of July and fifth -eighth - week-exam will be on 10th August.
- All quizzes and exams will be in hybrid format, in-person and online.

Essays and translations

- A translation assignment and a writing assignment will be given alternatively every week. For example, a translation will be assigned in the first week and a writing in the next.
- No use of machine translation is allowed for translation homeworks and essay assignments.

General Guidelines for Exam Proctoring

This is a hybrid format class. Distance learners take the quizzes and exams at the same time with in-person learners in the classroom. The distance learners will be required to log in to zoom and leave their cameras open during exams and quizzes. The distance learners will be given time consideration if the quiz or exam require printing documents, scanning and uploading them to Canvas. Use of translation tools is not allowed during exams.

Tentative course plan:

(Subject to change depending on students' actual language skills and progress):

Weeks / Assignments	Topic / Grammar	Funcions
	First semester (June 16 – July 11)	
Week 1 (Jun. 16 – 20)	Elementary Textbook review	

<p>Presentation, Thurs. (June 19)</p> <p>Weekly test, Fri. (June 20)</p>	<p>نۆتكەنگە نەزەر: نۇيغۇرچە نىسىمىم يالقۇن</p> <ul style="list-style-type: none"> ◇ Review of the tenses ◇ The conditional mood ◇ Review of noun cases ◇ Review of ability form ◇ The verb بولماق 	<ul style="list-style-type: none"> ◇ Introducing yourself and others ◇ Telling and writing dates ◇ Describing past events ◇ Describing future plans and abilities
<p>Week 2 (Jun. 23 – 27)</p> <ul style="list-style-type: none"> ◇ Presentation, Thurs. (Jun. 26) ◇ Weekly test, Fri. (Jun.27) 	<p>نۇيغۇر نىسىملىرى</p> <ul style="list-style-type: none"> ◇ The narrative past with the word ئىكەن ◇ The narrative past with the suffix -پتۇ ◇ The hearsay or reportative past with the suffix -پتۇ 	<ul style="list-style-type: none"> ◇ Expressing compliments and surprise ◇ narrative stories ◇ Expressing apologies and regrets ◇ Comparing Uyghur and English names ◇ Describing personal interests and hobbies
<p>Week 3 (Jun.30 – Jul.4)</p> <p>(No class on Jul. 4th Independence Day)</p> <ul style="list-style-type: none"> ◇ Presentation, Thurs. (Jul 3) ◇ Weekly test, Thursday (Jul. 3) 	<p>نۇيغۇرلاردا نانئىلە</p> <ul style="list-style-type: none"> ◇ The passive voice ◇ The present/future narrative & hearsay ◇ The reflexive pronoun ئۆز ◇ The first person optative (imperative) mood 	<ul style="list-style-type: none"> ◇ Describing one's family ◇ Describing the Uyghur مەھەللىە and ھويلا ◇ Comparing traditional and modern families ◇ Comparing Uyghur and American families ◇ Describing Uyghur and American host etiquette ◇ Writing a biographical sketch

<p>Week 4 (Jul. 7 – 11)</p> <p>◇ Presentation, Thurs. (Jul. 10)</p>	<p>ئاق يول بولسۇن!</p> <p>◇ Past, present-continous, ◇ Present/future participles</p> <p>◇ Postpositions of:</p> <p>* Means of manner with بىلەن</p> <p>* Place and instrument with ئارقىلىق</p> <p>* Time with باشلاپ</p>	<p>◇ Asking for and giving advice</p> <p>◇ Making suggestions</p> <p>◇ Giving instructions</p> <p>◇ Expressing politeness</p> <p>◇ Expressing wishes</p>
<p>◇ 1st semester final exam, Fri. (Jul. 11)</p>	<p>◇ The conditional بولماق + سا</p> <p>◇ The construction غۇ دەيمەن -</p>	
<p>Second semester (July 15 – August 9)</p>		
<p>Week 5 (Jul. 14 – 18)</p> <p>◇ Presentation, Thurs. (Jul. 17)</p> <p>◇ Weekly test, Fri. (Jul. 18)</p>	<p>نۇيغۇر تائاملىرى</p> <p>◇ The postposition قارىغاندا</p> <p>◇ Sentence coordination with پ - \ -پ \ -ئۇپ \ -ۋپ</p> <p>◇ The particles لا، -غۇ، -م.</p>	<p>◇ Describing Uyghur and Chinese food</p> <p>◇ Narrating a sequence of events</p> <p>◇ Recognizing Chinese borrowings</p> <p>◇ Ordering food using Chinese loan words</p> <p>◇ Comparing food</p> <p>◇ Expressing emphasis</p>
<p>Week 6 (Jul. 21 – 25)</p> <p>◇ Presentation, Thurs. (Jul. 24)</p> <p>◇ Weekly test, Fri. (Jul. 25)</p>	<p>تەڭرىتاغ باغرىدا</p> <p>◇ The auxiliary verbs ئالماق and بىر مەك</p> <p>◇ The gerund of purpose:</p> <p>* With غىلى -</p> <p>* With the verbal noun + postposition ئۈچۈن</p> <p>* With the verbal noun + suffix - غا \ قا \ گە \ كە</p> <p>◇ The construction غۇم \ غۇڭ بار -</p> <p>◇ Super polite form with سىلا \ سىلە</p>	<p>◇ Expressing goals</p> <p>◇ Describing places</p> <p>◇ Giving sightseeing information</p> <p>◇ Expressing opinions about buildings and people</p> <p>◇ Expressing desire</p> <p>◇ Expressing politeness</p> <p>◇ Narrating past events</p>

<p>Week 7 (Jul. 28 – August 2)</p> <p>◇ Presentation, Thurs. (Jul. 31)</p> <p>◇ Weekly test, Fri. (Aug. 1)</p>	<p>ئۇيغۇرلاردا ھۈنەر كەسىپ</p> <p>◇ Noun formation suffixes</p> <p>◇ Word formation for onomatopoeia (imitative words)</p> <p>◇ The word ئەمەسمۇ</p> <p>◇ Subordinate clause of reason</p>	<p>◇ Describing Uyghur traditional occupations</p> <p>◇ Describing Uyghur artisans in bazaars</p> <p>◇ Bargaining at a bazaar</p> <p>◇ Recognizing onomatopoeias</p> <p>◇ Explaining reasons</p>
<p>Week 8 (Aug. 4 – 8)</p> <p>◇ Presentation on Thurs. (Aug. 7)</p> <p>◇ 2nd semester final exam, Thurs. (Aug. 8)</p>	<p>مەكتەپ ھاياتى</p> <p>◇ The auxiliary verb كەتمەك</p> <p>◇ Verb formation with the suffix -لى (-لا \ -لە)</p> <p>◇ Reciprocal constructions</p> <p>◇ Causative constructions in Uyghur (Part 1)</p> <p>◇ Adjective forming suffix -ى</p>	<p>◇ Describing educational backgrounds</p> <p>◇ Comparing educational systems in Xinjiang and the US</p> <p>◇ Bargaining at a bazaar</p> <p>◇ Recognizing onomatopoeias</p> <p>◇ Explaining reasons</p>

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.