



University of Wisconsin-Madison

Elementary Dari 48397 and 48419

Credits

By the end of the SASLI program, you will complete two, four-credit language courses.

Course Designations and Attributes

General Education

Course Description

Welcome to South Asia Summer Language Institute, and to Elementary Dari Class! The goal of this course is to develop the four language skills (speaking, listening, reading, and writing) of the students in Dari. It introduces the students to both colloquial and standard forms. The topics to discuss in this course will be of importance to the students aiming to learn the four skills to communicate with business people and government officials.

Dari, also locally known as Farsi is the most used language and is one of the two official national languages, the other is Pashtu, spoken in Afghanistan. It is also spoken in some areas of eastern Iran bordering Afghanistan. Dari, along with Farsi spoken in Iran and Tajiki spoken in Tajikistan, is one of the three languages that roots to a common language spoken in the Middle Ages called Parsi (Arabized as Farsi). The term Dari originated from the word dar which meant the court in the classical language. So, Dari is the “language of the court.” It does not have gender or declension of nouns and adjectives; most plural nouns in Dari are regular. Due to its cross socioeconomic, culture and geographical contacts in Central Asia and to its religious references (i.e., Quraan), Dari uses a considerable number of loanwords borrowed from Arabic, Pashto, Indian, English, and Turkish languages. Dari uses the Persian-Arabic (PersoArabic) script, consisting of 32 letters, 8 vowels and 24 consonants. It is written and read from right to left and the word capitalization is not applied in Dari; the script has several styles of handwriting: Dari uses the nastaliq and shikasta styles. Finally, Dari has more than 40 million speakers worldwide. It and languages like it are used by large communities of native speakers who reside in Iran and Tajikistan. The major Dari dialects in Afghanistan are Kabuli, Hazaragi, Herati, and Shamali. Since the Kabuli dialect of Dari is the main dialect, we use the dialect in this course.

Requisites

There are no requisites for this course.

Meeting Time and Location

8:30-1:00 pm CST, M-F

**Include course Canvas URL*

Instructional Modality: Synchronous: (Remote)

This course will entirely be virtual.

Instructor Name: Naseem Sultani (he, him, his)

Title: Lecturer

Instructor Availability

Office hours will be conducted online for one hour each day from 2:00 – 3:00 PM. **Meeting link:**

Instructor Email/Preferred Contact

Sultani@wisc.edu

Course Learning Outcomes

By the end of this course, successful students will be able to:

- Engage in simple conversations on a number of everyday topics using colloquial Dari,
- Read simple texts and understand the main ideas of texts written in standard Dari,
- Write short texts using standard Dari,
- Answer in writing simple questions on familiar topics using standard Dari,
- Participate in simple interactions following social conventions of Afghan culture.
- Read and understand signs, restaurant menus, invitations, level-appropriate target language texts, news headlines, etc.
- Interactively participate in Dari language in simple topics.
- Use culturally appropriate language and show cultural competence related to cultural products, practices, and perspectives.

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. 4.5 hours of synchronous course sessions daily, 5 sessions per week), reading, writing, listening, speaking, 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

Course Overview

Course Website, Learning Management System & Digital Instructional Tools

**Provide link to Canvas course website.*

The class will be online. The instructor will provide the link on the Canvas platform on a daily or weekly basis. You will need to make sure that your operating system meets the [Zoom system requirements](#) by clicking the link. It is strongly suggested that each student explore and become familiar not only with Canvas' site navigation but with content and resources available for the course.

Required Textbook, Software & Other Course Material

- Dari Elementary by Rahman Arman textbook by Rahman Arman, Indiana University – students are required to purchase the textbook online from [Amazon](#) or any other sources of interest. The audio files for listening exercises of the textbook are available in this [link](#). (Required).

Homework & Other Assignments

The textbook will be the main guide for daily homework. The instructor will decide about the pages for homework. Students are expected to submit their homework in a timely manner as scheduled in the weekly plan on Canvas.

Exams and Quizzes

There will be 1 weekly quiz (total of 3 per semester) and 1 final exam. The weekly quizzes will focus on the lessons delivered throughout the week while the final exam will focus on the overall lessons delivered as of one course day prior to exam.

Grading

Note: This course includes material and instruction for two semesters, resulting in two separate final grades.

Grading Scale

A= 90-100%	AB=87-89%	B=80-86%	BC=77-79%
C=70-76%	D=60-69%	F=0-59%	

Grading System

Your final grades will be calculated on the following categories:

Attendance & Class Participation	10%
Homework Assignments	30%
Quizzes	30%
Final Exam	30%

Important Dates

- Monday 6/17, 2pmCST, SASLI Student Orientation with lunch

- Thursday 7/4, no class
- Week 7, Wednesday 7/31, 1:30pm CST, All-SASLI Program with lunch

Semester I

- Quizzes: The instructor will conduct quizzes once every Friday on June 21, June 28, Jul 5, 2024
- First semester final exam: Friday July 12th

Semester II

- Quizzes: The instructor will conduct one weekly quiz each Friday on July 19, July 26, and August 2, 2024.
- Final semester exam: Friday August 9th

Sample Grid: Weekly Schedule (Plan)-up to two weeks

Day (Date)	Topic (Students can prepare before class or expect in the class)	Assignments (Page number, online resources, materials, etc.)	Deadlines
Week1	Monday: 8:30-10:30 am: The Syllabus Introduction, Discussion about Afghan Culture and the Languages; What have motivated students to learn Dari, if any? Pre-Course Assessment 10:30 - 11:00 am: Break Lesson One: 11:00 am-1:00 pm - Self-introduction, - Greeting people, - Dari Alphabet, Tuesday: Lesson Two: 8:30-10:30 am - Practicing the place of origin - Two-form and four form letters Break: 10:30 - 11:00 Lesson Three: 11:00-1:00: Asking about other people, spelling out some Afghan names, Writing rule	The Textbook and its audio file for chapter 1, page (2-16) The Textbook and its audio files for chapter 1, page (17-32)	Deadlines for submission will be posted on Canvas.

	Wednesday: Chapter 1 review and vocabulary: 8:30-10:30 am Break: 10:30 - 11:00 Chapter 2, lesson 1: 11:00-1:00 PM - Let's Count in Dari - Dari Vowels and Consonants Thursday: Lesson Two: 8:30-10:30 am - What's your telephone number? - Some English loanwords in Dari Break: 10:30 - 11:00 Lesson Two: 11:00-1:00: -Arabic loanwords -Cultural notes	The Textbook and its audio files for chapter 1, page (33-49) The Textbook and its audio files for chapter 1, page (50-61)	
	Friday Lesson Three: 8:30 - 10:30 AM - Who is this woman? -Pronouns Break: 10:30 - 11:00 AM 11:00 - 1:00 PM Cont'd lesson 3 - Sentence Structure - Weekly Quiz	The Textbook and its audio files for chapter 1, page (61-71)	
Week2 Jun (24-28)	Monday Chapter 2 review, vocabulary and Greeting and Introductions (Chapter 3): 8:30-10:30 am Break: 10:30 - 11:00 Lesson 2: 11:00-1:00 PM - Greetings - Introducing Yourself and Others	The Textbook and its audio files for chapter 1, page (71-106)	
	Tuesday Lesson Three: 8:30-10:30 am -Where do you live? -The Compound Verbs Break: 10:30 - 11:00 Review of Chapter 3, and Vocabulary 11:00-1:00 PM	The Textbook and its audio files for chapter 1, page (107-129)	

Wednesday: Chapter 4, Lesson One: 8:30-10:30 am -Objects in classroom -Adverb of place - The verb 'to have' Break: 10:30 - 11:00 Lesson Two: 11:00-1:00 PM - Where is my book? The propositions - Negation in Dari -Yes/No Questions	The Textbook and its audio files for chapter 1, page (131-158)	
Thursday: Lesson Four: 8:30-10:30 am -What do we do in the classroom? -The present stems of the verbs Break: 10:30 - 11:00 Lesson Three: 11:00-1:00 PM -Definite Object Marker -Commands and Requests - Cultural notes	The Textbook and its audio files for chapter 1, page (159-173)	
Friday Review of chapter 4 and vocabulary: 8:30-10:30 am Break: 10:30 - 11:00 11:00-1:00 PM - Vocabulary - Weekly Quiz	The Textbook and its audio files for chapter 1, page (174-184)	

Course Policies

Attendance: Given the intensive nature of our programs, instructors and students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to be present every day of class during the 8-week summer term:

- One absence per semester is permissible, resulting in no grade deduction.
- Two absences in a semester will result in a grade deduction for that semester.
- Three or more absences in a semester will result in automatic failure of the course.

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

Sometimes unexpected situations arise, and it is important to work together with the instructor and administrative program staff in a timely manner to find appropriate and reasonable accommodations while maintaining the rigor and schedule of our intensive courses. 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. All WISLI programs following UW-Madison policies for religious observances. **Please notify your instructor in the first week of class** if you will be absent due to religious observance in the 8-week summer term.

Additional Notes:

- Absences on days of exams, projects, presentations etc. will lead to failure of that coursework except in case of documented emergencies. There will be no make-ups of quizzes, projects, presentations, etc. due to absence. Make-up assignments granted by the instructor and administrative team in case of illness/emergency may not exceed 2 days without administrative approval.
- Failure of the first/third/fifth semester course prohibits students moving to the second/fourth/sixth semester course and will result in dismissal from the program without refund.
- Contact hours for federal grants require that **the SASLI program must end on the last day of class**. Requests to leave or take final exams early will not be granted.
- Pre-program requests for absences must align with the course schedule and deadlines and must not place an undue burden on instructors to provide alternative make-up assignments.
- If you have a chronic illness that might require you to miss classes during the semester, please inform the instructor as well as schedule an appointment with the SASLI Academic Director, Sarah Beckham (sbeckham@wisc.edu) at the beginning of the semester.
- If you are absent due to an illness or emergency, you are also required to contact the SASLI Academic Director, Sarah Beckham (sbeckham@wisc.edu). You may also be required to submit necessary documentation.

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. Do not use translation software such as Google Translate or AI tools such as Chat GPT 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.

Additional information on UW-Madison policy regarding use of generative artificial intelligence is available here: <https://conduct.students.wisc.edu/artificial-intelligence/>.

Teaching & Learning Data Transparency Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully evaluates and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full [teaching and learning data transparency statement](#).

Privacy of Student Records & the Use of Audio Recorded Lectures Statement

View [more information about FERPA](#). Lecture materials and recordings for this course are protected

intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you 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 your 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.

How to Succeed in This Course

Students may find the following campus resources helpful in aiding their success in the SASLI program:

University Health Services (UHS) is the UW-Madison student health center with a mission “to enhance learning and student success by promoting, protecting, and restoring the health and well-being”. Please visit their website: <https://www.uhs.wisc.edu/> to learn more about the services they offer and how you may access them.

- **Helpline for 24-Hour Mental Health Crisis Services:** 608-265-5600 (option 9)
- **After-hours Nurse Line:** 608-265-5600 (option 1)

UHS also has a site dedicated to remote services (<https://www.uhs.wisc.edu/remotethealth/>). Note that some services offered at UHS are limited to in-state students only.

LGBTQ+ Support : The Gender & Sexuality Campus Center (<https://lgbt.wisc.edu/>) is a fantastic resource for LGBTQ+ students on campus. If you need to locate a gender-inclusive restroom on UW campus, visit: <https://lgbt.wisc.edu/support/navigate-campus/>.

The Office of Student Assistance and Support (OSAS): OSAS is a primary resource for students navigating personal, academic, or health issues to get the help they need, whether that be on campus or in the community. The office also serves as a central location for reporting bias concerns and general complaints. OSAS is located in Bascom Hall and can be contacted at 608-263-5700. Their website is: <https://osas.wisc.edu>.

Some additional campus resources are:

- [*Undergraduate Academic Advising and Career Services*](#)
- [*Office of the Registrar*](#)
- [*Office of Student Financial Aid*](#)

Course Evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the mid-term and final course evaluations. Typed course evaluations will not be released to instructors until after grades have been posted.

Diversity & Inclusion Statement

[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.

UW-Madison is committed to creating a diverse and welcoming learning environment for all students and has a **non-discrimination policy** that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other identity or community are deemed **unacceptable** in class/or on Canvas.

Class rosters are provided to the instructors with the student's legal name. We will gladly honor your request to **address you by an alternate name and your selected pronouns**.

Academic Integrity Statement

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.

Common examples of academic misconduct include:

- cheating on an examination
- collaborating with others in work to be presented contrary to the stated rules of the course
- submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- stealing examinations or course materials
- submitting, if contrary to the rules of a course, work previously presented in another course
- using online language translation tools contrary to the rules of the course
- knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed

For detailed information, please see conduct.students.wisc.edu/academic-misconduct/

Accommodations for Students with Disabilities 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 ([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 [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney 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. (See: [McBurney Disability Resource Center](#))

[UW Land Acknowledgement Statement](#)

[Academic Calendar & Religious Observances](#)