

**The Ohio State University
General Education Curriculum (GEC)
Request for Course Approval Summary Sheet**

1. Academic Unit(s) Submitting Request

Near Eastern Languages and Cultures (NELC)

2. Book 3/Registrar's Listing and Number (e.g., Arabic 367, English 110, Natural Resources 222)

Urdu 101, 102, 103, 104

3. GEC area(s) for which course is to be considered (e.g., Category 4. Social Science, Section A. Individuals and Groups; and Category 6. Diversity Experiences, Section B. International Issues, Non-Western or Global Course)

Category 7. Foreign Language

4. Attach a statement as to how this course meets the general principles of the GEC Model Curriculum and the specific goals of the category(ies) for which it is being proposed.

5. Proposed Effective Date Winter Quarter 2006

6. If your unit has faculty members on any of the regional campuses, have they been consulted?

N/A

7. Select the appropriate descriptor for this GEC request.

Existing course with no changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet and the course syllabus. After approval by the academic unit and the college office, the documentation should be forwarded to the Colleges of the Arts and Sciences Curriculum Office (ASC) for consideration by the appropriate GEC Panel and the Arts and Sciences Curriculum Committee.

Existing course with changes to the *Course Offerings Bulletin* information. Required documentation is this GEC summary sheet, the course change request, and the course syllabus. Note that the academic unit and its college curriculum committee must approve the course change request before it is submitted to ASC.

New course. Required documentation is this summary sheet, the new course request, and the course syllabus. Note that the academic unit and its college curriculum committee must approve the new course request before it is submitted to ASC.

8. Approval Signatures

Academic Unit

5/12/05
Date

Steven Jink / JL
College Office Committee

6-3-05
Date

Colleges of the Arts and Sciences Curriculum Committee

Date

Office of Academic Affairs

Date

General Education Curriculum (GEC)
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Attachment

Relevance of Urdu 101, 102, 103, 104 to Category 7. Foreign Language in the GEC

Urdu, belonging to the Indo-European family of languages, is the official language of Pakistan and one of the 15 officially recognized languages of India. Though it is the mother tongue of about 50 million people, it is spoken and understood by almost the whole population of Pakistan and is the primary means of written communication in that country. Being quite similar to spoken Hindi, it is widely understood in India, and the Indian film industry has given it a great boost. Urdu boasts an extremely rich literary tradition, which has enriched itself for centuries and continues to do so even in our times.

The goals of Urdu 101 are to introduce students to the Urdu alphabet, elementary vocabulary, basic grammar and sentence structure, and to enable students to identify the elements of the spoken and the written language. Students will also learn about the culture, traditions, and history of Pakistan and India. By the completion of the course, students are expected to have enough vocabulary to participate in a basic conversation, and to be able to read and write simple sentences.

In Urdu 102-104, students are further trained to develop their skills of speaking, comprehension, reading and writing. An introduction to some famous Urdu poets and their poetry is presented. Urdu comedy forms and commonly spoken proverbs are also introduced. After studying these four courses, the students should be able to engage in dialogue in Urdu comfortably. Also they should be able to write simple letters to their friends and enjoy reading newspapers and simple prose and poetry books.

With respect to the GEC Foreign Language category, this instruction will enable students to understand and communicate across ethnic, cultural, ideological, and national boundaries, which is a primary goal of education. Students will be introduced to basic cultural concepts and literary forms, which are closely reflected in language, because elementary and intermediate language study can reveal much about the patterns of thought and cultural principles of another people as well as one's own. Students are thus afforded direct access to an understanding which will enhance the potential of real communication. This instruction, which necessarily involves critical thinking as well as language learning, offers a desirable and practical resource for the personal and professional life of the individual and the community within and outside of national boundaries.