

ARA 1130 Fall 2018 (August 22nd - 5th December)

SEC 05A6 / 2nd Period (8:30 – 9:20) MAT 0151

SEC 6214 / 3rd Period (9.35 – 10:25) MAT0002

Office Hours: T / R (11. am –12.pm) and by appointment

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Textbooks and teaching materials

1. *Alif Baa, Introduction to Arabic Letters and Sounds*, 3rd edition, Georgetown University Press. Kristen Brustad, Mahmoud Al-Batal, and Abbas Al-Tonsi
2. *Al-Kitaab fii Ta'allum Al-Arabiya, A Textbook for Beginning Arabic*, 3rd edition, Georgetown University Press. Kristen Brustad, Mahmoud Al-Batal, and Abbas Al-Tonsi
3. Course codes for Alif Baa and Al-Kitaab part one companion websites from Al-Kitaab bookstore (Note: Each textbook requires a different access code. If you purchased new books, the codes should be included in the wrapper.)
4. Recommended web site: Arabic verb conjugator, <https://qutrub.arabeyes.org/>
5. Additional materials (handouts, practical activities related to the main subjects) will be added in class when needed.
6. Two movies are added to the syllabus for cultural purposes. They should be watched outside of class; questions about them will be included on the midterm and the final exams.
 - a. Captain Abu Raed (Jordan) <https://vimeo.com/103590780>
 - b. Where Do We Go Now? (Lebanon) <https://youtu.be/lPPCCgUBZjU> or <https://www.amazon.com/Where-Do-We-Go-Now/dp/B006IW8E3Y>
7. An Arabic song is added at the end of the semester for cultural purposes and to provide a small break from heavy load lessons.
8. Some links will be used to help the students with the alphabet.
 - a. The alphabet ب، ت، ث، ج، ح، خ <https://www.youtube.com/watch?v=DaJFiihPIo>
 - b. Letters د، ذ، ر، ز <https://youtu.be/w6-Dky62Z0Q>
 - c. Letters ص، ض، ط، ظ، ع، غ <https://www.youtube.com/watch?v=AxHKIORUTT4>

Course Description

The Arabic taught in this course is predominantly Modern Standard Arabic (MSA). However, references are made to the various dialects of Arab countries and select material will be presented in Levantine Arabic dialect for comparison with MSA. The aim of the course is to provide a good understanding of the Arabic used in the spoken and printed mass media in all Arab countries. A solid knowledge of MSA would be very helpful in subsequent studies of specific Arabic dialects for those who desire to acquire them. Throughout the semester, the course will rely on a communicative approach to learning and teaching at all times. It will stress oral skills in the study of the language and use of Arabic in class.

Course Objectives

By the end of this semester, students will be expected to perform at the Novice Mid to Novice High level of proficiency in Arabic based on the *ACTFL Proficiency Guidelines 2012*. This means that students will be expected to do the following:

1. In the “speaking” area of the language:
 - a. Manage successfully a number of uncomplicated tasks in straightforward social situations, using rehearsed utterances.
 - b. Handle conversation in a few predictable topics necessary for survival in the target language culture such as basic personal information, a limited number of activities, preferences, and immediate needs.
 - c. Respond to simple, direct questions or requests for information.
 - d. Ask a few basic questions, using memorized utterances and formulae.
2. In the “writing” area of the language:
 - a. Meet limited, basic, practical writing needs using lists, short messages, postcards, and simple notes.
 - b. Express themselves in the context in which the language was learned by relying mainly on practiced material.
 - c. Focus on common elements of daily life.
 - d. Recombine learned vocabulary and structures to create simple sentences on very familiar topics.
3. In the “listening” area of the language:
 - a. Understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts with contextual or extra-linguistic support (although comprehension may be very uneven)
 - b. Understand speech dealing with areas of practical needs such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.
4. In the “reading” area of the language:
 - a. Understand, fully and with relative ease, key words and cognates as well as formulaic phrases across a range of highly contextualized texts.
 - b. Understand predicable language and messages such as those found on train schedules, roadmaps and street signs.
 - c. Drive meaning from short, non-complex texts that convey basic information with the help of contextual or extra-linguistic support.

General Administrative Issues

Grading Scale (& GPA equivalent)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93 (4.0)	92-90 (3.67)	89-87 (3.33)	86-83 (3.0)	82-80 (2.67)	79-77 (2.33)	76-73 (2.0)	72-70 (1.67)	69-67 (1.33)	66-63 (1.0)	62-60 (0.67)	59- (0)

Note:

A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>;

<http://www.isis.ufl.edu/minusgrades.html>

Classroom policy

Canvas: All assignments, announcements, exercises, study guides, grades, etc. will be posted on the course website on Canvas. It is your responsibility to check the website regularly and keep up to date with the class.

Attendance: Attendance is mandatory and will be assessed by roll call. Absences will be excused in accordance with UF policy. Acceptable excuses include illness, religious holidays, & military obligation: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. These need to be documented excuses. Should you miss a class for any reason, you are responsible for informing yourself about the material covered. Except in the case of certified illness or other UF-accepted excuse, there will be no make-up option for missed exams/assignments. Where possible, make-ups should be arranged prior to absence. Alternatively, students should contact me on return to classes.

You may miss 3 sessions without any penalty. Every absence thereafter results in minus 1% deducted from your final grade unless the absence is a documented excuse. Arriving late (within 5 minutes of the beginning of class time) or leaving early (within 5 minutes before class is dismissed) is considered a half absence and results in minus .5% from the final grade. Missing more than 5 minutes of class time is considered absence.

Refer to the following website:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences>

Late and Make-Up Work: No late work will be accepted and no make-ups will be offered unless the student offers a legitimate documented excuse. See **Attendance** above.

Cell phones and other electronic devices: Students are expected to put their cellphones on silent during class sessions. No texting or cellphone/smartphone activities are allowed during class time.

Academic Integrity: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Students with Special Needs: Students requesting classroom accommodation must first register with the Dean of Students Office (Disability Resources in Reid Hall). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the

Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc>) for information about available resources.

Resources Available for Students:

HEALTH AND WELLNESS

- U Matter, We Care: umatter@ufl.edu; 392-1575
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> ; 392-1575
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161
- University Police Department: <http://www.police.ufl.edu/> ; 392-1111 (911 for emergencies)
- ACADEMIC RESOURCES
- E-learning technical support: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml> ; 352- 392-4357 (opt. 2)
- Career Resource Center: Reitz Union; <http://www.crc.ufl.edu/> ; 392-1601
- Library Support: <http://cms.uflib.ufl.edu/ask>
- Teaching Center: Broward Hall; 392-2010 or 392-6420
- Writing Studio: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/> ; 846-1138

Online Course Evaluations:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Exams

The exams will take place on the following dates: (Dates are tentative and subject to change based on different considerations. Students, however, will be consulted and advised of the new dates.)

Exam 1 September 21st 2018
Exam 2 October 26th, 2018
Listening exam December 3rd, 2018
Exam 3 December 4th, 5th 2018

All assignments are due on the dates indicated in the schedule below.

Grades

The final course grade will be based on the following percentages:

Exam 1 + Midterm:	30%
Exam 3:	20%
Oral presentation:	10%
Homework:	10%
Quizzes (x6):	20 %
Class attendance and preparation:	10%

Expressions for the classroom

Professor's expressions

English translation	Transliteration	Expressions in Arabic
1. Are you ready?	1. Jahezoun	1. جاهزون ؟
2. Pay attention	2. Intabihu	2. إنتبهوا
3. Listen attentively	3. Istami3u jayedan	3. اسْتَمِعُوا جَيِّدًا
4. Answer the question (m, f)	4. Ajeb/ Ajeebi 3ala' suaal	4. أَجِبْ / أَجِيبِي عَلَى السُّؤَالِ
5. Write down (plural)	5. Oktub/ Oktubi	5. اكتبوا
6. Read (m, f)	6. Iqra / equeraee	6. اِقْرَأْ / اِقْرَئِي
7. Translate (m, f)	7. Tarjem - Tarjemi	7. تَرْجِمْ / تَرْجِمِي
8. Again	8. Marra Okhra	8. مَرَّةً أُخْرَى
9. Repeat (m, f)	9. A3ed - A3eedi	9. اَعِدْ / اَعِيدِي
10. Look at the board	10. Onethuru ela assabura	10. أَنْظِرُوا إِلَى السَّبُورَةِ
11. Open the book	11. Iftahu al' kitaab	11. افْتَحُوا الكِتَابَ
12. Seat down (m, f)	12. Ijliss / Ijlissi	12. اجْلِسْ / اجْلِيسِي
13. Go back to your seat (m)	13. 3od ila makanika / ki	13. عُدْ إِلَى مَكَانِكَ/كِ
14. Come (m, f)	14. Ta3aala / Ta3aali	14. تَعَال / تَعَالِي
15. Thank you	15. Shukran	15. شُكْرًا
16. You are welcome	16. Afwan	16. عَفْوًا
17. Please	17. Men Fadlek	17. مِنْ فَضْلِكَ

Students' expressions

1. I have a question	1. 3enedi souaal	1. عندي سؤال
2. What is the meaning of...?	2. Maa m3na...?	2. ما معنى " إن شاء الله"؟
3. Sorry, I did not understand	3. 3afwan lam afham	3. عَفْوًا، لَمْ أَفْهَمْ
4. I do not know	4. Laa a3erif	4. لا أعرف
5. Please repeat	5. A3eedi min fadleki	5. اَعِيدِي مِنْ فَضْلِكَ
6. I forgot my book, my homework...	6. Nasait Kitaabi, Waajibi..	6. نَسَيْتُ كِتَابِي/ واجبي...
7. How do we say (pen) in arabic?	7. Kaifa naqool (PEN) bilughati el-Arabia	7. كيف نقول Pen باللغة العربية
8. I did not hear you correctly	8. Lam asma3e jayedan	8. لَمْ أَسْمَعْ جَيِّدًا

How to Succeed in This Class

This class is a group effort! We can make much more progress as a class than as individuals by creating an Arabic-speaking community of which you will be a fully participating member. The following suggestions will help you get the most out of the course:

1. **Prepare for active participation in class.** Practice new vocabulary aloud until you can reproduce it easily, listen/read texts several times until you are ready to answer questions on them, practice new grammar by using it in sentences.
2. **Study aloud.** The only way to train your brain and your mouth to speak in Arabic is through performance. Reading silently is not enough. Repeat whatever you hear, pronounce whatever you write, and learn to talk to yourself in Arabic.
3. **Think in Arabic.** While on your way from one class to another, think to yourself in Arabic. Name all of the objects whose name you know in Arabic. Describe their location, size, shape, color, number, adding as much detail as possible.
4. **Study in pairs/groups.** This is a great way to prepare for class and review—as long as you do the work in Arabic as much as possible, of course! Ask each other questions, brainstorm about assignments, go over materials covered in class together. You are welcome to collaborate on assignments, as long as each student hands in his/her own work.
5. **Personalize vocabulary.** Make words relevant by thinking of what you can say about yourself with them. Write extra sentences that are meaningful to you so that the vocabulary becomes yours. It is important at this stage to concentrate on what you can say more than what you want to say—which will come in time—and the best way to successfully attain that goal is to build a solid vocabulary base. Language learning is a process of programming yourself, because the words that you memorize are those very words that you will use to express yourself. By spending five minutes with words that you choose from the given vocabulary lists, you will be able to retain them for the rest of your life—Make this language yours.
6. **Language is context.** The communicative approach to language learning encourages you, the learner, to use what you know to derive what you do not. Think about how you acquired your native language: you learned new words by guessing their meaning from context, and you learned how to produce sentences by imitating and using patterns. As adult learners, we can take some shortcuts, but guessing skills remain central to language acquisition.
7. **Good language learners learn from their own mistakes and those of others.** As language learners new to Arabic, mistakes are going to be made, but should not cause you undue stress. When your classmates are speaking, be an active listener by listening both to what they are saying and how they are saying it. Think about how you would correct their sentences.

- This semester we are introducing select material in Levantine Arabic dialect for the first time. This will require disciplined individual work on the part of the students **prior to coming to class**.
- Students must turn in the assignments marked in **bold** below at the beginning of class on the dates indicated.
- Other assignments must be **prepared prior to coming to class** and will be reviewed with the instructor during class time.
- Material marked in **green** is added to the course independent of the textbook material. (No need for textbooks that day).
- Students must keep their syllabus, class notes, handouts, returned exams and homework in a **binder**.

Week of أيام الأسبوع	Monday الإثنين	Tuesday الثلاثاء	Wednesday الأربعاء	Thursday الخميس	Friday الجمعة
Aug 22-24 ألف باء Workbook			Welcome, syllabus and self-introductions	Unit 1 Introduction to the Arabic Language <ul style="list-style-type: none"> • Arabic alphabet Drill 1 p.2 • Where is Arabic spoken? Drill 3 p. 13 • Arabic dialects Drill 2 p. 9 	Unit 1 Greeting in Arabic culture How to greet people (1)
Aug 27-31 ألف باء Workbook	Unit 1 Greeting in Arabic culture <ul style="list-style-type: none"> • New vocab p.15 • Drill 4 p. 16 • Forms of address p. 89 	Unit 2 ا، ب، ت، ث، و، ي Writing practice Drills 1,2,3,4,5	Unit 2 ا، ب، ت، ث، و، ي Writing practice Drills 1,2,3,4,5	Unit 2 Short vowels Drills 6,7,8,9,10,12, 13	Unit 2 How to greet in colloquial Arabic? Drill 17 p.44 Drill 15 p.63
Sep 03-07 ألف باء Workbook	Labor Day (No Classes)	Unit 3 ج، ح، خ، ي، و Writing practice Drill 1,2,3,6,7	Unit 3 ج، ح، خ، ي، و Writing practice Drill 7,8,9,10,11	Unit 3 Class activity Classroom description	Unit 3 Class activity Classroom description Hand-in Drill 4 p.52 Drill 5 p.53
Sep 10-14 ألف باء Workbook	Unit 3 Class activity Classroom description كذلك، أيضًا، فقط، و	Unit 3 Class activity Classroom description / Using Adjectives • Quiz 1	Unit 4 أ، د، ذ • Writing practice Drills 1,2,3,6,7,8 • Classroom items (Review)	Unit 4 ر، ز • Writing practice Drill 9,10,11 • Numbers p 71 Drill 14 p 87	Unit 4 Class activity Classroom description / Using adjectives Speaking activity (What do you see?)

Sep 17-21 ألف باء Workbook	Unit 4 • Learn the new vocab p.74,75 • Drill 4 scene 4A & 4B (Levantine)	Unit 5 • Shadda p 92 Drills 1,2,3	Unit 5 س، ش، ص، ض Writing practice Drills 5, 7, 8, 9, 10,11	Unit 5 س، ش، ص، ض Writing practice Drills 10,11,12, 13,15,16	Exam 1
Sept 24-28 ألف باء Workbook	Unit 6 Class activity Classroom description / Colors	Unit 5 • New vocabulary (Practice at home) p.100 Drill 6 p. 101 Hand-in Drill 9 p. 84 Drill 8p.105	Unit 6 • taa marbuuta ة Drill 1 • ط، ظ، ع، غ Writing practice Drills 2,3,4,5,6, 7,8,9,12	Unit 5 Class activity Classroom description / Prepositions (What do you see?) Quiz 2	Unit 5 Class activity Classroom description / Prepositions Speaking activity (I want something) p.113
Oct 01- 05 ألف باء Textbook	Unit 6 ط، ظ، ع، غ Drills 14,15,16,18, 19, 20, 21, 22, 23	Unit 6 • New vocabulary (Practice at home) p.130, 131 Drill 13 p. 131 • Culture p. 132	Unit 6 Class activity / Family members & other relations	Unit 6 Class activity / Family members & other relations	Unit 6 Class activity / Disciplines Hand-in Drill 10 p. 128 Drill 17 p.137
Oct 08-12 ألف باء Textbook	Unit 6 Class activity / Disciplines Quiz 3	Unit 7 ف، ق، ك، ل Drills 1,2,3,4,5,	Unit 7 ف، ق، ك، ل Drills 9,10,11,17	Unit 7 • Speaking Activity Drill 18 p 166 "لازم تشرېبي شي" (Levantine)	Unit 7 Culture • Expressions with Allah p.166 (watch the video) • Guest & Hosts p.167
Oct 15-19 ألف باء Textbook	Unit 8 Class activity / Professions Hand-in Drill 6 p. 155 Drill 8 p. 160	Unit 8 Class activity / Professions	Unit 8 م، ن، ه Drills 1,2,3,4,5,6 آ، ع، و، ئ Drills 8,9 p.187	Unit 8 آ، ع، و، ئ Drills 8,9 p.187	Unit 8 Practice at home • New vocabulary p.190 • Speaking activity Drill 13 p. 191 • Drill 15 p. 191
Oct 22-26 ألف باء Textbook	Unit 9 Moon & sun letters Drills 1,2,3,4,5,6 Quiz 4	Unit 9 آ، ا Drill 3 p. 200 Drill 7 p. 200 Drill 8 p. 202	Unit 10 • Grammatical endings/Drill 1 • Reading and spelling practice p.223, 224	Unit 10 Reading and spelling practice	Midterm
Oct 29 Nov 02 الكتاب ج Textbook	Chapter 1 Conjugation of the present tense	Chapter 1 • Comprehension أنا مها • Listen to the vocab & be prepared p. 2,3	Chapter 1 Conjugation & negation of the verb "to work" p. 3, 4 a. FusHa b. Colloquial	Chapter 1 The Nisba Adjective Drills 5, 6 p.8	Homecoming (No Classes)

Nov 05-09 الكتاب ج 1 Textbook	Chapter 1 Question Words p. 9,10,11 Drill 7 p 9 Drill 9 p 8	Chapter 1 Question Words in Colloquial Drill 9 p. 11	Chapter 1 Speaking activity "تعارف" Drill 10 p 11, 12	Chapter 1 Grammar: The definite Article "ال" p.14,15 Drill 12 p. 15	Chapter 1 Conversation Drill 4 p.17 (Come to class fully prepared) Hand-in Assignment given In class
Nov 12-16 الكتاب ج 1 Textbook	Veterans Day (No classes)	Chapter 1 Quiz 5	Chapter 2 • Comprehension أنا فعلاً وحيدة • Vocab p. 20	Chapter 2 Using the new vocab in sentences Drill 2 p. 23	Chapter 2 Dual and plurals • Human sound masculine plural • Human feminine plural • Broken plurals • Plural agreement Drill 8 p. 32
Nov 19-23 الكتاب ج 1 Textbook	Chapter 2 Dual and plurals • Human sound masculine plural • Human feminine plural • Broken plurals • Plural agreement	 <i>Christmas song</i>	Thanksgiving break (No classes)		
Nov 26-30 الكتاب ج 1 Textbook	Chapter 2 Dual and plurals Speaking activity	Chapter 2 Quiz 6	Student presentations (Talk about yourself and your family) (Oral exam) (No make-ups)	Student presentations (Talk about yourself and your family) (Oral exam) (No make-ups)	Student presentations (Talk about yourself and your family) (Oral exam) (No make-ups)
Dec 03-05 الكتاب ج 1 Textbook	Listening exam <u>(Part of the final exam)</u>	Exam 3	Exam 3	Reading Days (No classes)	

The instructor reserves the right to change the content of the syllabus at any time throughout the term to respond to pedagogical imperatives.