

**ARA 1131 Spring 2018** (January 8<sup>th</sup> - April 25<sup>th</sup>)  
**SEC 4845 M/T/W/R/F, 3rd Period, Room: MAT 117**  
Office Hours: Mon/Wed, 7<sup>th</sup> period  
(1:55 pm - 2:45 pm) by appointment

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### **Textbooks and teaching materials:**

The Arabic taught in this course is Modern Standard Arabic. No dialect is taught in this course. The aim of the course is to provide a good understanding of the Arabic used in the spoken and print mass media in all Arab countries. A solid knowledge of Modern Standard Arabic 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.

1. Mahdi Alish, *Ahlan Wa Sahlan*, Functional Modern Standard Arabic for Beginners, Yale University Press, Second edition, 2010.
2. *Ahlan wa Sahlan* audio and video clips  
<http://yupnet.org/languages/ahlan-wa-sahlan/program-for-the-textbook>  
You may be prompted to enter a password. Type in **aleppo** (case sensitive)
3. Recommended web site; an Arabic verb conjugator, <https://qutrub.arabeyes.org/>
4. Additional materials (Handouts, practical activities related to the main subjects) will be added in class when needed.
5. Three movies will be added to the syllabus for cultural purposes, focusing on children in the Arab world. They must be watched outside of class, and questions about them will be part of each exam.
6. Videos (for vocab practice)

## Course Objectives

By the end of this semester, students will be expected to perform at the Novice High to Intermediate Low 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 by creating with the language in straightforward social situations.
  - b. Handle conversation in a few predictable topics and face-to-face conversation necessary for survival in the target language culture such as information about self and family, some daily activities and preferences, and immediate needs such as ordering food and making simple purchases.
  - c. Respond to simple, direct questions or requests for information (e.g., about biographical information, business hours).
  - d. Ask a few basic questions.
2. In the “writing” area of the language:
  - a. Meet limited, basic, practical writing needs using lists, short messages, postcards, and simple notes.
  - b. Write about predictable topics related to personal information and daily life.
  - c. 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 some information from the simplest connected texts dealing with a limited number of personal and social needs.
  - 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.

## Classroom policy

**Canvas:** All assignments, announcements, exercises, study guides, grades and other materials will be posted on the course page on Canvas. It is your responsibility to check the page regularly and keep up with all materials and announcements that will be posted.

**Attendance:** This is not a virtual class. Becoming fluent in a language requires extensive, repeated exposure to that language. A student who misses 4 sessions or more without a documented excuse will receive a failing grade. For more details, please refer to the following

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

Assignments are due on the day indicated, regardless of whether or not you are in class that day. If you missed

class, arrange for your assignment to get to your instructor's box before your scheduled class time. Students should contact the instructor on return to classes.

**Preparation:** Students must be fully prepared for class by studying, practicing reading, listening and doing the drills designated as homework before coming to class. Class time should not be spent introducing vocabulary, but rather on practicing and activating it.

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

**Cell phones and other electronic devices:** No electronic equipment is allowed during exams. Using cell phones during a test will result in an "F" on that assignment.

**Academic Integrity:** Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Violations of the honor code include, but are not limited to: plagiarism, cheating, bribery, misrepresentation, fabrication, and conspiracy. Such violations may result in the following: lowering of grades, mandatory 0 on assignments, redoing assignments, a final failing grade in the course, expulsion from the course, referral to the student-run Honor Court. The Honor Code states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." 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.* For more information, refer to:

**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.

**Counseling & Mental Health Resources:** Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <https://drc.dso.ufl.edu/>).

**Letters of recommendation:** If you wish me to write you a letter of recommendation, before you approach me with a request, please make sure that:

- a. You will earn / have earned at least B+ in all classes you had with me.
- b. You had regular attendance.
- c. You did all required work, including ungraded work.
- d. You never behaved in a disrespectful way - tacitly or otherwise - with me or your classmates.

**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.

## Exams

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

### Exams

Exam 1            February 2<sup>nd</sup>  
Midterm exam    March 2<sup>nd</sup>  
Final exam        April 23<sup>d</sup> (listening), written to be announced

### Presentations

Speaking 1: January 22<sup>nd</sup>  
Speaking 2: February 12<sup>th</sup>  
Speaking 3: February 28<sup>th</sup>  
Speaking 4: March 19<sup>th</sup>  
Speaking 5: March 27<sup>th</sup>

**Presentations:** April 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup>

**Quizzes:** There are 10 quizzes in the semester. It is your responsibility to check the dates.

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## Grades

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

Exam 1 + Midterm exam	30%
Final exam	20%
Oral exams	15%
Quizzes	15%
Homework	10%
Class attendance and preparation	10%

The course letter grades and grade points will be as follows:

A	93-100	4.0
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.0
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.0
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.0
D-	60-62	0.67
E	less than 60%	0
WF, I, NG, S-U		0

## Learning a foreign language

**1. Observe and listen attentively.** The most important element of language learning is the linguistic input you receive: what you read and what you hear. Surround yourself with Arabic by reading as much as you can, even when the reading is not assigned; listening to Arabic using audio recording and CD-ROM as often as possible. As you read and listen, don't worry about not understanding every word; instead, be attentive to what you can figure out and look for examples of points you are studying.

**2. Memorize.** Although you have learned a lot of Arabic through observation and analysis, you still have to memorize verbs and certain idiomatic expressions. The following techniques may help. Prepare flash cards with Arabic on one side and the English on the other side, with verbs on one side and their **Masdar** on the other. Write words several times and repeat them to associate sounds and written symbols. Arrange words by meaningful clusters that can help you visualize what words mean. Create a new context to try out the words and expressions you are learning.

**3. Review often.** Make it a habit to summarize key points in texts you have read and keep track of the grammar you have studied. Use the list of the new words for each lesson to make sure you are comfortable with all the new words, including the plural of nouns and the conjugations of verbs.

**4. Work with others.** Put all your verbal and social interaction strategies to work. Ask for clarification or correction as needed; experiment and role-play with your peers. Be bold and do not worry about your mistakes.

**5. Guess and make hypotheses.** When you read, if you come to part of a text you don't understand, guess a few words from their context and go on. After you have read more of the text, you can go back and read again, making a second, and perhaps better, guess at the unknown words and unclear points. When you speak, if you do not know the exact word, use synonyms or definition-type explanations to get your ideas across, or even try "creating" an Arabic word following patterns you know.

**6. Think in Arabic.** If you look at the Arabic text and think in English, you are not reading but translating. This is an extremely inefficient way of approaching a text, and it will not help you to become a proficient reader in Arabic.

**7. Be patient with yourself.** Remember that learning a language is a lot like training for sport or learning to play a musical instrument. You need to practice every day, even if it does not seem like you are making progress. Progress will come in stages, sometimes small gains, sometimes large gains as you get past a plateau. The rate of language learning is different for each student. Work with classmates but do not always compare yourself to them. If you get too frustrated, stop. Just as you risk injury in a sport if you practice when you are too tired, it is not productive to do too much language learning at a time. It is better to work for an hour twice a day than for two hours in a stretch, especially with a task as taxing as listening comprehension. Take breaks as needed, but don't give up. Go back to the lesson with new enthusiasm, new questions, and new goals to achieve. And most of all, enjoy! The world of Arabic is rich. You are beginning an adventure into some of the most exciting countries and cultures in the world.

Please note:

- 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 in addition to 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 days أيام الأسبوع	Monday الإثنين	Tuesday الثلاثاء	Wednesday الأربعاء	Thursday الخميس	Friday الجمعة
Jan 08-12 اهلا و سهلاً Textbook	<b>Review</b> Question words	<b>Review</b> Plural, Dual & adjectives	<b>Review</b> Present Tense	<b>Review</b> Negation with ليس	<b>Review</b> Negation with ليس <b>Quiz 1</b>
Jan 15-19 اهلا و سهلاً Textbook	Martin Luther King Jr. Day <b>No Class</b>	<b>Chapter 5</b> Family Members	<b>Chapter 5</b> Family Members	<b>Chapter 5</b> Family Members	<b>Chapter 5</b> Family Members <b>Homework due</b> <b>Translation</b> <b>Quiz 2</b>
Jan 22-26 اهلا و سهلاً Textbook	<b>*Speaking Activity 1</b> Show a family picture and describe its members. <b>(Submit your written script the same day)</b>	<b>Chapter 5</b> Past tense	<b>Chapter 5</b> The negation of the past tense	<b>Chapter 5</b> طلاب عرب في أمريكا Comprehension Page 76 - 77 • Listening • Reading • <b>Questionnaire</b>	<b>Chapter 5</b> • Grammar المفعول به و الجرّ Drill 8 p. 83
Jan 29-02 اهلا و سهلاً Textbook	<b>Chapter 6</b> Grammar Ordinal numbers p. 83, p.84 <b>Quiz 3</b>	<b>Chapter 6</b> Grammar Ordinal numbers Translation & speaking activities <b>Homework due</b>	<b>Chapter 6</b> •Grammar: Cardinal Numbers (11-999)	<b>Chapter 6</b> •Grammar: Cardinal Numbers (11-999) Translation	<b>Exam 1</b>

Feb 05-09 اهلا وسهلاً Textbook	<b>Chapter 6</b> Hobbies Vocabulary Verbs & Masdars	<b>Chapter 6</b> Hobbies Speaking activity	<b>Chapter 6</b> Hobbies Speaking activity Conjugation	<b>Chapter 6</b> Hobbies Speaking activity <b>Homework due</b> <b>Translation</b>	<b>Chapter 6</b> Hobbies Translation <b>Quiz 4</b>
Feb 12-16 اهلا وسهلاً Textbook	<b>*Speaking activity 2</b> Talk about your hobbies during the week days and the weekend. <b>(Submit your written script the same day)</b>	<b>Chapter 7</b> Grammar Case of the noun p.126	<b>Chapter 7</b> Grammar Possession ل & مع Drill 7 p. 128	<b>Chapter 7</b> Grammar Object Pronouns p.129 Drill 8 p. 130	<b>Chapter 7</b> Grammar Object Pronouns Translation <b>Quiz 5</b>
Feb 19-23 اهلا وسهلاً Textbook	<b>Chapter 8</b> ماذا يشربون و ياكلون صباحاً؟ Comprehension Page 138 - 139 • Listening • Reading • <b>Questionnaire</b>	<b>Chapter 8</b> ماذا يشربون و ياكلون صباحاً؟ Comprehension Page 138 - 39 • Listening • Reading	<b>Chapter 8</b> Food Vocabulary	<b>Chapter 8</b> Food Vocabulary	<b>Quiz 6</b>
Feb 26 Mar 02 اهلا وسهلاً Textbook	<b>Chapter 8</b> Food • Conjugation • Speaking activity	<b>Chapter 8</b> Food I like & dislike • Speaking activity	<b>*Speaking activity 3</b> Talk about your meals. What do you eat for breakfast, lunch and dinner? When you have time and when you are in a hurry? <b>(Submit your written script the same day)</b>	 <b>Fun time</b> Arabic breakfast	<b>Mid-term Exam</b>
Mar 05-09	<b>Spring Break</b> No classes				
Mar 12-16 اهلا وسهلاً Textbook	<b>Chapter 9</b> • Telling time • Speaking Activity	<b>Chapter 9</b> Telling time Drill 8 p. 170	<b>Chapter 9</b> سحر في جامعة حلب Comprehension Page 162 • Listening • Reading • <b>Questionnaire</b>	<b>Chapter 9</b> سحر في جامعة حلب Comprehension Page 162 • Listening • Reading	<b>Chapter 9</b> Daily schedule Speaking activity Prepositions of time
Mar 19-23 اهلا وسهلاً Textbook	<b>*Speaking activity 4</b> Talk about your daily schedule during the weekdays and the weekend. <b>(Submit your written script the same day)</b>	<b>Chapter 10</b> Human body	<b>Chapter 10</b> Human body	<b>Chapter 10</b> Human body	<b>Quiz 7</b>

Mar 26-30 اهلا وسهلاً Textbook	<b>Chapter 10</b> Human body Translation	<b>*Speaking activity 5</b> Bring a random family picture to class and describe the appearance of the people. <u>(Submit your written script the same day)</u>	<b>Chapter 10</b> Grammar Verbal nouns المصدر Conversation Drill 8 p. 190	<b>Chapter 10 Adjective (review)</b> Drill 9 p. 191 Drill 10 p. 192 Drill 11 p. 193	<b>Chapter 10</b> Translation  <b>Quiz 8</b>
Apr 02-06 اهلا وسهلاً Textbook	<b>Chapter 11</b> يوميات طالب عربي Comprehension Page 203 - 205 • Listening • Reading • <u>Questionnaire</u>	<b>Chapter 11</b> يوميات طالب عربي Comprehension Page 203 - 205 • Listening • Reading	<b>Chapter 11</b> Future and negation Drill 5 p. 207	<b>Chapter 11</b> • Conjugation of the verb “ظنّ” • Expressing certainty p. 209	<b>Quiz 9</b>
Apr 09-13 اهلا وسهلاً Textbook	<b>Chapter 11</b> Expressing certainty p. 209 Translation	<b>Chapter 11</b> Conjugation of the weak verbs أتى، إشتري	<b>Chapter 11</b> Conjugation of the weak verbs: “قال”، “فعلان”، p. 215, 216 Drill 13 p. 217	<b>Chapter 11</b> Conjugation of the weak verbs: “قال”، “فعلان”، More practice	<b>Chapter 11</b> The Superlative Drill 10 p. 214 Drill 11 p. 214 <b>Quiz 10</b>
Apr 16-20 اهلا وسهلاً Textbook	<b>Chapter 11</b> The Superlative Translation	<b>Chapter 11</b> Arabic Calendars Drill 15 p. 220	Student presentations <u>(Oral Exam)</u>	Student presentations <u>(Oral Exam)</u>	Student presentations <u>(Oral Exam)</u>
Apr 23-27 اهلا وسهلاً Textbook	<b>Listening Exam</b> (Part of the final) <u>No make-ups</u>	Review	Review	<b>Study days</b> No class	<b>Study days</b> No class

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