

**ARA 4850 / LIN 6571**  
**Structure of (Standard) Arabic**  
**Fall 2018**  
**Course Syllabus**

**Instructor:** Youssef A. Haddad  
**Meeting Time:** MWF – 3<sup>rd</sup> period  
**Room:** MAT 007  
**Office Hours:** MW 1:00-2:00 p.m. or by Appointment  
**Office:** 357 PUGH  
**Tel:** 352-273-2958  
**E-Mail:** [yah@ufl.edu](mailto:yah@ufl.edu)

**Prerequisite:** ARA 1131 OR LIN 3010

**REQUIRED TEXTBOOK**

Holes, Clive. 2004. *Modern Arabic: Structures, Functions, and Varieties*. Washington, D.C.: Georgetown University Press.

Other readings will be made available on Canvas. Here is a sample list.

- Aoun, Joseph, Elabbas Benmamoun, and Dominique Sportiche. 1994. Agreement, word order, and conjunction in some varieties of Arabic. *Linguistic Inquiry* 25: 195-220.
- Aoun, Joseph, Elabbas Benmamoun, and Dominique Sportiche. 1999. Further remarks on first conjunct agreement. *Linguistic Inquiry* 30: 669-681.
- Davis Stuart and Bushra Adnan Zawaydeh. 2001. Arabic Hypocoristics and the status of the consonantal root. *Linguistics Inquiry* 32: 512-520.
- Davis, Stuart. 1995. Emphasis Spread in Arabic and Grounded Phonology. *Linguistic Inquiry* 26: 465-498
- Eid, Mushira. 1983a. On the communicative function of subject pronouns in Arabic. *Journal of Linguistics* 19: 287-303.
- Eid, Mushira. 1983b. The copula function of pronouns. *Lingua* 59: 197-207.
- Ferguson, Charles A. 1959. The Arabic Koine. *Language* 35: 616-630.
- Haddad, Youssef A. 2008. Pseudometathesis in Three Standard Arabic Broken Plural Templates. *Word Structure* 1: 135-155.
- Haddad, Youssef A. 2014. Attitude datives in Lebanese Arabic and the interplay of syntax and pragmatics. *Lingua* 145: 65-103.
- Munn, Alan. 1999. First conjunct agreement: Against a clausal analysis. *Linguistic Inquiry* 30: 643-668.
- Prunet, Jean-Francois, Renée Béland, and Ali Idrissi. 2000. The mental representation of Semitic words. *Linguistics Inquiry* 31: 609-648. Focus mainly on pages 609-626
- Watson, Janet C.E. 1999. The Directionality of Emphasis Spread in Arabic. *Linguistic Inquiry* 30: 289-300.

## COURSE DESCRIPTION

This course describes and analyzes the sound system, word structure, sentence structure, and semantics of Arabic.

## COURSE OBJECTIVES

By the end of this course, you will be expected to

- retain linguistic facts about the Arabic language;
- recognize and transcribe Arabic sounds broadly and fairly accurately using the International Phonetic Alphabet;
- observe data sets in order to
  - identify the necessary structural elements at the word and sentence levels,
  - arrive at linguistic generalizations, and
  - explain your answers by providing solid arguments.

Long-Term Objectives:

It is my hope that this course will help you

- appreciate language as a unique human system worth investigating;
- look at your own language as an outsider and appreciate it more.

## COURSE REQUIREMENTS

*Graduate students of Linguistics may receive exams and reading assignments that are different (e.g., that assume more prior knowledge and require a more complex analysis) from those given to their classmates.*

1) Exams – 40%

There will be two in-class exams. Each will be a two-day exam and is worth 200 points – 20%.

- a. **Exam 1: Wednesday & Friday, October 10 & 12**
- b. **Exam 2: Monday & Wednesday, December 3 & 5**

2) Textbook Reading Assignments – (5 assignments, 40 points each) – 20%

You are expected to read assigned textbook chapters and to answer questions that I post online a week in advance.

3) Additional Reading Assignments (6 assignments, 30-40 points each) – 20%

These will be distributed throughout the semester. Each assignment requires the reading of one article or book chapter (not to exceed 35 pages) in order to answer a set of online questions. The assignment and questions will be posted online a week before due date. Once a student starts the online process of answering the questions, s/he will have a limited time (e.g., 40 minutes) to complete it. Students are encouraged to discuss the reading together, but they are expected to answer the online questions alone.

4) Extended Abstract and Oral Presentation – 20%

Every student will be assigned to a group. The group will be assigned one of the readings in (3) above plus additional readings (articles, book chapters). Each member of the group will be expected to write a 2000-word essay that engages with a common theme in the assigned readings.

The essay may take the form of an extended abstract. It is expected to do some or all of the following: (i) highlight a problem or a research question, (ii) provide data to illustrate the phenomenon under examination, (iii) discuss earlier work on the topic and explain why it is inadequate where possible, (iv) provide a solution to the problem. Students are encouraged to discuss the readings together, but each student does the write-up of the extended abstract alone. In addition, the group will be expected to work together to prepare an oral presentation of 20-50 minutes. Remember that the class will have read one of the assigned readings; the group's task is to engage the class with the topic beyond that readings. You may use any material you deem necessary to accomplish this task; e.g., powerpoint presentation, games, videos, etc.

Sample extended abstracts may be found at:

<https://journals.linguisticsociety.org/proceedings/index.php/ExtendedAbs>

Here is another link that provides tips on how to write an extended abstract:

<https://www.cs.indiana.edu/icfp96/advice.html>

Here are some guidelines on how to present a conference papers. Some of these tips may be useful as you prepare your oral presentation, keeping in mind that the tips focus on conference presentations, which normally take the form of a lecture and questions by audience follow.

<https://www.linguisticsociety.org/resource/lisa-paper-guidelines-0>

All assignments must be typed. Additional specifications may accompany certain assignments.

**Grading Scale (& GPA equivalent):**

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

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

**GENERAL ADMINISTRATIVE ISSUES**

**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 or 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 + no vibration during class sessions. No texting or cellphone/smartphone activities are allowed during class time. No electronic devices are needed in this course. Accordingly, all other electronic devices must be put away as well.

**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: [http://www.dso.ufl.edu/Academic\\_Honesty.html](http://www.dso.ufl.edu/Academic_Honesty.html)

**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; <http://www.counseling.ufl.edu/cwc/>).

**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>.

**Other Issues:** Appointments – Letters of Recommendation – E-mail

1) Appointments: No appointment is needed for meetings during office hours. If you make an appointment with me outside my office hours, please make sure you show up on time. If you wish to cancel, do so at least two hours in advance. Students who violate these will not be given a second chance.

2) 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:

- You do so at least three weeks before the deadline of the letter.
- You will earn / have earned at least B+ in all classes you had with me.
- You had regular attendance.
- You did all required work, including ungraded work.
- You never behaved in a disrespectful way with me or your classmates.

3) E-mail: Please note that e-mail messages WITHOUT the following will be ignored:

- A meaningful subject line
- A proper greeting (at least in the first message in a series of related messages; i.e., messages with the same subject line). Examples of proper greeting include 'Dear/Hello Dr. Haddad.' No 'hey' or simply 'hello'.
- And please make sure you read your message over before you hit 'send'.

## SCHEDULE

This schedule is tentative and subject to change. Refer to Canvas for updates.

	Topic	Textbook Readings
Weeks 1-2	Arabic Linguistics: Overview and History	Ch. 0-1
Week 3-6	Phonetics and Phonology	Ch. 2
Week 7-10	Morphology	Ch. 3-4
Week 11-15	Syntax and Semantics	Ch. 6-7

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