

ARA 1130 summer 2020 (May 11th - June 19nd)
SEC 026H, 2nd, 3rd Periods
(9:30 pm – 12:15pm)
Digital office Hours: Mon/Wed, 4th period
(12:30 pm - 1:45 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. In his course we will be using the following materials:

1. Alif Baa, Introduction to Arabic Letters and Sounds, 3d edition. George Town University Press.
2. Al-Kitaab fii Ta' allum al- Arabiyya, A textbook for Beginning Arabic, 3d edition, George Town University Press.
3. All will be assigned with the online companion website <https://www.alkitaabtextbook.com/books/>
4. Recommended web site; an Arabic verb conjugator, <https://qutrub.arabeyes.org/>
5. A video for conjugation: <https://www.youtube.com/watch?v=IS344kzK-Eo>
6. Additional materials (Handouts, practical activities related to the main subjects) will be added in
7. Optional material (highly recommended):
Arabic-English Dictionary: The Hans Wehr Dictionary of Modern Written Arabic.

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 predictable 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

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

Important

This course is open to students who have never studied Standard Arabic and thus cannot read it or write it. If you have had any formal or informal instruction of Standard Arabic, please contact Youssef Haddad yah@ufl.edu to arrange for a placement test. Students who fail to report any knowledge of Standard Arabic will be removed from the course; this may happen after the Drop-Add period.

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/>.

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	66-63	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>;

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

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 (x5): 20 %

Class attendance and preparation: 10%

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 May 22nd

Midterm exam June 05th

Final exam June 19th

PowerPoint presentation

Presentations: June 20th

Quizzes: There are 5 quizzes in the semester. It is your responsibility to check the dates.

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.
- 8. 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.

- ***SOMETHING ABOUT YOUR INSTRUCTOR***

As an instructor, it is hard for me to teach without the physical presence of learners. I like to meet my students in real life not through a webcam. I like to hear their clear voices without any distortions from their speakers, their laughter when they are content and unworried, and their complaints when they are frustrated and confused. I like to listen to their questions while looking at their faces; *Faces always talk too much* and I love listening to them eagerly and attentively!

I am aware of all these changes and will work with you *ALL* during the transition, making sure that everything will go off without a hitch.

- ***GUIDELINES TO A SMOOTH SEMESTER.***

We have transitioned to a new class format. By switching to distance learning, we have lost many positive aspects of face to face classroom interactions. Moving from one style of learning to another does require an adjustment in your study approach, especially if it is a language class. Therefore, I urge every one of you to be prepared and follow the instructions below. This is a summary of my digital teaching experience with my students this past spring.

1. ***SET YOUR WEBCAM LEVEL WITH YOUR EYES OR SLIGHTLY HIGHER.***

Set up and mount the webcam video at the level of your eyes to show your full face and part of the chest. If you are using a laptop, grab a couple of books and place them under it if necessary. Test the webcam's sound as well.

2. ***PAY ATTENTION TO YOUR APPARENCE.***

It's not a beauty pageant, but you'll still want to spare a moment before getting on your call to check your image and make sure it is what you want to portray. You can stay in your pj-bottoms and slippers if you want, but put a decent shirt on!

3. ***IDENTIFY A STUDY SPACE.***

You need to focus. Identifying a consistent study space in your home is very crucial in digital learning. A study space does not need to be a separate room. Oftentimes, a simple table and chair work quite well. Completing your college work in the same place each time creates a focused thinking habit that allows you to more quickly settle into the work that needs to be done. Remember, **YOU HAVE TO BE SEATED** in front of your screen, **No work from a SOFA or a BED, NO HORIZONTAL POSITION** on any kind of surfaces, **NO hugging pillows or petting cats.**

- 4.



5. ***SET A ZOOM VIRTUAL BACKGROUND.***

In your zoom window, click in the arrow next to the stop video icon (bottom left of the screen), select chose a virtual background, then chose one of the available backgrounds or upload your own image.

6. ***DO NOT BE LATE.***

The students must join the zoom waiting room 5mns before the class time. Enjoy some music, bring your coffee if you want and be ready for something new. (The students who join late the class will be marked absents.)

7. ***GET A TUTOR***

If you feel stuck and struggling with the material, do not wait till the second week please. Two weeks of summer class equals a whole month in Fall. Maintain good communication with your instructor and ask for help and guidance. ***Free tutoring*** can be provided by previous outstanding students who are happy to assist you.

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 / equerae	6. اِقْرَأْ / اِقْرَإِي
7. Translate (m, f)	7. Tarjem - Tarjemi	7. ترجم / ترجمي
8. Again	8. Marra Okhra	8. مرّة أخرى
9. Repeat (m, f)	9. A3ed - A3eedi	9. أعدْ / أعيدي
10. Look at the board	10. Onethuru ela assabura	10. أَنْظُرُوا إِلَى السَّبُورَةِ
11. Open the book	11. Iftahu al' kitaab	11. افْتَحُوا الكِتَابَ
12. Seat down (m, f)	12. Ijliss / Ijlissi	12. اجلسْ / اجلسي
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. من فضلك

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 أعْرِفُ
5. Please repeat	5. A3eedi min fadleki	5. أعيدي 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 (x) bilughati el-Arabia	7. كيف نقول Pen باللغة العربية
8. I did not hear you correctly	8. Lam asma3e jayedan	8. لَمْ أَسْمَعْ جَيِّدًا

Please note:

- Students must turn in the assignments highlighted **in blue** on the dates indicated.
- The quizzes are highlighted **in yellow**. Please be ready for that date.
- 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).
- It is very helpful to keep your syllabus, class notes and printed handouts in a **binder**.

	Monday	Tuesday	Wednesday	Thursday	Friday
May 11 -15 Alif Baa Workbook	Meet 'n Greet	Unit 1 <ul style="list-style-type: none"> • Greeting Introduction to the Arabic Language <ul style="list-style-type: none"> • Where is Arabic spoken? p. 13 • Arabic letters p.2 • Arabic script p.4 • Short vowels p.3 	Unit 2 <ul style="list-style-type: none"> • Greeting • Arabic countries Names (review) • Short vowels Drills 6,7,8,10,12, 13	Unit 3 <ul style="list-style-type: none"> • Greeting (more practice) • ج، ح، خ، ي، و Drill 8,9,10,11	<ul style="list-style-type: none"> • Conversation Drill 15 p. 63 • Class activity Classroom description
		Unit 1 <ul style="list-style-type: none"> • Introducing yourself in Arabic • Conversation Drill 4 p.16 	Unit 2 <ul style="list-style-type: none"> • ا، ب، ت، ث، و، ي Writing practice Drills 1,2,3,4,5	Unit 3 <ul style="list-style-type: none"> • ج، ح، خ، ي، و Writing practice Drill 1,2,3,6,7	
May 18- 22 Alif Baa Workbook	Unit 4 <ul style="list-style-type: none"> • ا، د، ذ، ر، ز Writing practice Drill 1 L2, L3, L4 Drills 2,3	Class activity <ul style="list-style-type: none"> • Conversation Drill 18 p. 88 • Classroom description كلك، يفض أفقط، و	Unit 5 <ul style="list-style-type: none"> • س، ش، ص، ض Writing practice Drills 9,10,11,12, 13,15,16	Class activity <ul style="list-style-type: none"> • Classroom description / Using Adjectives 	Exam 1
	Unit 4 Drills 6,7,8,10,11 <ul style="list-style-type: none"> • Arabic numbers Writing practice p.72 Drill 14 p. 87	Unit 5 <ul style="list-style-type: none"> • Shadda Drills 1,2,3 س، ش، ص، ض Writing practice Drills 4,5,7	Class activity Quiz 1/ via canvas <ul style="list-style-type: none"> • Classroom description / using Adjectives • Verb “ to see" in formal & colloquial 	Class activity <ul style="list-style-type: none"> • Verb “I want” p.113 • Conversation Drill 19 p. 114 Hand-in via canevas by 11:59am	

May 25 - 29 Alif Baa <i>Workbook</i>	Memorial Day <i>No classes</i>	Unit 6 • taa marbuuta ة Drill 1 • ط، ظ، ع، غ Writing practice Drills 2,3,4,5,6, 7,8,9,12	Class activity Classroom description / prepositions	Unit 6 ط، ظ، ع، غ Drill 14,15,16,18, 19, 20, 21, 22, 23,28 Hand-in via canevas by 11:59am	Unit 6 Quiz 2/ via canvas Class activity / Disciplines
		Class activity Classroom description / Colors	Unit 6 Watching and discussing a video	Class activity Classroom description / prepositions	
June 01- 05 Alif Baa <i>Workbook</i>	Unit 7 ف، ق، ك، ل Drills 1,2,3,4,5, 7,8,9,10,11	Unit 7 Quiz 3/ via canvas • Drill 17 p. 165 • Class activity / Disciplines	Unit 7 • Expressions with Allah p.166 (watch the video) • Guest & Hosts p.167	Unit 8 Moods & emotions • New vocab • Conversation • Drill 15 p. 191 Hand-in via canevas by 11:59am	Exam 2
	Unit 7 Class activity / Family members & other relations	Unit 7 • Conversation Drill 18 p. 166 "لازم تشرې شي" (Levantine) • Class activity / Professions	Unit 8 م، ن، ه Drills 1,2,3,4,5,6 أ، ع، و، ي Drills 8,9 p.187	Unit 9 ل، آ، ا • Moon letters • Sun letters Drills 1,2,3,4,5,6 (Drill 8 p. 202) L 3 p. 200 L 7 p. 201	
June 08 -12 Alif Baa <i>Workbook</i> Al-kitaab 1 <i>Textbook</i>	Unit 9 Class activity / Professions	Unit 10 • Reading and spelling practice p.223, 224 • Class activity / Professions Hand-in via canevas by 11:59am	Chapter 1 Quiz 4/ via canvas • Comprehension أنا مدها • Listen to the vocab & be prepared p. 2,3	Chapter 1 • Quiz 4 • The <i>Nisba</i> Adjective Drill 5 p.8	Chapter 1 • Question Words in Colloquial • Conversation Drill 9 p 11
	Unit 10 • ألفبصورة "ى" • Grammatical endings / Drill 1 • Reading and spelling practice	Chapter 10 Conjugation of present tense of the verb "كتب"	Chapter 1 Conjugation & negation of the verb "to work" p. 3, 4 a. FusHa Colloquial	Chapter 1 Question Words Page. 9,10,11	

June 15 - 19 Al-kitaab 1 <i>Textbook</i>	Chapter 1 Quiz 5 / via canvas <ul style="list-style-type: none"> • Speaking. A "التعارف" Drill 10 p 11, 12 	Chapter 2 Dual and plurals <ul style="list-style-type: none"> • Human sound masculine plural • Human feminine plural • Broken plurals • Plural agreement Drill 8 p. 32	Chapter 2 Dual and plurals <ul style="list-style-type: none"> • Human sound masculine plural • Human feminine plural • Broken plurals • Plural agreement 	Student presentations (Talk about yourself and your family) <u>(Oral exam)</u> (No make-ups)	Exam 3
	Chapter 2 <ul style="list-style-type: none"> • Comprehension أَنْفَعٌ وَجِدَّةٌ • Vocab p. 20 	Chapter 2 Using the new vocab in sentences Drill 2 p. 23	Chapter 2 The definite Article " ل " p.14,15 Drill 12 p. 15 <u>Hand-in</u> <u>Drill 1 p.21</u> <u>Drill 6 p.26</u>	Student presentations (Talk about yourself and your family) <u>(Oral exam)</u> (No make-ups)	

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