RUTGERS AMESALL

Elementary Arabic I -Section 2 Fall 2025 Hybrid

Department of African, Middle Eastern and South Asian Languages and Literatures
Rutgers, The State University of New Jersey
New Brunswick Campus

Course Title: Elementary Arabic I Hybrid
Course Number: 01:013:140:02/01:074:140:02
Instructor: Jamal Ali
Email: ja923@amesall.rutgers.edu
Office Hours: to be announced

Course Description

Elementary Arabic 1 is an introduction to Modern Standard Arabic. Elementary Arabic I covers the five Cs of the ACTFL standards: communication, cultures, connections, comparisons, and communities. By the end of this course, students will range in proficiency from Novice Low to Novice Mid based on the ACTFL scale. By means of a communicative and proficiency-based approach, students will develop basic communicative skills in the language through a combination of interactive classroom activities, take-home assignments and group work. All language skills will be equally emphasized: reading, writing, speaking and listening. In addition to the acquisition of a core vocabulary, students are prepared to manipulate basic grammatical structures of Arabic for purposes of basic communication in a variety of situations. Students will also be introduced to various aspects of the Arabic culture.

Learning Objectives

Upon successful completion of the course students will be able to comprehend, speak, read, and write Modern Standard Arabic at the Novice Mid level of proficiency as defined by the proficiency guidelines set down by ACTFL (American Council on the Teaching of Foreign Languages).
ACTFL defines the Novice Mid level of proficiency as follows:
Novice speakers can communicate about topics directly affecting them through isolated words they have memorized or encountered frequently. Speakers at the Novice level generally provide short responses.

Listeners at the Novice level can understand formulaic expressions and contextualized keywords like introductions. Novice-level listeners typically require repetition or a slowed speech rate for comprehension and are most accurate when they can anticipate topics.

Novice-level readers can understand a limited amount of information in predictable texts where the topic or context is familiar, like a credit card receipt. Readers at the Novice level rely on their background knowledge and can recognize keywords.

Writers at the Novice level can copy or recall basic words or phrases. Novice-level writers can express simple biographical information and may be able to produce a limited number of words or phrases from memory.

SAS World Language Policy

Students who have taken two or more years of foreign language in high school must take a placement exam before taking a course in that language again as an undergraduate in college. Students who speak a second language at home but are looking to take courses in that language at Rutgers also need to take the placement exam. Students who have studied two or more years of a foreign language in high school may not receive credit for the 100-102 level courses in that foreign language at Rutgers. Intermediate foreign language is the first level they may receive credit for.

The use of asynchronous activities in a hybrid class

This is a four-credit course, yet we meet only twice a week. This means that a lot of work that is normally done in class will be done using asynchronous activities at home. Instructors provide worksheets, lectures, presentations, and/or readings for students to access and complete at their chosen time. Students are responsible for checking the online portal often and doing the work assigned for the class within the time frame required.

Examples of asynchronous activities include the watching of videos online and answering questions, watching lectures online, doing online worksheets, and preparing recordings and other oral presentations, and occasionally, taking exams.

CANVAS will serve as the primary platform for delivery of instructions, discussions, and assignment submissions. https://canvas.rutgers.edu/

Required Textbooks/Materials

Alif Baa: Introduction to Arabic Letters and Sounds, 3rd Edition, Brustad, Al-Batal, Al-Tonsi, Georgetown University Press, 2019. ISBN 9781647121815

Al-Kitaab fii TaCallum al-Arabyya: A Textbook for Beginning Arabic (Part 1), 3rd Edition, Brustad, Al-Batal, Al-Tonsi, Georgetown University Press, 2011. ISBN: 9781647121877

If you buy a used copy of either of these books, make sure you are getting the third edition.

Additional/Recommended Textbooks/Materials

The Hans Wehr Dictionary of Modern Written Arabic (Arabic to English Dictionary)

Grading

Grading scale

A=92–100; B+=88 or higher but less than 92; B=82 or higher but less than 88; C+=77 or higher but less than 82; C=70 or higher but less than 77; D=60 or higher but less than 70; F=less than 60.

Grading	Percentage
• Participation	10%
• Homework	20%
• Quizzes	20%
• Midterm exam	15%
• Final Exam	20%
• Presentations/labs	15%
Total	**100%**

Attendance Policies

Due to the participatory nature of the class, the participation grade will be reduced by one point for each class missed. So if you miss, say, two classes with no good reason, your final participation grade will be no higher than 8/10. Absences will be excused only in the case of religious holidays, family emergencies, or health emergencies. In the case of absence you must submit proper documentation and notify the instructor in advance, or as soon as possible in the case of an emergency. Students who find that they need to be excused for a long period of time for medical or other reasons should contact their college dean and ask the dean to notify all their professors of their absence.

Students are still responsible for any homework scheduled, announcements, and lecture notes for the days you are absent. Students are also expected to attend the class on time as coming late will be highly disruptive to the flow of the course and to your peers. Two late arrivals will be equivalent to one absence.

The instructor is not responsible for providing you with the missed work in class due to absences from class. It is the responsibility of the student to get this information from classmates and or the posted information on Canvas.

Class Participation

Class Participation is essential for the course. Participation is assessed by the amount of discussion and engagement with the course material. Attendance in this course is expected and will be recorded.

In order to gain full participation grades per class, students should demonstrate sufficient knowledge of any assignments and material they were asked to prepare before class.

- Students should be able to answer and engage in discussions and class activities.

- Students should ask questions, make comments, and take conversational initiative as much as possible.
- The participation grade will be reduced for doing things which take away from your ability to be fully mentally present, or which damage the educational and communal atmosphere of the class. Such activities include: texting in class or using computers or other devices in class when not instructed to do so as part of a class activity; doing non-class related work or activities during class; doing class homework in class that was assigned to be done at home; not bringing required material to class; speaking English during oral exercises that are to be conducted in Arabic; sleeping during class; having side discussions in class; whispering answers to students who are trying to think of the answer to a question; or other disruptive or non-participatory behavior. Cellphones should be put away and never accessed during class.
- Use of computers for any purpose other than classwork is not allowed in class. If a student is seen using their computer for reason other than their class work, they will have participation points deducted for the day.

Homework and Presentations and Labs

Throughout the semester, you will be given written and oral assignments. For the oral assignments, or "labs," you will be asked to create short presentations and other projects with an oral component. For these, you will record yourself speaking then you will upload the recording. Some will be video recordings and some may be audio only. The recorded assignments should be uploaded to Canvas before the beginning of class on the due date. Some assignments may require you to watch a video online and answer questions about it. These will also count as labs.

Written assignments may be written by hand or typed. You may bring them to class, or, if you prefer, you can take a photo or scan of them and upload them into Canvas. The advantage of uploading them is that you will receive feedback as soon as I've graded them, as opposed to having to wait until the next class session. The choice is yours. However, if you upload an assignment, it must be uploaded before the beginning of class on the day due or it will be considered late. Do not submit photos in the HEIC format. Turn off the "live" feature on your iPhone.

To see what assignments are due on any given day, go to the home page of the Canvas site for the course.

Assignments are due at the beginning of class on the date they are due. A few online assignments will have a different due date, which will be specified. Assignments must be handed in on time and completed fully in order to receive full credit. Assignments submitted one or two class sessions late receive no more than half credit. Assignments turned in later than that will be looked at and corrected but will receive no credit.

Note concerning academic dishonesty when completing assignments and quizzes:

In homework assignments and some quizzes, you may use your notes and textbook (the instructions of each quiz will specify what you may or may not use). But any help from outside the class is not allowed, including using Google Translate or any other app, software, or website, or having someone you know give you an answer or part of an answer.

You should be able to answer all the questions using things you learned in class. Any answer in

any assignment or test that contains words, structures, expressions or vocabulary that we did not learn in class will not be counted.

Weekly Schedule (*subject to change*)

Week 1:
9/3, Greetings & Introductions, Arabic Alphabet
ا ب ت ث, Units 1 & 2 *Alif Baa'*

Week 2:
9/8-10, ج ح خ
short vowels, Unit 3

Week 3:
9/15-17, د ذ ر ز
Counting 1 – 10; forms of address ,Unit 4

Week 4:
9/22-24, س ش ص ض
shadda Unit 5

Week 5:
9/29-10/1, ط ظ ع غ
taa' marbuuta, Unit 6

Week 6:
10/6-10/8, م ن هـ
hamza; names of objects ,Units 7 & 8

Week 7:
10/13-10/15, definite article
sun and moon letters, Units 9 & 10

Week 8:
10/20-10/22, The Arab World, Culture: Arabic name
Verbs -Present Tense, Lesson 1 *al-Kitaab Part One*

Week 9:
10/27-10/29, Nationalities, Asking questions, Lesson 1
Midterm

Week 10:
11/3-11/5, Family and Friends
People & Objects: More on Feminine /Masculine, Lesson 2

Week 11:
11/10-11/12, Pronouns: We/You (pl.)/They, Nominal Sentence, Introducing Patterns

Week 12:
11/17-11/19, The extended family More on plural, Lesson 3

Week 13:
12/1-12/3, Arab Universities Introducing the *Idafa*

Week 14:
12/8-12/10, Review

Undergraduate Program

Minor Program in Arabic

Arabic (074)
The Minor program in Arabic consists of 20 credits, which must be completed with a grade of C or better in each course.

Requirements
The minor in Arabic consists of four courses in Arabic language beyond the elementary level plus two additional courses, 01:013:201 “Crossroads: Classical Literatures of Africa and Asia” and 01:013:221 “Introduction to the Literatures of the Middle East.”

Learning Objectives
The objective of the Minor is to develop listening, speaking, writing and reading skills in Modern Standard Arabic to the Intermediate High level, as based on the guidelines of the American Council for the Teaching of Foreign Languages (ACTFL).

https://amesall.rutgers.edu/academics/undergraduate-program/minors#Arabic

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Academic Integrity Policy of Rutgers University

Rutgers University regards acts of dishonesty (e.g. plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. See the link here for details: http://nbacademicintegrity.rutgers.edu/

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational, research, and clinical missions, and violations of academic integrity constitute serious offenses against the entire academic community. The principles of academic integrity require that a student:

- make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations
- properly acknowledge and cite all use of the ideas, results, images, or words of others
- properly acknowledge all contributors to a given piece of work.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions

- treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the ethical standards and professional code of conduct in the field for which the student is preparing.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / https://ods.rutgers.edu/

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.