Elementary Arabic I

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

Fall 2020

Course Title: Elementary Arabic I
Course Number: 01 013 140 / 01 013 074
Course Meeting Times & Locations: ONLINE see course schedule for available sections
Instructor: Widyane Hamdach & Jamal Ali
Office Hours: (By appointment only). available to answer all students' questions or concerns through e-mails :
Widyane Hamdach (widyane.hamdach@rutgers.edu) or by setting-up a meeting using (WebEx), if requested.
Jamal Ali: ja923@amesall.rutgers.edu available to answer all students' questions or concerns through e-mail. Zoom/WebEx meetings by appointment.

This syllabus is tentative and subject to change.

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 (see below). 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.

This course is a combination of synchronous and asynchronous online learning methods. "Synchronous online classes are those that require students and instructors to be online at the same time." That is, students and the instructor interact in a specific virtual place, through a specific online medium (e.g. Zoom, Webex), scheduled at a specific class time. Methods of synchronous online learning include video conferencing/meetings, live discussions, and live-streaming lectures. Students benefit from personal contact with their instructor through live videoconferencing or live chatting as this tool can make it a lot easier for students as well as the instructors to make the transition from face-to-face classes. For instance, with synchronous online learning, students can ask questions and getting feedback from the instructor; and debate topics and interact with their classmates, and perhaps even the chance to establish a mentorship.

Asynchronous learning can be arranged based on students' own schedule. The instructor will still provide materials (readings, assignments, pre-recorded lectures, and quizzes/tests for to assess students' performance in class). The advance of using this method is for students to complete course requirements within a flexible time frame as this method of learning include self-guided readings, assignments, and streaming video/or audio content/lectures. One of the advantages of asynchronous learning resides in its

self-guided nature. Students are able to complete their course requirements at their own pace. Thus, students will have time to review materials, take notes, and practice retention without concern over the speed of a lecture or the pace of their classmates.

The advantage of using a combination of both learning methods and balancing these two models (a combination of real-time virtual meetings and self-paced assignment completion; or a balance between pre-taped lectures and live interactive discussions) will definitely help us produce distinct and enriching online education experiences for students.

Please be advise that the instructor (based on the nature of lectures and learning goals) may choose to replace a virtual class meeting with online activities or assignments, which will allow students to complete the work on their own time within a specified timeframe. In such cases, students will be notified via class announcements in advance.

Course Tools and Technical Requirements

- Students need to have access to the internet and are expected to participate in the class's virtual meetings (audio or video).

- Links to instructional videos and useful webpages will be provided throughout the semester.

- Breakout rooms (Zoom) will be exploited to engage students and enhance collaboration. Instructions will be provided by the course's instructor in the beginning of the semester.

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

ZOOM or Webex (to be determined by the instructor) will be utilized for online class meetings. Students will receive invitations via email for our virtual class meetings on a regular basis (weekly).

VoiceThread will be used to present interactive and dynamic slides for some of the presentations.

Additional online learning tools could be utilized as deemed fit for this course's content.

For Technical Support:
https://it.rutgers.edu/help-support/

Sakai Helpdesk Support: sakai@rutgers.edu
Phone: 848.445.8721

Learning Objectives

Upon successful completion of the course students will be able to comprehend, speak, read, write, and know about the cultural aspects of the Arabic Language at a Novice low to Novice Midlevel as defined by the ACTFL Guidelines.

Prerequisites

SAS Foreign Language Policy

Students with two or more years of a foreign language in high school or whose native language is other than English may not receive degree credit for elementary-level courses. Degree credit in that language begins with an intermediate or review course even if the Rutgers Placement Test indicates elementary-level placement or if there has been an interruption in language study. For more, please consult the SAS advising offices, as well as visit SAS website:
http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/foreign-language-courses

Required Textbooks/Materials

- Alif Baa: Introduction to Arabic Letters and Sounds, 3nd Edition, Brustad, Al-Batal, Al-Tonsi, Georgeton University Press, 2010. ISBN:978-1-58901-705-4 or the latest version: ISBN: 978-1626166868

- 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: 978-1-58901-736-8

- The book is also available as an **e-book**. For information on the e-book, please visit:
  http://press.georgetown.edu/book-list/al-kitaab

  For access to *Al- Kitaab's* audio and video exercise, go to:
  https://alkitaabtextbook.com/

  *The textbooks are also available from The Rutgers Bookstore.

Additional/Recommended Textbooks/Materials

- Hans Wehr Dictionary (Arabic to English Dictionary) ISBN: 0-87950-003-4
- Concise Oxford Dictionary (English to Arabic Dictionary) ISBN: 0-19-864321-7

Required Assignments and Grading Policies

92-100 = A (4.0)	88-91 = B+ (3.5)	82-87 = B (3.0)
77-81 = C+ (2.5)	70-76 = C (2.0)	60-69 = D (1.0) below 60 = F

To pass this course, **students must complete all required assignments listed below**. Students must also follow the attendance requirements. Please contact the instructor at your earliest convenience if there is a problem with either the assignments or the attendance—exceptions can always be made at instructor's discretion.

- Attendance & participation …………………………………..……….15%
- Homework Assignments…………………………………………………15%
- Quizzes………………………………………..………………………15%
- Midterm exam……………………………………………………………15%
- Final Exam……………………………………………………………….20%
- Language Lab & Presentations…………………………………………..20%

Total………………………………………………………………..**100%**

Accommodations: If you anticipate a problem to be absent from class due to (e.g. illness, technical issues with the internet, emergency, etc.), please work closely with your instructor to receive the appropriate accommodations for the missing class. Students will be given alternative activities or assignments to make-up for the class-work. Please make sure to discuss with the instructor any classes you anticipate missing before any assignment is due.

Classroom Policy: The use of Cell Phones "Not Allowed" during the meetings and any behavior that impedes learning will not be tolerated. In short, any inappropriate behavior will affect your semester grade.

Course Requirements: Guidance

1) **Participation:**

   Webex or Zoom will be used for live discussion/conversation to increase students' engagement by answering questions and discussion topics. The instructor to provide feedback on students' work and assess their progress. Thus, missing live-virtual meetings can affect your overall grade.
   The instructor will be posting a topic on Sakai and announce it via (announcements) tool.
   *Students' task: students should submit their discussion of the topic (in presentational form) and submit it on Sakai Dropbox under (Speaking/ Discussion assignment). The discussion is part of the attendance and participation grade (15% of the overall grade); students are expected to complete their assignments on time. Group discussion/participation: to be conducted virtually using (Webex meeting tool), to ensure that students can still interact with each other remotely (to accommodate face-to-face experience).

   Speaking/ Discussion assignments will help students to communicate in Arabic language in the increasingly multi-cultural environment using communicative/integrated approach. It keeps the ability to use language to communicate as central goal, to make meaning-focused activity which simulates real life transactions; crucially activity is on the learner's part, with the teacher being more of a facilitator and guide. Speaking/ Discussion assignments will allow learners to move from controlled and traditional practice of 'writing assignment or reading textbook' to the activity produce their own material in Spoken mode.

2) **Homework /Assignments**:

   There are two types of assignments (Written and speaking): students should create THREE separate files for their assignments: Name the first file (Written homework), name the second file (Speaking/Discussion Assignments 1, 2, 3); and the third file will be utilized for (Lab assignments) which must be submitted in numerical/order form (e.g. Lab 1, lab 2, lab 3), etc. The following are the details:

   a) **Written homework**: assignments will be posted weekly on Sakai (announcements). Students' task: to submit their weekly homework on Sakai (dropbox): students should scan/or take CLEAR picture of the homework and submit their homework on Sakai drop box and name the file accordingly (e.g. Written homework 1, 2, 3, etc.). The instructor will give feedback in writing and virtually (using webex meeting tool) if necessary.

*The purpose of written homework is to help students to practice/reinforce what they've learned in each session and it's an opportunity for the instructor to assess/evaluate the students' written proficiency/skills and understanding of each lesson.

b) **Lab assignments and presentations**: the instructor will be (mainly) reading particular passages in the textbook and post the recordings at VoiceThread or under announcements. Students will be notified as soon as the recordings are posted/live on Sakai.
*Students' task: students should listen to the recording to practice reading or discuss/present a specific topic and submit their oral assignments (reading, discussions, presentation, etc.) on Sakai Dropbox and name the file (Lab 1, 2, or Presentation 1, 2 etc.).

*The main objectives lab assignments are: Systematic improvement of pronunciation, fluency, vocabulary use, listening, and speaking skills. Students will individually record their regular oral production assignments and their work will be monitored and evaluated by the instructor to assess the students' oral proficiency.

Digital recording allows students to experience interactive multimedia programs while simultaneously recording their own voices for practice. Lab assignments are generally very useful for assessing students' speech. It provides students with the technical tools to get the best samples of pronunciation of the language and to maintain good linguistic competence- through accuracy in grammar, Pronunciation & Vocabulary.

3) **Exams: Midterms/Finals, and quizzes:**

Exams to be posted either posted on Sakai under (Tests & Quizzes) or to be proctored live using (Webex meeting tool).
Exams are one of the best ways to assess and evaluate students' learning and performance in class. The instructor can easily learn more about students' strength and weaknesses and thus plan/act accordingly.

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://academicintegrity.rutgers.edu/integrity.shtml

Weekly Schedule (Subject to Channge)

Week	Topic	Reading	Assignment
9/1	- Greetings & Introductions; Arabic Alphabet	Unit 1	
9/7	- Meeting and Greeting People - Personal referencing: I/You/He/She - Long & Short Vowels - Counting 1 – 10	Unit 2 - 4	
9/14	- Describing Objects/People - Definite/Indefinite Words; - Feminine/Masculine - Introducing Roots	Unit 5 – 7	**Quiz 1**
9/21	- Expressing Feelings - Introducing the Plural - Sun and Moon Letters - Introducing the Case Ending	Unit 8 - 10	**Lab 1**
9/28	- The Arab World - Culture: Arabic names - Verbs -- Present Tense	Lesson 1	
10/5	- Nationalities - Inquiring: Question Forms	Lesson 1	**Quiz 2** **Lab 2**
10/12	- Family and Friends - People & Objects: More on Feminine /Masculine	Lesson 2	
10/19	- Personal Referencing: We/You (pl.)/They - Nominal Sentence - Introducing Patterns	Lesson 2	Midterm Exam **Lab 3**
10/26	**- The extended Family** **-** More on plural	Lesson 3	
11/2	**- Arab Universities** **-** Introducing the Idafa	Lesson 3	**Lab 4**
11/9	- Arabic Food - Introducing the Past Tense - Nominal and Verbal sentence	Lesson 4	**Quiz 3**
11/16	- More on Present tense and Patterns	Lesson 4	**Lab 5**

11/23	- How is the Weather? - More on definite & indefinite ***Thanksgiving Recess** Thursday, November 26 - Sunday, November 29	Lesson 5	
11/30	- Counting… 11 – 100 - Fairuz, a famous Arab singer	Lesson 5	
12/7	- **Review** Regular Classes End **Thursday, December 10** Friday, December 11 Monday, December 14	**FINAL EXAM: TBA**	

Undergraduate Program

Major Program

The Bachelor of Arts in African, Middle Eastern and South Asian Languages and Literatures is open to students admitted to and enrolled in any of the campuses and schools in Rutgers-New Brunswick. The Major requires the successful completion of at least 33 credit hours, with the first two years of language study/proficiency as a prerequisite. The Major has two options:

Regional Option

This option is designed to allow students to explore in depth one of the literatures offered by AMESALL within the context of the region or regions in which it is most common. All majors must take 01:013:201 (Classical Literatures of Africa, the Middle East and South Asia). Majors choosing this option must take at least 6 credits of language courses at the advanced level. Regional option majors must also take 01:013:211 (Literatures of Africa) or 01:013:221 (Literatures of the Middle East) or 01:013:231 (Literatures of South Asia), whichever is most appropriate to their language of expertise. They must take 21 credits of additional literature, sociolinguistics or linguistics courses offered by the department on the region of their concentration, 12 of which must be at the 300-level or above.

Comparative Option

This option is designed to allow students to engage in comparative work among the three regions represented under AMESALL. All majors must take 01:013:201 (Classical Literatures of Africa, the Middle East and South Asia). Majors choosing this option must demonstrate intermediate level or higher proficiency in one of the languages of the three regions, either through coursework or placement. Comparative option majors must also take at least 6 credits of a second language at the advanced level. Majors in the Comparative option must also take 01:013:211 (Literatures of Africa) and 01:013:221 (Literatures of the Middle East) and 01:013:231 (Literatures of South Asia). They must take

15 credits of additional literature, sociolinguistics or linguistics courses offered by the department, 12 of which must be at the 300-level or above.

Majors in both options are highly encouraged to join a study abroad program before graduation. Depending on the curriculum of the specific Study Abroad Program, Majors could fulfill up to 8 credits of language/literature requirements through the study abroad experience.

Minor Program

 The minor in African, Middle Eastern and South Asian Languages and Literatures consists of 18-20 credits, completed with a grade of C or better in each course.

What are the requirements?

Two courses beyond the elementary level in one of the languages offered by the department; 01:013:201 (Crossroads: Classical Literatures of Africa, the Middle East and South Asia); 01:013:211 (Introduction to the Literatures of Africa) or 01:013:221 (Introduction to the Literatures of the Middle East) or 01:013:231 (Introduction to the Literatures of South Asia), whichever is most appropriate to one's language of study; and 6 credits of additional literature, sociolinguistics or linguistics courses at the 300 level or above offered by the department.

The objective of the Minor in AMESALL is to provide familiarity with a cross-section of the classical literatures of Africa, the Middle East and South Asia, and a broad understanding of the modern literatures of one of the three regions. Minors will also develop listening, speaking, writing and reading skills in one of the languages of their chosen region of study (Africa/the Middle East/South Asia) at a proficiency level of Intermediate-Low or higher, based on the guidelines of the American Council for the Teaching of Foreign Languages (ACTFL).