Beginning Arabic I
Fall 2019

Brandeis University
Department of Near Eastern and Judaic Studies

Beginning Arabic, I - Fall 2019
ARBC 10A
Section II

M, W & Th, 11:00 a.m.- 11:50 a.m.
T & F, 11:00 a.m. – 12:20 p.m.

Lown Center for Judaic Studies, Rm.301

Instructor: Hanan Khashaba
Email: khashaba@brandeis.edu
Office: Lown 207
Office hours: Mon.&Wed. 12-1 pm & by appointment

Course description
Six class hours per week.

A first course in literary Arabic, covering essentials of pronunciation, grammar, reading, translation, and composition. A grade of C- or higher in ARBC 10a is required to take ARBC 20b. Usually offered every year.

Course Objectives/Outcomes
Upon completing this course, the average learner may achieve a proficiency level within the Novice-Mid- range established by the American Council on the Teaching of Foreign Languages (ACTFL). Naturally results vary with respect to individual learner differences and may range between higher or lower proficiency levels

Upon completion of 10A course, you will be able to:

- Identify the Arabic sound and writing system
- Recognize and differentiate the sounds and shapes of the Arabic alphabets.
- Greet someone and ask about well-being
- Identify yourself and get acquainted with others.
- Inquire about and identifying place of origin
- Describe family members
- Examine simple authentic texts for basic facts.
- Identify objects in the school environment
- Identify objects by using demonstratives
- Describe location using prepositions
- Express admiration
- Elicit information
- Express regret or apology
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Grammar

**You will also comprehend and apply the following topics:**

- Separate and attached pronouns
- Pronouns of separation
- Subject and predicate
- Relative nouns
- Elements of *idafa*
- Possession
- Demonstrative pronouns
- Nominal sentence and case of its nouns
- Dual, plural and gender
- Objects of verbs & prepositions
- Ordinal and cardinal numbers
- Conjugation of the present tense verb.

Culture

- Greetings
- Arabic Names
- Arabic food
- More topics to be announced during the semester.

**You will comprehend the following topics:**

**Approach**
Teacher and student activities are geared toward developing functional abilities to *use* Arabic accurately and fluently in listening, speaking, reading, and writing. This involves intensive classroom interaction and out-of-class assignments. Class time will be mainly devoted to reinforcement and refinement as opposed to exposition of new topics. The textbook curriculum will be supplemented by regular use of the conversational textbook.

**Preparation time**

Success in this 6 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, papers, discussion sections, preparation for exams, etc.).

**Course Materials**

- **Workbook:** *Ahlan wa Sahlan: Letters and Sounds of the Arabic Language: With Online Media*, by Mahdi Alosh and Allen Clark (ISBN: 0300214464);
- **Textbook:** *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners*,
Second Edition: With Online Media, by Mahdi Alosh and Allen Clark (ISBN: 030021989X); and
- Audio and video materials included in discs with books
- Online Interactive Exercise program [click here]
- Vocabulary and Grammar Practice Worksheets: You will be provided with vocabulary and grammar worksheets for each lesson as the course progresses.
- Arabic Script Practice Worksheets: Extra Arabic writing script will be assigned weekly for hand writing practice.

Web links and extra resources:
- Aswaat Arabiya: [Click Here]
- BBC news [Click here]
- Quizlet: [Click here]
- Arabic Program Instagram account: [Click Here] to join our account.

Requirements and Grades
Attendance and class participation:
Most of the language skills to be developed cannot be acquired without effective participation and interaction with other students and with the instructor. My expectation is that we can build an Arabic-speaking community through teamwork. *Students should be aware that attendance records will be kept rigorously. Students are allowed two (2) unexcused absences over the course of the semester. Each additional unexcused absence will result in a full point being deducted from the “Attendance” component of the course grade at the end of the semester. Please note: Four unexcused absences or more will result in an automatic failing grade.
If you miss a class, contact a classmate and follow the syllabus for that day. You are expected to do your homework assignments on time.

Lateness Policy: Please note that it is extremely distracting when students walk into class late, especially when such a practice becomes widespread and chronic. Please note that if you enter the classroom from 5 – 10 minutes after class has begun without a valid excuse, you will receive only half credit for attendance that day (i.e., doing so twice would count as an absence). If you are more than 10 minutes late without a valid excuse, you will be permitted to enter the room but will receive no credit for attendance that day. In any such event that you anticipate the possibility of being significantly late to class, please make sure to e-mail your instructor beforehand to alert him of the possibility that you will be or may be late to class. In this case, will not be otherwise penalized."

Punctual and through completion of homework assignments and preparation:
This out-of-class practice is essential for reinforcement of classroom learning, reading, and writing. Homework is due the day after being assigned. Hand in homework assignments will be submitted at the beginning of class—simply place it on my desk after you arrive. Homework that is one day late will receive half credit. Homework that is two days late will be corrected, but no credit will be given. Homework later than two days will not be accepted without extenuating circumstances plus instructor permission.
Success in this 4 credit hour course is based on the expectation that students will spend a minimum of 9 hours of study time per week in preparation for class (readings, preparation for dialogues and discussions in class, grammar study and written assignments). Dates are specified on the daily schedule on LATTE.

**Writing Essay:** (Due during week 14)
Students will submit one carefully crafted, fully-voweled essay on the topic specifies on the syllabi. Essay should in all cases be taken very seriously by students, drafted and corrected several times before submission to the instructor. Essay should reflect as wide a range of vocabulary and grammatical structures as have been learned and be ambitious in terms of what is being said and how it is being said. Students’ essay should be a specimen of their very best work reflecting the most sophisticated Arabic they are able to produce at the point in time at which the essay is due.

**Tests and Quizzes:**
We will be covering Letters and sounds workbook and approximately six units in the Ahlan wa Sahlan textbook (give or take one lesson). Students expect to have vocabulary and quiz for every lesson and a test (on grammar and vocabulary) for every two lessons. Tests dates are noted in the bi-weekly schedule. There will be NO make up for quizzes and test unless a valid excuse is provided.

**Skits:** (Week 6 & week15)
Students will perform two skits in small groups of 3-4 students, one near the middle of the semester and one towards the end. Pronunciation, fluency, breadth of vocabulary, and appropriate, functional use of language will be taken into account. Students’ performance on the skits should integrate most of the material covered over the course of the semester and reflect students’ creative and imaginative abilities. Skits may not be read off of cards! Lines must be fully memorized, as in an actual play. Skits guidelines and grading rubric are available on latte.

For your final skit you and your group will make a video using ZOOM. Please prepare a written script which incorporates most of the grammar/culture we have covered/reviewed this semester. Each student will have the same amount of lines and cannot read from the script while filming. Just like in real cinema you can do different takes before your final edit. Be sure the quality of the audio is good (AHEAD of time). There should not be any background noise (such as wind when filming outside or other people talking when filming in public places), and your voices must be clearly heard. The videos should have English subtitles.
Instructions on how to use zoom is available on latte, we will also have in class presentation during the second week of classes on Zoom Instructions.

**Written final Exam:**
A comprehensive 3-hours written final will be administered during the official university exam period at the end of the semester. Please don’t make any travel plans before the registrar has posted the final exam schedule.

**Grade Breakdown**
<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Hand in &amp; Daily Homework</td>
<td>13%</td>
</tr>
<tr>
<td>Written Essay</td>
<td>2%</td>
</tr>
<tr>
<td>Quizzes &amp; Tests</td>
<td>40%</td>
</tr>
<tr>
<td>Skits</td>
<td>10%</td>
</tr>
<tr>
<td>Written Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

To convert percentages to letter grades, follow this table

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89.99%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79.99%</td>
</tr>
<tr>
<td>C</td>
<td>73% - 76.99%</td>
</tr>
</tbody>
</table>

How to do Well in This Class

**This class is a group effort!** We can make much more progress as a class than as individuals by creating an Arabic-speaking community of which you will be a fully participating member. The following suggestions will help you get the most out of the course:

**Prepare for active participation in class**

Practice new vocabulary out loud until you can produce it easily, listen/read texts several times until you are ready to answer questions on them, practice new grammar by using them in sentences.

**Study out loud**

The only way to train your brain and your mouth to speak in Arabic is through performance. Reading silently is not enough. Repeat whatever you hear, pronounce whatever you write, and learn to talk to yourself in Arabic.

**Think in Arabic**

While on your way from one class to another, think to yourself in Arabic. Name all of the objects whose name you know in Arabic. Describe their location, size, shape, color, number, adding as much detail as possible.

**Study in pairs/groups**

Group study is a great way to prepare for class and to review—as long as you do the work in Arabic as much as possible, of course! Ask each other questions, brainstorm about assignments, go over materials covered in class together. (Note, however, that you are not
authorized to collaborate on homework assignments that will be handed in. Such assignments should fully reflect each student’s own, individual work. This is necessary so that instructors can gauge the progress of each student and be able to offer the best help and advice possible for each to achieve his or her best.

**Personalize vocabulary**

Make words relevant by thinking of what you can say about yourself with them. Write extra sentences that are meaningful to you so that the vocabulary becomes yours. It is important at this stage to concentrate on what you can say more than what you want to say—which will come in time—and the best way to successfully attain that goal is to build a solid vocabulary base. *Language Learning is a process of programming yourself, because the words that you memorize are those very words that you will use to express yourself.* By spending 5-10 minutes regularly reviewing your vocabulary lists, you will be able to retain them for the rest of your life—Make this language yours.

**Language is context**

The communicative approach to language learning encourages you, the learner, to use what you know to derive what you do not. Think about how you acquired your native language: you learned new words by guessing their meaning from context, and you learned how to produce sentences by imitating and using patterns. As adult learners, we can take some shortcuts, but guessing skills remain central to language acquisition.

**Good language learners learn from their own mistakes and those of others**

As adults, we have been trained not to make mistakes. As language learners new to Arabic, mistakes are going to be made, but should not cause you undue stress. When your classmates are speaking, be an active listener by listening both to what they are saying and how they are saying it. Think about how you would correct their sentences.

**Other policies**

**Students with documented disabilities**

Brandeis seeks to welcome and include all students. If you are a students who needs accommodations as outlined in an accommodations letter, please talk with me and present your letter of accommodations as soon as you can. I want to support you.

In order to provide test accommodations, I need the letter more than 48 hours in advance. I want to provide your accommodations, but cannot do so retroactively. If you have questions about documenting a disability or requesting accommodations, please contact Student Accessibility Support (SAS) at 781.736.3470 or access@brandeis.edu

Students with disabilities certified by the Coordinator of Academic Accommodations for Students with Disabilities in the Office of Undergraduate Academic Affairs and First Year Services will be given reasonable accommodations to complete required assignments. Disabilities that are not documented and approved by the Office of Academic Affairs will not be given accommodations. Further information is available at the Disabilities Resources website (http://www.brandeis.edu/disability). If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately.
Academic integrity
You are expected to be honest in all of your academic work. Please consult Brandeis University Rights and Responsibilities for all policies and procedures related to academic integrity. Students may be required to submit work to TurnItIn.com software to verify originality. Allegations of alleged academic dishonesty will be forwarded to the Director of Academic Integrity. Sanctions for academic dishonesty can include failing grades and/or suspension from the university. Citation and research assistance can be found at LTS - Library guides.

Privacy
This class requires the use of tools that may disclose your coursework and identity to parties outside the class. To protect your privacy, you may choose to use a pseudonym/alias rather than your name in submitting such work. You must share the pseudonym/alias with me and any teaching assistants as needed. Alternatively, with prior consultation, you may submit such work directly to me.

Use of cell phone and laptop
Using a cell phone or laptop to talk, text, email or surf the web on non-course related matters is disrespectful to me and to your fellow students. Keep your laptop and cell phone turned off and stowed away during class. If I observe you using a cell phone during class, it will be confiscated for the duration of the class and your class participation grade for the semester will be reduced. If you feel that your learning will be hampered by not having access to your laptop for note-taking or other legitimate purposes, please speak to me.

Religious Holidays
Students should review their syllabus at the beginning of each semester to determine if there are any conflicts between class time and religious observance. It is the student’s responsibility to inform me of these conflicts within the first two weeks of the semester. Students who miss class will be required to complete any work that is missed, and they may be required to submit additional assignments to make up for the missed class time. Should a student need to miss class for religious reasons, the absence will be excused. Missing a class due to travel plans associated with a particular holiday does not constitute an excused absence.

Student Athletes
Student athletes are entitled to, and should be expected to live up to, overall course requirements that are approximately equivalent to those of other students. With planning and consultation in advance, it should be possible to achieve both of these objectives. Student athletes who anticipate a need for accommodation should present the instructor, at the beginning of the semester, with a letter from the Athletic Director verifying their participation in a varsity sport, and containing the schedule for the team. Students should not expect accommodation for practices; coaches should accept the responsibility to schedule practices to minimize conflict with classes and accommodate missed practices if necessary for class attendance.

If you are having difficulty purchasing course materials, please make an appointment with your Student Financial Services or Academic Services advisor to discuss possible funding options and/or textbook alternatives.
ACTFL Can-do Statements: Novice-Mid

This checklist will help you self-assess your progress in five areas.

1. Interpersonal (Person-to-Person) Communication
   *I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.*

   **I can greet my peers.**
   - I can say hello and goodbye.

   **I can introduce myself to someone.**
   - I can tell someone my name.
   - I can ________________________________________

   **I can answer a few simple questions.**
   - I can respond to yes/no questions.
   - I can answer an either/or question.
   - I can respond to *who, what, when, where* questions.
   - I can ________________________________________

2. Presentational Speaking (Spoken Production)
   *I can present information about myself and some other very familiar topics using single words or memorized phrases.*

   **I can recite words and phrases that I have learned.**
   - I can count from 1-10.
   - I can say the date and the day of the week.
   - I can list the months and seasons.
   - I can ________________________________________

   **I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.**
   - I can name famous landmarks and people.
   - I can name countries on a map.
   - I can list items I see every day.
   - I can ________________________________________
I can introduce myself to a group.

- I can state my name, age, and where I live.
- I can give my phone number, home address, and email address.
- I can _______________________________________

I can recite short memorized phrases, parts of poems, and rhymes.

- I can sing a short song. I can recite a nursery rhyme.
- I can recite a simple poem.
- I can _______________________________________

3. Presentational Writing (Written Production)

*I can copy some familiar words, characters, or phrases.*

I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.

- I can copy the letters of the alphabet.
- I can copy the characters that I am learning.
- I can copy a simple phrase like “Happy Birthday,” “Happy Holidays,” etc.
- I can _______________________________________

I can write words and phrases that I have learned.

- I can write my name, home address, and my email address.
- I can write numbers such as my phone number.
- I can write the date and the day of the week.
- I can write the months and seasons.
- I can _______________________________________

I can label familiar people, places, and objects in pictures and posters.

- I can label famous landmarks and people.
- I can write the names of countries on a map.
- I can list items I see every day.
- I can label items in a room.
- I can _______________________________________

4. Interpretive Listening

*I can recognize a few memorized words and phrases when I hear them spoken.*

I can occasionally identify the sound of a character or a word.

- I can recognize the sound of a few letters when they are spoken or spelled out.
I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.

- I can understand greetings. I can recognize some color words.
- I can understand some numbers.
- I can understand some food items.
- I can ____________________________

5. Interpretive Reading

I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.

I can recognize a few letters or characters.

- I can alphabetize a few names or words.
- I can match a character in a headline to a supporting visual.
- I can ____________________________

I can connect some words, phrases, or characters to their meanings.

- I can recognize some cities on a map. I can identify some menu items.
- I can ____________________________