Intermediate Arabic I

Brandeis University
Department of Near Eastern and Judaic Studies

Intermediate Arabic, I - Fall 2019
ARBC 30A

M, W & Th, 1:00 p.m.- 1:50 p.m.
T & F, 12:30 p.m. – 1:50 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 p.m. & by appointment

Prerequisite
A grade of C- or higher in ARBC 30B or the equivalent. Six semester-hour credits towards rate of work and graduation. Six class hours per week.

Course description
Continuation of ARBC 10a and 20b. Study of more advanced grammatical and syntactical forms, reading, speaking, composition and translation. A grade of C- or higher in ARBC 30a is required to take a 30-level ARBC course. Usually offered every year

Course Objectives/Outcomes
Upon completing this course, the average learner may achieve a proficiency level within the *Intermediate 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 20B course, you will be able to:

- Describe events such as national and religious festivities
- Provide personal information
- Describe people, activities, and past events
- Making appointments and schedules, and describing festivities
- Expressing frequency
- Describing activities in the past and present
- Reading newspaper and advertisements
- Describing floor plans, house fixtures, and furniture
- Describing neighborhood business and their locations
- Expressing intention
- Writing postcards and letters
- Using terms of address in written communication
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• Describing sports and food
• Expressing uncertainty, preference, exception and degree
• Describing countries, populations, and products
• Describing geographical directions and features

Grammar

You will also comprehend and apply the following topics:
• The five nouns
• Diptotes
• The passive voice
• Arabic verb forms
• Ordinal numbers
• Active and passive participle
• Subjunctive present
• Weak verbs
• Adverbs and prepositions of place
• Noun of instrument
• Negating future time
• Relative nouns
• Possessive
• Comparative nouns

Culture

You will comprehend the following topics:
• Holidays
• Famous Arabs
• Arab expressions
• Arabic media

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.).
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Course Materials

- **Textbook:** *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners, Second Edition: With Online Media*, by Mahdi Alosh and Allen Clark (ISBN: 030021989X); and
- **Listening/speaking book:** *Introduction to Spoken Standard Arabic: A Conversational Course on DVD*, Part 1, by Shukri B. Abed with Arwa Sawan
- Audio and video materials included in discs with books
- Online Interactive Exercise program at [Ahlan wa Sahlan website](#)
- **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: [Aswaat arabiya](#)
- BBC news [bbc news in Arabic](#)
- Quizlet [Quizlet](#)

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: Eight 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 Essays: (Week 7 & Week 14)**

Students will submit two (3-page long) carefully crafted, fully-voweled essay on topics to be announced over the course of the semester. Essays 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.

Grading rubric is available on latte.

**Tests and Quizzes:**

We will be covering approximately eight unites in the Ahlan wa Sahlan textbook, from lesson 14 to lesson 21 (give or take a lesson). There will be a total of 8 vocabulary quizzes (one for every lesson) and four tests (one test for every two lessons). A make-up quiz will be given if a valid excuse is provided.

**Oral Presentations: (Week 8 & Week 13)**

Students will deliver two oral presentations over the course of the semester. Presentations will be evaluated on the basis of pronunciation, fluency, accuracy, breadth of vocabulary, and appropriate functional use of language. These presentations should be recorded and posted on LATTE on the due dates specified on the course schedule (can be found on LATTE). Presentation guidelines and grading rubric can be found on LATTE.

**Oral Interview: (Week 15)**

Students will have 10 minutes oral testing with the instructor during the last 2 weeks of classes. Grading will be based on pronunciation, fluency, breadth vocabulary and the proper use of grammar. Interview guidelines and grading rubric is available on latte.

**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**

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<thead>
<tr>
<th>Attendance &amp; Participation</th>
<th>10%</th>
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<tr>
<td>Written Homework</td>
<td>10%</td>
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To convert percentages to letter grades, follow this table

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

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

1. Interpersonal (Person-to-Person) Communication
☐ I can participate in conversations on familiar topics using sentences and series of sentences.
☐ I can handle short social interactions in everyday situations by asking and answering a variety of questions.
☐ I can usually say what I want to say about myself and my everyday life.

☐ I can start, maintain, and end a conversation on a variety of familiar topics.
☐ I can ask for information, details, and explanations during a conversation.
☐ I can talk about my daily activities and personal preferences.
☐ I can give reasons for my preferences.
☐ I can use my language to handle tasks related to my personal needs.
☐ I can describe where I live and where I would like to live in the future.
☐ I can describe what needs to be fixed in my room/apartment/house.
☐ I can communicate with a real estate agent about renting or buying an apartment/house.
☐ I can describe places.
☐ I can talk about my shopping habits and preferences.
☐ I can describe what I am wearing and what I like/don’t like to wear.
☐ I can talk to a sales person about what I am looking for in the store.
☐ I can talk about what I own/don’t own.
☐ I can talk about where I have traveled and where I want to travel to in the future.
☐ I can talk about what I usually do online.
☐ I can talk about holidays and how I celebrate them.
☐ I can talk about how to prepare food and how to make my favorite recipe.
☐ I can talk about immigrant communities in the US.
☐ I can talk about Arabs in the US.
☐ I can describe disputes and offer solutions.
☐ I can interview someone for a project.
☐ I can give information about activities I did and something I plan to do.
☐ I can talk about my experience moving to Boston and studying at Boston University.
☐ I can talk about university rules and regulations (what is allowed and not allowed).
☐ I can talk about problems students face and present solutions.
☐ I can talk about what I have or don’t have to do for my classes, work, life.
☐ I can talk about what I hope/wish to do after I graduate.
☐ I can talk about health and well-being.

2. Presentational Speaking (Spoken Production)
☐ I can make presentations on a wide variety of familiar topics using connected sentences: housing, shopping, travel, holidays, food preparation, immigrants, cyber entertainment, etc.

☐ I can make a presentation about my personal and social experiences.
☐ I can make a presentation on something I have learned or researched.
☐ I can give a short presentation on a current event.
☐ I can share my reactions about a current event and explain why the event is in the news.
☐ I can give a presentation about a famous person and tell why he/she is important.
☐ I can give a presentation about a famous Arab American.
☐ I can give a presentation about how to make my favorite recipe.

3. Presentational Writing (Written Production)
☐ I can write on a wide variety of familiar topics using connected sentences such as immigrant communities, online shopping, and living with the family after marriage.

4. Interpretive Listening
☐ I can understand the main idea in conversations, TV programs and interviews, and presentations, on a variety of topics related to everyday life and such topics as Arab countries and cities, Arab writers, and markets in the Arab world.

5. Interpretive Reading
☐ I can understand the main idea of authentic texts related to everyday life and such topics as:
  • Marriage and family in the Arab world
  • Divorce in the Arab world
  • Arab Immigrants in the US
  • Markets in the Arab world
  • Apartment rental/sale ads
  • Sale and shopping ads
  • Famous Arab writers
  • Wikipedia entry for an Arabic novel