

APTLI 2020

"وصف مادة 327 السنة الاولى اللغة العربية"

Instructor: Mariam Nashaat

Contact: nashaat@wisc.edu

Office hours: Wednesday- Friday from 3 to 5 pm. With appointment.

Course meeting: Monday - Friday from 8:30 a.m.-1:00 p.m. with breaks.

Course number and title

[AFRICAN339: First Semester Summer Arabic \(001\) DDD SU20](#)

[AFRICAN340: Second Semester Summer Arabic \(001\) HDD SU20](#)

Credits

8 credits

Course Description and Objectives -وصف المادة وأهدافها

The primary goal of this eight-week immersion course is to enable the student to be able to communicate about everyday situations in Modern Standard Arabic both orally and in writing. For those students beginning the summer with no substantial background in the language this course is equivalent in content to the two-semester sequence of courses offered as the first two courses of a series of six courses in Arabic language and literature offered by the Department of African Languages and Literature (and cross-listed with the Department of Languages and Cultures of Asia). Those entering the course with some background are expected to achieve even more this course is open to both undergraduates as well as graduates. This is by necessity a rigorous academic course requiring consistent effort on the part of the learners.

Main Objectives of the Course

The first 4 weeks

- Have mastered the Arabic alphabet and sound system, be able to recognize and pronounce correctly all Arabic sounds and write accurately from dictation.
- Be able to initiate social interactions, ask for basic information, and be aware of basic cultural aspects of social interaction in the Arab world.
- Be able to talk about yourself, your education, and your family with native speakers of Arabic accustomed to interacting with learners.
- Comprehend simple print texts on familiar topics.
- Comprehend simple audio/video texts on familiar topics.
- Be able to compose simple paragraphs about yourself and your family and friends.
- Know about the differences between formal and spoken Arabic, recognize both registers, and be able to use basic expressions in at least one dialect.
- Have an active vocabulary of about 300 Arabic words.

Later in the semester

- Taking the students to a higher level as to the basic skills of reading, writing, listening and

speaking.

- Students can talk about more complicated topics, government structure, politics terms, etc
- Reading with more accelerated speed and better comprehension.
- Expanding students' vocabulary repertoire to about 500 words.
- Expanding on issues related to the verb system: types, characteristics, conjugations and derivative meanings.
- Expanding on students' repertoire of linguistic idioms.
- Expanding on the cultural dimension of the language through biographies, stories, original literary writings, articles from media texts and other targeted texts.

Required Textbooks

Alif Baa: Introduction to Arabic Letters and Sounds, Part One, by K. Brustad, et. al. Washington: Georgetown UP, 2012. Third Edition. (Optional)

AND

Al-Kitaab fi Ta'allam al-^cArabiyya, Part I. by K. Brustad, et. al. Washington: Georgetown UP, 2012. Third Edition.

These books come with an online platform that has the audios and videos for free. However, we will need to purchase the companion website. <http://www.alkitaabtextbook.com/books>

We will use, but you do not have to buy it (at least now) there is a PDF version that we could use.

The Hans Wehr Dictionary of Modern Written Arabic (Arabic-English Dictionary). Fourth edition. (Optional)

Tentative Class Schedule

(I will provide weekly detailed schedule every week)

Week 1 (June 15): Alif Baa chapters 5, 6, 7, 8, 9, 10 and review.

Week 2 (June 22): Alkitaab chapter 1 and 2

(June 26) 1st Presentation.

Week 3 (June 29): Chapters 3 and 4

Week 4 (July 6): Chapter 5 and 6

Friday, July 10: Midterm

Week 5 (July 13): Chapter 7

Week 6 (July 20th): Chapter 8

(June 24) 2nd Presentation.

Week 7 (July 27st): Chapter 9

Week 8 (August 3th): Chapter 10; Review for Final

→ **Final:** Thursday, August 7

At the end of the semester, you will receive a letter grade based on the following percentages:

A 91-100%; AB 85-90%; B 80-84% BC;75-79% C;70-74% D;65-69% F; 0-64%

Requirements

****Attendance:** As this is an intensive program, attendance of all classes is absolutely mandatory. One hour in this course equals a weekday in the regular academic year. Therefore, the attendance of every hour and every day in this course is essential for students to achieve the Arabic learning goals they are attending this program for. Attendance will be taken. In case of emergency, students must contact the APTLII coordinator. If a student misses one day of classes without permission, their final grade will be lowered by one letter grade.

****Daily Preparation:** Students are expected to be fully prepared for class and will be part of the final grade. Preparation entails completing homework, online website and actively participating in class. Students are encouraged to spend at least 4 hours per day on homework and required activities. Assignments must be completed by the beginning of class. As a rule, late assignments will not be accepted, except for a reason approved by the instructor.

****Use of Arabic:** Since this is an immersion program and students will sign a language contract, students are only allowed to use Arabic in the classroom as well as on campus.

****Oral Presentation:** Each student will be required to give **two** 10-minute oral presentations in class on a topic chosen in consultation with the instructor. This presentation should be well planned. Students will be allowed to make use of 2, 3X5 Index cards to write main points, which will be turned in as well, but should not write out the presentation. Students are encouraged to make use of visual aids in the presentation. Other students who are not presenting are expected to ask questions of the presenters. More information will be provided during the second week on classes.

Punctuality and class Etiquette

It is requested that all students make every effort to be punctual. Every minute is important. It would be best to get to class five minutes early and enjoy a relaxing conversation in Arabic with your classmates. Then you will be ready to go when instruction begins.

Students arriving after the beginning of class lose the entire context of the lesson. They also tend to disrupt the class by arriving late. Everyone (instructors included) may face circumstances causing them to be late on occasion; and that is understandable. You should never hesitate to enter

the classroom if you are late, in accordance with the saying, “better late than never.” However, tardiness should not become habitual. Habitual tardiness will result in the lowering of the final grade point average

Evaluation

- 20% Daily Oral Participation (in class)
- 20%. Homework and preparation (written and online website)
- 10%. Canvas quizzes
 - 10% Presentations
- 10% Four journal entries.
- 10% Projects, participation in mini-courses, extracurricular activities, and adherence to the language agreement
- 10% Midterm exam.
- 10% Final Exam (conclusion of Week 8)

Presentation

Each student in the Arabic Program within APTLII will prepare a presentation on a topic of their choice, to be presented in front of all the other Arabic students on a day in the seventh week of classes. Most students choose to enhance their presentations with PowerPoint slides. Though each student may have notes, the presentation should not be read. For the final closing banquet on the last day of the program, each participant should participate in an activity to be presented before all APTLII participants. Students in the First Year course often video-record a little skit (later subtitled in English). The final exam is scheduled at the end of the last week of the APTLII program.

McBurney Disability Resource Center Statement

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Academic Conduct

Over the past decade academic conduct has not posed a problem in our Arabic classes here at UW-Madison; and given the overall caliber of students in our courses, we anticipate no problems. The Office of the Dean of Students requests each instructor to be specific about his/her expectations. It is only for this reason that we make the following remarks.

As would be supposed, no collaboration is permitted on in-class written assignments, quizzes, or examinations.

Written homework should be a learning experience as well as a reflection of your individual effort. However, a greater deal of collaboration is permitted than in a problem set for a computer course, for example. We do encourage you to converse with one another in Arabic outside of class. You might drill one another on the topic of the assignment before each one does the assignment individually. Or when the assignment is to write out an original dialogue, you might have a conversation with your conversation partner and get ideas from that interchange. Then you would proceed to write out the dialogue on your own. You may later even ask someone about specific structures or vocabulary items. That is fine as long as the exercise remains an intense learning experience for you and you are assuming the active role (as opposed to copying someone else's work). If you are treating the assignment as a true learning experience, then you should not be overly concerned about this matter. We would be happy to discuss with you any concerns you have in this area.

Following is an example of helpful collaboration of which we would approve. The assignment is to fill in blanks with appropriate adjectives. You show the assignment to a knowledgeable friend and he/she says that you have a problem with gender agreement (without mentioning the specific errors). You then review each answer, giving special attention to gender agreement. Since your friend is acting as a teacher guiding your own effort—not just supplying you with an answer—this is admissible, even encouraged. (In other courses on campus such a degree of collaboration would not be permitted. You should be aware of guidelines set by each instructor.)