Elementary Arabic I

Revisions to Nondiscrimination and Anti-harassment policy,
and to Additional Resources for Students,
approved by Faculty Senate, 12/8/20.

ARB 101-002

Fall 2024
In-Person

Instructor
9:00AM - 9:50AM

Mon-Thurs Modern Languages 314
Fri Marshall 480

Maryah Converse

(she/her/هي/Ms.)

mconverse@arizona.edu

Office Hours:

Mon-Thurs

10-11 am

I will be available in-person outdoors during office hours, or let me know if you prefer Zoom

If you are not available

Required Texts or Readings

- *Alif Baa: Introduction to Arabic Letters and sounds* by K. Brustad, M. Al-Batal and A. Al-Tonsi. **THIRD Edition is required.**
- Chapters 1-6 of *Al-Kitaab Fii Taᶜallum al-ᶜArabiyya, Part I: A Textbook for Beginning Arabic* by K. Brustad, M. Al-Batal and A. Al-Tonsi. **THIRD Edition is required.**
- Computer-assisted materials
- Supplementary audio-visual and written materials provided by instructor

Course Description

This 5-credit course is the first in the Elementary Arabic two-semester sequence. The course continues to develop students' linguistic competence and performance in Modern Standard Arabic (MSA) as well as Levantine Arabic Dialect. It focuses on developing proficiency at the novice level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL), in all language skills: listening, speaking, reading, and writing. In addition, it also develops intercultural competence needed for interaction and better understanding of Arab peoples and cultures.

Course Format and Teaching Methods

In-person lecture, pair and small-group activities, dictation, individual and group projects, games, student-presented material, chapter quizzes, final presentation, midterm and final exams

Course Objectives

This course will:

- Build the learners' communicative competence to the ACTFL Novice High level in Modern Standard Arabic in all four skills (Listening, Reading, Speaking and Writing) following a proficiency-oriented communicative approach;
- Introduce the learners to the Levantine dialect and appropriate codeswitching within Arabic; and

- Develop an initial understanding of various aspects of Arab culture

Expected Learning Outcomes

By the end of this course,

- I can read words in Arabic script and pronounce them understandably, and write what I hear.
- I can recognize high-frequency words on sight in Arabic script without sounding them out letter-by-letter.
- I can greet someone, make introductions, thank them and say goodbye.
- I can use singular, dual and plural nouns, conjugate verbs, count objects, and share phone numbers and addresses.
- I can talk and write about families, mine and others'.
- I can talk and write about where I and others live, and the weather.
- I can recognize some letters/sounds and basic vocabulary that differ between Standard Arabic and Levantine (and other dialects), and when to use them appropriately.
- I can identify cultural values or practices that I know more about or understand better because of this course.

Join the Arabic Flagship Program, Become a Global Professional!

Incoming freshmen from all majors are invited to apply to the Arabic Flagship Program for Fall 2022. No prior knowledge of Arabic is necessary, but you will receive additional support in developing your Arabic to a professional level, including the opportunity to study in an Arab country. Learn more at arabicflagship.arizona.edu.

Course Communications

- **The best way to reach me** is by email, or through D2L.
- **Please plan ahead.** I will do my best to answer your emails within 1-2 business days, but please be aware that I rarely check or respond to emails on Friday evenings or Saturdays; this is my family time.
- **Bring your questions to office hours** whenever possible. You can also use this link to find a Zoom meeting time that works for both of us

Grading Scale and Policies

The grade distribution of the course will follow the scale below:

- 90% and up: A
- 80% - 89.9%: B
- 70% - 79.9%: C
- 60% - 69.9 %: D
- 59.9% and below: E

Assignments and Examinations:

Your grade will be determined according to the following components:

	Percentage	Due Dates
Attendance, HW, Participation	25%	weekly
Unit Exams	20%	see D2L for schedule

Mid-term exam	15%	Week 9
Midterm and Final Projects	20%	in pieces throughout semester
Final Exam	20%	Dec 19th at 10:30am

More details will be posted over time D2L on assignments, including rubrics, and their due dates, which are subject to change as necessary during the semester.

Attendance, Homework and Participation

Students are **required to attend** all class meetings and come prepared to participate fully in class activities. Students are further expected to join those meetings on time for all classes; not doing so is disrespectful to both the instructor and fellow students. You are allowed **only four unexcused absences** for the full semester before your grade will be affected. To obtain an excused absence, *you must notify the instructor as soon as possible*, and may be asked to provide documentation of your excuse.

Your participation grade will include in-class exercises and games, as well as:

Dictations

We will **begin our lesson most Mondays** with short dictations of words, phrases and sentences from recent lessons and Quizlets.

- These dictations will be part of your **participation grade**, and will be graded for completion: if you gave it your best try, you'll get the full 4 points regardless of accuracy.
- If you are absent or late to class and miss the dictation, you can **make up your dictation grade** by submitting 10 handwritten Arabic words and 2 sentences using vocabulary from the most recent Quizlet. This will be worth 3 out of 4 possible points.
- You will also receive **feedback** from the instructor on your errors; please pay attention to this feedback, as *dictation will be part of your exams*, where it will be graded for accuracy!

Arabic "In the Wild"

Once this semester, you will make a 2-4 minute presentation in class sharing something that you found online, in Tucson, or in your travels elsewhere, that includes Arabic language (written or audio). Student presentations should include:

- Where you found it
- How you knew it was Arabic (and not Persian or Urdu, for example)
- Why you chose to share it with the class
- What you learned from it

In addition, post your find to the Arabic "in the Wild" Padlet to share with your colleagues. You will be evaluated on whether you completed (2 pts) or partially completed (1pt) the assignment.

Homework assignments are due by class meeting time, unless otherwise noted. They generally cover vocabulary and grammar from the textbook as well as all four skills: listening, speaking, reading, and writing. Specific assignments will be provided in class, in emails, and on D2L. Homework will include:

Quizlet

Quizlet is a vocabulary learning tool that uses word banks mingled with a variety of games for students. You are provided access to study sets for each chapter in the textbook to study, practice, and test your vocabulary knowledge. You will be asked to **provide proof due every Sunday** that you are doing so via D2L; specifics will be explained in class and on D2L.

Online Resource Collections

In addition to our D2L page, I have collected supplemental resources, including Quizlets, videos, music and cultural experiences, on a Google Site like this one for the Alif Baa textbook. Please bookmark and visit these resources as a regular part of your Arabic study outside of class.

Unit Exams

We will have two unit exams at the middle and end of the *Alif Baa* textbook, and two unit exams based on the *Al Kitaab* textbook. Exact dates will be announced in class and on D2L.

Midterm and Final

To test your master of four components: vocabulary, reading comprehension, writing and grammar. The final exam schedule can be found via this link: https://www.registrar.arizona.edu/faculty-staff-resources/room-course-scheduling/schedule-classes/final-exams/final-exams-fall-2024

You *must not* make any plans to leave Tucson before your final exam on Dec 19th at 10:30am. All finals will be administered in person on campus on the date scheduled by the university. If this is absolutely not possible, you must contact the instructor before December 1 to make alternative arrangements.

Midterm Project: **Family Album**

Over the first 9 weeks of the semester, you'll choose a real or fictional family to describe. In assignments throughout this time, you will describe their relationships, homes, likes and dislikes, and other biographical details. You'll receive feedback from peers and the instructor, and assemble a final portfolio after your midterm exam.

Final Project: Biographies in Conversation

A cumulative 5-week project to help develop and demonstrate mastery of the language, with opportunities for feedback tied to intermediate draft components graded for completion.

<table>
<tr><th></th><th>Intermediate Components</th><th>Final Submissions</th></tr>
<tr><td rowspan="3">• Build the biography of an Arabic-speaking friend, a family member,* or a famous Arabic speaker (past or present)

• Put your persona in conversation with your classmates' personae</td><td>Basic Background

e.g. name, origins, occupation, languages, where they live</td><td rowspan="3">Written/Multimedia

• Assemble the components, updated according to peer and instructor feedback, into a cohesive whole

• Must include text and images

• Submit a .doc or .pdf version through D2L

Oral Presentation

• with a classmate, film a first meeting at a restaurant between the people you biographied

○ introduce yourselves and your families

○ order food</td></tr>
<tr><td>Family and Friends

e.g. parents & siblings, spouse & children, extended family, important ancestors or descendants</td></tr>
<tr><td>Education and Pastimes

e.g. when and where they studied, career or career aspirations, hobbies and interests</td></tr>
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*If you're a heritage speaker, this could be an opportunity to open a bilingual conversation with an Arabic-speaking family member, or learn about an ancestor you'd like to know better.

Details on the project are online here.

Scheduled Topics/Activities

Please see D2L for more details on assignments, including rubrics, and their due dates, which are subject to change as necessary during the semester.

Week 1: Aug 26-30	*Alif Baa'* Lesson 1	Introductions Alphabet Overview
Week 2: Sept 3-6 (*no class Monday*)	*Alif Baa'* Lessons 2	ا ب ت ث ن و ي Greetings and Salutations
Week 3: Sept 9-13	*Alif Baa'* Lessons 3	ج ح خ Family
Week 4: Sept 16-20	*Alif Baa'* Lesson 4	د ذ ر ز ء I'd like….
Week 5: Sept 23-27	*Alif Baa'* Lesson 7-8	ك ل لا م ه Extended Family
Week 6: Sept 30 – Oct 4	*Alif Baa'* Lesson 9	ال Arab Geography
Week 7: Oct 7-11	*Alif Baa'* Lesson 5	س ش ص ض Food and Drink
Week 8: Oct 14-18	*Alif Baa'* Lesson 6	ط ظ ع غ ة Numbers
Week 9: Oct 21-25	*Alif Baa'* Lesson 7	ف ق Traditional Meals
Week 10: Oct 28 – Nov 1	*Alif Baa'* Lesson 10	ى ئ ؤ أ آ Midterm Projects
Week 11: Nov 4-8	*Al Kitaab* Lesson 1	I live…
Week 12: Nov 12-15 (*no class Monday*)	*Al Kitaab* Lesson 2	Keeping Busy
Week 13: Nov 18-22	*Al Kitaab* Lesson 3	Fields of Study
Week 14: Nov 25-27 (*no class Thurs/Fri*)	*Al Kitaab* Lesson 4	Ordering a Meal
Week 15: Dec 2-6	*Al Kitaab* Lesson 5	Weather
Week 16: Dec 9-11 (*Reading Day Thurs*)	Final Review	Final Projects
Finals Week: Dec 13-19	Finals	

Classroom Culture

Language is fundamental to our sense of self and identity. Learning a new language can even change the way you see yourself and your community. It gets personal, and it can get emotional. **Be patient with yourself and with others.** You can only make progress in language learning by making mistakes, so be courageous and give yourself grace when you fall short of your expectations.

This class includes students entirely new to Arabic, students who are new to foreign language learning, and heritage learners who grew up with varying levels of exposure to Arabic in their home and community, and speakers of languages heavily influenced by Arabic. There are advantages and disadvantages to all your differing backgrounds, so **do not be discouraged if you think someone else is having an easier time; you may not be able to see what they are struggling with**. Learn to see each other instead as partners and resources to each other. For example, if you're new to Arabic, working with heritage learners can be a fruitful challenge; for heritage speakers, working with someone new to Arabic could teach you unexpected things about your heritage language.

Finally, especially at this elementary level, we're going to do a lot of exercises that ask personal questions. You are **never obligated tell the truth** in classroom exercises if it makes you feel unsafe, so long as you are using your Arabic correctly. Feel free to give fictional answers, invent new identities for yourself week to week, get creative. And remember, in pair and group work, to give your partner(s) this leeway, too.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. This includes avoiding **all forms of student academic dishonesty**, including facilitating academic dishonesty or plagiarism, the practice of taking someone else's work or ideas and passing them off as one's own. See: https://deanofstudents.arizona.edu/policies/code-academic-integrity and http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity

Use of AI in Language Learning

First, it's important to note that AI translation tools, including Google Translate, Reverso and Chat GPT, **are not accurate and reliable in Arabic**, and are easier for me to recognize than you might think. Secondly, use of AI in homework assignments or projects is **plagiarism and a violation of academic integrity**. The first instance may, at the instructor's discretion, result in a warning, but *any* use of AI can result in a **grade of zero** on affected assignments. The opportunity to redo the assignment will also be at the instructor's discretion.

Finally, relying on AI in your language learning **will only undermine your success** in this class, which is focused on oral communicative skills that AI cannot help you with. You *cannot pass your exams*, which constitute the majority of your grade in this course, if you rely on AI for your homework, classwork and/or project.

COVID, Masks, and Illness

While the University does not have a mask mandate, I will be wearing a mask when we are in class together, and strongly encourage you all to do the same. I recommend this as a way to demonstrate respect for public health, as well as to be good to our peers who may be immunocompromised.

Learn more about the university's response to Covid at covid19.arizona.edu/, including access to unlimited free PCR testing; I test twice a week, and encourage you to also take advantage of this resource.

If you are sick, whether or not you know it is Covid, **please don't come to class**. If you are feeling up to it, ask a classmate if they can Zoom you into our class on their laptop, or contact me to see what other accommodations can be made.

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Students observed engaging in extraneous or disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave and may be reported to the Dean of Students.