Intermediate Arabic I

a proposed 16-week course

Required Textbook: *Mastering Arabic 2,* by Wightwick & Gaafar

Suggested Reference: *Easy Arabic Grammar,* by Wightwick & Gaafar

Supplemental resources will be provided via the course LMS from sources including:

Standard Arabic: An elementary-Intermediate course, by Schulz et al.
Standard Arabic: An advanced course, by Dickins & Watson
Shu fi ma fi: Intermediate Levantine Arabic, by Chouairi
Syrian Colloquial Arabic : a functional course, by Liddicoat et al.
Modern Iraqi Arabic, by Alkalesi
LangMedia, by the Five College Center for World Languages
and other authentic materials

Course Description

This 5-credit course is the first in the Intermediate Arabic two-semester sequence. Completion of Elementary Arabic or demonstration of at least ACTFL Novice High in both spoken and written Arabic is prerequisite.

Today's Arabic students have many reasons for studying the language, from family and cultural connections to career ambitions to dreams of living in Arab countries. This course aims to help students develop reading, listening, speaking and writing in formal registers of Arabic, as well as practical skills like finding an apartment, buying vegetables, and applying for jobs. Because no Arabic-speaking community, whether in the Arab countries, the diaspora or online, exclusively uses a single dialect of Arabic, this course will also take a metalinguistic multidialectal approach, by which students train their ears to listen for patterns of difference across multiple dialects and adapt their comprehension to accommodate these patterns.

Student Learning Objectives

Students should reach an ACTFL Intermediate High or Advanced Low level of spoken and written competence in Modern Standard Arabic. By the end of this course, students will be able to:

- follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts
- understand the main idea and flow of events expressed in various time frames in conversations and discussions

- exchange information in conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences and asking a variety of questions, across various time frames
- state their viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, across various time frames
- recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders
- identify major linguistic markers of various dialects of Arabic, and strategies for communication in multidialectal environments and communities

Grading

Homework and Participation		20%
Quizzes	Week 5 & 10	10%
Project Components	Weeks 2, 5, 8, 10, 12 & 14	20%
Final Project	Week 15	10%
Final Presentation	Week 15	10%
Final Exam	Week 16	10%
Final Oral Assessment	Week 16	10%

Assignments:

- Two quizzes and a cumulative final exam with oral assessment
- **Semester Project: *Biography of an Arabic Speaker***. Students will choose a famous Arabic speaker (past or present) or an Arab friend or family member, with accompanying multimedia. Drafts of the project will be submitted in pieces throughout the semester, receive instructor and peer feedback, and be improved and expanded for presentation and submission at the end of the semester.
    - **Project Proposal:** Students will respond to a short questionnaire in Arabic and submit a project plan with timeline based on provided Arabic template
    - **Home and Family**: 2-3 paragraphs of basic background on the person, their family and their home, with accompanying multimedia
    - **Preferences and Routines**: 2-3 paragraphs describing the person's character, schooling, occupation, leisure activities and preferences, with accompanying multimedia
    - **History and Geography**: 2-3 paragraphs describing the person's country and/or community of origin, their historical context, and important achievements, with accompanying multimedia
    - **Interview:** A 7-minute audio or video interview with the person (for famous people, students are encouraged to appear in each other's projects), touching on most of the above topics, with subtitles or transcript in Arabic and English

- **Final Presentation:** A 7-10 minute oral and multimedia in-class presentation of the project, with not more than 1 minute of pre-recorded material. Students should NOT read their presentation but may use notes, and should be prepared for extemporaneous Q&A from the instructor and peers. Asking about others' presentations will be part of this grade.

- **Heritage Speaker Project:** Heritage speakers of Arabic and those who have lived in Arab countries will be asked to solicit contributions of typical language markers and authentic cultural resources from their families and present them to the class when that dialect is presented in the syllabus. Students with similar backgrounds may work in pairs (no more than two!). If your dialect background is not represented in the course schedule below, consult with the teacher about when to present.

Schedule

Week / Unit	Topics	Core Structures Reviewed	Assessments
Week 1 **Unit 1**	Describing myself and others	Pronouns and nominal sentences	
Week 2	Describing families and the character of their members; Egypt and its dialect	Idafa construction; Structuring Paragraphs	Project Proposal DUE Wed
Week 3 **Unit 2**	Describing modern and traditional homes	Adjectives and plurals	
Week 4	Finding a rental apartment; Saudi and its dialect	Structuring advertisements	
Week 5	Creative & Extension Activities; Chad and its dialect		Home & Family DUE Mon; Units 1 & 2 Quiz Fri
Week 6 **Unit 3**	Describing daily routines at work and home	Present Verbs	
Week 7	Finding a new job; Syria and its dialect	Structuring a CV	
Week 8 **Unit 4**	Talking about sports and leisure preferences	Verbal Nouns and Participles	Interview audio or video DUE
Week 9	Making plans for your free time; Morocco and its dialect	Structuring multi-paragraph essays	
Week 10	Creative & Extension Activities; Jordan and its dialect		Preferences & Routines DUE Mon; Units 3 & 4 Quiz Fri
Week 11 **Unit 5**	Describing neighborhoods and cities; Giving directions	Past Verbs	

Week / Unit	Topics	Core Structures Reviewed	Assessments
Week 12	Making travel arrangements; Tunisia and its dialect	Structuring letters and emails	Interview transcript or subtitles DUE
Week 13 **Unit 6**	Describing foods and measurements; Shopping for groceries	Imperatives and Polite Language	
Week 14	Ordering at a restaurant; Lebanon and its dialect		History & Geography DUE Fri
Week 15 **Unit 7**	Review and Presentations; Iraq and its dialect		Final Projects and Presentation
Week 16	Creative & Extension Activities		Final Exam and Oral Assessment

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 new to Arabic, 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, 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 appropriately. 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. This includes avoiding all forms of student academic dishonesty, including facilitating academic dishonesty or plagiarism, i.e. the practice of taking someone or something else's work or ideas and passing them off as one's own.

Use of AI in Language Learning

First, it's important to note that AI translation tools, including Google Translate, Reverso and ChatGPT, are not accurate or 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 of AI use 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, and it certainly won't help you use Arabic in a native speaker community!

Disability Statement

As a language learner with a specific language disability myself, it's important to me that all students receive the appropriate accommodations and least restrictive environment for your disability or neurodivergence. Whether or not you have an officially registered disability, please get in touch with me or come to my office hours at your earliest convenience, so that we can develop a plan to help you succeed in this class.

COVID, Masks, and Illness

While the University does not have a mask mandate, I may wear a mask when we are in class together, and strongly encourage you to do the same if you are in any way vulnerable to Covid.

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. It is, however, your responsibility to contact me for any missed work or if you need help understanding material we covered in your absence.