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ARAB 102.01: Elementary Modern Standard Arabic II

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ARAB 102: Elementary Modern Standard Arabic II

Instructor Information:

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Office Hours:
Mondays and Tuesdays: 12 – 1
Wednesdays or Thursdays: 12 – 1 By Appointment

Course Description:

The content of ARAB 102 is an extension of ARAB 101, as it is designed to introduce students to the basic Arabic language skills (listening, speaking, reading, and writing) and learn more about the Arab culture and grammar rules at the elementary level. The target proficiency level is Novice-Mid/High (based on proficiency guidelines from the American Council on the Teaching of Foreign Languages).

Learning Outcomes:

The broad outcomes of the Novice proficiency level are:

1. Listening: At the Novice level, listeners can understand key words, true aural cognates, and formulaic expressions that are highly contextualized and highly predictable, such as those found in introductions and basic courtesies. Novice-level listeners understand words and phrases from simple questions, statements, and high-frequency commands. They typically require repetition, rephrasing, and/or a slowed rate of speech for comprehension. They rely heavily on extralinguistic support to derive meaning. Novice-level listeners are most accurate when they are able to recognize speech that they can anticipate. In this way, these listeners tend to recognize rather than truly comprehend. Their listening is largely dependent on factors other than the message itself.
2. Speaking: Novice-level speakers can communicate short messages on highly predictable, everyday topics that affect them directly. They do so primarily through the use of isolated words and phrases that have been encountered, memorized, and recalled. Novice-level speakers may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.
3. Reading: At the Novice level, readers can understand key words and cognates, as well as formulaic phrases that are highly contextualized. Novice-level readers are able to get a limited amount of information from highly predictable texts in which the topic or context is very familiar, such as a hotel bill, a credit card receipt, or a weather map. Readers at the Novice level may rely heavily on their own background knowledge and extralinguistic support (such as the imagery on the weather map or the format of a credit card bill) to derive meaning. Readers at the Novice level are best able to understand a text when they are able to anticipate the information in the text. At the Novice level, recognition of key words, cognates, and formulaic phrases makes comprehension possible.
4. Writing: Writers at the Novice level are characterized by the ability to produce lists and notes, primarily by writing words and phrases. They can provide limited formulaic information on simple forms and documents. These writers can reproduce practiced material to convey the most simple messages. In addition, they can transcribe familiar words or phrases, copy letters of the alphabet or syllables of a syllabary, or reproduce basic characters with some accuracy.
5. Culture: Language and culture cannot be separate; thus, cultural topics are embedded in every lesson. Moreover, the Arab culture is heavily influenced by the religion of Islam. Various cultural topics will be discussed in the classroom, and students are encouraged to read about current events and happenings in the Arab world.

Required Textbooks:

Mastering Arabic 1 (with 2 Audio CDs) by Jane Wightwick and Mahmoud Gaafar (3ʳᵈ Edition): **main** book.
Mastering Arabic 1: Activity Book by Jane Wightwick and Mahmoud Gaafar (2ⁿᵈ Edition): **homework** book.

Main Units and Topics:

Unit	Topic	Grammar
7	Describing places	Basic Adjectives/"idaafa"
9	Countries and people	Nisba Adjectives (nationalities)
10	Counting Things	Numbers 1–10/Possession/Attached Pronouns/Dual Nouns
11	Plurals and Colors	Color Adjectives/Arabic Roots/Broken Plurals (Part 1)
12	Eating and Drinking	Collective Nouns/Nouns of Place
13	What Happened Yesterday	Past Verb (Singular)/Forming Questions
14	Wish You Were Here	Numbers 11–100/Past Verb (Plural)/Broken Plurals (part 2)

Homework

Every unit in the main book has a corresponding unit in the homework book. As we study a unit from the main book, students will be expected to be working on the activities in the homework book. Students will submit their homework books to the teacher on the day after the unit is finished. Late submission of assignments will carry penalty.

Moodle

Some language and/or cultural topics will be assigned on Moodle: https://moodle.umt.edu. Students will follow the instructions as posted on Moodle and respond to assignments accordingly.

Required assignments and tests:

Criteria	Points	Notes
Class Participation	30	Oral interaction with instructor and students
Homework	25	Homework Assignments - See Homework above
Quizzes	15	Classroom Quizzes
Final Exam	30	More information will be discussed in class.
TOTAL	**100**	

Course guidelines and policies:

Student Conduct Code

The Student Conduct Code at the University of Montana embodies and promotes honesty, integrity, accountability, rights, and responsibilities associated with constructive citizenship in our academic community. This Code describes expected standards of behavior for all students, including academic conduct and general conduct, and it outlines students' rights, responsibilities, and the campus processes for adjudicating alleged violations. More information: http://www.umt.edu/vpesa/Dean%20of%20Students/default.php

Attendance

If a student does not attend the first two class meetings may be required to drop the course. This rule allows for early identification of class vacancies to permit other students to add into classes. Students absent and not allowed to remain must drop the course by CyberBear or turn in a drop slip to the Registration Counter in Griz Central to avoid receiving a failing grade. Students who know they will be absent should contact me in advance. More information: http://www.umt.edu/registrar/students/attendance.php

Course Withdrawal

If a student decides to withdraw from classes, the student should contact the University Registrar's Office in Griz Central, located in the Lommasson Center, and complete a withdrawal form to begin the official withdrawal process. Please feel free to contact me first if any arrangements need to be made before withdrawal. More information: http://www.umt.edu/business-services/Students/Student%20Accounts/Withdrawal%20Policy.php

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (https://www.umt.edu/dss/default.php). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Assignment Expectations

Students are expected to work hard, focus on grammar, memorize more vocabulary items, pay attention to pronunciation and spelling, and apply these skills and knowledge in their oral and written Arabic. Students are encouraged to use Arabic beyond the classroom and to interact with native speakers of Arabic. The instructor believes that the best syllabus is the one that is based not only on the teacher's experience and the course's goals, but also on the students' needs and interests. The instructor encourages students to share feedback with him at any time during the course.

Grading policy

Grades will be assigned as follows:

Grade	Points	GPA
A	93-100	4
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1
D-	60-62	0.7
F	0-59	0