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ARAB 202.50: Intermediate Modern Standard Arabic II

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ARAB 202: Intermediate Modern Standard Arabic II

Instructor Information:

Instructor: Dr. Khaled Huthaily

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Office: LA 431

Office Hours: Appointments by Email [Meetings Via Zoom]

Course Description:

ARAB 202 is an extension of ARAB 201, as it is designed to help students further develop their language skills (listening, speaking, reading, and writing) and learn more about the Arab culture and grammar rules beyond the elementary level. Language teaching cannot be done without learning about the culture(s) where the target language is used. The Arab culture has influenced and is influenced Islam. Therefore, cultural/religious topics are part of learning the Arabic language. The target proficiency level is Intermediate-Mid/High (based on proficiency guidelines from the American Council on the Teaching of Foreign Languages).

ARAB 202 is a fully online course (via Moodle: UOnline). Assignments will be posted weekly (on Mondays [or, the first workday of the week] by noon MST). More info is on Moodle:

<https://www.umt.edu/umonline>.

Learning Outcomes:

The broad outcomes of the Intermediate proficiency level are:

1. Listening – Intermediate: At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues. Intermediate-level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary. Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.
2. Speaking – Intermediate: Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.
3. Reading – Intermediate: At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement. Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are non-complex and have a predictable pattern of presentation. The discourse is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary. Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.
4. Writing – Intermediate: Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected

sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.

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.

Textbooks:

Mastering Arabic 1 (with online audio) by Jane Wightwick and Mahmoud Gaafar (3rd Edition).

Mastering Arabic 1 (Activity Book) by Jane Wightwick and Mahmoud Gaafar (2nd Edition).

Required assignments and tests:

Students will be assessed in the four language skills (listening, speaking, reading and writing) as well as the cultural topics introduced in the course. Assessment will include:

- Participation
- Listening/Speaking Activities
- Reading/Writing Activities
- Cultural Awareness Activities
- Final Project/Exam (discussed during the semester)

Criteria	Points	Notes
Weekly Assignments	60	Late submission of assignments will carry penalty
Final Exam	40	More information will be discussed during the semester.
TOTAL	100	

Course guidelines and policies:

Student Conduct Code

Student Conduct Code is available on: <https://www.umt.edu/student-affairs/community-standards/default.php>

Attendance

Attendance policy is available on: <http://www.umt.edu/registrar/students/attendance.php>

Course Withdrawal

Withdrawal policy is available on: <http://www.umt.edu/business-services/Students/Student%20Accounts/Withdrawal%20Policy.php>

Disability Modifications

Disability information is available on: <https://www.umt.edu/disability/default.php>

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 course 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:

<u>Grade</u>	<u>Points</u>	<u>GPA</u>
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