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ARAB 201.01: Intermediate Modern Standard Arabic I

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ARAB 201: Intermediate Modern Standard Arabic I

Instructor Information:

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Office Hours: Mondays, Tuesdays, and Thursdays – 12:00 to 1:00

Course Description:

ARAB 201 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. The target proficiency level is Intermediate-Low/Mid (based on proficiency guidelines from the American Council on the Teaching of Foreign Languages).

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.

Required textbook:

Mastering Arabic 1 (with 2 Audio CDs) by Jane Wightwick and Mahmoud Gaafar (3rd Edition).
Mastering Arabic 1 (Activity Book) by Jane Wightwick and Mahmoud Gaafar (2nd Edition).
Arabic Verbs and Essentials of Grammar by Jane Wightwick and Mahmoud Gaafar (3rd Edition).

Note: From Mastering Arabic, we will begin from chapter 13. During the first week, we will review the previous chapters.

Required assignments and tests:

Criteria	Points	Notes
Class Participation	20	Oral interaction with instructor and students
Homework Assignments	20	Late submission of assignments will carry penalty
Quizzes	30	Dates announced in classroom
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