

Bell High – Arabic 101

2008 - 2009

Instructor: Nada Shaath

Required Textbooks:

- I. Alif Baa with DVDs: Introduction to Arabic Letters and Sounds, Second Edition by Kristen Brustad, Mahmoud Al-Batal, Abbas Al-Tonsi (ISBN: 1589011023)
- II. Al-Kitaab fii Tacallum al-Arabiyya with DVDs, Part One, Second Edition. A Textbook for Beginning Arabic, Part One w/3 DVDs (ISBN: 158901104X)
Note: We will work with the first 4-5 chapters of this book. The rest of the book will be used next semester in 101 B.

Suggested resources:

- III. *TELL me More* for Arabic. www.Auralog.com
- IV. Various Arabic websites: <http://www.islamicschool.net/Write.html>
- V. Al-Mawrid Alsagheer English-Arabic Dictionary, Munir Baalbaki

PREREQUISITES:

This course is designed for **non-native** speakers, that is, students who have not studied Arabic before and do not speak any Arabic. If you have taken Arabic courses previously or speak even a small amount of Arabic, please speak to your instructor and/or the Language Coordinator about the possibility of enrolling in a course at another level.

PREPARATION:

1. Homework: You are responsible for knowing what your homework is and when it is due, even if you are absent when it is assigned. Late homework will be given credit only if you contact your instructor prior to the due date and have a certified excuse.
2. Language/Computer Lab: Some assignments must be done in the computer lab for listening practice and for e-mail as well as to check materials on the web.
3. Make-Up Work: There will be **NO make-up tests**, except for certified cases of illness (i.e., a signed and dated document from your physician to verify your illness, etc.)

COURSE DESCRIPTION:

The purpose of this course is to provide the students with the fundamental skills in: **Listening, Speaking, Reading, Writing, and Culture.** The course is proficiency-based, implying that all activities within the course are aimed at placing the learner in the context of the native-speaking environment from the very beginning. The course focuses on listening and speaking in a basic context so that students can learn to initiate a conversation. Students learn frequently used sentence patterns that allow them to communicate on a basic level and which support their development in both reading and writing. The course will also compare Arabic and American cultures. These activities will help students understand the distinctive characteristics of the humanistic perspective; understand the historical and cultural factors of Arab world in a global context. This humanistic perspective will be applied to values, experiences and meanings in one's own life.

COURSE LEARNING GOALS AND OBJECTIVES

Upon successful completion of this course, students will be able to:

Listening:

Grasp the meaning of short Modern Standard Arabic passages and simple face-to-face conversations consisting of learned utterances and some sentence-length utterances, dealing with basic survival needs (introductions, high-frequency commands and courtesy formulae, food, simple instructions and directions), and social conventions particularly where context strongly supports understanding and speech is clearly audible.

Speaking:

Participate in simple face-to-face conversations with teacher (sympathetic native Arabic speaker) and amongst themselves on topics related to discrete elements of life such as basic personal information of self, family, school, daily activities and personal preferences. They use a number of isolated words and memorized phrases limited to the context and content in which the language has been learned. They will be able to respond to direct questions using learned words and phrases and ask questions pertaining to similar concrete topics.

Reading:

Develop sufficient control of the writing system to interpret written language in areas that has been learned. They will be able to read and comprehend lists of items dealing with basic personal and social needs (such as some items on menus, schedules, timetables, maps, and signs, etc.) and printed short passages, grasp the overall meanings and facts from simple connected texts (including messages, public announcements and short instructions), derive meaning from material if context and/or extra-linguistic background knowledge are supportive.

Writing

Transcribe familiar words or phrases, and reproduce from memory a modest number of isolated words and phrases in context. Students can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. They exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formulaic language.

By the end of this course, successful students will be able to demonstrate their grounding in the receptive and productive modes of a variety of tasks. A list of the tasks will be distributed in class. Their listening and reading competencies will be expected to reach a level of Novice High and their speaking and writing competencies will be expected to reach Novice Mid according to the ACTFL (The American Council for the Teaching of Foreign Language) scale. This scale will also be distributed to the students in class.

Culture

Successful students will develop an awareness of some aspects of Arab-Islamic life and cultures. This course provides an immediate use of cultural notes, videocassettes, and visual stimuli such as photos, maps, charts, and attendance at Arab-Islamic social gatherings and group trips to places of interest. Examples include the following:

- Examining rules that govern general socialization, rules with the opposite sex and with the same sex within the family environment.
- Exploring the relationship between immediate family members such as involvement of the father and mother in the life of their children and decisions for future study.
- Exploring family lifestyles such as expectations, ways of talking to each other and to elders.

GRADE DISTRIBUTION:

Participation (20%):

Since attaining communicative competence is the primary goal of this course, you must be willing and prepared to express and share ideas with your instructor and classmates and to cooperate in any group activities. Please be punctual. Tardiness is disruptive and disrespectful both to your classmates and to the instructor.

Please note that simply attending class does not earn you better than a D grade. Participation means to be actively and cooperatively involved in the classroom session.

Your attendance grade will be calculated on a strict percentage basis. It is expected that you be in class every day. However, if you do not miss more than 2 (two) times, your participation grade will not be affected. Any absence beyond that will result in a reduction of your participation grade by 4 (four) points per absence (For example: If you miss four classes and your participation grade was 90, you will receive an 82 for participation. If you miss five classes, your grade would be 78 and so on). Absence or tardiness is not an acceptable excuse for missing quizzes, tests, or assignment deadlines. It is the student's responsibility to consult the calendar, syllabus, and/or announcements for this course on BeachBoard or contact the instructor to discuss the possibility of making up the work that was missed. Refer to "Excused Absences" below.

You are expected to come to class prepared for the scheduled lesson.

Students must complete assignments given in class on time. Late work will not be accepted without a valid explanation prior to the due date.

The use of the target language in the classroom dominates the teaching/learning process. The instructor manipulates various strategies to communicate the message across through the use of pictorials, non-verbal and body language, illustrations, examples, synonyms, antonyms, and explanations. **English is used sparingly** in two contexts. One is to explain abstract concepts and the other is to provide study skills assistance if need be.

Emphasis is placed on the functional use of the language and on communication in context rather than on conscious learning of grammar rules. Grammar explanations in class will be kept to the bare minimum. Students may consult the grammar notes in the textbook

Homework:

Students can expect weekly homework assignments. Homework will consist of activities that help in learning to pronounce and write the Arabic alphabet, build vocabulary and structures, and to develop reading and writing fluency. Exercises from the textbook will be supplemented by the following types of assignments:

- a. Teacher-made worksheet.
- b. Short writing assignments. These will include guided writing and one-paragraph essays in which you will be asked to use particular structures and vocabulary to treat a given topic.
- c. Web-page activities. You will be required to visit Arabic websites and complete a worksheet.

All homework will be graded on a ✓+, ✓ or ✓- basis.

The following grading scale will be used to grade homework:

- ✓+ = 3 points excellent
- ✓ = 2 points average
- ✓- = 1 point revise and resubmit

Homework will usually be collected at the end of the class period on the day it is due. Homework will be graded and returned by the next class meeting whenever possible.

Quizzes:

There will be 6 quizzes. The written quizzes will consist of activities that are similar to the homework assignments. As for the oral quiz, you will be asked to role play with a partner using a prompt such as meeting a person in a party and asking them about their family.

Comprehensive Final Exam (15%)

The **final exam** will be comprehensive but will emphasize the material covered since the beginning of the third week.

Final exams are scheduled by the school. Please read the following statement carefully!

The School requires that every class include a final exam .

If it is impossible for you to take an exam on the scheduled day due to a medical or personal emergency, you must provide your instructor with a valid written excuse. Please refer to “Excused Absences” below for further information.

Description of Group Project:

Each group (4-5 students) will perform a 10-15 minutes skit and videotape it. Your group's videotape will be shown in class during the last week of the semester. The situation(s) and content(s) of the project is the choice of each group. The project will be graded according to a rubric provided and discussed in class ahead of time. You will provide a written text for your performance to be turned in after your presentation.

GRADE DISTRIBUTION

Participation	20%
Homework	15%
Quizzes:	
Oral Prompts	15%
Written	20%
Final	15%
Group Project	15%

GRADING SCALE

100 – 90	A
89 – 80	B
79 – 70	C
69 – 60	D
Below 60	F

Arabic 101

This paper is to certify that I _____ have received, read and understood the Arabic syllabus, and grading criteria for Arabic 101.

Student name : _____

Guardian's Name: _____

Parent / Guardian signature: _____

Please sign and return no later than 7/18/08