

السلام عليكم  
Asalaamu Alaikum

أهلاً وسهلاً في صف اللغة العربية للمبتدئين

**Welcome to Elementary Modern Standard Arabic - Spring 2017**

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## **I. INTRODUCTION TO THE COURSE**

**Ahlan wa sahlan** and welcome back to the Arabic language and culture. The second semester of the Elementary Modern Standard Arabic course continues to adopt a communicative approach where emphasis is placed on the functional use of the Arabic language. The introduction of various components of the language serves the ultimate goal of enabling students to communicate in Arabic at a level that conforms to the general proficiency guidelines of the Intermediate Low/Intermediate Mid levels, as defined by the American Council on the Teaching of Foreign Languages (ACTFL). You may view ACTFL descriptions of each of the proficiency levels and sublevels on the ACTFL website at <http://actflproficiencyguidelines2012.org/>.

## **II. HOMEWORK ASSIGNMENTS**

Working on homework assignments every day is vital to your success in this class. Your errors on homework assignments do not affect your grade negatively. What affects your grade negatively is neglecting to do your homework, being late or careless in submitting homework, or submitting work that is sloppy or lacking seriousness. The most important elements in homework are punctuality, effort, neatness, and conscientiousness. Make sure you work on the parts of your homework that are underlined or circled, be it spelling, grammar, vocabulary, etc. Try to correct your errors. If you do not understand what was pointed out to be incorrect on your homework sheet, please ask.

You should expect to spend 1-2 hours on homework for every class period. You also have homework to do on the weekend, in preparation for the following week's classes. The amount of time that each student spends doing homework varies from one person to another in the same class, depending on many factors such as foreign language learning aptitude, previous experience learning other foreign languages, personal and/or academic motivation, learning style, availability of time, personal study habits . . . etc. If at any time you feel that the homework assignments are overwhelming or less than you expected, please let

me know. I am more than willing to work with you to adjust the amount of your homework in a way that's most conducive to a better and more realistic learning process.

### III. PROTOCOLS FOR CLASSROOM MANAGEMENT

During Arabic classes, **you may not engage in activities that are disruptive, distracting, and disrespectful to your teachers and/or classmates.** Do not put your feet up on a chair or a desk. Do not make or receive phone calls or text messages. Do not do homework for this class or other classes while you're in this class. Do not browse the Internet or view reading or listening materials, unless specifically directed to do so. Do not chit chat with your classmates, unless you're engaged in an assigned conversation activity in Arabic. Engaging in any of these activities is grounds for disciplinary action, pursuant to the rules and regulations of student conduct at Rollins.

### IV. COURSE OBJECTIVES AND EXPECTATIONS

1. In Speaking, students are expected by the end of the semester to communicate orally (with the instructors and amongst themselves) on topics related to personal information of self, family, school, daily activities and personal preferences as well as immediate needs of survival in an Arab setting. Students are expected to be able to ask questions pertaining to similar concrete topics. Discourse takes the form of short paragraphs consisting of short sentences connected by basic connective devices. With increased vocabulary and structure, students are expected to produce longer sentences, more quantity in terms of discourse, cover more concrete topics such as weather, food, activities, feelings . . . etc, and in general be more at ease when speaking in Arabic. We expect that most of our students will be at the Intermediate Low/Mid proficiency levels in speaking, according to ACTFL guidelines.

2. In writing, students are expected to produce short paragraphs consisting of a series of sentences with increased use of connectors and cohesive devices. Written discourse produced by the end of the semester focuses on expressing ideas of self, family, personal interests, immediate needs, likes and dislikes. With increased vocabulary and structure, students are expected to cover a wider scope of topics. Emphasis is on concrete topics in the immediate environment. Written discourse this semester is expected to be different from last semester in terms of quantity and quality. Typically, students at the end of the semester are expected to compose 150-200 words on topics that are within the range described above, with the help of glossaries and vocabulary lists. We expect that most of our students will be at the Intermediate Low/Mid proficiency levels in writing, according to ACTFL guidelines.

3. In reading, emphasis is placed on comprehending basic information pertaining to school, fields of study, biographies, immediate needs such as time charts, simple biographies, weather, travel schedules, simple instructions and news captions.

4. In listening, students are expected to comprehend aurally information, whether on tape or in face to face conversations, pertaining to above mentioned topics, especially when produced by classmates and instructors. Students are not expected to comprehend uncontrolled speech produced by native speakers.

## **V. REQUIRED TEXTBOOKS AND OTHER MATERIALS**

1. Brustad, et al, [Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic, Part One, 3rd edition](#). During the fall semester the goal is to cover chapters 1-4. During the spring semester, the goal is to finish the rest of Al-Kitaab, Part One.

## **VI. GRADING POLICIES**

### **Attendance and Participation - 20%**

You are granted 3 excused absences throughout the semester. Each subsequent absence will result in a deduction of 1% of your final grade. When you miss a class, you are still responsible for submitting the homework assignment for that day. Otherwise, your homework grade will be affected negatively. Extended absence from class must be supported by documentation and must be approved.

Active participation is necessary to learn a new language. Students can expect to get a full marks for participation if they:

- Come to class having done the assigned homework and prepared required tasks including reading grammatical notes, watch the video/s, and study new vocabulary
- Be active and proactive when called upon to participate in class activities
- Actively engage in class conversation and writing activities, individually and in groups
- Have a positive and respectful attitude.

### **Homework - 20%**

You will have homework assignments every class day. Home assignments are intended as either preparation for the next day class or reinforcement of something that has been presented in a previous class. Assignments are to be turned in the next day. You will not be punished when you make errors on your homework assignments, as long as your errors were not the result of sloppiness and carelessness. Your grade on homework will depend primarily

on how much effort you put into your homework assignments, and how much you learn from your own errors. Homework is for learning and experimenting. Therefore, you have to correct your own errors after your has pointed them out and shown you what to do in order to correct the errors.

We emphasize that homework assignments are viewed in this class as learning tools, not punishment tools. We also realize that there are individual differences among language learners. If you find that your homework assignments are too much, too little, too hard, or too easy, please let me know immediately. I am willing to take the time to understand your particular situation and adjust your homework load in a way that is most beneficial to your linguistic competence and proficiency and also to your particular circumstances. Do not suffer in silence. Let me help you.

### **Quizzes - 20%**

You will take 5 quizzes this semester. The objectives of these quizzes is to keep you on track and monitor your understanding and mastery of certain alphabet connections, sounds, grammar, vocabulary, spelling and other elements of materials that are covered in class. Quizzes will not necessarily take up the whole class period, and may take various forms. The quizzes will cover the Alif Baa Units that had been finished up to that date, including letter shapes and connections, sounds, and assigned vocabulary items from those Units. Your highest grades on 4 quizzes will comprise the 20% of your final grade, allotted to quizzes. Your lowest quiz grade will be dropped.

### **Final Exam - 10%**

Your final exam consists of a grammar and vocabulary section, a reading comprehension section, and a writing section. The emphasis of final exam components will be on materials and activities covered during the second half of the semester.

### **You Tube Arabic Video - 10%**

You are to prepare a 4-5 minute video-recorded monologue about your favorite place, your favorite hobby, or your best friend. You may choose, instead, to work with a classmate of yours to produce a 7-10 minute skit, dealing with topics that came up in this class. We will talk more about this project at the beginning of the second half of the semester.

### **Cultural Component – 20%**

In addition to the linguistic components of the class, you will learn about the Arabic speaking peoples and their culture/s. Students will view documentaries and short video clips. You will be asked to post a comment on the video clip and/or film that you watched.



## VII. ACADEMIC HONOR CODE REAFFIRMATION

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. First, as part of the admission process to the College, students agree to commit themselves to the Honor Code. Then, as part of the matriculation process during Orientation, students sign a more detailed pledge to uphold the Honor Code and to conduct themselves honorably in all their activities, both academic and social, as a Rollins student. A student signature on the following pledge is a binding commitment by the student that lasts for his or her entire tenure at Rollins College.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others. This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement: "On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work." Material submitted electronically should contain the pledge; submission implies signing the pledge.

## **IIX. CREDIT HOUR STATEMENT**

Rollins College offers four-credit-hour courses that provide three (50-minute) hours of direct or indirect instructional contact. The value of four credit hours reflects the substantial individual attention each student receives from as well as additional out-of-class activities. Faculty require that students undertake at least 7.5 (60-minute) hours of outside work per week, averaged over the course's duration and equaling two and one-half (2.5) 60-minute hours of outside work for every one (50 minute) hour of scheduled class time. In this course, the additional outside-of-class expectations are [please fill in what this course requires, e.g., additional reading and/or writing, fieldwork, research, experiential education, small group projects, etc.]

## **IX. Disability Services**

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible.

If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the "First Time Users" form on the website: <http://www.rollins.edu/disability-services/> and/or reach out by phone or email: 407-975-6463 or [Access@Rollins.edu](mailto:Access@Rollins.edu).

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online through Accommodate at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process.

## **X. Title IX Statement**

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez ([TitleIX@rollins.edu](mailto:TitleIX@rollins.edu) or 407-691-1773). She will provide you with information, resources and support. If you would

prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>

