

السلام عليكم
Asalaamu Alaikum

أهلا وسهلا ومرحبا في صف اللغة العربية للمستوى المتوسط
Welcome to Intermediate Modern Standard Arabic - Spring 2017
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Office Hours: Hauck Hall by appointment

I. INTRODUCTION TO THE COURSE

Ahlan wa sahlān once again to the Arabic Language and culture.. This class builds on the linguistic competence that you have achieved during your first three semesters of Arabic. We will continue to deal exclusively with Modern Standard Arabic, الفصحى not colloquial dialects العامية. The various components of the language serve the ultimate goal of enabling you to communicate in Arabic at a level that conforms to the general proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) at the Intermediate Low/Intermediate Mid sublevels. 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. Make sure that you correct your errors and show that you were able to fix what needed to be fixed. 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. Make sure you work on the parts of your homework 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.

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 your particular academic institution.

IV. COURSE OBJECTIVES AND EXPECTATIONS

In **Speaking**, students are expected by the end of the semester to handle conversations dealing with concrete topics related to survival in a native setting. Topics center on daily activities and needs, personal information, family, food, shopping, and travel. The ability to speak in full sentences and paragraphs, try to use cohesive devices, and ask all kinds of questions are prominent features of the Intermediate level. For more details, please refer to the ACTFL proficiency guidelines for details of the speaking proficiency guidelines for the intermediate level in general and **Intermediate Mid and Intermediate High** sub-levels in particular, at <http://actflproficiencyguidelines2012.org/>

In **writing**, students are expected by the end of the semester to use re-combinations of learned vocabulary and structures to create statements about familiar and concrete topics. There may still be errors in grammar, word choice, connectors, and spelling. Students will be able to compose statements, descriptions, inquiries, invitations, and personal diaries, on concrete, not abstract, topics. At this level, the written discourse is closely tied to oral discourse in terms of grammar and vocabulary. For more details, please refer to the ACTFL proficiency guidelines of the writing proficiency guidelines for the Intermediate level in general and **Intermediate Mid and Intermediate High** sub-levels in particular, at <http://actflproficiencyguidelines2012.org/>

In **reading**, students are expected by the end of the semester to be able to read, with comprehension, authentic long passages and headlines dealing with concrete topics that are composed of vocabulary and structures that are readily available to students, such as pieces of biographical information, weather bulletins, schedules, invitations, and reading materials with a high degree of contextualizing and non-verbal clues.

In **listening**, students are expected by the end of the semester to be able to follow and comprehend conversations that produced by fellow students and native speakers that are familiar with non-native speaker discourse. Students at this level can respond to short and concrete questions. Asking for repetitions and not being able to understand native speakers are common features of students at this level.

V. REQUIRED TEXTBOOKS AND OTHER MATERIALS

1. Brustad, et al, Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Intermediate Arabic, 3rd edition Part II. During the fall semester the goal is to finish the last 3 chapters of Part One, and 2-3 chapters of Part Two of the Al-Kitaab series.

VI. GRADING POLICIES

Attendance and Participation - 20%

As a student, you are granted 3 excused absences throughout the semester. Each subsequent absence will result in a deduction of 1% of your final grade. Missing 10 or more classes will result in an automatic F in this course. 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 mark 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, whether individually or in groups
- Have a positive and respectful attitude

Homework - 20%

As a student, you will have homework assignments every class day, and on the weekend, in preparation for Monday's class. 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.

Quizzes - 20%

You will take periodic quizzes, to keep you on track and monitor your understanding and mastery of vocabulary, grammar, 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. Your highest grades on 5 quizzes will comprise the 20% of your final grade allotted to quizzes. This semester, you have 6 quizzes. Your lowest 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.

Final Speaking Activity - 10%

Students will work in pairs or small groups to produce a video recorded skit at the end of the semester. We will talk more about this activity during 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 may 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.

IIIX. 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 instructors 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.

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 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/>

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Thanks and Good Luck

