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**WELCOME TO THE ADVANCED ARABIC LANGUAGE CLASS**

**ARBC 3002**

**مـَرْحباً بـِكـُم في صَف اللغة العربية المُتَقدَّم**

**COURSE DESCRIPTION**

This course is the continuation of advanced Arabic 3001. It is a proficiency-based advanced language development course. It is designed around a textbook and several extra supplementary material from the internet. . Dependent upon the student’s interests and needs, it may include some of the modules and tasks as specified below as in Arabic for Functional and Professional Purposes, Arabic for International Affairs, Arabic for Engineering (Electrical, Mechanical, Industrial), Arabic for Business and Management.

|  |  |
| --- | --- |
| **ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION** | |
| **ML Learning Outcome 1 : Demonstrate oral and aural proficiency in the target language** | Students will demonstrate oral proficiency at the Advanced Mid or higher level on the ACTFL scale |
| **ML Learning Outcome 2:** Demonstrate effective presentation skills in the target language | Students will demonstrate the ability to present as well as answer questions addressed to them in class for 10-15 minute without notes on an everyday topic as well as a topic related to their field of study using powerpoint. |
| **ML Learning Outcome 3: Demonstrate writing proficiency in the target language** | Students will produce advanced written description and narration, as well as an expository discourse about their field of study at the Advanced High level on the ACTFL scale. |
| **ML Learning Outcome 4:**  Demonstrate proficiency in comprehension of authentic written texts in the target Language | Students will demonstrate gisting, summarizing comprehension, as well as answering questions about authentic texts related to familiar topics, topic related to field of study, and other professional discourses and texts. |
| **ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE** | |
| **ML Learning Outcome 5: Demonstrate in-depth knowledge of a *specific* target-language country or region** | Students will successfully show knowledge of Arab countries cultural values and norms related to family life, religious festivities and celebrations, education, shame and honor. |
| **ML Learning Outcome 6:**  Demonstrate the ability to analyze an issue from target-culture perspective(s) | Students will display the ability to analyze the US/Arab similarities and differences in concept of friendship privacy and space. |
| **ML Learning Outcome 7:**  Demonstrate critical reflection on cultural complexity and context | Students will analyze how their own cultural understanding of the cultural concept of friendship and privacy influences observation and interpretation of the same concept in the Arab world |

**COURSE OBJECTIVES**

**General Objectives**

* By the end of this course students are expected to develop their linguistic skills in all of the language domains (listening, reading, speaking, and writing) and be able to carry out real life tasks in Arabic.
* They will understand, interact with and internalize various oral and written discourses related to functional, professional and technical Arabic.
* Specifically students will be able to express themselves in both oral and written discourse and talk about different topics and fields. For example, they will be able to talk about personal and professional information, beliefs, attitudes, likes and dislikes.
* They will be equipped with skills to present and write reports about their profession or field of study in Arabic, write letters related to their personal needs, business and profession.
* They will read and analyze reports written in Arabic in their fields.
* Conduct debates about their fields in Arabic.
* By completing this course students will be on their way to be completely ready to immerse in an Arabic speaking country and deal and conduct business with any Arabic speaking firm or organization.

**COURSE MATERIALS:**

**Assigned Text books Required**

1-Al-kitaab fii ta-callum al-carabiyya with DVDs: A text book for Arabic: Part Two, by Kristen Brustad, Mahmoud Al-Batal, and Abbas Al Tonsi. Georgetwon University Press . ISBN 1- 58901-096-5 0r 978-1-58901-096-3

2-Concise Oxford English-Arabic Dictionary French & European Publications Inc -ISBN-10: 0828884366 OR ISBN-13: 978-0828884365

3-Arabic-English Dictionary: The Hans Weher Dictionary of Modern Written Arabic, Spoken Language Services-ISBN-10: 0879500034 OR ISBN-13: 978-0879500030

4-I-Google at http://www.google.com/ig?source=gama&hl=en

**Recommended**

**Tasks and Modules: Functional Arabic (contingent upon proficiency)**

Tasks and texts will deal with situations where every day Arabic is used (Colloquial)

**Professional and Technical Arabic (contingent upon proficiency) Analytical Arabic (contingent upon proficiency)**

**Components of the course and format**

* **Classroom discussion and activities**

This is paramount and will be the biggest component of the course. So please make sure you have prepared for the class ahead of time and interact with each other in the form of questions and responses. Language cannot be taught without interaction. **But we all must make sure to be courteous, nice and kind to each other during our discussion and debates. We must not make fun of each other or use foul language or remarks. Who attempts to do that will be asked to leave the classroom immediately.**

* **Collaborative work in doing homework and assignments**

**Language study requires a lot of homework and practice.** Being aware of your demanding schedule, collaborative group- work in my classes is obligatory, either in the classroom or outside the class. Given assignments will require you to work within your group and not doing so will result in losing grades towards your final grade. Joining which group is left to your individual preference. It’s advisable to change groups at least once during the period of the course if the number the students in the class permits doing so.

In group work **the grade will be given** to the students dependent on **the amount of work and contribution he or she does**. Each group should **have a leader, a researcher, a note taker, a presenter**. **These roles will rotate on a biweekly basis.** See below how the grade will be given for a group.

* **Modules**

1-International Affairs 2-Engineering (Electrical, Mechanical, Industrial) and or others depending on the students’ major and interest.

* **E Learning**

The course’s format is blended between using the Web for materials and lecturing from the Textbook. Using IGoogle with provided feeds, podcasts, and blogs is obligatory. Arabic word processing is also obligatory The lectures will be captured on Tegrity..

* **Group work for assignments**

Group work is also obligatory, either in the classroom or outside the class. The assignments will require you to work within your group and not doing so will result in losing grades towards your final grade. Joining which groups is left to your individual preference. It’s advisable to change groups at least once during the period of the course if the number the students in the class allows. In group work the grade will be given to the whole group on an average basis depending on the amount of work each member of the group contributed times the number of the members of the group. **For example if a group is of 5 persons, and let's suppose student 1 got (1 out of 5), student 2 got (2 out of 5) student 3 got (1 out of 5) and student 4 got (4 out of 5) and student 5 got (5 out of 5). These grades will be summed up and divided by 5.**

* **Lecture**

Lectures will be captured on Tegrity and lecture notes in PowerPoint will be posted on **Tsquare, which will be our default Instructional Management tool.**

* **Homework and assignments**

There will be daily and weekly homework and assignments. Some of the assignments will be completed on wiki on Tsquare and some will be handed in. This will be decided on as we progress in the course.

* **Preparation for class**

Preparation for the class is vital not only for the student’s progress and development but also for the obligatory component of the syllabus, group work and discussion. Without preparing for the class you will not be able to participate and this way you will lose points towards your final grade.

* **Reading aloud in class (best for pronunciation and for giving reports later on)**

I will call on anyone to read aloud in class- So make sure you have practiced the passage assigned for reading aloud and always be prepared to read in class.

* **Portfolio**

At the end of the second week and starting there off, you will be assigned a writing task. The writing task should be submitted the first day after the weekend. **I will not accept late hand in whatever the case is. You must submit your work on time. There are many ways and venues to submit your work and you should take care of it and plan ahead of time. If a writing assignment is not handed on its due date, that grade is lost and will not be gained back.**

By the end of the second week, you will start compiling your portfolio. The portfolio is the written work (compositions and writings) you will be doing on a weekly basis, during every weekend. As we progress, you will find that I will correct your work and make revisions. These revisions should be made, and the new revised piece of writing should be returned the following week on the same day along with the new writing task. You should keep your portfolio organized and tidy because at the end of the semester this, in addition to the daily work and participation will be part of your homework grade.

You can submit your writing either in hand writing or typed. If both cases, it must have be written with double spaced and 12 font if you using the computer, or clean and tidy handwriting if you are writing it. Tidiness will be accounted for in the grade.

* **Homework grading**

I don’t give numbers for homework grading- I give checks – which means OK, + with the check means good, ++ means very good, +++ means excellent.

You will get the full point only if you complete it and correct it and return it in a week’s time of the assigned due date (this is in case it is on a separate paper).

The same applies on Wiki- after the leader makes his or her corrections, the instructor or the teaching assistant will mark the work with either for completion, or for correction to be corrected and re-submitted on Wiki- within one week after its marking by the instructor or the assistant.

**You can do the homework and submit it late, but you will get no point whatsoever. But in such as case you need to specify on your submission whether paper or electronically the following:**

1. Your name
2. Original due date – (which week, for example week 2, 3 ,4 , etc, and date)
3. Date of your late submission
4. Unit number
5. Drill number
6. Page number

* **Homework routine**
* Daily homework- from the textbook- في البيت - and some other assignment (TBD) is done collaboratively on Wiki, or submitted on a separate paper (TBD).
* Vocabulary check each class
* Aural reporting about news read in I-google – every class
* Weekly writing assignments
* **Quizzes and tests**
* There are 5 quizzes during the course. There will also be short **vocabulary weekly quizzes** (usually on Tuesdays) to review vocabulary.
* We will also have two in-class tests, one during **Week 8 (Mid-term test, see below) and the second is the final test during the exam week.**

**EVALUATION**

Participation in class **20%** ( daily **1 point** for being **on time**, **1 point** for **daily homework on time, 1 point for revising and resubmitting the homework**, **1 point** being **prepared**, **1 points** for being **active** in **participation** and **initiation of work= total of 5 daily**)- The homework grade depends on the number of tasks given and an average will be calculated on the basis of one point if homework is given on time and another one point if homework is revised and resubmitted. However, remember when you are revising you should also submit the original and the revised copy of the homework. You should also keep both documents because this will be your portfolio. Needless to say tidiness of your homework will be accounted for in the grade.

TOTAL OF **5 POINTS** PER DAY **will be posted weekly**, if not after each class session. This will be posted in the student's roster log excel file to be found in the resources and grade book.

Quizzes 10% - usually after each unit- **check dates on the daily schedule**

**\*\*Mid Term Test Week 8**

**Date: to be decided but usually during or after week 8** 20% of final grade (Reading comprehension, listening comprehension, grammar, vocabulary, composition, speaking, reading aloud, and translation)

Portfolio 30% **Week** **14**

Final Exam: **Date:** **to be decided by the registrar (same room)** 20 % of final grade (Reading comprehension, Listening comprehension, grammar, vocabulary, composition, translation and speaking: - Oral proficiency Interview-

Final presentation: Memorized presentation, during week 14 and 15.

**OTHER IMPORTANT REGULATIONS**

**Missing the Deadlines Quizzes, Tests, & Exams:**

It is the **student’s responsibility** to **turn in all homework** (portfolio), quizzes, and exams at the time indicated on your semester schedule or **by your instructor**. There may be no individual warning about your missing deadlines, etc. **No credit will be given for any homework turned in late.** However, in case of absences on the due date, you may send your homework by e-mail (this option is **not available** for students **who attended the class.)** If you have to miss handing in your assignments or taking the exams due to unexpected or predetermined circumstances, **notify the instructor as soon as it happens in former category or before it happens. Only with prior notification**, you **can reschedule** based on legitimate excuses; you must submit written proof which explains the reason behind your missing. Without any prior notification and written proof, **there will be a penalty of 2 points from the final grade The following are examples of excuses** that we will **NEVER** accept:

* I did my homework, but I forgot to hand it in.
* I didn’t understand the weekly plan form (see below)
* I did not know that this requirement existed or did not know the deadline or misread my schedule.
* I was too busy with the requirements of my other courses, my job, etc.
* I want to maintain a good GPA
* If I do not get a higher grade, I will lose my scholarship or I will be forced out of school.
* I forgot to tell you that I had a preplanned trip on the day I missed my class.
* I am from another school and the grading policies were different there.

**Absences** Each student is granted **Three (3)** un-penalized absences during the semester. Subsequent absences beyond the un-penalized **Three (3)** result in the **deduction of one point** from final grade. Unless the student had to be absent because of an emergent or medical situation. Only then the student will not be penalized. **But a doctor’s attestation** or report is **obligatory** for waiving the penalty. Also in cases of emergencies whether medical or other, promptness in **letting the instructor know ASAP is obligatory** or else no consideration for the student’s case will be given. It is the **student’s responsibility** to **cover** the **material and homework** missed in class. Also it is **the student’s responsibility** to **seek the instructor’s advice** and meet the instructor during office hours to help him or her to go over the materials **not only during emergency times but also throughout the course period. Tardiness results in the loss of points (e.g. each 5 minutes late = .5 reduction)**

The following explains the grade distribution of class participation portion of the student’s grade. The instructor will monitor class participation daily and record it weekly.

Here is the profile of a student’s potential grade.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The “A” student** | **The “B” student** | **The “C” student** | **The “D” student** | **The “F” student** |
| Is always in class | Rarely misses class | Occasionally misses class | Misses class very often | Is always absent in class. |
| Active participator, by initiating and maintaining interaction with fellow students and the instructor. | Shows willingness to participate. | Participates more passively than actively. | Participates grudgingly or lazily. | Refuses to participate in class activities. |
| Shows leadership in class discussions and small group activities. | Cooperates fully in discussions / group activities. | Is a follower more than a leader. | Hardly contributes anything to class or small group activities. | Is disruptive (prevents others from hearing, etc.). |
| Always prepared for class every day and does homework regularly. | Shows preparedness for class and does homework | Is often unprepared for class. | Does not prepare for class. | Is always unprepared for discussion.  Does not do homework. |
| Readily elaborates on responses and attempts to give full answers. | Answers readily but only when called on. | Gives responses that are limited to simple phrases of two or one-word answer | Speaking is limited to one-word answers. | Does not speak or participate in class. |
| Almost never uses English in discussions and group activities and tries to ask questions mainly in Arabic. | Uses Arabic but only when asked to. | Tends to use English, especially in small group activities. | Speaks mostly in English in class discussions and small group activities. | Has not made the effort to learn.  Does not demonstrate or any learning of Arabic. |

**If you cannot accept all of these policies, please withdraw from this course. If you accept the policies, please sign the student information form and return it to the instructor. Once the final grade is issued, it will not be changed unless there are computational errors. If you are having difficulties with the class requirements or missing many of the requirements, please come to see me BEFORE the final grade is issued (hopefully before the final exam week,) NOT after it.**

**Honor Code**

Students in this class must abide by the Georgia Tech Honor Code and avoid any instance of academic misconduct, including but not limited to the substitution of material that is wholly or substantially identical to one that is created or published by another individual or individuals. Students are prohibited from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Plagiarism policy: all quotations taken from other authors, including from the Internet, must be indicated by quotation marks and referenced. Paraphrasing must be referenced as well. If you have any questions, please consult with me and read the Honor Code, which is available at:

[www.deanofstudents.gatech.edu/Policy/](http://www.deanofstudents.gatech.edu/Policy/)

**Course Organization and Plan**

A generalized weekly projection of what will be covered in class is provided on this syllable after the first week. The projection’s objective is to demonstrate what will be covered and completed during the course period. **Don’t work ahead of time tackling tasks and activities before the content upon which the activities or drills are based on is covered in class.**

**Warning:** Contingent upon the class’s initial proficiency, degree of comprehension and internalization of material covered in class, degree and amount of personal commitment to do your homework, and practice the language and amount of progress witnessed in the classroom, **the schedule** **obligatorily changes. This doesn’t mean that the instructor is not organized or doesn’t follow a plan. Make sure you don’t understand it this way. Changes happen to cater towards the class’s pace (as a whole group and not individually)**. If you happen to feel that your proficiency is higher and you are frustrated with the slowed down pace, it is **your responsibility to see your instructor and work on some other stuff to challenge your learning.**

**Daily Schedule**

You have a general rubric informing you what you and the class should do every lesson day in our course. Take this **plan as a general guideline**. Because depending on your proficiency and work inside the class room I will have to change and tweak the plan to take care of your strengths and weaknesses in the weekly updates, described below.

**Weekly updates**

**If class’s pace is to slow to grasp the material some changes to the daily plan will be made and posted on T-square. Also**, **it is counterproductive to tackle future tasks or activities specified in the plan when the material is not covered in class yet.**

**NEEDS ASSESSMENT PROGRESS AND FEEDBACK**

Students will be given questionnaires to fill out at the start of the semester. At the end of the survey there is a statement that each student should sign and return. The statement is to confirm that the student read the syllabus and understood it and by signing at the end of the survey he or she are signing a binding contract with me concerning the course and their work. Students will also be asked to give their feedback as to the pace, plan and work involved every two months. **It’s the student’s responsibility to fill out the questionnaire, and give his or her feedback.**

**Schedule**

**Warning:** Contingent upon the class’s initial proficiency, degree of comprehension and internalization of material covered in class, degree and amount of personal commitment to do homework, practice the language and amount of progress the schedule **obligatorily will change. This doesn’t mean that the instructor is not organized or doesn’t follow a plan. Make sure you don’t understand it this way. Changes should happen to cater towards the class’s pace (as a whole group and not individually). If you happen to feel that your proficiency is higher and you are frustrated with the slowed down pace, it is your responsibility to see your instructor and work on some other stuff to challenge your learning.**

**GOOD LUCK & Let’s Enjoy ARBIC**

**تَمـَنـْياتِنا لـَكـُم بالتَّوْفيق، وهـَيَّا بنا نـَسـْتـَمـْتَع باللـُّغة العـَرَبية**

**Schedule:**

**\*\*The book includes listening exercises and drills. It is the student’s responsibility to make sure that he or she listens to all the listening exercises in the book for each unit. Class time will not be spent on listening to these exercises. Listening will be practiced in class but not to the exercises that are in the book. So please make sure you listen and prepare for the unit before you come to class.**

**Week 1**

Introduction to the course, syllabus and policies

Word processing in Arabic

Introduction to transliteration systems vs. phonetic IPA system

**Goal and Plan**

We will start from where ARBC 3001 stopped and aim to finish the book. We will spend two weeks on each unit starting week2. After we finish a unit we will have a real life task based activity in class as well as an online quiz on the unit.

**Homework:**

* Read preface
* Read Introduction
* Listening: See \*\* note on listening
* Vocabulary preparation of unit 3-

1. Listen and repeat several times (record your repetition and compare it to the original vocabulary on the DVD).
2. Listen to the words in sentences on the DVD and take dictation of 5 words in their sentences (at least) and write the dictation on Wiki. This assignment is a group collaborative one. The leader of the group (to be decided on) will assign and delegate items to his or her group, members of the group tackle the items- leader of the group checks members’ dictation and make comments before the class day when we all review and go over the dictation. This task is to be done automatically every time before we start a new unit.
3. Go over grammar points with the help of the explanation in the book and the DVD. Prepare any questions in case points are not clear enough.
4. Test your comprehension of the grammar points by using old vocabulary you know have masters and write sentences of your own using the new grammar points. Each member of a group will write at least one sentence for each grammatical point in the unit. Leader of the group checks and edits group members’ sentences on Wiki.
5. All of the drills of a unit that has the phrase في البيت should be done at home as homework when assigned. Some of them will be tackled on Wiki- and some others will be assigned to be done on a Separate Paper (SP). This will be marked in your weekly plan.
6. Learn and memorize new vocabulary (10 new items (at least) every week)

Week 2 and 3

Unit 4

These steps are to be repeated every time we start a new unit

* Go over vocabulary of the unit- Take dictation of the new vocabulary and write them on wiki
* Write sentences of your own using the new vocabulary and write them on wiki
* Go over grammar of unit 3- write sentences of your own using the new grammatical points with old vocabulary you know and write them on wiki.
* Do all the drills that has (at home – في البيت) specification.
* Communicative exercises and listening and reading will be done in class.

Week 4 and 5

Quizzes on the unit and real life tasks depending on the students’ and field of study.

Week 6 and 7

Unit 5

Week 8

Mid Term Test and go over the test

Start Unit 6

Week 9 & 10

Finish unit 6

Quizzes on the unit and real life tasks depending on the students’ and field of study.

Week 11 and 12

Unit 7

Week 13 and 14

Quizzes on the unit and real life tasks depending on the students’ and field of study.

Presentations

Portfolio due

Use internet for extracurricular material

Newspaper readings

Listening to podcast

Week 15

Continue presentations & Review for the final test

Week 16

Final tests