Course Syllabus

Course Prefix / Number: ARA 1121C  
Course Title: Beginning Arabic Language and Culture II  
Credit Hours: 4 semester hours

Instructor Name and Contact Information:

- Dr. Arifa Garman,  
- Email: agarman1@uwf.edu

Prerequisites:

ARA 1120C Beginning Arabic Language and Culture I. Students should also have an open mind, a commitment to full participation, and the desire to have fun while learning.

Course Description:

Beginning Arabic Language and Culture II is a continuation of the Beginning Arabic Language and Culture I course. In this course, students move from *Alif Baa* - with its focus on understanding and articulating Arabic sound and script - to *Al-Kitaab*, Part One (the second book in the series).

During this course, students will build on the basic grammar and vocabulary learned in the first course in order to engage in more complex dialogues as well as more complex written and verbal communications. Students will hear and practice dialogues using Egyptian colloquial Arabic in addition to learning the higher register of educated Arabic speakers. Students will thus gain exposure to and familiarity with more formal and less formal Arabic registers.

The accompanying DVDs will introduce students to Maha and Khalid who talk about themselves, their families, and their friends. Each story helps to reinforce vocabulary, comprehension, and grammatical features. The culture component will also be found in each chapter and in video clips on the DVDs. This will facilitate student engagement in appropriate social interactions when communicating with Arabic speakers.
Student Learning Outcomes (SLO):

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

- answer questions and deliver brief presentations on a variety of second-semester level Arabic texts;
- speak in Arabic on familiar topics;
- talk in Arabic about themselves and their interests with Arabic-speakers;
- use culturally appropriate expressions, proverbs, and greetings;
- converse in Arabic about second semester level audio/video texts on familiar topics;
- write short paragraphs in Arabic expressing emotions and ideas;
- display competence using Arabic grammar in diverse contexts; and
- demonstrate knowledge and understanding of Arabic cultures and socially appropriate behavior in interactions with Arabic speakers.

How to Excel in This Class:

1. **Actively participate!** You can prepare in advance by thinking about the questions that may be asked during office hours and the activities that may be performed so that you can practice beforehand. Prepare a list of questions regarding difficulties you may have to post on message boards or bring up during office hours.

2. **Repeat, Repeat, Repeat!** A once-over review of vocabulary and grammar will not be sufficient for success. Practice new words, phrases, and dialogues throughout your day. Remember to LOOK, LISTEN, SAY, and WRITE!

3. **Say It Out Loud!** Don't just think Arabic ... say it out loud.

4. **Depend on Learning Partners!** Post issues in discussion areas and support each other during office hours. Others will have encountered many of the same issues and will be happy to share their knowledge. Learning Arabic is about building a social group of speakers. Talk to each other and depend on each other.

5. **Own The Vocabulary!** Make new words meaningful to you. Think about how you may use them to express something about you/others in your daily life. Create sentences to practice saying and writing. Make flash cards with useful vocabulary, verb forms, expressions, synonyms, antonyms, and even sentences that you want to use successfully. Carry them with you and do 1-5 minute study sessions throughout the day.
6. **Guess!** All language acquisition involves guesswork. Practice filling in gaps based on your best judgment.

7. **Make mistakes!** It's absolutely OK to make mistakes in learning a language. Learn from your own and others' mistakes. Remember the only true mistake is to be afraid to make one!

8. **Get exposure/develop an "ear" for the language!** Join online networking groups, listen to Arabic radio stations, watch Arabic films, and welcome any opportunity to speak with fellow students and native speakers.

9. **Take good notes and organize!** Writing good notes helps in reinforcing learning and capturing information for study/recall. Make a separate binder so that you can organize according to such headings as: **Alphabet/Diacritical Marks; Vocabulary; Synonyms; Antonyms; Grammar; Writing Practice; and Essays.**

10. **Invest in Yourself!** Language helps develop creativity and facilitates learning in other areas of your life. Invest **two to three hours of self-study** for every hour of class. This means that you should plan on spending a minimum of **12 hours/week** dedicated to learning Arabic. Master each new building block of knowledge so that new material will make sense.

**Textbooks:**

**Required texts:**


**Internet Access and Email Requirements:**

- Periodic Internet Access - it is recommended that you access the online version of the course through [eLearning](#)
(https://elearning.uwf.edu/) at least once a week to accomplish certain tasks such as the following:

- Interacting with the instructor and other students
- Posting to discussion threads
- Performing oral assessments
- Taking online tests
- Getting individualized attention

- UWF E-mail Account

**Grading / Evaluation:**

Your grade in this course will consist of the following elements:

**Quizzes**

You will have **two attempts** for every quiz. Quizzes are open-book. Please wait until you receive my feedback before taking the second attempt. To do so (take advantage of both attempts and my feedback) you have to take your first attempt at least three days before the due date. If you receive 85% you will get only one attempt. Times will vary for completion of quizzes so you should check each quiz for the time allowance.

- 7 Language quizzes @ 20 points each for a total of 140 points.

**Participation**

Office Hours (synchronous) and Asynchronous Activities:

You will need to attend a **minimum of ten (10)** out of the Fourteen (14) office hours. You may make-up the remaining office hours (up to a maximum of 3) by listening to the office hour recording (in the Online Rooms Archive section), and writing a report about the information covered, and submitting it in the 'Office Hour Make-up' dropbox. **This is due the Friday before the next office hour** (unless you have prior permission to submit it late), in a written and audio format.

- 14 Office hours @ 10 points each for a total of 140 points. These may be in the form of synchronous office hours or asynchronous activities as directed by the instructor (see above).

**Discussions**

- 7 Discussions @ 20 points each for a total of 140 points.
**Homework Assignments**

- 7 Assignments @ 20 points each for a total of 140 points.

**Final Paper**

- 1 oral final exam @ 40 points

**Total Course Points**

The total number of points available in the course is **600 points**.

**Grading Scales:**

Letter grades will be awarded based upon the following scale:

- **A:** 543-600 points
- **B:** 482-542 points
- **C:** 422-481 points
- **D:** 362-421 points
- **F:** 361 and below

**Special Technology Utilized by Students:**

**Students in the Military**

This course is a combination of self-contained delivery through the fully loaded ultra-portable "Acer Aspire One" (military only) and online activities. Instructional interaction takes place through the Internet. In addition to baseline word processing skills and sending/receiving email with attachments, students will be expected to upload and download audio and text files.

**Civilian Students**

Civilian students will access the course through elearning via the Internet and do not need to concern themselves with the special technology provided to students in the military. Students will need the same skills described for military students including the use of email, word processing skills, and the ability to upload and download audio and text files.

For questions or technical issues please contact John Carey at arabic@uwf.edu, or
Phone: 1-888-529-1823 or 1-850-473-7209.

Expectations for Academic Conduct/Plagiarism Policy:

- Academic Conduct Policy: (PDF Format)
- Plagiarism Policy: (PDF Format)
- Student Handbook: (PDF Format)
- Withdrawal Policy

Drop/Add period: 1/11 – 1/17

Withdrawal deadline from all courses for term with partial refund; automatic grade of “WR” February 1, 2013. Withdrawal deadline from individual course or all courses for term; automatic grade of “W” (no individual course withdrawals after this date March 22, 2013). Withdrawal deadline from all courses for term; “W” or “WF” at instructor’s discretion, April 26, 2013. Please discuss any academic concerns with me prior to withdrawing.

Withdrawals after the deadline will not be approved except for:

- Death in the immediate family.
- Serious illness of the student or an immediate family member.
- A situation deemed similar to categories 1 and 2 by all in the approval process.
- Withdrawal due to Military Service (Florida Statute 1004.07)
- National Guard Troops Ordered into Active Service (Florida Statute 250.482)

Students who do not officially withdraw will be assigned a standard letter grade. Late withdraws must be approved by the students advisor, instructor of the course, department chairperson, and finally, the University Academic Appeals Committee. Students who withdraw are not enrolled as of the date the withdrawal is processed.

ASSISTANCE FOR STUDENTS WITH SPECIAL NEEDS

The Student Disability Resource Center (SDRC) at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full
participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible.

You may contact the SDRC office by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.