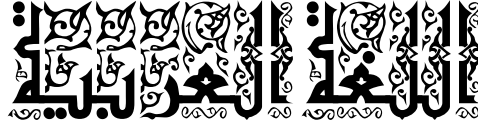


Binghamton University – SUNY
Department of Classical & Near Eastern Studies
COURSE SYLLABUS



ARAB 204: Intermediate Arabic II
Spring 2017

Scheduled meeting times and locations:

TR 11:40-1:05 – SW 109

W 4:40-5:40 – SW 311

Instructor: Dr. Omid Ghaemmaghani

Office: LT (Library Tower) 512

Office Hours: Visit <https://ghaemmaghani.youcanbook.me> to make an appointment

E-mail: omid@binghamton.edu

TA: Mr. Saqer Almarri

Office: LT (Library Tower) 517

Office Hours: Wednesdays, 12-1PM

Email: salmarr1@binghamton.edu

📖 **Course Description and Objectives**

This course is the sequel to ARAB 203: Intermediate Modern Standard Arabic (MSA) I. Throughout the semester, students will continue improving their language skills with the aim of reaching the proficiency goals of the high-intermediate level. They will learn important idioms and expressions, expand their vocabulary (word meanings), and acquire further knowledge of fundamental morphological (word forms) and syntactical (word arrangements) structures that allow them to both express themselves with ease in predictable situations and read and write with increasing grammatical accuracy. Throughout the semester, students will build capacity to read a range of authentic texts from formal to informal and journalistic to expository with economical and intelligent use of a dictionary; carry out basic research and understand the main ideas in non-technical writing; use context and grammar to identify the form and guess the meaning of unfamiliar words; initiate discussion on topics of general interest; present information and basic narratives in formal language; understand the main points of lectures and media programs on familiar topics; and identify a range of important figures and ideas in Arabic literary and cultural history.

🌀 Course Description and Objectives (cont.)

The main textbook for the course is *al-Kitaab*, Part Two (**2nd edition**). In addition, students will complete exercises from the book, *The Connectors in Modern Standard Arabic*, as well as utilize supplementary course materials provided by the instructor. Throughout the semester, Arabic will increasingly become the medium of communication in the classroom, while English will be used to explain difficult grammatical concepts.

This course and all subsequent courses in the MSA track at Binghamton University, in keeping with the methodology of the *al-Kitaab* textbook series as well as the goals of the University's Arabic program, focuses on MSA, which is the formal/written variation of Arabic used and understood in all Arabic-speaking countries. The Arabic program has a separate course for Egyptian Colloquial Arabic (ECA) which students who have completed at least one year of training in MSA are welcome to pursue when offered.

🌀 SUNY Learning Outcomes for General Education Requirements

Students who satisfy the Foreign Language requirement will demonstrate:

1. basic proficiency in the understanding and use of a foreign language; and
2. knowledge of the distinctive features of cultures(s) associated with the languages they are studying.

🌀 Course Materials

- (1) Al-Tonsi, A., Al-Batal, M., Brustad, K. *al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Arabic*, Part Two, **2nd edition**, Washington D.C.: Georgetown University Press, 2007 (with accompanying DVD).
- (2) J. M. Cowan, Ed. *Hans Wehr: A Dictionary of Modern Written Arabic (Fourth Edition)*. Ithaca, NY: Spoken Language Services, Inc. 1994.
- (3) Nariman Naili al-Warraki and Ahmed Taher Hassanein, *The Connectors in Modern Standard Arabic*, Cairo: The American University in Cairo Press, 1994.
- (4) Handouts and other materials to be provided by the instructor.
- (5) McCarus, Ernest, *English Grammar for Students of Arabic: The Study guide for Those Learning Arabic*, Ann Arbor: Olivia and Hill Press, 2007. (**Optional**)

🌀 Electronic Sources

Arabic Almanac (Hans Wehr and other lexicons):

<http://ejtaal.net/aa>

Oxford Arabic-English Dictionary:

<https://premium-oxforddictionaries-com.proxy.binghamton.edu/arabic/>

Requirements

Attendance: Students must attend all classes throughout the semester and arrive to class on time. Class attendance and active participation essential to success in this course. **Three unexcused absences or tardy arrivals results in one-half a letter grade being deducted from your final course grade. An additional half a percentage is then deducted for every subsequent absence.** Thus, for example, if a student receives 90% for her/his final grade but has missed three classes, the final grade will be lowered to 89.5%. If a student misses a class, it is her/his responsibility to catch up with the class assignments. Students must not leave class early unless there are dire circumstances or they have received prior permission from the instructor.

Participation: Students must come to each class prepared to participate fully in class activities. Preparation includes listening to completing all assigned drills and exercises and learning new vocabulary and grammatical structures so that you can actively practice using them in class. Class time is a laboratory to test and activate the learning and preparation you have done outside of the classroom. Class participation will be evaluated based on the following criteria: (1) evidence of preparation of materials prior to class; (2) readiness to respond to the instructors' questions on the content of the materials; (3) full and active participation in all class activities and tasks; (4) cooperation and respect for classmates in carrying out group activities. **Note: Cell phones may not be used in class. Texting or emailing during class time are not permitted. Your participation grade will be adversely affected if you use a cell phone for any reason. Laptops may only be used for class-related work with the permission of the instructor.**

Homework: This course is a 4-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 9.5 hours of course-related work each week during the semester. Students are asked to spend at least two hours each day on homework, review, and preparation for the following day. This is a language class that meets three times per week. Homework will be assigned every Tuesday, Wednesday, and Thursday (for the weekend). The instructor will collect homework a total 3 times during the course of the semester **at the beginning of class**. The days on which homework will be collected will *not* be announced in advance. On some days on which homework is not collected, an answer key will be posted to Blackboard for select drills (unless the homework is a writing assignment). **Students must check their own work as part of their daily preparation and review.**

Plan to hand in homework written out clearly on a separate sheet of paper. Each of the 3 assignments that are collected will be graded on a range of 1 to 3 [3 = completed with few or no errors; 2 = completed with numerous errors; 1 = incomplete or with an inordinate number of errors]. *Late assignments will not be accepted unless the student has a valid excuse.* It is important to

follow up on any special instructor comments on your homework, and it is your responsibility to come to office hours or make an appointment to see the instructor when needed.

Oral Presentations: Each student will be expected to make **two** oral presentations. Details will be posted on Blackboard.

Writing Project: Students will compose a 700-750 word paper to hand in towards the end of the semester. The topic will be announced on Blackboard. The first draft, due on Week 15, will not be “corrected.” Rather, students will receive feedback about errors, inaccuracies, or omissions in the form of abbreviations. The final draft will be due during finals week. Both drafts of the paper must be typed and submitted electronically.

Papers will be graded based on the following criteria:

- Essay structure: introduction, arguments/evidence, and conclusion
- Spelling & grammatical accuracy
- Range of vocabulary - demonstrating knowledge of new vocabulary and expressions
- Cohesion, coherence, and proper use of connectors
- Logical development of ideas
- Number of words (700-750 words)

*The instructor will communicate with students outside of class
via Blackboard and email.*

*It is imperative that all students regularly check
their Blackboard and BU email accounts.*

Assessment

- 11% Attendance and class participation
- 9% Homework assignments (3% each; 3 assignments will be collected in the course of the semester)
- 30% 3 periodic quizzes (10% each)
- 10% Writing project (first draft: 3%; final draft: 7%)
- 20% 2 oral presentations (10% each)
- 20% Comprehensive final exam (vocabulary, grammar, listening comprehension, and reading comprehension)

Note: There is no midterm for this course.

Letter Grading Scale

A	93%-100%	C+	77%-79.99%
A-	90%-92.99%	C	73%-76.99%
B+	87%-89.99%	C-	70%-72.99%
B	83%-86.99%	D	60%-69.99%
B-	80-82.99%	F	59.99% and below

Tentative Weekly Schedule: The following schedule is subject to necessary changes and amendments at the instructor's discretion. A detailed weekly schedule with pages, drills, class activities, and precise homework requirements will be posted every Sunday morning to Blackboard.

Week 1 (beginning January 17): Introduction to the objectives of the course; Lesson 1

Week 2 (beginning January 24): Lesson 1
January 27: Course add/drop/delete deadline

Week 3 (beginning January 31): Lesson 1

Week 4 (beginning February 7): Lesson 2

Week 5 (beginning February 14): Lesson 2

Week 6 (beginning February 21): Lesson 2

Week 7 (beginning February 28): Lesson 3
Quiz # 1 (covers Lessons 1-2)

Week 8 (beginning March 7): Lesson 3
Note: No class on Tuesday this week (Winter Break)
Oral Presentation # 1

Week 9 (beginning March 14): Lesson 3
Oral Presentation # 1 (cont.)

Week 10 (beginning March 21): Lesson 3

March 24: Course withdraw (with a “w”)/change grade option deadline; last day for seniors to submit an application for degree for Spring 2017

Week 11: (beginning March 28): Lesson 4

Quiz # 2 (covers Lesson 3)

Week 12 (beginning April 4): Lesson 4

Week 13 (beginning April 11): Spring Break

Week 14 (beginning April 18): Lesson 4

Thursday, April 20: Library day. Students will spend the day working independently on the writing assignment due on

Week 15 (beginning April 25): Lesson 4

Writing project draft due

Week 16 (beginning May 2): Oral Presentation # 2

Quiz # 3 (covers Lesson 4)

Week 17 (beginning May 9): Oral Presentation # 2

Note: Tuesday this week is the last day of classes

****Information on the Place and Time of the Final Exam Will Be Provided at a Later Time****

⊞ **Academic Honesty:** As signatories to the Binghamton University Academic Honesty Code, and indeed simply as good scholars and citizens, you are required to uphold academic honesty in all aspects of this course. You may find the Student Academic Honesty Code at the following website: <<http://goo.gl/XDDYJ7>>.

⊞ **Disability-related Equal Access Accommodations:** Students wishing to request academic accommodations to insure their equitable access and participation in this course should notify the instructor by the second week of class. Authorizations from Services for Students with Disabilities (SSD) are generally required. We encourage you to contact SSD at (607) 777-2686 to schedule an appointment with the Director or Learning Disabilities Specialist. Their website (www.binghamton.edu/ssd) includes information regarding their Disability Documentation Guidelines. The office is located in University Union, room 119.

How to Excel in Arabic 204¹

1. **Prepare for active participation in class.** You will soon be able to predict the kinds of questions that will be asked and the kinds of activities that be performed in class. Don't be someone who slows down a colleague by not being ready to participate actively.
2. **Once is not enough.** There is a well-known Arabic adage: التَّكْرَارُ يَعْلَمُ الشَّطَّارَ (Repetition teaches the adroit). Whether you are pronouncing new vocabulary along with the website or DVD or practicing a new grammatical pattern, you should repeat the activity several times. It is best to pronounce new vocabulary words at least ten times. Remember: if you cannot pronounce a new word easily, you haven't learned it yet.
3. **Study out loud.** The only way to train your brain and your mouth to speak Arabic is by doing. Thinking about it is not enough.
4. **Study in pairs/groups outside of class.** Ask each other questions, quiz each other on the vocabulary, brainstorm about assignments, and go over materials covered together.
5. **Personalize vocabulary.** Make words relevant by thinking of what you can say about yourself with them. Write extra sentences that are meaningful to you so that the vocabulary becomes yours. Memorization is central to learning any language. The more you memorize, the more quickly you will learn. If you don't know how to memorize well, ask others how they do it, or ask your teachers for help. Experiment with different techniques-usually a combination of oral and written, active and passive exercises works best. We suggest that you try the following techniques until you find the ones that work best for you: listening to the DVDs and repeating out loud, flashcards, writing out vocabulary by hand over and over, repeating vocabulary out loud, making up your own sentences with new vocabulary, quizzing each other in groups, and word association techniques such as remembering a particular sound or context. It is also important to memorize in chunks or phrases. Memorize all the forms of a word together, such as singular and plural, verb and preposition. The best language learners memorize phrases, sentences, and short, culturally important texts, such as song lyrics, lines of poetry, proverbs, and passages from religious texts. Such cultural references arise often both in readings and in conversation. The definition of culture as the collective *memory* of a people speaks to the importance of this habit.
6. **Learn to guess.** Think about how you acquired your native tongue: you learned new words by guessing their meaning from context, and you learned how to produce sentences by imitating and using patterns. As adult learners, we can take some shortcuts, but guessing skills remain central to language acquisition. Do not leave blanks on the homework, but do not become frustrated either. Give it your best shot

¹ The tips that follow have been derived from multiple sources, including the introduction to al-Kitaab.

and move on.

7. **Resist the temptation to write the meaning of words in English on or near the texts and exercises so that you focus on the Arabic, not the English.** Trust your ability to recall meaning with the help of a familiar context. Keep in mind that you will probably forget and relearn a word several times before you retain it, so go ahead and forget, and look it up again if you need to. Forgetting is part of the learning process.
8. **Use Quizlet.** Quizlet is a free online learning tool for generating and flash-cards. You can learn new vocabulary by using the various functions under the “STUDY” and “PLAY” modes of the website. The same functions are available on a free app which you can download for your smart phone and then sync by creating a free account. Many have found Quizlet to be a useful tool for memorizing and retaining vocabulary. The main (though not only) vocabulary words for Lessons 1-4 of al-Kitaab, Part 2, can be accessed at the following links:

Lesson 1: <https://quizlet.com/148932135/al-kitaab-2nd-edition-2-lesson-1-vocab-flash-cards/>

Lesson 2: <https://quizlet.com/155697031/al-kitaab-2nd-edition-2-lesson-2-vocab-flash-cards/>

Lesson 3: <https://quizlet.com/161996480/al-kitaab-2nd-edition-2-lesson-3-vocab-flash-cards/>

Lesson 4: <https://quizlet.com/166946352/al-kitaab-2nd-edition-2-lesson-4-vocab-flash-cards/>

8. **Good language learners learn from their own mistakes as well as the mistakes of others.** Correcting mistakes is an essential part of the learning process. During class activities, you will never be penalized for a mistake that you make when trying something new. When your classmates are speaking, be an active listener by listening both to what they are saying and how they are saying it. Think about how you would correct their sentences.
9. **When it comes to classroom activities and drills, stay focused on the task at hand without rushing to finish.** Most in-class activities will be designed to elicit creative play with vocabulary and structures. The instructor will often call time before everyone is finished.

