

ARA 1341: Beginning Arabic Language and Culture for Heritage Learners 2

Florida Atlantic University

Spring 2021

Course Prefix/Number: ARA 1341

Course Section: 001

Course CRN #TBD

Credit Hours: 4

Prerequisites: ARA 1340 or placement by instructor

Classroom: TBD

Class Hours: TBD

Languages, Linguistics, and Comparative Literature

Instructor: Michael A. Rapoport

mrapoport@fau.edu

Phone: 561-297-3860

Office Hours: TBD

Office: CU 241

Course Description

ARA 1340 Beginning Arabic for Heritage Learners 2

For students who can understand and/or speak informal Arabic (Moroccan, Egyptian, Syrian, etc.) but have minimal exposure to formal Arabic (known as Modern Standard Arabic, or Fusha). Emphasis will be on 1) developing reading and writing skills through exposure to the vocabulary and grammar of formal Arabic, and 2) expanding knowledge of historical and contemporary Arabic culture through the study of written and oral media. The course will be conducted in Arabic. Students will practice speaking in Educated Standard Arabic, which combines aspects of informal Arabic with formal Arabic structures and vocabulary. This course is a continuation of ARA 1340.

Course Objectives

By the end of the semester, students will be able to:

- express themselves and sustain brief conversations in Educated Standard Arabic on topics related to daily life, in the past, present, and future
- speak and write about conditional and hypothetical situations referring to the present and future
- write and type short compositions in formal Arabic (*fusha*, also known as Modern Standard Arabic)
- read and provide basic grammatical analysis of short Arabic texts on a variety of subjects
- become more familiar with historical and contemporary Arab (and Arabic) cultures

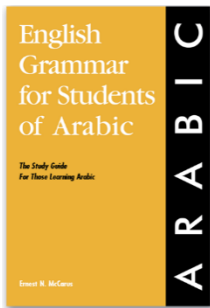
Course Materials

Required



Brustad, Kristen, Mahmoud al-Batal and Abbas al-Tonsi. *Al-Kitaab* Part One, Third Edition (Georgetown University Press).

Recommended



McCarus, Ernest H. *English Grammar for Students of Arabic*.

Office Hours

I will hold regular office hours in Culture and Society Building (CU-97), Room 241, dates and times TBD. If you're unavailable then, let me know so we can figure out a better time. Note that the purpose of office hours is not necessarily for help in moments when you're struggling (though of course they can be for that). They are a valuable opportunity to enrich your learning and to help me teach you better. Come with questions about what we're learning, a class discussion, or even something unrelated to our course. The more I know about you and your interests, motivations, and goals, the better I can teach and help guide you in your education.

Evaluation of Students: Assignments, Expectations and Grading

Homework. There will be homework for every class session. I expect you to spend 2-3 hours on homework and studying for every class session. I grade homework for completion, not accuracy (it is ok to make mistakes, which is a natural part of learning a language). Completing both the online homework and all handouts or other assignments is essential to earning a good homework grade. The online homework counts for half of your homework grade. Homework will count for **20% of the final grade**.

Late homework is accepted and given full credit with the following stipulations: 1) all homework from the first half of the semester must be submitted by DATE TBD 2) all homework from the second half of the semester must be submitted by the last day of classes. It is your responsibility to keep track of homework assignments that you have or have not turned in.

Participation. Learning any new language – even a version of one you are already familiar with – requires frequent and active participation in class. This means asking and answering questions, contributing in group work and class conversations, and helping your classmates, among other things. Participation in class will primarily be in Educated Standard Arabic – a version of Arabic that combines features of informal Arabic with formal Arabic (Modern Standard Arabic). Participation will count for **20% of the final grade**.

Quizzes. There will be several short vocabulary and grammar quizzes throughout the term. Depending on the number, at least the lowest two scores will not count toward your grade. The quizzes cumulatively count for **20% of the final grade**.

Midterm exam. The oral and written components of the midterm will each count for 10%, making the midterm count for **20% of the final grade**. For the oral component, you will be evaluated on your proficiency in Educated Standard Arabic. Relying solely on your pre-existing knowledge of informal Arabic will result in a failing grade. The written component of the midterm exam is currently scheduled for the ninth week of class.

Final exam. The oral and written components of the final will each count for 10%, making the final count for **20% of the final grade**. For the oral component, you will be evaluated on your proficiency in Educated Standard Arabic. Relying solely on your pre-existing knowledge of informal Arabic will result in a failing grade. The date for the written component of the final exam is TBD.

Your grade will be determined according to the following scale:

A	95-100	B-	80-82	D+	67-69
A-	90-94	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	0-59

Please note that as participation and attendance amount to 20% of the final grade, your consistent attendance and participation is necessary to earn a grade of B- or higher.

Assignment Guidelines and Submission

Submission of Work

When submitting written work, always include: **your name, the date, and the assignment or exercise number (which is applicable)**.

Make-up for Missed Quizzes and Exams

Missed quizzes and exams can be made up during office hours or at another mutually agreed-upon time only when the student presents documentation for a legitimate class absence (see next section on attendance).

Attendance Policy

From the FAU Catalog

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Attendance on First Day of Class

Students are required to attend the first day of class for any course in which they are registered. If a student misses the first day of class for any reason, the student may be administratively withdrawn from the course.

From Your Instructor

You should make every effort to attend all class sessions. If you must miss a class, you are allowed **three absences** for any reason. This includes missing regular class sessions and GTA speaking sections. All reasons for absence ("I overslept," "I'm sick," "I have a job interview" etc.) are included in this total. Additional absences will be excused only for legitimate reasons and University-approved activities (see the above paragraph from the catalog), as well as observance of religious holidays. You must inform me of the reason for your absence and, in certain circumstances, be able to provide appropriate documentation. **Two points will be deducted from your final grade for each unexcused absence beginning with absence number four. Seven unexcused absences will result in automatic failure of the course.**

If you know you're going to miss class, please inform me as soon as possible so I know not to expect you. You don't have to tell me why you're missing class (unless you think that's relevant), just that you won't be there.

Late arrival is defined as arriving **five minutes after the beginning of class**. Three late arrivals will count as one absence. Attendance will be taken at the beginning of class. If you arrive late, it is your responsibility to ensure that I mark you as present (ask at the end of class, please).

Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

Title IX Statement

As a faculty member, I am deeply invested in the well-being of each student I teach. I am here to assist you with your work in this course. If you come to me with other non-course-related concerns, I will do my best to help.

It is important for you to know that all faculty members are required to report any incidents of gender-based discrimination, including discrimination based on gender identity, gender expression, and sexual orientation. This means that I cannot keep information confidential about sexual misconduct, intimate partner violence, stalking, or other forms of gender-based discrimination.

Electronic Devices Policy

You are not allowed to use electronic devices (laptops, tablets, phones, etc.) in class unless I indicate otherwise. Using your cellphone will reduce your participation grade.

Accessibility and Accommodations

In compliance with the Americans with Disabilities Act Amendment Act 2008 (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS) – in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111 (561-799-8585) – and follow all SAS procedures.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling & Psychological Services (CAPS) Center. CAPS provides FAU students a range of services - individual counseling, support meetings, and psychiatric services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <https://www.fau.edu/counseling/>

Schedule of Course Meetings

Week 1: 01/11 and 01/13

Week 2: 01/20

Week 3: 01/25 and 01/27
 Week 4: 02/01 and 02/03
 Week 5: 02/08 and 02/10
 Week 6: 02/15 and 02/17
 Week 7: 02/22 and 02/24
 Week 8: 03/01 and 03/03
 Week 9: 03/15 and 03/17

Week 10: 03/22 and 03/24
 Week 11: 03/29 and 03/31
 Week 12: 04/05 and 04/07
 Week 13: 04/12 and 04/14
 Week 14: 04/19 and 04/21
 Week 15: 04/26

Schedule of Topics and Assignments (subject to change)

Week 1

Monday, Jan. 11

Topic

Review of *Al-Kitaab* chs. 1-4

At Home (due Jan. 13)

-TBD

Wednesday, Jan. 13

Topic

Review of *Al-Kitaab* chs. 1-4

At Home (Jan. 20)

-Read: *Al-Kitaab* Unit 5, pp. 97-103 (stop at **القصة بالفصحى**)

-Exercises and Drills: Unit 5 New Vocabulary (p. 92); conjugate the verb **شَعَرَ** in **الماضي** **والمضارع**; **1 (p. 94)**, translate the sentences; **2 (p. 94)**, #s 1-6, type and translate the sentences; **8 (p. 98)** – write and translate the sentences; **9 (p. 99)**; **10 (p. 101)**; **12 and 13 (p. 102)**; **15 (p. 103)**, part **أ**

Week 2

Wednesday, Jan. 20

Topic

Definite and indefinite phrases
 Demonstrative pronouns (singular)
 Numbers 11-100

At Home (due Jan. 25)

- Read (اللقراءة): *Al-Kitaab* Unit 5, pp. 103-109

- Exercises (التمرين): **16 (p. 103)** – type the transcription; **17 (p. 105)**; **18 (p. 105)**; **20 (p. 106-108)** – skim the first two paragraphs. Can you identify the general topic of the text, and then the main idea of each paragraph? Guess the meaning of 3 vocabulary items, and look up 3 others that you think are necessary for understanding the paragraphs; **21 (p. 109)**

Week 3

Monday, Jan. 25

Topic

المنصوبات: الظرف
الموسيقى العربية: فيروز
Reading Strategies

At Home (due Sept. 14)

-**Read (للقراءة):** pp. 110-1

-**Exercises (التمرين): 20 (pp. 106-8)** – do the same as you did for the first two paragraphs, but with the second two. Write a list of words you already know and words the meaning of which you try to guess; **23 (p. 111); 24 (p. 111)** – type and translate the passage

Wednesday, Jan. 27

Topic

Reading Strategies (cont'd)

At Home (due Feb. 1)

-**Read (للقراءة):** read the story from *كليلة ودمنة*, a very popular and famous book of fables. First skim the story in order to identify all words that you know and any words that seem to be related to words that you know (meaning they share the same root). Then, read the text carefully, answer the questions (in Arabic), and translate the story into English.

Week 4

Monday, Feb. 1

Topic

الأدب العربي: كليلة ودمنة

At Home (due Feb. 3)

-**Read (للقراءة):** Chapter 6 Vocabulary (pp. 114-6), Preview of the Dual (p. 119)

-**Exercises (التمرين): 1 (p. 117)** – translate the sentences; **2 (p. 118)** – transcribe and translate the first four sentences; **6 (p. 120)** – transcribe and translate the passage

Wednesday, Feb. 3

Topic

Dual nouns and adjectives (المتنى)

Infinitives and gerunds (المصدر)

At Home (due Feb. 8)

-**Read (للقراءة):** pp. 121-124, 128-9

-**Exercises (التمرين): 5 (p. 119)** – transcribe and translate #s 1, 2, 3, 8, 9; **7 (p. 125)**; write as many verbs as you can think of which sound like they fit the Verb Forms introduced in pp. 121-4; **11 (p. 130); 12 (p. 130)**

Week 5

Monday, Feb. 8

Topic

Infinitives and gerunds (المصدر) (cont'd)
 Verb Forms I, II, III, V, VIII
 Expressing purpose with ل، لأن، بسبب

At Home (due Feb. 10)

-**Exercises (التمرين): 15 (p. 133); 16 (p. 133); 17 (p. 133)** – type and translate the passage. Identify which ones have a “verb + masdar” structure (hint: check the last couple lines). See if you can transform the “verb + masdar” structure into a “verb + verb” structure. What do you need to connect the two verbs? Pay attention to which person the second verb should be conjugated for; **Unit 7 Vocabulary** (pp. 136-7); **1 (p. 137)** – translate the sentences.

Wednesday, Feb. 10

Topic

Verbs in the future with سَ، سَوْفَ
 Comparative and superlative adjectives

At Home (due Feb. 15)

-**Read (اللقراءة):** pp. 139 (Superlative), 140-3 (Fronted predicate)
 -**Exercises (التمرين): 2 (p. 138)** – transcribe and translate #s 3, 4, 6, 7, 9; **6 (p. 140); 8 and 9 (p. 143); 10 (p. 144); 12 (p. 145)** – type your paragraph(s)

Week 6

Monday, Feb. 15

Topic

Comparative and superlative adjectives (cont'd)
 Fronted predicate (cont'd)

At Home (في البيت) (due Feb. 17)

-**Read (اللقراءة):** pp. 139 (Superlative), 140-3 (Fronted predicate)
 -**Exercises (التمرين): 13 (p. 145)** – transcribe and translate the passage; **17 (p. 149)** – translate the sentences; **18 (p. 150)** – identify all of the following in the passage: مصدر، خبر مقدم، إضافة

Wednesday, Feb. 17

Topic

Movie: *Wadjda*

At Home (في البيت)

-**Study (المراجعة)** for the midterm
 -**Write (الكتابة)** a 75-word, typed response in Arabic and a 350-word, typed response in English.

Arabic response: where did it take place? who was it about? what did she want to do? Rely as much as possible on vocabulary you already know. Try not to use Google Translate or other online dictionaries/translation services.

English response: What is your opinion of the movie? Did the movie have a message? Did it communicate the message effectively? Did the movie fairly represent the people, places, and cultures of Saudi Arabia? Can/should we expect that of a movie? Feel free to respond to any other question or observation you have.

Week 7

Monday, Feb. 22

Topic

Midterm Review

At Home (في البيت)

-Study (للمراجعة) for the midterm

Wednesday, Feb. 24

Midterm Exam

At Home (في البيت) (due Mar. 1)

-Read (للقراءة): Unit 8 pp. 152-3, 157-8

- Exercises (تمرين): **1 (p. 153)** – translate the sentences; **2 (p. 154)** – transcribe and translate #s 6, 7, 8, 14; **3 (p. 155)**; **8 (p. 159)** – fully conjugate any four of the verbs in parentheses; **10 (p. 160)** – transcribe and translate the passage, highlight all verbal sentences

Week 8

Monday, Mar. 1

Topic

Weak verbs in the past

Verb forms

Verbal sentences

At Home (في البيت) (due Mar. 3)

-Read (للقراءة): pp. 161-168, 170-1

- Exercises (تمرين): **11 (p. 161)** – write 20 words in response to each question; **12-13 (p. 164)**; **16 (p. 171)** – identify the roots of each word, put them in alphabetical order by root, and look them up in the dictionary

Wednesday, Mar. 3

Topic

Verb forms

Roots and using the dictionary

At Home (في البيت) (due Mar. 15)

-Read (للقراءة): pp. 180-183

- Exercises (تمرين): 21 and 22 (p. 177); 23 (p. 178) – translate the passage and answer the questions in Part 2; Unit 9 1 (p. 182); 2 (p. 183) – translate the sentences; 2 (p. 184) – transcribe and translate #s 6, 9, 12, 13

Week 9

Monday, Mar. 15

Topic

Weak verbs in the past

At Home (في البيت) (due Mar. 17)

-Read (للقراءة): pp. 186-192

- Exercises (تمرين): 7 (p. 187) – part A, identify all of the nouns and adjectives in the nominative; 9 (p. 188); 10 (p. 191); 11 (p. 192)

Wednesday, Mar. 17

Topic

Verbal moods: the present indicative (المضارع المرفوع)

Noun declensions: the nominative (المرفوع)

Ordinal Numbers

At Home (في البيت) (due Mar. 22)

-Read (للقراءة): Assignment TBD

Week 10

Monday, Mar. 22

Topic

Verbal moods: the subjunctive (المنصوب) and jussive (المجزوم)

At Home (في البيت) (due Mar. 24)

-Read (للقراءة): Finish reading assignment

Wednesday, Mar. 24

Topic

Noun declensions: the accusative (المنصوب) and genitive (المجرور)

At Home (في البيت) (due Mar. 29)

-Watch (للمشاهدة): Video TBD. Transcribe excerpts (TBD). In what ways do the grammar and vocabulary used differ from the text we just read?

Week 11

Monday, Mar. 29

Topic

Grammar and vocabulary of the video

At Home (في البيت) (Mar. 31)

-**Watch** (للمشاهدة): Video TBD. Transcribe excerpts (TBD)

Wednesday, Mar. 31

Topic

Grammar and vocabulary of the video

At Home (في البيت) (due Apr. 5)

-**Read** (للقراءة): Unit 10 pp. 200-204, 210, 211-214

-**Exercises** (تمرين): **1 (p. 204)** – translate the sentences; **3 (p. 206)**; **5 (p. 207-8)**; **9 (p. 212)** – type and translate the sentences; **12 (p. 216)** – type each sentence; **14 (p. 217)** – transcribe and translate the passage

Week 12

Monday, Apr. 5

Topic

Conditional statements

Review of comparative and superlative adjectives

At Home (في البيت) (due Nov. 16)

-**Read** (للقراءة): pp. 59-67; study the past tense of the verb كان

-**Exercises** (تمرين): **17 (p. 59)** – type the passage; **18 (p. 60)** – write the answers on a sheet of paper to turn in; **20 (p. 62)** – highlight any *iDaafas* on the handout that I gave you and translate the passage; **1 (p. 66)**; **2 (p. 67)** – translate each sentence; **3 (p. 67)** – type and translate #s 2, 3, 7, 8, 9

-**Write** (للكتابة): approximately 50 words about what you're going to do on your day off from class. Use as much of the new (and old!) vocabulary as you can. You don't have to write about your actual plans or actual people. Feel free to make stuff up.

Week 13

Monday, Nov. 16

Topic

Verbs in the past

Definiteness and indefiniteness (review)

Demonstrative pronouns

At Home (في البيت) (due Nov. 18)

-**Read** (للقراءة): pp. 74-78 about verbs, verb stems and conjugations, and negating verbs in the present tense. Listen online to how verbs from different stems are pronounced (Form I Stem Verb Pattern, Form II Stem Verb Pattern, etc.); p. 81

-**Exercises** (تمرين): 6 (p. 69) – you don't have to write a short paragraph for each question, but do write 1-2 sentences (however many is necessary) in Arabic; 10 (online); 12 (p. 79) – translate each sentence; 15 (pp. 82-3) – type the passage, translate, and mark all of the *iDaafas*.

Wednesday, Nov. 18

Topic

Reviewing present tense verbs

Reviewing Accusatives (المنصوبات): Direct object pronouns

At Home (في البيت) (*due Nov. 23*)

-Exercises (تمرين): 12 (p. 79), 15 (pp. 82-3), 16 (p. 86), 17 (p. 87)

Week 14

Monday, Nov. 23

Topic

Reviewing nominal sentences: topics (المبتدأ) and predicates (الخبر)

Infinitives and Gerunds (المصدر)

At Home (في البيت) (*Due Nov. 25*)

Wednesday, Nov. 25

Reviewing verbal sentences: Agents (الفاعل) and verbs (الفعل)

Active Participles (اسم الفاعل)

At Home (في البيت) (*due Nov. 30*)

-Exercises (تمرين): 19 (p. 88), 20 (p. 88), 21 (p. 89), 22 (p. 89), 23 (p. 89)

Week 15

Monday, Nov. 30

Topic

Review (المراجع)

Wednesday, Dec. 02

Topic

Review (المراجع)

Written Final Exam: TBD

Conversational Final Exam: last week of classes