

جامعة تكساس في أوستن  
اللغة العربية ك ٥١٢ (الفصل الدراسي الثالث)  
خريف ٢٠٠٨

أهلا وسهلا ومرحبا بكم إلى السنة الثانية من اللغة العربية !

الأستاذ:  
المكتب:  
ساعات المكتب:  
البريد الإلكتروني:  
التليفون:  
المعيد:  
البريد الإلكتروني:

الأهداف:

By the end of this course, students are expected to reach at least the Intermediate Mid<sup>1</sup> level of proficiency in Arabic through engaging in the following:

- ١- الكلام في فقرات *paragraphs* أكثر من جمل وبلغة جميلة ومفردات جديدة وتعلم أشياء من العامية تساعد على فهم الثقافة العربية أكثر
- ٢- الاستماع إلى برامج أصلية و" حقيقية" بالإضافة إلى قصة مها وخالد
- ٣- القراءة بمساعدة استراتيجيات جيدة مثل:

skimming to get an overview of what a text is about and how it is structured; scanning for specific information; inferring meaning from context through application of grammatical knowledge, deduction and real world knowledge; parsing and analyzing complex sentences; using the system of وزن and جذر to learn and guess the meaning of new words; identifying and ignoring inaccessible parts of a text, using القاموس العربي more efficiently

- ٤- الكتابة في فقرات *paragraphs* أكثر من جمل وبلغة جميلة ومفردات جديدة

- ٥- العمل على هذه الوظائف اللغوية:

narration in the present and the past, descriptions of daily life and personal relations, and reporting information: who, what, when, where and why.

- ٦- تعلم الإعراب case endings

- ٧- تعلم أوزان الفعل التي تساعد كثيرا في الحصول على higher levels of language proficiency

<sup>1</sup> More information about what it means to be at this and other levels on the proficiency scale developed by the American Council of Teachers of Foreign Languages (ACTFL) is available at <http://www.languagetesting.com/scale.htm>

## Materials

- Brustad, Kristen, Mahmoud Al-Batal, and Abbas Al-Tonsi. *Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Intermediate Arabic Part One*. Washington, D.C.: Georgetown University Press. Second edition.
- Wehr, H. *A Dictionary of Modern Written Arabic*. Fourth edition. (Third is fine also)
- Website for downloading MP3 files (audio-on-the-go) of material on the DVDs and accessing other materials we will use:  
[http://dev.laits.utexas.edu/arabic\\_teaching\\_resources/](http://dev.laits.utexas.edu/arabic_teaching_resources/)  
login: utuser password: Arabic

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## الحضور والمشاركة ٪٢٠

### سنتكلم باللغة العربية في هذا الصف

- If you need to ask a question or make a comment in English, you must explicitly get permission to do so first. By the same token, your instructor will explicitly request permission to use English when necessary. Use of English without permission will lower your participation grade.
- Attendance and active participation in class is essential to your making good language proficiency gains and thus doing well in the class.
- Your grade for this category will be based on a daily "attendance and participation" grade assigned by your instructor and TA according to the following criteria:
  - 3- You arrive to class on time, are well prepared for the class, are alert, and participate actively when we are working together as a class. During pair and small group work, you make sure you understand the learning objectives of the task assigned and stay focused on those objectives. If you finish before the allotted time is up, you create your own activity that is focused on the learning task at hand or ask your TA or instructor for additional instructions. In short, you are actively engaged in communicating in Arabic with your partner/classmates/teacher from the moment you walk into the class until you leave it.
  - 2- You are present but lacking in one of above essential criteria for excellent participation

1- You are present but lacking in more than one of the above criteria.

0- absent

- If you are absent you will receive a “0” for your daily attendance and participation unless the absence is an excused one.
- Only the following constitute an excused absence:
  - 1- An absence for observance of a religious holiday which you informed your instructor of at least 14 days in advance of the holiday
  - 2- An absence for participation in a university sanctioned activity for which you have an official “dean’s excuse”. You must present this to your instructor before the absence, not after.
- Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time **after** the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day
- In addition to excused absences, you will receive 2 “free” excused absences (due to illness or other personal circumstances) which will not figure into the calculation of your attendance and participation grade.
- Communicate with your instructor about reasons for your absence from class and do your best to come prepared to the next class.
- Come prepared to participate fully in class activities. This means listening to the DVDs, learning new vocabulary, and reading the grammar explanations in the book before coming to class. Class time will be devoted to activating the new materials.
- It is disruptive to the class when students arrive late, so please make your best effort to be on time. If you are late, you the most you can earn for that day’s class participation grade is a “2”.

## الواجب ٢٠٪

- Assignments are to be turned in at the beginning of class. Late assignments may be corrected but will not be given any credit.
- Students are encouraged to study and work on homework assignments together; however, each student must participate fully in doing the work and submit his/her own individual paper. Copying someone else's homework is a violation of the UT Honor Code.
- **Use of the Answer Key in doing the homework is a violation of the Honor Code and will be treated accordingly.**
- It is important to follow up on your instructor’s comments on your homework, and it is your responsibility to come to the office hours or make an appointment to see your instructor or TA.
- On each homework assignment, please write **your name and the homework number**. If you homework is more than one page, staple it.
- Homework assignments will be rated on a scale from 1 to 3 (3= excellent; 2= good but not your best effort; 1= poor or sloppy work). You will be rated on the overall quality of your work, not merely on the number of correct or incorrect answers.
- Homework assignments are intended to enhance your learning of the new material. So, spend time on your homework assignments and make sure that what you submit reflects your absolute best.

## تصحيح الواجب ١٠٪

- Mistakes on homework are a natural part of the learning process. But for you to really get the benefit of your mistakes you need to go back and correct them. The homework grading system in the class is designed to reward you for doing that.
- When you submit your homework the first time, your instructor or TA will underline or circle the mistakes and label them with correction symbols using the correction code (explained below).
- When you get back your assignment you are expected to go over it and correct the mistakes (using a different color ink or pencil) on the original homework paper and next to what you wrote originally, and then resubmit it **the next class day along with the new homework**. Late corrected homework may not be accepted.

### Correction Code

ح ج: حرف جر *preposition*

ك: كتابة

م: مفردات

ق: قواعد

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ملف الكتابة الأسبوعية - "البورتفوليو"

Writing is an effective way to activate new vocabulary and structures and to solidify your language proficiency gains. Throughout the course of the semester you will write **مقالات 10**. The due dates will be indicated on the schedules of daily homework assignments and class activities for each lesson, posted at Blackboard. The writing assignments are like your homework in that they will be returned to you to work on them and improve them with feedback from your instructor or TA and resubmit them. When your writing is returned to you the second time, please keep it in a folder so that you can submit it all together at the end of the semester as your writing "بورتفوليو"

٥٪

الإسكتشات/التقديمات الشفوية (٢)

Twice during the semester you will prepare and present an oral performance. Details of these oral assignments will be given in class at least 10 days before the due dates.

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الامتحانات القصيرة

There will be 5 quizzes this semester on the following days:

الأربعاء ٩/١٠	في درس ١٣
الأربعاء ١٠/٨	في درس ١٤
الأربعاء ١٠/٢٢	في درس ١٣ إلى ١٥
الأربعاء ١١/٥	في درس ١٦
الأربعاء ١١/١٩	في درس ١٧

If you will miss/have missed a test, contact your instructor as soon as you know that you will be missing/have missed it. If you have not contacted your instructor within 24 hours after the test has

been given to discuss the possibility of a make-up, you will receive a “0”. Requests for make-ups will be considered on a case-by-case basis.

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الامتحان النهائي

The final examination will be comprehensive, covering through lesson 18, and will test the following skills: reading, writing, and listening in addition to vocabulary and grammar. The final exam will be given as a Uniform Exam for all sections of ARA 506, and will be scheduled by the Registrar during exam period. We will inform you of the date as soon as we know it.

Grade percentages are: A=90-100; B=80-89.9; C=70-79.9; D=60-69.9; F=below 60. However, the final grade for the course will not exceed the score on the final exam by more than 10 percentage points. Thus, a student who has a semester average of 80% but a final exam score of 66% would receive (76%) or a C for her/his final grade. Also, in order to continue to the next level of Arabic, you must have a grade of C or better. If you take the course Pass/Fail, you may not register for the next level of Arabic. No Incompletes will be given for this course. Auditing is not permitted.

**The following are important UT policies and regulations that will apply to this course.**

**UT Honor Code**

The UT Honor code is in effect in this class. Submitting work that is not your own, or that you did not participate fully in doing, is a violation of that code. In particular, please be aware that using the answer key for the book or getting help from someone you know is using the answer key to help you do your homework is a violation of the code. If you have any questions about the Honor Code, please ask.

**University Electronic Mail Notification Policy  
(Use of E-mail for Official Correspondence to Students)**

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

In this course e-mail will be used as a means of communication with students. You will be responsible for checking your e-mail regularly for class work and announcements. Note: if you are an employee of the University, your e-mail address in Blackboard is your employee address.

**Disabilities**

Students with disabilities who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of

Students (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed.

See website below for more information:

<http://deanofstudents.utexas.edu/ssd/providing.php>

## **Use of Blackboard**

This course uses Blackboard, a Web-based course management system in which a password-protected site is created for each course. Student enrollments in each course are updated each evening. Blackboard can be used to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to take online quizzes and surveys.

You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date.

Blackboard is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm, so plan accordingly.

## **A Note about Feedback**

Feedback is an important part of any kind of learning. Without feedback on how well you understand the material, it is more difficult for you to make significant progress. During this course you will give me feedback on your learning in informal and formal ways, such as assignments or exams. I want you to let me know when something you are trying to learn is not clear. This kind of communication will enable me to provide additional information when needed or to think of different, better ways to promote your learning.

In addition to feedback on your learning, I will ask for feedback from you about how my teaching strategies are helping or hindering your learning. This kind of feedback is very important to me as I continually strive to be the best teacher I can be. Some of this feedback will be gathered from online anonymous surveys. I encourage you to respond to these surveys so that together we can create an effective teaching and learning environment.

The following comments, written by Prof. Kristen Brustad, provide useful suggestions for success in your second year of Arabic language study.

## **Things to Keep in Mind this Year**

by *Kristen Brustad*

- Second year language study is your “teenage-hood” in language study. It can be frustrating at times, in part because not everything is as new and fresh as it was last year, and in part because the higher level of proficiency towards which you are working demands greater accuracy—which in turn requires more mechanical practice. Know that your frustration will be temporary and that you are learning more than you can tell right now because you are developing skills that will help you reach an advanced level. Remember that progress at this level is often from plateau to plateau, rather than a steady climb. *Keep at it!*
- Your vocabulary must more than double this year to build fluency. Vocabulary skills are also inextricably linked to reading and listening skills. Homework is designed to help you develop all these skills—take full advantage of the exercises by making sure you understand exactly what the sentences and texts say. If you have difficulty on a particular sentence, don’t just leave it blank; show us where the problem is by translating what you can. *Always* guess rather than leave blanks. Time you spend doing homework in this way is an investment in future fluency.
- We move from “sprint training” to “marathon training.” Notice that sentences, texts, video passages and drills are getting longer as you reach the upper levels of intermediate proficiency. We will be building memory capacity and endurance. Push yourself to speak and write in longer sentences and paragraphs. Our goal by the end of the year is paragraph length discourse, and to get there, we start now.

### **How to Do Well in Class**

*More than anything else*, your success in this class and in learning Arabic depends on your effort and initiative in and outside of class. Go beyond the minimum: push yourself to write longer sentences, take the time to re-read and rewrite, and you will be rewarded not only with a good grade, but more importantly, with fluency in Arabic.

It is crucial that we all be clear about what kind of preparation is expected in order for Participation and groupwork in class to be successful.

- An “A” student and successful learner: listens to the DVD “F+1” times (F = fahm “understanding”, F+1 meaning at least one time after having understood it to focus on how things are being said); pronounces words clearly because s/he has practiced them out loud while studying; can produce all forms of words (not just the “dictionary form”) well because s/he has practiced conjugating verbs in context and has memorized plural and singular forms; is ready to put vocabulary and structures to practice in group activities; contributes positively and respectfully to groupwork; her/his homework inspires us to comment and

respond and s/he always does her homework corrections thoroughly, seeking help when necessary.

- A “B” student, someone not living up to her/his potential: comes to class having put in some effort; has listened to the DVD passively, or the minimum number of times necessary; answers questions but without extra effort to say as much as s/he can; participates in group work but more often needs help than gives it; occasionally or seldom gets extra comments on homework.
- A “C” student, someone not demonstrating commitment: misses class; does most of the homework with minimal effort; slows down groupwork due to lack of ability to pronounce and produce words and structures; →turns into an “F” student quickly because s/he is not doing enough work to keep up with the class.
- Work hard and work *efficiently*. Focus on honing your study skills. There are more and less helpful ways to memorize vocabulary. Talk to us, and seek out the advice of your peers who have discovered successful strategies.
- Adopt the slogan: Just do it *again*. Pronounce words over and over with the DVD until they roll off your tongue. Listen to Maha and Khalid as many times as you need to in order to understand, then listen again to focus on *how* they said what they said (this is the trick to improving your own language skills. Read and listen F+1 times: at least once more *after* you have understood all that you can. Go over your writing to proofread and edit after you are finished (neatness does not count in this class as long as it is legible).
- Language exists for communication with others. Study, practice, and brainstorm together. You may do homework drills together, unless otherwise noted, with the stipulation that everyone must participate equally in doing the work and every person must write and hand in her/his own paper. *Everyone progresses further when we progress together.*
- Believe in your abilities to think, analyze, memorize, and guess. The approach we use places the burden of thinking on you. The goal of this approach is to help you become independent learners. We believe in your abilities and we want you to develop the same confidence.

فصل دراسي سعيد وممتع إن شاء الله!