

ELA102.xxx (xxx) Elementary Arabic 2  
Instructor:  
Fall 1, 2020

### **Instructor's Information**

**Instructor:**  
**Homepage:**  
**Email:**  
**Tel:**  
**Office Hours:**  
**Class Schedule:**  
**Online Lab and Tutor:**

This course will be delivered fully online through Black Board Collaborate or Zoom.

\* Synchronous Meeting: The class will meet synchronously once a week.

\*\* Asynchronous Meeting: This means that you will be given specific materials and tasks to be completed before the next synchronous meeting. You may read and complete the materials at any point in time BEFORE the designated due date. If the work is submitted by the due date, you will be marked present for the online meeting session.

\*\*\* Online Attendance: Attendance will be taken for both Synchronous and Asynchronous online meetings. Synchronous meetings will be taken via roll call and online class participation. Asynchronous meeting attendance will be assessed by whether or not you complete the assigned tasks. If the task is completed – you attended. If the task is not complete you did not attend.

### **Catalog Course Description:**

This course is designed for beginners of Arabic and aims to develop students' listening, speaking, reading and writing skills in Arabic. An understanding of Arabic culture is nourished through the examination of cultural practices and perspectives. Students will learn Arabic pronunciation, grammar and vocabulary in the context of important aspects of the culture essential for effective communication.

Section Description: This course introduces you to basic phonetics, fundamental grammar, and cultural aspects of Arabic. Through real and everyday situations, the course will enable you to understand, speak, write, read basic spoken Modern Standard Arabic (MSA) and colloquial Egyptian. The course adopts a communicative approach to the language and focuses on helping you to develop functional abilities to use Arabic and gain an appreciation for Arabic cultures. By the end of the first semester, you will master counting and numbers as well as the sounds and writing systems of Arabic.

**Pre/Corequisites:** CSE095 and ESL097

### **Flexible Core Objectives: World Cultures and Global Issues**

The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways). Note that students can receive only up to 6 credits in one Flexible Core area (a.k.a. bucket) and all elementary-level modern language courses are paired (i.e., you must take 102 in order to receive credits from 101). In other words, you will not be able to take any other World Culture and Global Issue class if you intend to receive Flexible Core credits from the modern language classes.

**In this course you will:**

Gather, interpret, and assess information from a variety of sources and points of view.

- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

**More specifically, by the end of the semester, you will:**

- Have mastered the Arabic alphabet and sound system, be able to recognize and pronounce correctly all Arabic sounds, and write accurately from dictation;
- Be able to initiate social interactions, ask for basic information, and be aware of basic cultural aspects of social interaction in the Arab world;
- Know about the differences between formal and spoken Arabic, recognize both registers, and be able to use basic expressions in at least one dialect; and
- Carry on a basic conversation using vocabulary words that include such topics as greetings, nationalities, languages, housing, location, time, days of the week, and college life;
- Have an active vocabulary of about 300 Arabic words.

**Textbook, grading, and class requirements****Textbooks: The following textbooks are required for this class.**

Wightwick, Jane, Gravur, Mahmoud, Mastring Arabic 1, Third Edition, Hippocrene Books, INC. 2015,  
ISBN 13: 978-0-7818-1338-9  
ISBN 10: 0-7818-1338-7

**Online companion:** <https://www.macmillanihe.com/companion/Mastering-Arabic-Series/arabic-1-audio-and-video/>

**Class Participation**

Active participation in class is required. Students are expected to come to class prepared. Class participation is graded based upon students' active input in class.

**Homework**

Homework is to be submitted via Blackboard. This weekly work is mandatory and represents 30% of your course load.

**Class Presentations**

You are allowed 3 to 5 minutes for a class presentation on a topic related to the Arab Culture. More details will be given in class.

**Language Lab**

Weekly lab attendance and lab work are mandatory and they count towards 10% of your final grade.

**Examinations**

There will be 5 quizzes, an oral exams, and a final cumulative exam.

**Missed & Late Assignments:**

Late work is not accepted. The dues dates for assignments cannot be missed except in extraordinary circumstances. The schedule for this course is sufficiently detailed and handed out in enough time that there is **NO** reason for any work to submitted late.

**Grades:**

Your final grade will be determined based on the following evaluation points.

Chapter Exams	25%
Homework & Assignments	25%
Class Participation	20%
Oral Exam	10 %
Final Exam	20%

**Grade distributions:**

**A:** 95-100%, **A-:** 90-94%, **B+:** 86-89%, **B:** 83-85%, **B-:** 80-82%, **C+:** 76-79%, **C:** 73-75%, **C-:** 70-72%, **D+:** 66-69%, **D:** 63-65%, **D-:** 60-62%, **F:** -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

**Weekly schedule \* (subject to change)**

<b>Date</b>	<b>Synchronous Content</b>	<b>Homework (Asynchronous)</b> To be completed for the next class
Week 1	<b>Review ELA 101</b> Lesson 8 “ Conversation Review”. Unit 9 p. 104 The Middle East - Capital City & Countries of the world - Nationalities	- Unit 9 Exercises - Blackboard activities
Week 2	Grammar: 1- Nisba adjectives p.110 2- Plural 3- personal pronouns New Vocabulary p. 117	Vocabulary Flashcards Listening activities Unit 9 Exercises 1-11 Quiz 1
Week 3	Unit 10: Counting Things p.118 Numbers 1-10 Class Activity: Market Role-Play p.128 Grammar: The Dual	Unit 10 Exercises Blackboard activities
Week 4	Ask questions with “How”: how many and how much Conversation: p.130 In the market New Vocabulary p.131 Structure notes: Sound masculine plural case endings.	Vocabulary Flashcards Listening Activities unit 10 Exercises 1-8 Quiz 2
Week 5	Unit 11: Plurals and Colors Word Roots Plural Patterns 1 and 2	Unit 11 exercises Blackboard activities
Week 6	Conversation: Going Shopping p.143 Colors p.144 Class Activity: Play the “Color” game. p. 145 Grammar: Structure notes “The Accusative Case” New Vocabulary	Vocabulary Flashcards Listening Activities Unit 11 Exercises 1-12 Quiz 3
Week 7	Unit 12: Eating and Drinking At the grocer’s - My favorite dish Group words - Waiter!	Unit 12 exercises Blackboard discussion and activities
Week 8	Conversation: At the restaurant p.159 Class Activity: Print the bill p.159	Vocabulary Flashcards

	Words for Places Using a dictionary Activity book: guidance on using Arabic dictionary. New Vocabulary	On web Video: Mahmoud talks about his favorite food Exercises 1-11 Quiz 4
Week 9	Unit 13: What happened yesterday? Past Tense Asking questions about the past Class activities: Print he police man activity p.179	Unit 13 exercises Blackboard discussion and activities
Week 10	Talk about yesterday: past tense. Structure notes: Plural and dual case endings p.181 Questions with “What” New Vocabulary	Vocabulary flashcards Exercises 1-7 Past verbs p.176 Quiz 5
Week 11	Unit 14: Wish you were here Plural patterns 3 and 4 Describing the weather Play the “one-word story game” The past with “was” <b>Oral Presentations</b>	Unit 14 exercises Blackboard discussion and activities Study all the conversation sections in units 1-14
Week 12	Writing emails and post cards Conversation: Talking about a vacation Watch Video: Amani talks about her trip New Vocabulary Structure notes: higher numbers <b>Oral Exam</b> Unit 15 Review	Vocabulary flashcards Exercises 1-14 The activity book: the numbers activities
Week 13	Final Exam	

## Classroom Policies

### Attendance

Attendance is mandatory. The absolute maximum of unexcused absences is 5 hours. Students who miss more than the allowable number of class hours may receive an F in the course for non-attendance. Tardiness is disruptive to the learning process; therefore, after ten minutes students are marked absent for that hour.

### Tutoring

Tutors' schedules are available online at <https://calendly.com/lagcc-mlab/> [[calendly.com](https://calendly.com/)]

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

1. Be an active learner. Active learners often have questions that reflect their engagement of the material.
2. Put yourself out there. Language learning requires you to make mistakes, both in your assignments and in the discussion forums.
3. Personalize vocabulary. You will remember vocabulary when you “own” it. Make words relevant to your life 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” and expresses something about your world. Use the new vocabulary in your videos.

4. Develop your memorization skills. Experiment with different techniques, combining listening, speaking and writing together as much as possible.
5. Read out loud, and repeat new words many times. The only way to train your brain and your mouth to speak this language is by doing it aloud.
6. Correct yourself. Good language learners learn from their own successes and mistakes and those of others. Correcting mistakes is an essential part of the learning process.

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**Valuing LaGuardia's Diversity:** As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College's Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

**Rules for Personal Conduct:** You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

**The academic dishonesty policy:** As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes: Cheating; Plagiarism; Internet Plagiarism; Obtaining Unfair Advantages; Falsification of Records and Official Documents; Misconduct in Internships (117)

**Policy on assigning the grade of Incomplete: As stated in the college catalogue:** "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

**Declaration of pluralism:** The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).