

ELA105. Arabic for Heritage Speakers
Arab. Herit. Speak

Instructor's Information

Instructor:	Habiba Boumlik
Homepage:	http://www.lagcc.cuny.edu/ela/faculty.htm
Email:	hboumlik@lagcc.cuny.edu
Tel:	718-482-5160
Office:	B-234
Office Hours:	

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., students must take 102 in order to receive credits from 101). In other words, students will not be able to take any other World Culture and Global Issue class if they intend to receive Flexible Core credits from the modern languages classes.

Catalog Course Description: This course is designed to help heritage speakers of Arabic to enhance their reading and writing competence of the target language in the formal and high-level register. The course especially focuses on improving students' Arabic grammar, usage, and their critical reading and writing strategies in Arabic through project-based assignments. This course is taught in Arabic.

In this course students will:

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

As completing project-based assignments, students will collect information from a varieties of relevant print and electronic sources both in English and in Arabic. Students will foster their skill to critically analyze information in the Arabic and will demonstrate abilities to reconcile divergent views on a fact by making references to cultural, historical, and linguistic differences between the U.S. culture and the Arab world.

Evaluate evidence and arguments critically or analytically.

Building on their oral proficiency in the heritage language, students will use critical reasoning to identify and analyze structural, semantic and cultural evidence in written texts in a formal register. This critical evaluation clarifies how elements of the heritage language exhibit linguistic and cultural differences from those in English.

Produce well-reasoned written or oral arguments using evidence to support conclusions.

Building on their oral and written proficiencies in the informal register of students' heritage language (colloquial Arabic), students will produce formal written texts in Modern Standard Arabic that reference the cultural, semantic, and structural elements studied and discussed in class. Project-based assignments will develop students' HL proficiencies, especially focusing on variations that are perceived as standard, formal, prestigious, and academic, by tapping on students' existing fluency in non-standard, informal, less prestigious, and conversational variations of Arabic. In addition, students are expected to explain their (cultural and linguistic) choices in specific communicative situations, based on evidence in the linguistic and cultural systems of Arabic.

Analyze the historical development of one or more non-U.S. societies.

Students are expected to show their deep familiarity with the history of their home country, immigration histories in both their home country and in the U.S., such sociolinguistic notions as pidgin, creole, and language contact, diglossia and their influences on the present U.S. society.

Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

Students will discuss the social constructs that affect linguistic communities such as race, ethnicity, class, gender, sexual orientation, and cultural belief in the Arab world. Students' own upbringing and their HL

circumstances will be formally presented and critically analyzed in light of theories of sociolinguistics and heritage language.

Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

Students will understand, speak, read, and write appropriate level discourse in the target language on topics relevant to their HL. Students will demonstrate their ability to respond to situations in the target culture through interactive activities, oral presentations, and scenarios in a formal and academic register. They will also show their ability to respond to literary texts through written project-based assignments.

More specifically, by the end of the semester, students will be able to:

- become more comfortable with the writing process in Arabic by writing structured compositions demonstrating command of organizational skills, grammar, syntax and vocabulary
- describe orally in Arabic current events and career-related topics evincing phonological and syntactic control of Arabic

Prerequisites: ELA103 or Exemption exam

Pre/Corequisites: CSE095 or ESL097

Textbook, grading, and other class logistics

Textbook:

The following handout: *My Two Worlds As an Arab American. Thematic Units for Heritage Speakers of Arabic* created by Iman Arabi-Katbi Hashem (Funded by Startalk) will be provided to students. Students are required to acquire these books:

- Mahmoud Gaafar, Jane Wightwick. *Practice Makes Perfect Arabic Vocabulary: With 145 Exercises*. McGraw-Hill; 1st Edition. 2012. ISBN: 978-0071756396
- Mahmoud Gaafar, Jane Wightwick. *Arabic Verbs & Essentials of Grammar*, (Verbs and Essentials of Grammar Series) McGraw-Hill 2007. 2nd Edition. ISBN: 978-0071498050

COURSE REQUIREMENTS

1. CLASS PARTICIPATION

Active participation in class is required. You are expected to come to class prepared. Therefore, before attending a class, you must:

- Read, view, listen to the assigned work and think about it
- Be prepared to ask and to answer questions on the assigned work
- Be ready to engage in active class discussion and participate fully in group activities

2. INDIVIDUAL PRESENTATION

You will present in Arabic on a topic discussed in class. More details will be provided in class.

3. HOMEWORK

This out-of-class practice is essential for reinforcement of classroom learning of reading and writing skills. More details will be given in class.

4. Examinations

All tests include measurement of vocabulary, key grammar objectives, critical reading, and short and long responses in writing.

GRADE BREAKDOWN

Final grade will be determined based on the following evaluation points.

- Midterm 20%
- Final exam 20%
- Quizzes (4 quizzes x 5) 20%
- Homework (10 HW x 1) 10%
- Lab (10 labs x 1) 10%
- Presentation 10%

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

Attendance

Attendance is mandatory.

Missed Work

If a student is absent, he/she must come to the next class having done the reading and homework for the day, and he/she is responsible for the missed work. Students are encouraged to get the phone numbers of at least two classmates so that they can always come to class prepared.

Name _____ Phone # _____
 Name _____ Phone # _____

Tutoring

Tutoring is available in Room B-206. I encourage you to use tutoring frequently. Tutors’ schedules are available online at http://bit.ly/lagcc_mllab. You must make an appointment online at http://bit.ly/lagcc_tutoring

Lab: Students are required to attend the lab session for one hour every week. Unless otherwise mentioned, assignments are based on the handout.

Week	Topic	Assignments/Homework
Week 1	Introduction to the course. The use of <i>Ameyah</i> and <i>Fusha</i> (Colloquial and Modern Standard Arabic, MSA) Getting To Know Each Other Explore the main elements that play a role in shaping your personality.	
Week 2	Interview your classmates. Fill in the information chart. Game: Guess Who? Lab 1: 1% Homework 1: 1%	Activity 4: Meet Three Friends Activity 6: Ask your Parents to describe you when you were young. ☐Explore the similarities and differences between your childhood and who you are now.

		Fill in the questionnaire.
Week 3	Describing self and others Sort adjectives under “hereditary” and “learned characteristics.” Quiz 1: 5% Lab 2:1% Homework 2: 1%	Examine the descriptive words (adjectives) and sort them into feminine and masculine and identify the difference. Describe yourself in 2 paragraphs using MSA.
Week 4	Arabic song by Ahlam. Listen, sing, and analyze the song Lab 3:1% Homework 3: 1%	Answer questions about Ahlam Activity 9: K-W-L (part 1)
Week 5	Reading and analyzing a text Quiz 2: 5% Lab 4:1% Homework 4:1%	Activity 11: Complete the K-W-L chart
Week 6	New vocabulary Explore the meaning of the new vocabulary words through the text. Discuss the meaning of the new vocabulary words and identify how these words are used in different dialects. Midterm: 20% Lab 5:1% Homework 5:1%	Activity 15: Concentration Game Study for the midterm exam
Week 7	Write a Magazine Ad Lab 6: 1% Homework 6:1%	Activity 31: Write Your Profile for the Classroom Web Page.
Week 8	Reading and Analyzing Traditional Stories Read traditional stories. Complete a story map & answer questions. Explore new vocabularies Quiz 3: 5% Lab 7: 1% Homework 7: 1%	Activity 22: Complete with appropriate letters
Week 9	Proverbs Read various proverbs that state how people grow to be like their relatives and proverbs that state the effect of socialization. ☑ Discuss these proverbs. Lab 8: 1% Homework 8: 1%	Activity 26: Things I Inherited & Things I Acquired. Write about five characters that you think you inherited from certain members of your family. Explain from whom you got these characteristics and why. Write about five characters that you think you got from socialization. Explain why.
Week10	Being Arab in America Quiz 4: 5% Lab 9: 1% Homework 9:1%	Activity 28: Surf the Internet and find texts that describe people. Write about a successful Arab American.
Week11	<i>Film: naghm fe hayaty</i> Writing a film critique Lab 10: 1% Homework 10: 1%	Write 2 paragraphs about the film. Summarize the plot.

Week12	Presentations: 20%	
Week13	Final Exam: 20%	

Classroom Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

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 student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15\% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

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).