New York City College of Technology
Humanities Department
Course Title: Elementary Arabic I
ARB 1101; Section _____

Instructor's Name:
Contact Email:
Office: L630; 718-260-5018
Office Hour:

Sample Syllabus

3 Credit Hours; Course Prerequisites: Department approval
Flexible core: WORLD CULTURES AND GLOBAL ISSUES

Course Description

The course is designed for students who have had no previous background in Arabic. It focuses on four essential components: listening, speaking, reading and writing skills in Modern Standard Arabic. The minimum technological requirements for fully online sections of this course are a working camera and microphone. Students will be expected to turn on cameras and microphones at their instructor's request.

Standard Textbook: Students are required to bring the textbook/reading materials to every single class. Extra material will be available on Brightspace as the course progresses (for more details, see Humanities Department Attendance Policy below).

- *Alif Baa With Multimedia: Introduction to Arabic Letters and Sounds* , Third Edition; Kristen Brustad, Mahmoud Al-Batal, Abbas Al-Tonsi, Georgetown University Press, 2010.

- *Al-Kitaab with DVDs: A Textbook for Beginning Arabic (Part 1),* Third Edition, Kristen Brustad, Mahmoud Al-Batal, Abbas Al-Tonsi, Georgetown University Press, 2011.

  Recommended Text:

  Hans Wehr Dictionary (Arabic to English Dictionary)

Assessment Overview

1. **Quizzes**: These are used to evaluate vocabulary, grammar, reading comprehension and acquisition of new contents **every two weeks** at the beginning of the class. The quizzes will facilitate students assess their own learning and guide them through a daily study habit. **There are no make-up quizzes for any reason, including tardiness or absences.**

2. **Midterm and final examination**: Exams cover all aspects of the readings, the lecture and the class discussion, and will serve to evaluate students´ understanding of the linguistic and cultural topics discussed in the course. Midterm exam covers materials including Chapters 1-4, while the final exam covers materials including Chapters 4-9. It is a closed-book/closed-notes examination.

Make-up policy: Examinations must be taken at the time established in the syllabus. When absent on the day of the examination, a student is allowed to take the examination before or on the next class meeting **only in**

case of documented medical emergencies. **Students who contact the instructor after they have missed the class will not be allowed to make-up the exam.** If the exam is not taken before or on the next class meeting, the student will receive 0 points for the exam.

3. *Class participation:* Active participation is an essential part of the learning process and is required of all enrolled students. Participation means maintaining an active presence in the class by answering questions from the instructor, volunteering for and participating in class activities, and, in online sections, keeping cameras and microphones on as required by the instructor. Other elements of class participation include regular use of the target language in class with instructor and peers, constant demonstration of active listening when others speak, and collaboration with fellow students in in-class activities. Student participation will assist instructors in evaluating the language skills practiced in the course (listening /written comprehension tests, oral presentations, compositions, etc.). This grade will be impacted negatively if students fail to answer the instructor's questions or participate in class activities. Simply attending (or logging into) class does not constitute participation.

4. *Homework:* Homework is assigned on a regular basis for knowledge reinforcement and further practice class activities. The student is responsible for completing homework every day before class as well as those activities assigned by the instructor in the textbook and other sources. The instructor will provide students with directions to go online and, by entering the book-key, open a personal account to start working in the electronic language lab. Students will have until 11:50 p.m. of the following Sunday to enter the homework assignments in the electronic platform of Al-Kitab. Since students will have an entire week to complete the homework assignments, **no deadline extensions will be given**.

Working outside the class*:* Students are also responsible for working each day outside of class to learn Arabic as much as possible through readings, assignments and research that you will share in class. Students are expected to invest at least three (3) hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus, a 3-credit course will typically require a minimum of nine (9) hours of work per week (260 hrs./semester). Plan on spending at least six (6) hours per week outside of class. You will need this time to read the textbook and articles, memorize and practice the vocabulary, complete homework, prepare the oral exam and oral activities assigned. Students should always look for ways *(learning strategies)* to grow and develop their linguistic proficiency in and outside the classroom.

5. *Reading comprehension:* To succeed in this course, you should do all assigned textbook readings and review class notes frequently. There will be two tests to evaluate your reading skills in Arabic during the second part of the semester.

Grading Distribution

1. Midterm Exam 20%
2. Final Exam 20%
3. Class participation. 20%
4. Quizzes 10%
5. Homework 10%
6. Lab Manual (online assignments, as applied). 10%
7. Language skills (listening / written comprehension tests, oral presentations, compositions, etc.) 10%

Humanities Department Attendance Policy

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also lateness, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

Absence is failure to attend any part of the class, from roll call to dismissal. Please note that sleeping or putting your head down on your desk means that you are not present in the class; the same is applied to unauthorized use of electronic devices, leaving the classroom during class, or leaving early.

School of Arts & Sciences Attendance Statement

When students miss class, they do not receive the full benefit of their education. Missing class includes absence, lateness, early departure and stepping out for prolonged periods during the session. Students must attend class consistently and on time: Failure to do so will negatively affect the final grade and could lead to an 'F' in the course.

Plagiarism and NYCCT Academic Integrity Policy:

"Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity.
Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion." (See pp. 73-76 in the student handbook). The following are some examples of plagiarism:

- Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person's ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- **Internet Plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution.
- Speech assignments must be paraphrased into your own language and properly cited. All major writing speeches and exams will be run through Safe Assign.

NOTE: In the event that the instructor finds that the results of students' homework, scripts, and other at home activities do not correspond to their level of proficiency, students may be called to take an extra exam to prove their capacity to solve tasks similar to those normally assigned in class.

Policy on In-class use of technology

Students are required to **log into their City Tech emails and Brightspace regularly** (every two to three days) in order to get updated information on course content, download handouts, watch videos, and follow class assignments. Failure to do so is every students' responsibility and the consequences may affect their final grades. CUNY guidelines state that all communication between students and the instructor must be through your City Tech email address. The professor will use **ONLY** City Tech email addresses as primary means of communication. The instructor will make every effort to answer email messages promptly **(Monday to Friday until 5:00 p.m.).**

Any electronic devices (e.g. cell phones, tablets, computers, etc.) must be turned off when class begins, and

remain off when the class is in session, unless otherwise indicated by your instructor. **Any evidence of cell phone use (ringing, buzzing, etc.) and similar equipment use will result in an automatic zero in participation for the day's session, using a cell phone during a test will result in a test score of zero.**

Technological issues are not a valid excuse for lack of participation or lack of course work. Students should foresee potential technical problems and should always have a Plan B in place (e.g., use of computers in the campus).

Artificial Intelligence Statement

This course encourages the thoughtful and ethical use of artificial intelligence (AI) as a learning tool. AI can be a valuable resource for brainstorming, research, and gaining different perspectives. However, it is crucial to understand the boundaries of its appropriate use. Examples of licit use are brainstorming and idea generation, research assistance (i.e. finding authors or recommendation of sources to explore) and language support, especially for students with language differences or for students in need of proofreading a text before final submission. Students can also use AI ethically in order to obtain a clear explanation of a difficult concept or to test their own understanding about a topic. Conversely, unacceptable uses of AI is the submission of AI-generated work presented as your own original creation, including essays, research papers, and code. Likewise, the use of AI to complete assessments, answer exam questions, complete quizzes, or solve any type of assignments without demonstrating your own understanding is considered cheating.

Failure to adhere to these guidelines will be considered a breach of academic integrity and will be addressed according to university policies. When in doubt about the appropriate use of AI, please consult with your instructor and visit City Tech's AI Resource Hub for more guidance and resources:

https://www.citytech.cuny.edu/ai/ai-guidance.aspx

Accessibility Statement

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, you can leave a voicemail at 718 260 5143, send an email to Accessibility@citytech.cuny.edu or visit the Center's website t http://www.citytech.cuny.edu/accessibility/ for more information.

Humanities Department Commitment to Student Diversity

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

Sample Course Schedule
Tuesday/Thursday
(Schedule will vary by Instructor and School Calendar)

Topics Covered & Homework Assignments

Week 1
Greetings & Introductions, Arabic Alphabet
- Read *Introduction* of Alif-Baa (pg. 1 – 8)
- Write Arabic Alphabet 3X (Unconnected & Connected)

Week 2
Basic Greetings, Long & Short Vowels, Connecting Letters
- Alif-Baa (Unit 1) Drills 1, 2, 3, 4
- Alif-Baa (Unit 1) Drills 5, 6, 7, 8
- Alif-Baa (Unit 1) Drills 9, 10, 11

Week 3
Personal referencing: I/You/He/She
- Alif-Baa (Unit 1) Drills 12, 13, 14
- Alif-Baa (Unit 2) Drills 1, 2, 3, 4
- **Quiz 1**
- Alif-Baa (Unit 2) Drills 5, 6, 7, 8

Week 4
Meeting and Greeting People; Definite/Indefinite Words
- Alif-Baa (Unit 2) Drills 9, 10, 11 12
- Alif-Baa (Unit 3) Drills 1, 2, 3, 4
- Alif-Baa (Unit 3) Drills 5, 6, 7, 8

Week 5
Family Members;
This and That; Feminine/Masculine,
- Alif-Baa (Unit 4) Drills 1, 2, 3, 4, 5, 6
- Alif-Baa (Unit 4) Drills 7, 8, 9, 10, 11
- Alif-Baa (Unit 4) Drills 12, 13, 14, 15, 16

Week 6
One and Many: Introducing the Plural
- Alif-Baa (Unit 5) Drills 1, 2, 3, 4, 5, 6, 7
- Alif-Baa (Unit 5) Drills 8, 9, 10, 11, 12
- **Quiz 2**
- Alif-Baa (Unit 5) Drills 13, 14, 15, 16, 17, 18, 19

Week 7
Describing Objects/People
- Alif-Baa (Unit 5) Drills 20, 21, 22, 23, 24
- Alif-Baa (Unit 6) Drills 1, 2, 3
- Alif-Baa (Unit 6) Drills 4, 5, 6, 7, 8

Week 8
Comparing Objects; Fairuz (a famous singer)
- Review for Midterm Exam
- Study for exam
- Alif-Baa (Unit 6) Drills 9, 10
- **Midterm Exam**
- Alif-Baa (Unit 6) Drills 11, 12

Week 9
Nationalities; Counting 1 - 10
- Alif-Baa (Unit 7) Drills 1, 2, 3, 4
- Alif-Baa (Unit 7) Drills 5, 6, 7
- **Quiz 3**
- Alif-Baa (Unit 7) Drills 8, 9, 10, 11

Week 10
Expressing
Feelings
- Alif-Baa (Unit 8) Drills 1, 2, 3, 4
- Alif-Baa (Unit 8) Drills 5, 6, 7
- Alif-Baa (Unit 8) Drills 8, 9, 10, 11

Week 11
The Arab World; Sun and Moon Letters
- Alif-Baa (Unit 9) Drills 1, 2, 3
- Alif-Baa (Unit 9) Drills 4, 5, 6
- Alif-Baa (Unit 10) Drills 1, 2, 3, 4, 5

Week 12
People & Objects: More on Feminine/Masculine
- Al-Kitaab (Lesson 1) Exercises 1, 2, 4
- Al-Kitaab (Lesson 1) Exercises 5, 7
- **Quiz 4**
- Al-Kitaab (Lesson 1) Exercises 8, 9, 10

Week 13
Inquiring: Question Forms; Verbs -- Present Tense
- Al-Kitaab (Lesson 1) Exercises 12, 13, 14

Week 14
Personal Referencing: We/You (pl.)/They; Nominal Sentence
- Al-Kitaab (Lesson 1) Exercises 16, 17
- Al-Kitaab (Lesson 2) Exercises 1, 3, 4
- Al-Kitaab (Lesson 2) Exercises 5, 7, 8, 9, 10

Week 15
Students' Group Presentations; Review
- Al-Kitaab (Lesson 2) Exercises 11, 13, 14, 15
- **Review for final exam**

Pathways Learning Outcomes: World Cultures and Global Issues

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world's societies.
- 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.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

Course Intended Learning Outcomes and Assessment Details

LEARNING OUTCOMES	ASSESSMENT METHODS
Student will be able to ask and answer questions to obtain and provide information, use appropriate strategies to initiate and engage in simple conversations, express opinions and feelings relevant to themes of personal and contemporary significance, demonstrate a command of a range of vocabulary, idiomatic expressions and simple language structures.	Active and regular use of Arabic is the key to enjoyment and proficiency. Arabic will be spoken in the classroom and active participation is fundamental to enhancing language skills. Students are expected to learn the vocabulary of each lesson and to fully understand and complete the communicative tasks and activities of each class session.
Students will be able to understand short conversations in several time frames, respond to spoken questions and messages, derive essential information from conversations and narrations based on course-related themes.	Daily writing exercises will be assigned to enhance students listening skills. Students will engage in dialogues and master dictation. They will be able to differentiate between similar sounding letters; thus extra care must be taken to pronounce and hear each letter correctly.
Students will be able to: Read with significant understanding to follow a sequence of events. Extract information from authentic written materials, and Identify main ideas in a variety of texts.	of classroom's participation will be conducted regularly; students will learn to create physical pictures of new words on their minds so whenever they hear such words or see them written they'd know what these words are and what they mean; this activity will be conducted during each class meeting; students will work in groups and present their work before the class. The use of Brightspace will be encouraged on a regular basis.

Students will be able to: Compose short, informal notes and messages. Write short narratives including descriptions and cohesive summaries Present information, concepts and ideas to an audience of readers.	Monitoring of classroom's participation will be conducted regularly; students will learn to create physical pictures of new words on their minds so whenever they hear such words or see them written they'd know what these words are and what they mean; this activity will be conducted during each class meeting; students will work in groups and present their work before the class. The use of Brightspace will be encouraged on a regular basis.
Begin to use appropriate registers and understand cultural nuances Acquire information and recognize the distinctive viewpoints of the Arabic and the Arabic-speaking world Demonstrate an understanding of the concept of culture through comparisons of the Arab cultures with their own. Demonstrate an understanding of the relationship between the practices and perspectives of the culture	Students will analyze, compare and contrast several practices and products of Arabic language and Arab societies to those of the United States and other cultures that they may know firsthand. Readings, video clips, interviews and other resources from within (and sometimes from outside) Arabic cultures illustrate issues of diversity and prompt students to investigate cultural features from multiple points of view. Students will demonstrate an understanding of these multiple perspectives through a variety of oral and written assignments, such as journal entries, blogs, group projects, and oral presentations.

GENERAL EDUCATION INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

PATHWAYS LEARNING OUTCOMES: WORLD CULTURES AND GLOBAL STUDIES	ASSESSMENT METHODS
1. Gather, interpret, and assess information from a variety of sources and points of view.	Students will gather information about Arabic and Arabic cultures from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. Sources of information include print, auditory, visual, audiovisual and electronic materials in both Arabic and English; news reports, literature, articles, radio and television broadcasts, and Internet blogs are typical resources used in elementary Arabic. Students will gather information about Arabic and Arabic cultures from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. Sources of information include print, auditory, visual, audiovisual and electronic materials in both Arabic and English; news reports, literature, articles, radio and television broadcasts, and Internet blogs are typical resources used in elementary Arabic.

2. Evaluate evidence and arguments critically or analytically.	Students will be able to use critical reasoning to identify and analyze structural, semantic and cultural evidence in oral and written texts as they develop their ability to communicate and express themselves in Arabic; students will be able to ask and answer questions in Arabic and understand word agreement in gender and number.
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.	Students will be able to produce oral and written texts that reference the cultural, semantic, and structural elements studied and discussed. Oral presentations, simulations, journal entries, short descriptive essays, and letters are among the genres students utilize to develop and express their newly acquired linguistic and cultural insights. Students are expected to explain their (cultural and linguistic) choices in specific communicative situations, based on evidence in

the linguistic and cultural systems of the target language. |
| 4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. | Students will be introduced to the concept of Arabic itself as a subject of rational inquiry. The information that students gather about English and Arabic will concern about phonological systems and structural and semantic distinctions that often follow principles that are not found in English. The phonological, structural, semantic, and cultural concepts learned through contrastive analysis will be applied through oral and written pieces of students' own creation, in the target language: interactive exchanges, simulations, blogs, and a variety of culturally appropriate texts. |
| 5. 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 be able to analyze, compare and contrast several practices and products of Arabic-speaking societies to those of the United States and other cultures that they may know first-hand. Readings, video clips, interviews and other resources from within (and sometimes from outside) Arabic speaking cultures illustrate issues of diversity and prompt students to investigate cultural features from multiple points of view. Students will demonstrate an understanding of these multiple perspectives through a variety of oral and written assignments, such as journal entries, blogs, group projects, and oral presentations. |

6. 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 Arabic on a range of significant cultural topics. Students will demonstrate their ability to respond to situations in the Arabic culture through interactive activities, oral presentations, and scenarios. Students will also be able to use written assignments, such as descriptions, journal entries, blogs, and letters, to respond to informational and literary texts. They will utilize grammar and vocabulary learned in class to enhance their writing and oral responses.

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