

Middle Eastern and Mediterranean Language Institute (MEDLI) 2023
University of Wisconsin-Madison
جامعة ويسكونسن-ماديسون
برنامج اللغة العربية
Elementary Summer Arabic

Course Subject, Number and Title:
African Cultural Studies 339 First Semester Summer Arabic & 340 Second Semester Summer
(Arabic
Credits 8

Mondays-Fridays, 8:30-1:00 p.m. with breaks Van Hise Hall 215	:Class Time / موعد الصف :Class Location / مكان الصف
Dr. Haidar Khezri	:Professor / الأستاذ
<u>Mondays & Wednesdays (1:00 – 2:00 p.m.)</u> , and by appointment. Please contact me anytime to set up a time to meet via Zoom. I am always happy to meet with you! Location: Pyle Center - L50-03N	:Office Hours / ساعات المكتب
	:Telephone / رقم التليفون
hkhezri@wisc.edu	:E-mail / البريد الإلكتروني

Course Designations and Attributes

Foreign Language: 339 1st Semester Language; 340 2nd Semester Language
Level –Elementary
L&S Credit–Course as Liberal Arts and Science credit in L&S

Course Description

The Primary goal of this eight-week intensive course is to introduce students to basic Modern Standard Arabic to enable students to communicate in Arabic in authentic, everyday situations both orally and in writing. Students will work within four language skills: listening, reading, writing, and speaking. The course will incorporate the Arabic cultural knowledge necessary for efficient and real-life communication in the Arabic language in different situations.

Requisites

No formal education in Arabic

Instructional Modality

In-person (Remote/Online Instruction in case of COVID-19)

Credit Hours Explanation

This class meets for 20 class period hours (Mondays-Fridays, 8.30am-1.00pm with breaks) each week for eight weeks over the summer semester and carries the expectation that students will work on course learning activities (reading, writing, studying, listening/viewing, instructor-student meetings, etc.) for ONE hour out of the classroom for every hour of class (20

hours per week). In other words, students will devote a minimum of 45 hours a week across 4 weeks for a total of 180 hours

Regular and Substantive Student-Instructor Interaction

Substantive interaction is engaging students in teaching, learning and assessment through at least two of the following: direct instruction, providing feedback on student work, providing information about course content, facilitating discussion of course content, or other substantive interaction. Regular interaction is: predictable and scheduled interaction with students consistent with the course length (usually at least weekly but more often in a course of short duration).

Course Objectives and Requirements

Course Materials & Requirements:

1. *Aif Baa: Introduction to Arabic Letters and Sounds* (3rd edition) by Brustad, Al-Batal & Al-Tonsi. ISBN: 978-1-58901-632-3, **(Required)**
2. *Al-Kitaab fii Ta'allum al- 'Arabiyya*, Part I (3rd edition) by Brustad, Al-Batal & Al-Tonsi. ISBN: 9781589017375, **(Required)**.
3. Companion Website for Alif Baa & Al-Kitaab, 3rd Edition access at alkitaabtextbook.com (Create an account) **(Optional)**
4. *Hans-Wehr Dictionary of Modern Written Arabic*. **(Optional)**

Supplies and Tech Requirements

- A reliable computer capable of supporting Canvas
- Speakers or headphones
- A microphone (built-in or external)
- A webcam
- A dependable Internet Service Provider (ISP) with high-speed internet access

NOTE: Any technical problems in Canvas should be directed to [DoIT Help Desk](#) support, not your instructor. You can reach them at help@doit.wisc.edu or at 608.264.4357. They are very good at responding quickly.

For Troubleshooting Canvas, see: <https://kb.wisc.edu/helpdesk/page.php?id=2520>

For Zoom Knowledge Base, see: <https://kb.wisc.edu/zoom/>

Course Objectives:

By the end of this semester, you will إن شاء الله have reached the **Novice High** level of proficiency in Arabic based on the *ACTFL Proficiency Guidelines 2012*. This means that you will be able to:

Speaking:

- 1) Manage successfully a number of uncomplicated communicative tasks in straightforward social situations.
- 2) Handle conversation in a few predictable topics necessary for survival in the target-language culture such as basic personal information, a limited number of activities, preferences, and immediate needs.
- 3) Respond to simple, direct questions or requests for information.
- 4) Ask a few basic questions

Writing:

- 1) Meet limited, basic, practical writing needs using lists, short messages, postcards, and simple notes.
- 2) Express yourself in the context in which the language was learned by relying mainly on practiced material.
- 3) Focus on common elements of daily life.
- 4) Recombine learned vocabulary and structures to create simple sentences on very familiar topics.

Listening:

- 1) Understand information from sentence-length speech, one utterance at a time, in basic personal and social contexts with contextual or extra-linguistic support (although comprehension may be very uneven)
- 2) Understand speech dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Reading:

- 1) Understand, fully and with relative ease, key words and cognates as well as formulaic phrases across a range of highly contextualized texts.
- 2) Understand predictable language and messages such as those found on train schedules, roadmaps, and street signs.
- 3) Derive meaning from short, non-complex, texts that convey basic information with the help of contextual or extra-linguistic support.

Colloquial Arabic and Culture:

In addition, you will be able to comprehend and produce basic words and expressions in colloquial Arabic (Egyptian or Levantine dialect). You will also understand some basic aspects of Arab culture.

Language in Class:

English and Arabic will be used for communication in the classroom at the beginning of the semester. Later on, most in-class communication will be only in Arabic. Once new Arabic words and expressions are learned, you are required to use them for all in-class communication. We will be engaged in various group activities in class and you are required to complete these activities without using English. Failure to use the new Arabic words and expressions you have learned for in-class communication, will affect your grade for class participation.

Canvas: All materials will be posted on Canvas, including the weekly schedule. You will use Canvas to complete and submit homework, quizzes, tasks and to check your grades updated as the class progresses.

Course Requirements:**1. Attendance and Participation (15%)****الحضور والمشاركة**

You must attend class regularly and come prepared to participate fully in class activities. This means listening to the DVD, learning the new vocabulary, and studying the grammar explanations in the book before coming to class so that class time can be devoted to activating

the new materials.

Again, once we learn any new words and expressions we will start using them immediately in class. You must come prepared to participate fully in all class activities AND USE ARABIC as much as you can. Again, failure to speak Arabic as much as you can in class will result in the loss of your participation points for the class.

- If you have a chronic illness that might require you to miss classes during the semester, please inform the instructor as well as schedule an appointment with the MEDLI Pedagogy Director, Nalan Erbil (erbil@wisc.edu) at the beginning of the semester.
- If you are absent due to an illness, you are required to meet with MEDLI Pedagogy Director, Nalan Erbil (erbil@wisc.edu). You will also be required to submit necessary documentation.
- Any emergency circumstances for absences can be addressed to MEDLI Pedagogy Director, Nalan Erbil (erbil@wisc.edu)

Absences due to Religious Observances:

- MEDLI follows the UW-Madison policy for religious observances. If you need to be absent from class due to religious observances, you must notify the instructor as soon as possible and no later than the first week of class of the specific days or dates on which you request relief. The instructor will make

WISLI ATTENDANCE POLICY

Given the intensive nature of our programs, students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to attend every day of class during the 8-week summer term. Students are allowed to miss one day in the first half of the summer program and one day in the second half of the summer program without a grade deduction. Unexcused absences of 2 or more will result in a grade deduction including attendance and participation, missing work or tests, which may impact a student's final grade. Please see the grade rubric in your course syllabus for an explanation of your course grade.

Excused absences for emergency circumstances will be reviewed on an individual basis. Please contact your instructor as soon as possible if you will be absent from class.

For COVID-19 related questions, please see the UW-Madison COVID-19 Response FAQs: <https://covidresponse.wisc.edu/faq/>.

All WISLI programs follow UW-Madison policies for religious observances. Please notify your instructor in the first week of class if you will be absent due to religious observances in the 8-week summer term.

If a student misses class, it is their responsibility to make up any missing work and instructors are not required to create make-up exams for absences. Students should communicate with their instructor early and often.

WISLI attendance policies align with UW-Madison guidelines: <https://doso.students.wisc.edu/guide/class-attendance/>.

2. Homework Assignments (15%)

الواجبات

There will be daily homework assignments. **Late homework assignments may be corrected but will not be given any credit.** This semester, **homework assignments will be rated on a scale from 1 to 10** (8-10 = excellent, 5-7 = good but not your best effort, and 2-4 = poor or sloppy work). You will be rated on the overall quality of your work, not on the number of correct or incorrect answers. Homework assignments are intended to enhance your learning of the new material. So, spend as much time as needed on your homework assignments and make sure that what you submit reflects your absolute best. Please submit your homework written out clearly. If you plan to type your homework, please make sure that you use the Arabic keyboard ([here](#) or [here](#)) and write the Arabic words and phrases from right to left. If you plan to submit a scan or a photo of your homework, please make sure it is clear. For each homework assignment, please include **the due date** of the assignment, **unit number**, **drill number**, and **page number**.

3. Conversation Hour & OPI (10%)

ساعة الدردشة

The Conversation (*Dardasha*) Hour provides you with the opportunity to speak Arabic in small groups. Your grade for the *Dardasha* Hour will depend on your attendance as well as your full and energetic participation in all the *Dardasha* activities.

4. Midterm Exam (20%)

امتحان نصف الفصل

The Midterm Exam will be comprehensive and will cover the following: 1) vocabulary, 2) grammar, 3) reading, 4) writing, 5) listening, 6) culture, and the 7) dialect.

5. Final Video Project (10%)

مشروع الفيديو النهائي

For the Final Video Project, you will produce a video which will showcase how much Arabic you have learned this semester. You will have to use both **Modern Standard Arabic** and the **dialect** in your video in **contextually appropriate ways**. Your video can take any form (short film, TV show, skit, TV commercial, a sitcom, news reporting, etc.) For a group of **two** the video will be **15-20 minutes** long. Each participant is required to produce an equal amount of language in the video.

6. Cultural Activities (10%)

الأنشطة الثقافية

This semester, we will screen several Arabic and Middle Eastern movies and attend several cultural activities. For each movie or cultural activity write a **commentary in English and (150 words)**.

7. Final Exam (20%)

الامتحان النهائي

The Final Exam will be comprehensive and will cover the following: 1) vocabulary, 2) grammar, 3) reading, 4) writing, 5) listening, 6) culture, 7) dialect, and 8) the Weekly Reading. You will be informed later in the semester of the date of the Final Exam.

Grade Distribution:

Attendance and Participation	15 %	الحضور والمشاركة
Homework	15 %	الواجبات
Conversation Hour	10 %	ساعة الدردشة
Midterm Exam	20 %	امتحان نصف الفصل
Final Video Project	10 %	مشروع الفيديو النهائي

Cultural Activities	10 %	الأنشطة الثقافية
Final Exam	20 %	الامتحان النهائي

Grading Scale

- 92-100 A
- 87-91 AB
- 82- 86 B
- 77-81 BC
- 70-76 C
- 60-69 D
- 59 and below F

Tentative Class Schedule

(For weekly detailed schedule, visit Canvas)

Week 1 (June 20): *Alif Baa* chapters 1-5

Week 2 (June 27): *Alif Baa* chapters 5-10, and review

Week 3 (July 4): *Alkitaab* chapter 1

Week 4 (July 11): *Alkitaab* chapter 2

Week 5 (July 18): *Alkitaab* chapter 3

Friday July 18, OPI (instructor conducted) & Midterm Exam

Week 6 (July 25): *Alkitaab* chapter 4

Week 7 (August 1): *Alkitaab* chapter 5

Week 8 (August 8): Review (*Alkitaab* chapters 1-5)

Instructor conducted OPI

MEDLI conducted official OPI (will be scheduled by the Program Coordinator)

Thursday August 15 & Friday August 15, Final Video Project & Final Exam

UW-Madison Religious Observances & Accommodations Policy

The following section concerns accommodating religious observances and academic requirements.

In accordance with regent and faculty policy, instructors should not schedule mandatory exercises on days when religious observances may cause substantial numbers of students to be absent from the university. UWS 22 states that "students' sincerely held religious beliefs shall be reasonably accommodated with respect to scheduling all examinations and other academic requirements." Exams and requirements include any course requirement made by the instructor that will be considered in the course. See "Religious Observances" under the [Academic Calendar](#) for more details.

Students must notify the course instructor within the first two (2) weeks of the semester/term of the specific dates conflicting with an exam or assignment. Instructors are also strongly encouraged to make students aware of this policy within the first week of the semester/term.

Detailed information on religious observances policy is located at Academic Calendar under [Religious Observances](#).

Resource for Questions:

Office of the Secretary of the Faculty

Phone: (608) 262-3956

Email: admin@secfac.wisc.edu

Academic Misconduct

Academic Integrity is critical to the mission of the University of Wisconsin-Madison, a research one institution with high academic standards and rigor. All members of the University community play a role in fostering an environment in which student learning is achieved in a fair, just and honest way. Faculty and instructional staff set the tone in their classrooms by communicating clear expectations to their students and educating them on the consequences of engaging in academic misconduct while referring to campus resources. Students are expected to uphold the core values of academic integrity which include honesty, trust, fairness, respect and responsibility. These core values, combined with finding one's purpose and passion and applying them in and out of classroom learning, produce students who become extraordinary citizens. This unique path of opportunities, created by each student, is commonly known as the Wisconsin Experience and impacts our campus community and beyond in significant and positive ways. The value of a University of Wisconsin-Madison degree depends on the commitment of our academic community to promote high levels of personal honesty and respect for the intellectual property of others.

Academic misconduct is governed by state law, UWS Chapter 14 ([PDF](#))
Misconduct includes the following, but is not limited to this list:

- Seeks to claim credit for the work or efforts of another without authorization or citation (plagiarism)

- Uses unauthorized materials or fabricated data in any academic exercise (using notes for a closed-book online exam)
- Forges or falsifies academic documents or records (having a friend sign you in for attendance when you're absent)
- Intentionally impedes or damages the academic work of others (tampering with another student's experiment)
- Engages in conduct aimed at making false representation of a student's academic performance (altering test answers and submitting the test for regrading)
- Assists other students in any of these acts

STUDENTS WITH DISABILITIES

Our university is committed to providing an accessible campus community to both students and visitors. Through a collaborative process with faculty, staff, and students, reasonable accommodations are implemented to ensure equal access and opportunity for students with disabilities. For more information please visit: <https://admissions.wisc.edu/students-with-disabilities/>

Diversity, Equity & Inclusion at UW-Madison

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinions enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, & diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty & staff serve Wisconsin and the world.

Working definition of diversity

Previous diversity plans have focused on race, ethnicity and gender, which remain critical problems for UW-Madison. We recognize, however, that to achieve Inclusive Excellence a strategic framework should be expanded to include additional dimensions of diversity. This framework defines diversity as: race and ethnicity; sex; gender, and gender identity or expression; marital status; age; sexual orientation; country of origin; language; disability; socio-economic status; and affiliations that are based on cultural, political, religious, or other identities.

Communicating about Diversity and Campus Climate

- [Creating Community: Promoting Equity, Diversity, and Inclusion at UW-Madison](#)
- [Campus Climate](#) and [Campus Climate Progress Report \(Spring 2020\)](#)

Brief Overview of the Division of Diversity, Equity & Educational Achievement (DDEEA)

- Student pipeline programs (grow-your-own approach)
- Shared Governance role (hub of information)
- Affirmative Action planning & programs
- Employee Disability Resources
- Faculty and staff support programs (partnerships and capacity building)

Learning Communities for Institutional Change and Excellence (LCICE)

LCICE is a wonderful resource for staff, department chairs and faculty to enhance their capacities to fully engage experiences relevant to issues of diversity and inclusion. Learning Communities are academic-year and semester-long discussion groups which allow participants to develop abilities to engage effectively in a globally interconnected world.

Monitoring COVID-19 in the community

On May 19, Public Health Madison & Dane County reported [in a blog post](#) that the number of new cases has increased in the last month, though [Dane County continues to be at a medium community level for COVID-19](#), according to the Centers for Disease Control and Prevention. Community levels consider cases, hospitalizations and deaths.

Public health officials continue to encourage everyone to use the tools available to help prevent the spread of COVID-19. This includes being fully vaccinated and boosted, considering wearing a face mask indoors or when outdoors in crowded spaces in places where transmission is considered high, continuing to test for COVID-19 and staying home when sick. PHMDC encourages those who test positive [to fill out an online reporting form](#). The information will help public health continue to monitor the spread of the virus.

UW–Madison is monitoring COVID-19 in our community and continues to work closely with state and local public health officials. There are no changes to campus policy at this time.

Stay [up to date with vaccination](#), including recommended booster doses. UHS is offering first and second booster doses.

Stay home when sick. Continue to use [antigen and PCR testing](#) offered at no cost to all students and employees.

You may choose to wear a mask to reduce the risk of transmission. The CDC and PHMDC recommend that individuals at high risk for severe illness discuss masking and additional precautions with their health care providers.

To learn more from PHMDC and find testing and vaccination options throughout Dane County, visit <https://publichealthmdc.com/coronavirus>.

مع أجمل تمنياتنا بصف ممتع إن شاء الله