

University of Wisconsin-Madison
MEDLI Summer 2023



Course Subject Number and Title

African 341 Third Semester & 342 Fourth Semester Arabic

Course Designation and Attributes

Foreign Language: 341-Third Semester; 342-Fourth Semester Language

Level: Intermediate

L&S Credits: Course as Liberal Arts and Science Credit in L&S

Credits: 8 Credits

Meeting Time and Location: Room 122 Ingraham Hall (Monday – Friday: 9 AM – 1 PM)

Course Instructor: Jibril Gabid

E-mail: gabid@wisc.edu

Office Hours: Wednesday: 1:15 PM – 3 PM Room 302 Bradley Memorial, and by appointment.

Course Description

This course is for intermediate learners of Modern Standard Arabic; with emphasis on proficiency through speaking, listening, reading, and writing, and on communication in a cultural context.

Students registering for this course must have completed *Al-Kitaab*, Part One (Third Edition) or the equivalent of the material covered. The course will help students move from the novice proficiency level to intermediate proficiency in the ACTFL scale by offering them more opportunities to improve their listening, speaking, reading, and writing skills. The focus will be on helping students develop strong speaking and writing communication in a cultural context. You will also, improve your knowledge of the fundamental grammatical structures. By the end of the course, you should have internalized the principles of word formation, recognized roots and patterns, use the dictionary with ease, and been able to use vowels for increased comprehension.

Requisites: African 321 & 322

Instructional Modality: In-person (Remote/Online Instruction if required)

Credit Hours Explanation

This class meets for 20 class period hours (Mondays – Fridays 9 AM – 1:00 PM with breaks) each week for eight (8) 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).

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).

Learning Outcomes

By the end of the course, you will be able to:

1. Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
2. Exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.
3. Participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.
4. Communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.
5. Make comparisons between products and practices to help you understand perspectives in your culture and other cultures.
6. Interact at a functional level in some familiar contexts.

Approach and Technique

Language immersion and the communicative approach are the keys to MEDLI instruction; it places emphasis on the functional use of language and on communication in context, as opposed to a strictly grammatical, top-down approach. Memorization of new vocabulary through preparation of the basic text and studying the grammatical notes provided in the textbook will take place outside classroom. Time in class will be devoted to reinforcing vocabulary and grammar through various drills and activities as well as to concentrated listening, reading and oral expression activities.

Students are required to learn the new vocabulary, to listen to and repeat new words and expressions outside the classroom and to complete all vocabulary exercises in the book as homework the day before the day we begin a new lesson. Likewise, the grammar must also be studied, and the relevant drills completed before coming to class. In-class activities for both the vocabulary and grammar sections will assume students' familiarity with the material and will build upon what students have already acquired through their own diligent preparation the night before. As a result, students who do not devote sufficient time to the vocabulary and grammar exercises ahead of time will find themselves at a serious disadvantage during class.

Course Materials

Textbook

- o Al-Tonsi, A., Al-Batal, M., Brustad, K., *Al-Kitaab fii Ta'allum al-Arabiyya: A Textbook for Arabic, Part Two, Third Edition*, Washington D.C.: Georgetown University Press, 2011.

In addition, the textbook will be regularly supplemented with the following:

- o Companion Website for *Al-Kitaab fii Ta'allum al-Arabiyya: A Textbook for Arabic, Part Two, Third Edition*.
- o J M. Cowan, Ed. *The Hans Wehr Dictionary of Modern Written Arabic*. (Fourth Edition).
- o Handout and other miscellaneous materials to be distributed in class.

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.

Evaluation & Grade Distribution

Attendance and Participation	20%	الحضور والمشاركة
Homework	15%	الواجبات
Journal Entry	15%	المقالات
Presentation	10%	التقديم الشفوي
Quizzes	10%	الامتحانات الدورية
Cultural Activities	5%	الأنشطة الثقافية
Final Project	10%	المشروع النهائي
Final Exam	15%	الامتحان النهائي

Tentative Class Schedule: (For weekly detailed schedule, visit Canvas)

Week 1	June 19 – June 23	Review <i>Al-Kitaab</i> 1 Lesson 1 - 13
Week 2	June 26 – June 30	<i>Al-Kitaab</i> Lesson 1
Week 3	July 3 – July 7	Lessons 2
Week 4	July 10 – July 14	Lessons 2 & 3 + Review & 1st EXAM
Week 5	July 17 – July 21	Lessons 4
Week 6	July 24 – July 28	Lessons 5 & 6
Week 7	July 31 – August 4	Lessons 6
Week 8	August 7 – August 11	Review + Final Exam + Project

Grading Scale

At the end of the course, you will receive a letter grade using the following scale:

A=91-100%, **AB**= 85-90%, **B**=80-84%, **BC**=75-79%, **C**=70-74%, **D**=65-69%, **F**=0-64%

Course Requirement

Oral Performance and Rationale for Participation Grade (20%)

Your oral performance will be evaluated based on oral participation in class every day. Using English in class will negatively affect your oral performance grade. Each day I will assign you an oral performance grade from 0 – 5 using the following criteria.

5	Attend class, arrive on time, listen to others, volunteer to speak, engage with a conversation partner, avoid English, demonstrate preparation.
4	Attend class, arrive on time, listen to others, engage with a conversation partner, avoid English, demonstrate preparation but participate only when called on.
3	Attend class but participate minimally, or be late, or use English or be unprepared.
2	Attend class but participate minimally, use English, and demonstrate lack of preparation
1	Attend class but do not participate
0	Miss class.

Homework Assignment/Independent Learning (15%)

You will have assignments to complete almost every day in preparation for class. Some of these may be self-graded, others may simply be marked complete or incomplete, and others will be graded and given feedback. You are expected to spend at least 4 hours on homework and assigned activities, which must be completed by the beginning of the class unless your instructor tells you otherwise. If no homework is assigned, you should spend that time reviewing the material. Absence does not excuse homework.

Please follow these guidelines for preparing written assignments.

1. Type or scan and upload the digital file to CANVAS under the tab for the appropriate day.
2. Write neatly. Messy, scrawled homework will be penalized.
3. Skip lines, leaving enough room so that we can write legible corrections for your assistance.
4. Write your name and date in Arabic.

Journal Entry (15%)

You will complete 6 **Journal Entries** beginning the first week of class. Your entries should incorporate new vocabulary, expressions, and grammatical structures learned in class. Your instructor will assign specific topics with specific guidelines. The due dates, topics, and word length requirements for your writing will be given on the weekly schedule.

All journals should be neatly written or typed in a large font with double spacing.

Presentation (10%)

Each student will be required to make at least 3 oral presentations. Each presentation should be 5-8 minutes on a topic chosen in consultation with the instructor. This presentation should be well planned. Students will be allowed to use PowerPoint or make use of 2, 3X5 Index cards to write main points, which will be turned in as well but should not write out the presentation. Students are encouraged to make use of visual aids in the presentation. Other students who are not presenting are expected to ask questions of the presenters. More information will be provided during the class.

Quizzes (10%)

There will be a quiz on every other Friday. The quiz will cover all materials you have learned in the previous week.

Cultural & Extracurricular Activities (5%)

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 (150 words).

Final Project (10%)

For your Final Project, you will have several options:

1. Produce a video which will showcase how much Arabic you have learned this semester. Your video can take any form (short film, TV show, skit, TV commercial, a sitcom, news reporting, etc.).

It can be individual or group work. Discuss your ideas with the instructor first.

Or

2. You can create a learning portfolio for all your Arabic learning journey during the 8 weeks. You can use google site, or WIX, or other platforms. The portfolio can contain your writing assignments, weekly vocabulary, your presentations, and a reflection on some cultural activities or on your own journey.

If you decide to use this option, talk to your instructor starting from week 2.

NB: I am open to other ideas.

Final Exams (15%)

A comprehensive final examination, to be administered in the two-hour block assigned by the university in weeks 4 & 8. No make-up exams or rescheduling will be permitted. The final exam will test your ability to combine everything you've learned to communicate in real situations.

Course Policies

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/>.

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/>.

Attendance at MEDLI

Students with extenuating circumstances must discuss the situation with their instructor and with MEDLI administrative staff. Absences, other than illness, will be worked out on a

case-by-case basis. Vacation is not a valid excuse for a student to have an extended absence. If a student miss class, it is their responsibility to make up the work and to keep up with the other students in the class.

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.

MEDLI's policies regarding tardiness and absence are as follows:

Tardiness

Up to 30 minutes late (habitual tardiness of less than 30 minutes may also be considered a violation)

1st time = warning

2nd time = grade deduction

3rd time = referred to MEDLI staff/possible additional grade deduction.

Absence

Tardiness of over 30 minutes late will be considered an absence.

1st unexcused absence = warning + grade deduction.

2nd unexcused absence = referred to MEDLI staff + grade deduction.

Excused and unexcused absences cannot equal more than 2 per semester. Once a student has a 3rd absence, they must speak with either the program director or coordinator.

NOTE: An unexcused absence is any absence with no prior approval from the instructor. Unanticipated medical/other emergencies may require additional documentation and approval from MEDLI administration in order to be considered "excused."

Special Note for Students on Fellowships/Scholarships

For students attending MEDLI on a Foreign Language and Area Studies (FLAS) Fellowship or other institutional funding sources/scholarships, absences, excused or unexcused, can affect a student's fellowship or scholarship.

Pre- and post-program FLAS evaluations are required of all students receiving awards. These evaluations will be conducted by your instructors. It's very important that both the pre- and post-program evaluations are conducted by the same instructors so that they can verify your progress, regardless of whether or not they remain your primary instructor at the end of the program.

- 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, Dr. 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, Dr. 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, Dr. Nalan Erbil (erbil@wisc.edu)

Daily Preparation

Students are expected to be fully prepared for class; this will be part of the final grade. Preparation entails completing homework and actively participating in class. Students are encouraged to spend at least 4 hours per day on homework and required activities. Assignments must be completed by the beginning of class. As a rule, late assignments will not be accepted, except for a reason approved by the instructor.

ACADEMIC INTEGRITY

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

<https://conduct.students.wisc.edu/syllabus-statement/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the first week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<https://mcburney.wisc.edu/instructor/>

DIVERSITY & INCLUSION

Institutional statement on diversity: 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 opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and 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, and staff serve Wisconsin and the world.

<https://diversity.wisc.edu/>

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