

University of Wisconsin-Madison  
Middle Eastern and Mediterranean Language Institute (MEDLI)- Summer 2024  
Foreign Language: 341-Third Semester; 342-Fourth Semester Language  
Level: High Intermediate  
L&S Credits: Course as Liberal Arts and Science Credit in L&S

**Instructor Information:**

Salah Algabli

Email Contact: [Algabli@wisc.edu](mailto:Algabli@wisc.edu)

Office hours: Office hours: Tuesdays and Thursdays from 1 to 2:30 pm, or by appointment

**Class Details:**

Advanced Arabic Language Course (8 Credits)

When: MTWTF

What time: 8:30 AM to 12:45 PM

Instructional Modality: In person

Where: Where: Engineering Hall 2255

**Course Description**

This course is for intermediate learners of Modern Standard Arabic, with an emphasis on proficiency through speaking, listening, reading, and writing, as well as 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 novice proficiency to intermediate proficiency on 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. By the end of the course, students should have improved their knowledge of fundamental grammatical structures. They should have internalized the principles of word formation, recognized roots and patterns, used the dictionary with ease, and understood how to use vowels to increase comprehension.

**Requisites:** African 321 & 322

**Credit Hours Explanation**

This course will meet for a total of 20 class period hours each week over the course of eight (8) weeks during the summer semester. The class will run from Mondays to Fridays, starting at 9:00 AM with breaks included. Students are expected to dedicate one hour outside of the classroom for every hour of class (20 hours per week) for course-related activities like reading, writing, studying, listening/viewing, and instructor-student meetings.

**Instructor-to-Student Communication**

Substantive communication 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 is consistent with the course length (usually at least weekly but more often in the course of a short duration).

## **Learning Outcomes**

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

1. Understand the main idea and extract information on familiar topics from spoken, written, or signed texts.
2. Exchange information through discussions on familiar and researched topics, constructing sentences, and asking 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 spoken, written, or signed language.
5. Make product and practice comparisons to understand different cultural perspectives.
6. Interact functionally in familiar contexts.

## **Approach and Technique**

In MEDLI instruction, language immersion and the communicative approach are essential. The approach focuses on using language in real-life situations rather than just on grammar rules. Outside of class, students will memorize new vocabulary and study grammatical notes from the textbook. We will reinforce vocabulary and grammar through drills and activities and practice listening, reading, and oral expression in class.

Students need to learn new vocabulary, listen to and repeat new words and expressions outside of class, and complete all vocabulary exercises in the book as homework the day before we start a new lesson. The grammar must also be studied, and the related exercises completed before class. In-class activities for both the vocabulary and grammar sections will assume that students are familiar with the material and will build upon what they have learned through their own preparation the night before. Therefore, students who do not devote enough time to the vocabulary and grammar exercises ahead of time will find themselves at a serious disadvantage during class.

## **Course Materials**

Textbook

- 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:

- Companion Website for *Al-Kitaab fii Ta`allum al-Arabiyya: A Textbook for Arabic, Part Two, Third Edition*.

- J M. Cowan, Ed. The Hans Wehr Dictionary of Modern Written Arabic. (Fourth Edition).
- Handouts and other miscellaneous materials are 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, and tasks and to check your grades.

## Evaluation & Grade Distribution

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

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

|               |                   |   |
|---------------|-------------------|---|
| <b>Week 1</b> | June 19 – June 23 | Review <i>Al-Kitaab</i> 1 Lesson 1 - 13                 |
| <b>Week 2</b> | June 26 – June 30 | <i>Al-Kitaab</i> Lesson 1                               |
| <b>Week 3</b> | July 3 – July 7   | Lessons 2   |
| <b>Week 4</b> | July 10 – July 14 | Lessons 2 & 3 + <b>Review &amp; 1<sup>st</sup> EXAM</b> |

|               |                      |                                      |
|---------------|----------------------|--------------------------------------|
| <b>Week 5</b> | July 17 – July 21    | Lessons 4                            |
| <b>Week 6</b> | July 24 – July 28    | Lessons 5 & 6                        |
| <b>Week 7</b> | July 31 – August 4   | Lessons 6 & 7                        |
| <b>Week 8</b> | August 7 – August 11 | <b>Review + Final Exam + Project</b> |

### Grading Scale

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

|                      |                     |
|----------------------|---------------------|
| <b>A</b> = 91 – 100% | <b>C</b> = 70 – 74% |
| <b>AB</b> = 85 – 90% | <b>D</b> = 65 – 69% |
| <b>B</b> = 80 – 84%  | <b>F</b> = 0 – 64%  |
| <b>BC</b> = 75 – 79% |                     |

### Course Requirement

#### Participation Grade for Oral Performance (20%)

Your oral performance will be evaluated based on your daily participation in class discussions. Speaking in a language other than Arabic will have a negative impact on your oral performance grade. Each day, you will receive an oral performance grade from 0 to 5 based on 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 daily assignments to complete in preparation for class. Some of these assignments may be self-graded, others may simply be marked as complete or incomplete, and some will be graded with feedback. Unless otherwise directed by your instructor, you are expected to spend at least 4 hours on homework and assigned activities, which must be completed before the beginning of class. If no homework is assigned, you should use that time to review the material. Absence does not excuse homework.

Please adhere to the following guidelines when preparing written assignments:

1. Type or scan the digital file and upload it to Canvas under the tab for the appropriate day.
2. Ensure that your homework is written neatly. Messy or illegible work will be penalized.
3. Skip lines, leaving ample space for legible corrections.
4. Write your name and the date in Arabic.

### **Journal Entry (10%)**

You are required to write 2 journal entries. These entries should include new vocabulary, expressions, and grammar that you have learned in class. Your instructor will provide specific topics and guidelines for each entry. The due dates, topics, and word length requirements for your writing will be provided on the weekly schedule. All journals should be neatly written or typed in a large font with double spacing.

### **Presentation (10%)**

Each student must give a minimum of 2 oral presentations. Each presentation should last 5-8 minutes, and the topic must be chosen after consulting the instructor. The presentations should be well-planned, and students are allowed to use PowerPoint. Visual aids are encouraged during the presentations. 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 every other Friday covering the material from the previous week.

### **Cultural & Extracurricular Activities (5%)**

Throughout the program, there are various cultural activities available, including movie screenings, games, soccer, and an Arabic café, among others. You are encouraged to take

advantage of these opportunities and fully immerse yourself with the group. It is a fun and engaging experience!

### **Final Project (15%)**

You will work as one group to produce a conference in Arabic. You will be required to submit a bio of yourself, a presentation conference abstract, and a report of your service. Additionally, you will present your topic on the conference day for no more than ten minutes. More detailed information and a rubric will be shared with you in week 3.

### **Final Exams (15%)**

A comprehensive final examination will be held during the two-hour block assigned by the university in weeks 4 and 8. No make-up exams or rescheduling will be allowed. The final exam will assess your capacity to apply all of the knowledge you have acquired to communicate effectively in real-life situations.

### **Communication with your professor:**

**From you to your professor:** best method: if you have any questions regarding the course just email me or make an appointment to talk. **NOTE:** Emailing does not absolve students from any course responsibility or deadline unless you receive confirmation from me. There may be periods when I do not have regular email access, however, I will respond as quickly as possible because I know that your communications are important! I will check my email daily. Unless otherwise noted, emails received after 6:00 PM M-F will be answered the next weekday morning. The most important thing about communicating with me is that you do so. Make arrangements with me so we can look at things together before you get behind or frustrated.

**From Salah Algabli to you:** Any urgent news or info will be announced on Canvas and via email so make sure to check your email daily. I strongly encourage you to enable the email function for “News” items on Canvas so that you can receive any notifications immediately.

### **Arabic Café:**

It is a place for you to talk to each other about anything—post interesting Arabic websites, videos, news, songs, movies...etc. It is a place to get to know each other a little better, find someone to bounce off ideas, or just shoot the breeze.

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In-class activities for both the vocabulary and grammar sections will assume that students are familiar with the material and will build upon what they have learned through their own preparation the night before. Therefore, students who do not devote enough time to the vocabulary and grammar exercises ahead of time will find themselves at a serious disadvantage during class.

## **Academic Policies and Statements**

### **Attendance at MEDLI**

At MEDLI, it is our policy that students are expected to attend class every day during the summer due to the intensive nature of the classes. Students with extenuating circumstances must discuss the situation with their instructor and with MEDLI administrative staff. Absences other than due to illness will be handled on a case-by-case basis. Vacation is not a valid excuse for a student to have an extended absence. If a student misses class, it is their responsibility to make up the work and keep up with the other students.

### **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, specifying the exact days or dates on which you need to be excused.

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 offense = warning

2nd offense = grade deduction

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

#### ***Absence***

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

1st unexcused absence will result in a warning and grade deduction.

2nd unexcused absence will result in being referred to MEDLI staff and a grade deduction.

Excused and unexcused absences are limited to 2 per semester. On the third absence, the student must meet with the program director or coordinator.

**NOTE: An unexcused absence is any absence without prior approval from the instructor. Unanticipated medical or other emergencies may require additional documentation and approval from the MEDLI administration to be considered "excused."**

### *Special Note for Students on Fellowships/Scholarships*

Absences, both excused and unexcused, may impact the funding of students with a Foreign Language and Area Studies (FLAS) Fellowship or other institutional funding.

Pre- and post-program FLAS evaluations are required of all students receiving awards. Your instructor will conduct these evaluations. It's very important that both the pre- and post-program evaluations are conducted by the same instructor so that they can verify your progress, regardless of whether 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 and 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 illness, you must meet with the MEDLI Pedagogy Director, Dr. Nalan Erbil (erbil@wisc.edu), and submit the necessary documentation.

Any absences due to emergency circumstances should be reported to Dr. Nalan Erbil, the Pedagogy Director of MEDLI, at [erbil@wisc.edu](mailto:erbil@wisc.edu).

### **Daily Preparation**

Students are expected to come to class fully prepared, as this will be factored into their final grade. Being prepared involves finishing homework and actively participating in class. Students are recommended to dedicate a minimum of 4 hours per day to homework and required activities. Assignments must be completed before the start of class. Generally, late assignments will not be accepted unless the instructor has approved a valid reason.

### **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 sanctions include but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

### **AI Statements for Course Syllabi**

**All students are required to commit to the following statement:** "I know that in this course I can use ChatGPT (and other AI models), but I must always apply critical thinking to anything ChatGPT (or other AI models) tell me AND I must always make a Gradebook Comment (not a



Discussion Board post, but a Gradebook Comment) telling the instructor and TAs whenever I have used ChatGPT (or other AI models) and how I have used them.

## **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 ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

## **DIVERSITY & INCLUSION**

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.

## **Mental Health and Well-Being Statement**

Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others.

Students are encouraged to learn about and utilize UW-Madison's mental health services and/or other resources as needed. Visit [uhs.wisc.edu](http://uhs.wisc.edu) or call University Health Services at (608) 265-5600 to learn more.

## **Privacy of Student Records & the Use of Audio Recorded Lectures Statement**

View [more information about FERPA](#).

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes recording. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

### **Attendance at MEDLI**

It is the policy of MEDLI that students are expected to attend class every day during the summer due to the intensive nature of the classes. 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 misses a class, it is their responsibility to make up the

### **Course Credit Fulfillment:**

This class meets for **22.5** class period hours (Mondays-Fridays, 8:30-1:00 p.m. with breaks) each week for four 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 (**22.5** 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.

### **Student Code of Conduct (Rights and Responsibilities of Students):**

- <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>
- Tech help line for all of your technical issues: <https://kb.wisc.edu/helpdesk/>

### **Classroom Atmosphere/ Diversity & Inclusion (suggested language):**

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/>

UW-Madison is committed to creating a diverse and welcoming learning environment for all students and has a **non-discrimination policy** that reflects this philosophy. Disrespectful behaviors or comments addressed towards any group or individual, regardless of race/ethnicity, sexuality, gender, religion, ability, or any other identity or community are deemed **unacceptable** in class/on the online forum.

Class rosters are provided to the instructors with the student's legal name. We will gladly honor your request to **address you by an alternate name or pronoun**.

### **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 (<https://mcburney.wisc.edu>) 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.

### **Student Health/Resource Centers:**

**Covid-19 Information:** UW-Madison's website to support students during the pandemic. Please visit <https://covid19.wisc.edu/for-students/> for tips and other relevant information.

**University Health Services (UHS)** is the UW-Madison student health center with a mission "to enhance learning and student success by promoting, protecting, and restoring the health and well-being". Please visit their website: <https://www.uhs.wisc.edu/> to learn more about the services they offer and how you may access them.

- **Helpline for 24-Hour Mental Health Crisis Services:** 608-265-5600 (option 9)
- **After-hours Nurse Line:** 608-265-5600 (option 1)

**LGBTQ Support :** The Gender & Sexuality Campus Center (<https://lgbt.wisc.edu/>) is a fantastic resource for LGBTQ students on campus. If you need to locate a gender-inclusive restroom on UW campus, visit: <https://lgbt.wisc.edu/support/navigate-campus/>

**Dean of Students:** The Dean of Students' office can provide you with support and resources for a variety of problems; their main reason for existing is to promote student well-being. They are located in Bascom Hall and can be contacted at 608-263-5700. Their website is <https://students.wisc.edu/doso/>.

## **Privacy of Student Records & the Use of Audio Recorded Lectures:**

See information about [privacy of student records and the usage of audio-recorded lectures](#).

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## **How to Succeed in This Course:**

*Provide information on how students can best succeed in the course. For instance, instructors might include suggestions about completing assignments or studying for exams. Instructors might also include resource links to other campus services such as:*

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)

## **Course Evaluations:**

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation. UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.