

Syllabus for
ARA 203/ARA 203H Intermediate Arabic I
3 Credit hours
Fall 2022

Coronavirus: All faculty members and students are expected to be face-to-face in the classroom except under conditions provided in the ORU Coronavirus Response Plan, which can be found at <https://oru.edu/campus-health/>.

I. COURSE DESCRIPTION

Continued study of Arabic with emphasis on the Levantine dialect of spoken Arabic. Covers intensive intermediate oral work, grammar, including reading and writing. Reading of dialogues and short stories and writing simple sentences using basic vocabularies. Covers most activities listed in the ACTFL intermediate-low level competencies.

Prerequisite: ARA 102 with a grade of "C" or higher or demonstrated proficiency.

Lab fee: \$40.

II. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Terminal Objectives— Upon successful completion of this course, through class lectures, class participation, videos, as well as language laboratory, online learning, and textbook exercises, the student will be able to do the following:

Use aural comprehension through response to questions.

- A. Exhibit a control of grammatical structures covered in the text material through oral classroom participation, written assignments, and testing.
- B. Exhibit comprehension of reading through participation in class discussion and testing over content of material assigned.
- C. Express in writing Arabic through test exercises and controlled compositions.
- D. Express himself or herself and answer questions concerning cultural information as may be presented through text materials, lectures, films, and handouts.
- E. Use and exhibit knowledge of Arabic vocabulary.
- F. Perform most activities listed in the NCSFL-ACTFL intermediate-low competencies.
 - 1. Participate in conversations on a number of topics using simple sentences.
 - 2. Present information on most familiar topics using a series of simple sentences.
 - 3. Write briefly about most familiar topics and present information using a series of simple sentences.
 - 4. Understand the main idea in short, simple messages and presentations on familiar topics. Understand the main idea of simple conversations.
 - 5. Understand the main idea of short and simple texts when the topic is familiar.

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the Translation and Interpreting program.

- A. Outcome 1 – Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian worldview.
- B. Outcome 2 – Student demonstrates developing target language proficiency or better in the four modes of communication.
- C. Outcome 3 – Student demonstrates awareness, sensitivity, and respect for the history,

- beliefs, social forms, language, and traits of different ethnic, religious, and social groups.
- D. Outcome 4 – Student is able to think critically, analyze source and target language linguistic structures, synthesize information and evaluate information critically.

IV. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page.

- A. Spiritual Integrity
- B. Intellectual Pursuit
- C. Global Engagement

V. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials:

Brustad, Kristen, et al. *Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic: Part One*, 3rd edition (Book + DVD + Website Access Card), Georgetown University Press, March 2014. ISBN: 9781626161245

III. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.
By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
2. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

3. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. Department Policies and Procedures
1. **Class Assignments**
 - a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
 - b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.
 2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
 3. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
 - b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee (\$15), which must be paid before the late test can be taken.
 - c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.

4. **Attendance**
- a. **Excused and Unexcused Absences**—Class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.
- b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
- (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - (3) Obtain information covered during an absence. All work must be completed as scheduled.
 - (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.
- a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
- b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.
6. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the School of Liberal Arts. Very few incompletes are granted.

7. **Whole Person Assessment**— If this course requires a WPA assignment, it is listed in the next section (“Course Policies and Procedures”). Students need to comply as indicated in this syllabus and/or by the instructor.

C. Course Policies and Procedures

1. **Grades.**

The final grade is based on the following requirements:

- a. Assignments, quizzes, exams, attendance and participation in class and other assigned activities.
- b. Students should not expect extra credit to help raise a grade.

2. **Evaluation Procedures**

- a. The semester grade is composed of the following:

Quizzes, workbook	20%
Cultural Center Activities/Presentations	10%
Unit exams	40%
Oral comprehension Final	10%
Final exam (comprehensive)	20%

- b. Quizzes over chapter readings, grammar points, and vocabulary can be given at any time with or without notice, but a chapter test is administered after the completion of each chapter.
- c. A mid-term exam will be given as well as a comprehensive final exam at the end of the course.
- d. The final grade is given according to the following scale:
A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=59% and below
- e. Students must earn a minimum grade of “C” in this course before taking the next level.
- f. Students are required to participate in at least two events (on or off campus) related to the culture of the Arabic-speaking world. These may include an event approved by the instructor.

- g. Extra Credit

- (1) Extra credit cannot raise a grade from a “D” to a “C” if the cumulative score is lower than a 68% before extra credit points are added.
- (2) Students may earn up to 2% extra credit for given for participation in a language club, conversation table, and/or foreign language church or Bible study Students may earn up to 2% extra credit in the course by participating in activities or events related to the Arabic language or Arab culture beyond the cultural requirement as state in 2f above.

3. **The Language Lab and Cultural Center (LLCC).**

- a. The LLCC, located in LRC 232B & C, is a valuable resource for developing foreign language proficiency and provides media resources as well as knowledgeable peer tutors for conversing in the target language.
- b. The student needs to spend an extra 3 hours outside of class time in target language conversation and other activities as directed by the instructor. The LLCC deadlines are posted in the LLCC and on D2L.

Language 101/102/203 courses

2 hours	Target Language conversation
1 hour	Activities based on teacher's instructions.
3 hours	TOTAL

c. The student must log in his or her LLCC hours and activities on VISION before the deadline.

4. **Whole Person Assessment Requirements**

a. This course addresses various criteria under ORU student learning outcome 4B, **Intercultural Knowledge and Engagement**.

b. For the WPA assignment, students write a composition in simple Arabic according to directions given by the instructor. Students upload the composition to the dropbox folder on D2L labeled *WPA-GEN-Cultural Essay*.

c. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

5. **Intercultural Experience Assignment** (GO Course Requirement)

a. This course addresses the criteria under the GO Designation Rubric at the end of this syllabus.

b. Following instructor guidelines, students write an essay comparing and contrasting their culture with the culture of the Arab world.

IV. COURSE CALENDAR

Weeks 1 and 2 - Lesson 7 and review

Before coming to class memorize Vocabulary P 136 .Translate to Arabic Drill 3 (138) Drill 9 (143), including Drill 2 P 138.

Weeks 3 and 4 - Lesson 8

Before coming to class memorize vocabulary P 152. Translate Drill 4 P 155 to be ready to practice it in class. Do drill 2 P 154 Drill 7 Page 157 and memorize past tense Page 157, and 163 (forms of verbs). Memorize all three forms on page 165

Weeks 5 and 6 - Lesson 9

Before coming to class memorize vocabulary pages 180, 181. Translate P 184 and be ready to practice it in class. Do drill 3 page 184 and drill 6 page 185. Memorize ordinal and cardinal numbers page 190.

Weeks 7, 8, and 9 - Lesson 10

Before coming to class memorize vocabulary P 200, 201. Translate P 207 and be ready to practice it in class. Learn verbs pages 202, 203, 204. Do drill 2 P 205 and drill 7 P 209 workbook is filled.

Week 10 - Lesson 11

Before class, memorize vocabulary 226, 227. Do Drill 4 P 230 and drill 8 P 232 and 13 - Lesson 12

Memorize before class Vocabulary P 246, 248. Do drill 3 Page 250 and drill 7 P 252. Translate at home Drill 5 P 251 and be ready to practice it in class.

Weeks 14 and 15 - Lesson 13

Before class memorize vocabulary P 268, 269 and verbs 271,272. Do drill 4 P 257 and drill 7 Page 276. Translate P 257 and be ready to discuss it in class.

GO Designation Rubric

	4.0 Exemplary	3.0 Competent	2.0 Acceptable	1.0 Unacceptable	0.0 Not Attempted
Intercultural Engagement	Evidence of an intentional interaction with individual(s) from a different cultural background with a comparative analysis of the various and diverse viewpoints experienced.	Evidence of an intentional interaction with individual(s) from a different cultural background with summary of the various and diverse viewpoints experienced.	Evidence of an intentional interaction with individual(s) from a different cultural background with an intent to understand various diverse viewpoints.	Minimal evidence of engagement with individual(s) from a different cultural background resulting in an enhancement of conflicting viewpoints.	No evidence of engagement with individual(s) from a different cultural background with intent to understand various diverse viewpoints.
Cross-Cultural Communication	Evidence of cross-cultural communication with a compare and contrast analysis of the two cultures.	Evidence of cross-cultural communication skills with a summary of the novel experience(s).	Evidence of cross-cultural communication .	Evidence of cross-cultural communication resulting in conflict.	No attempt made at cross-cultural communication .
Global Perspectives	Evidence of global perspective using clear, accurate and relevant examples in a comparative analysis of a different global perspective on a cultural issue(s).	Evidence of a global perspective based on a compare and contrast analysis of examples from one or more cultural issues.	Evidence of a global perspective describing examples from one or more cultural issues.	Evidence of a lack of global perspective, through nationalistic expression.	No evidence of cultural sensitivity, effective global perspectives, and global citizenship.
Transformative Experience	Evidence in a compare and contrast analysis of the student previous paradigm, thinking, belief or feeling toward another culture(s) and the new student experience in alignment with the ORU vision and mission.	Evidence that summarizes the student's paradigm shift or change in thinking, belief or feeling toward another culture(s) in alignment with the ORU vision and mission.	Evidence that the student experienced a paradigm shift or change in thinking, belief or feeling toward another culture(s) in alignment with the ORU vision and mission.	Evidence that the student experienced a paradigm shift or change in thinking, belief or feeling toward another culture(s) away from the ORU vision and mission.	No attempt made to experience a paradigm shift or change in thinking, belief or feeling toward another culture(s).

Primary Program: B.A. Translation and Interpreting
ARA 203 Intermediate Arabic I
Fall 2022

This course contributes to the University and program outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

OUTCOMES	Significant Contribution	Moderate Contribution	Minimal Contribution
Spiritual Integrity			
Outcome 1: Student integrates his or her faith into learning experience and demonstrates concepts that constitute a Christian worldview.			X

Personal Resilience

Intellectual Pursuit			
Outcome 2: Student demonstrates developing target language proficiency or better in the four modes of communication.	X		
Outcome 4: Student is able to think critically, analyze source and target language linguistic structures, synthesize information and evaluate information critically.		X	

Global Engagement			
Outcome 3: Student demonstrates awareness, sensitivity, and respect for the history, beliefs, social forms, language, and traits of different ethnic, religious, and social groups.	X		

Bold Vision

(Revised 8/20/22)