

ARB 00100 Elementary Arabic I Content Syllabus, Topics and Assignments.

Books used for the course and referenced in the syllabus:

Alif Baa, Introduction to Arabic Letters and Sounds, 3<sup>rd</sup> Edition, by Al-Batal, Al-Tonsi and Brustad. Georgetown University Press 2010.

Living Arabic: A Comprehensive Introductory Course, 2<sup>nd</sup> Edition, by Munther Younes. Yale University Press, 2006.

## Week 1

Explanation of the “Big Picture Handout” including all 28 letters of the Arabic alphabet, shown in all their possible positions (How they look in the beginning of a word, in the middle, or at the end of words).

Assignments (Includes both in-class and home):

Source Sheets provided for the letters and the 4 possible sounds they can make:

Alif/Hamza with a fatha (A), kasra (I), damma (U), and sukoon (Pause)

Baa with a fatha (Ba) , kasra (Bi) , damma (Bu), and sukoon (B)

Students make one index card per letter/vowel combination. The index card shows the prompt one side, including: The name of the letter with the name of the *harakah*/diacritic, the sound this combination of letter and *harakah* produces, and finally, an example of a useful Arabic vocabulary word that contains this sound in it). On the flip side of the card is the answer in Arabic.

Alif Baa Text, Page 20, Reading about Frontal and Deep Alif. Page 22, visually and aurally identifying the alifs in the classic start to stories: *Kaan yaa maa kaan fee qadeem az zamaan...*

Alif Baa Text, Pages 23-29 Practice writing letters Baa, Taa, Thaa and forming words that contain this combination of letters, example: *Thaabit*.

Alif Baa Text, Pages 34-38 Reading about and listening to examples of the short and long vowels. Supplement given by the professor to explain to students the difference between the short and long vowel sounds in Arabic, with one example for each case.

Drill 10, bottom of page 38. Students see the words on their page, then listen to each word and put in the necessary *harakaat*. Students are invited to the board to explain their choices of diacritic marks. Page 39, Drill 11, *Imlaa* dictation. Students listen to the words (containing only letters students have learned up to this point) without seeing the words on the page. They must therefore perform all the steps themselves: First by identifying

the letters in their mind that must be used, then by connecting them according to the rules (specifically there are 6 letters in the alphabet after which one cannot connect. Alif is one of these, and this means that students must remember that when they are writing a word that contains one of these letters, they need to make a space in the word, and pick up their pen again to form the next letter in the first position.

Weeks 2 and 3

Thaa with a fatha (Tha) , kasra (Thi), damma (Thu) and sukoon (Th)

Explanation of the pronunciation of this letter when reading a text and how students may hear this letter pronounced in a spoken context. Example: *Mathalaan* = Masalan, *Thuraya* = Suraya or Soraya.

Jiim with a fatha (Ja) kasra (Ji) damma (Ju) and sukoon (J)

Explanation of the pronunciation of this letter when reading a text and how they may hear this letter pronounced in a spoken context. Example: *Djamal* = Gamal in Egypt and Yemen, *Amdjad* = Amgad in Egypt and Yemen.

Haa with a fatha (Ha) kasra (Hi) damma (Hu) and sukoon (H)

Explanation the aspirated nature of this letter and the fact that the students will encounter another h sound which is a light non-aspirated h sound.

Khaa with a fatha (Kha) kasra (Khi) damma (Khu) and sukoon (Kh)

Explanation of the way in which the letters in the group (jiim, haa and khaa) need to be stacked up when they come attached to a letter before and to a letter after.

Students continue to make index cards in the method described above.

Alif Baa Text: Reading, listening pp. 46-59.

Drill 1, Page 48.

Drill 2, Page 51.

Drill 4, Pages 52-53.

Drill 10. Pages 58-59.

Supplementary exercises provided by the professor, where students form useful high-frequency Arabic words drawn exclusively from the letters they have learned already.

Listening Comprehension/Dialogue: Acquaintance of Nadia and Waleed.

(Living Arabic Textbook, Mp3 Lesson Number 2 Listening Number 5).

Students obtain the vocabulary words that appear in the dialogue, written in Arabic letters and *harakaat*, and written in transliteration, with the meanings in English. After they read the words, the dialogue is played for them and comprehension questions are distributed to them. Students are guided in their work with making the connections between the vocabulary words on their list and how these words actually sound as they come together in the dialogue. They also begin to work on their skills of understanding the meaning of words from context.

Weeks 4-5-6-7 to the Midterm:

Continuation of the processes detailed above. As the students progress through the letters of the alphabet, and the specificities related to each, as well as new concepts such as the *shadda* and how the letter combinations of *laam-alif* and *alif-laam-miim*, several assignments are given to the students where they form useful high-frequency Arabic words drawn exclusively from the letters they have learned at that stage.

Alif Baa Text, Drills: Unit 4: Page 84/Drill 9, Page 85/Drill 10.

Alif Baa Text, Unit 5: Distinguishing between the sounds found in words that contain a letter *siin* versus sounds found in words that contain a letter *saad*. Page 103/ Drill 7, Page 105/Drill 8.

Distinguishing between the sounds found in words that contain a letter *daal* versus sounds found in words that contain a letter *daad*. Page 106/Drill 11, Page 108/Drill 12.

Word formation, using all the letters previously acquired (up to the letter *Daad*) Pages 109-110/Drill 14.

Distinguishing between the sounds found in words that contain a letter *taa* versus sounds found in words that contain a letter *Taa* (heavy or emphatic *t* sound). Page 123/ Drill 4.

Distinguishing between the sounds found in words that contain a letter *dhaal* versus the letter *DHaa*, and sounds found in words that contain the letters *Daad* and *thaa*. Page 127/ Drill 8. Page 128/Drill 11.

Distinguishing between the sounds found in words that contain the letter ‘*ayn* versus Sounds found in words that contain an *alif* with a *hamza*. Page 134, Drill 14. Page 136, Drill 16.

Distinguishing between the sounds found in words that contain the letter ‘(gha/ghi/ghu/gh) versus sounds found in words that contain the *khaa* (*kha/khi/khu/kh*). Page 139, Drill 18. Page 140, Drill 20.

Distinguishing between the sounds found in words that contain a letter qaaf versus sounds found in words that contain a letter kaaf. Page 154/ Drill 4. Page 155/Drill 6.

Distinguishing between the sounds found in words that contain a letter Haa (aspirated h sound) versus sounds found in words that contain a letter haa (light or non-aspirated h sound). Page 179/ Drill 3. Page 180/Drill 5.

## Week 8

Students learn of the definite article *Al*, formed by added the letters Alif and Laam to the beginning of words. After this is done, the students must analyze whether and how the sound of the laam will be pronounced. If the original word starts off with a shamsiyyah letter the sound of the laam will never be pronounced but rather will be taken over by the sound of the shamsiyyah letter. Students are taught to analyze the evidence in front of them- does the word begin with a shamsiyyah or a qamariyyah letter? Based on this evidence they must put forward a reason as to how the word will be pronounced when the definite article of Alif-Laam is attached to it.

Assignments (Includes both in-class and home)

Assignment of the necessary *shadda* to words beginning in a *shamsiyyah* letter, and a *sukoon* on top of the definite laam when the words begin with a *qamariyyah* letter. Alif Baa Unit 9, Page 196/Unit 1. Supplementary handout from the professor adding the definite article to useful, high-frequency words, including foods and professional titles.

Listening Comprehension/Dialogue. Yousef tells about his city.  
(Living Arabic Textbook, Mp3 Lesson Number 3 Listening Number 5).

Students obtain the vocabulary words that appear in the dialogue, written in Arabic letters and *harakaat*, and written in transliteration, with the meanings in English. After they read the words, the dialogue is played for them and comprehension questions are distributed to them. Students are guided in their work with making the connections between the vocabulary words on their list and how these words actually sound as they come together in the dialogue. They also begin to work on their skills of understanding the meaning of words from context.

The *Taa al Marbouta*. Students learn about this marker found at the end of words only, which is not one of the letters of the alphabet. It is what students need to add along with a *fatha* to words in order to indicate that the gender of the word is feminine.

Alif Baa Book, Reading and Listening: Pages 118- 120.

Supplementary worksheets provided by the professor where students express useful high-frequency words, especially professions, in the feminine gender.

## Week 9

The Numbers in Arabic. Alif Baa Text: Pages 71-73.

Listening Comprehension/Dialogue: A man looks for an apartment and talks with a broker . (Living Arabic Textbook, Mp3 Lesson Number 7 Listening Number 3).

Listening Comprehension/Dialogue: Different people tell about the members of their family. The numbers of family members and their respective ages serve to provide students with active practice in using the numbers they have just learned. (Living Arabic Textbook, Mp3 Lesson Number 8 Listening Number 2,3,4).

## Week 10

The Alif Maqsoura, found only at the end of words. The Alif Qasirah. Alif Baa Text: pages 212-214.

The Hamza, by itself (not coming with an Alif), Hamza on a kurse in the shape of a yaa, and Hamza is on a kurse in the shape of a waaw. Alif Baa Text: pages 183-184.

Students are given a supplementary worksheet to practice writing words where the Alif Maqsoura is found. In so doing they also receive practice in synthesizing and keeping fresh the knowledge they have built up gradually of all the other letters and symbols needed for reading and writing. They also listen to words where the hamza occurs.

Listening Comprehension. Two students talk about their parents' professions. The word *Mustashfaa* (hospital), written with an alif maqsoura, reinforces the grammar topic presented earlier, as does the word *Feezeaa* written with a hamza at the end of the word. (Living Arabic Textbook, Mp3 Lesson Number 8 Listening Number 5).

## Week 11

The Alif Madda. Alif Baa book 185-186.

The Alif with the Tanweenul Fath, Alif Baa book 217-218.

In addition to the drills on these pages, students are given supplementary worksheets by the professor giving them practice writing useful, high-frequency words that contain the Alif with Tanween.

The genitive suffix of possession. Reading: Ismee Saleem, Haadhaa 'Ali/My Name is Saleem/This is Ali (Living Arabic Textbook, page 17).

Listening Comprehension/Dialogue. Transaction between a customer and a butcher.  
Living Arabic Mp3, Lesson 9, Listening Number 4).

Week 12

Reading: 'Aa'ilat Shareef/Sharif's Family. Living Arabic Textbook, pages 53-54.

Listening Comprehension/Dialogue. Sharif's mother asks Sharif's friend about her son's life in college. Living Arabic Textbook DVD, Lesson 27.

Review for the Final Exam.