

Arabic 1

UGRA_011156

Departments	ELC - Arabic Section
Teaching Languages	Arabic
ECTS	3
Teacher responsible	Lise Brunel - lise.brunel@esade.edu

Course Goals

By the end of the course, students should be able to achieve the following objectives:

1. Use the simplest everyday forms of greetings and farewells
2. Ask and answer simple questions about themselves and their daily routines
3. Produce short paragraphs about themselves, their family members and places
4. Describe bedrooms/the city which they live in or which they are from
5. Ask about prices while buying from the local market
6. Locate geographical positions
7. Use the appropriate grammar structures and vocabulary associated with the above objectives
8. Get knowledge about some cultural facts: singers, festivals, etc.

Previous knowledge

Students do not have to have any prior knowledge of Modern Standard Arabic at this level.

Prerequisites

Once students are enrolled in Arabic 1, there are no specific prerequisites or incompatible elements.

Teaching methodology

All classes are conducted in English while the teacher incorporates Arabic gradually to facilitate the comprehension of lessons and assignments. Students are guided and encouraged in acquiring and improving their

comprehension, oral and written expression skills at a relaxed pace.

Moodle is a tool between the teacher and the students. It has to be checked every week to update students with the material given in class or assigned for homework.

In all classes, the communicative approach of teaching is applied. Accordingly, students understand and start speaking the language in a variety of settings and situations.

In all levels of Arabic Language learning, emphasis is given to autonomous learning whereby students are encouraged towards self study at home. Students will be given constant feedback in class, especially during class work and through continuous evaluation.

Description

Course contribution to program

Level 1 of Modern Standard Arabic prepares students for the remaining two Modern Standard Arabic levels (2 and 3 so far) offered by ESADE as elective courses.

Short description

WORKLOAD DISTRIBUTION

Students complete the whole level of 44 hours in one academic year.

ASSESSMENT

Assessment criteria

1. Students can only be assessed if they attend the established minimum number of classes, including lectures and participatory sessions. As a percentage, the minimum is 50% for students sitting the final exam for the first time and 80% for those re-sitting the exam. If students do not meet this condition, their mark will be recorded as "Absent". These percentages, however, do not include justified absences.

Students are required to inform the teacher at least one week before the absence in question, except in cases of force majeure. The only justifiable absences are those attributed to: (i) illness; (ii) the death of a family member or similar; and (iii) ESADE activities for which students have received approval to attend from Programme Management.

Unjustified absences include trips, driver's license tests, etc.

2. Students' final marks have to range from 0 to 10, computing the corresponding weight of both the final exam and the ongoing assessment component. The latter has to be considered regardless of whether students complete the first sitting of the final exam or re-sit it later on.

3. If students pass the ongoing assessment component but fail the final exam after the first second sitting, the teacher saves the ongoing component mark for the following academic year. Students can always choose not to have that mark used the next time they take the class. In this case, students will have

to comply with the teacher's instructions regarding the ongoing assessment component for their marks the second time they take the class.

4. If students are required to repeat the class because they did not pass the ongoing assessment component previously, because they chose to not save their old mark despite passing this component or because faculty did not

save it for the following year and, in addition, they cannot attend class because they are currently enrolled in the next level class and the two class schedules coincide, they will be required to comply with the specific ongoing assessment plan for these types of students as established in the Teaching Guide.

5. At a minimum, this ongoing assessment component has to imply at least 4 assignments which the teacher later comments on in at least one group session dedicated to all students who have completed that assignment.

In classes with a standard and extended-track structure, the type of mark recorded in the final registry has to be the same for all students.

7. If the content of the standard and extended tracks is different, the teacher:

May require students to pass both tracks in order to pass the class;

Cannot save notes from either the standard or extended track from one year to another. Similarly, students cannot sit the exam to raise their marks on only one track, the standard or extended track.

Guidelines for the ongoing assessment component (including the plan mentioned in section 6 above):

Ongoing assessment should focus on evaluating students' competencies, though their knowledge can also be assessed.

Short tests and quizzes should not represent more than 30% of the ongoing assessment mark. Though you can require students to turn in written assignments, the teacher should ideally assess students for their participation in participatory sessions (no more than 35 students) through an activity the teacher proposes (case study, analysis of jurisprudence, debates, presentations, etc.).

Students have to turn in their written assignments via the Moodle platform.

The teacher has to adapt or refresh participatory activities from one year to the next. The same holds true for exams and tests.

N.B. The Oral Final Exam takes place the last class of the course.

Program Learning Objectives

GEL23-Bachelor of Global Governance, Economics and Legal Order

- Communication Skills
 - Communicate effectively through written interventions.
 - Communicate effectively through oral interventions.
- Teamwork
 - Contribute to a positive team dynamic through own behavior.

Bibliography

Jane Wightwick and Mahmoud Gaafar, Macmillan Master Series (Languages), 9781137380449 (Book), Jane Wightwick and Mahmoud Gaafar (Book)

Content

#	Topic
1	1. Conversation: Greet and leave-take (Unit 1) Introduce themselves (Unit 2) Talk about where they live and who they live with (Unit 3) Introduce their family (Unit 3) Talk about what they do (student masculine and feminine) / what their family members do (Unit 4) Talk about where they study (Unit 4) Ask about names (Unit 5) Make polite requests and give replies (Unit 5) Know "what" and "where" in Levantine and Egyptian dialects (Unit 6) Ask for directions (Unit 7) Describe their town or room (Unit 7) Talk about where they come from and about their nationality (Unit 9) Give their address and phone number (Unit 10) Buy in a market (Unit 10) Use classroom expressions to communicate with the teacher and with their peers
2	2. Letters and sounds: Letters of the alphabet: the 28 letters; short vowels; long vowels; diphthongs and absence of vowel (sukun); the coordinating conjunctions "and" () and "or" (); the hamza (); the shadda (-); alif mahdufa and alif maqsura; the ta' marbuTa; the definite article; sun and moon letters; the nisba ; tanwin; alif madda ((
3	3. Grammar: Simple sentences; question words; demonstrative pronouns in the singular masculine and feminine; adverbs of place; the present simple tense; the dual; the plural masculine and feminine; the plural with the number; the nominal negation; iDafa; case endings; "I have"
4	4. Vocabulary: Family members Jobs Adjectives to describe people and objects Items in a bedroom Cities Geographical positions Nationalities The numbers from 1 to 10 Souvenirs from a local market

Assessment

Tool	Assessment tool	Category	Weight %
Other	Ongoing assessment	Ordinary round	30.00%
Written and/or oral exams	Final exam	Ordinary round	70.00%
Written and/or oral exams	Retake exam	Retake	100.00%

PROGRAMS

BBA23-Bachelor of Business Administration (BBA) (Undergraduates: Business)

BBA23 Year 3 (Optative)

BBA23 Year 4 (Optative)

BBA23 Year 2 (Optative)

GBD25-Double Degree in Business Administration and Law (Undergraduates: Law)

GBD25 Year 2 (Optative)

GBD25 Year 5 (Optative)

GBD25 Year 3 (Optative)

GBD25 Year 1 (Optative)

GBD25 Year 4 (Optative)

GBL24-Double Degree in Business Administration and Global Governance, Economics and Legal Order (Undergraduates: Business)

GBL24 Year 2 (Optative)

GBL25-Double Degree in Business Administration and Global Governance, Economics and Legal Order (Undergraduates: Business)

GBL25 Year 1 (Mandatory)

GDL25-Double Degree in Law and Global Governance, Economics and Legal Order (Undergraduates: Law)

GDL25 Year 2 (Optative)

GDL25 Year 5 (Optative)

GDL25 Year 3 (Optative)

GDL25 Year 1 (Optative)

GDL25 Year 4 (Optative)

GED25-Bachelor in Law (Undergraduates: Law)

GED25 Year 4 (Optative)

GED25 Year 2 (Optative)

GED25 Year 3 (Optative)

GED25 Year 1 (Optative)

GEL25-Bachelor of Global Governance, Economics and Legal Order (Undergraduates: Law)

GEL25 Year 3 (Optative)

GEL25 Year 1 (Optative)

GEL25 Year 4 (Optative)

GEL25 Year 2 (Optative)