

## Árabe III

UGRA\_011256

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

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### Course Goals

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

1. Ask and answer questions about themselves and their daily routines
2. Use the comparative and the superlative
3. Compare the past time and the presenttime
4. Talk about school subject matters and university majors
5. Talk about business and politics

### Previous knowledge

Students need to have passed Level 2 to understand and pass the new class in question.

### Prerequisites

Level 3 course is designed for students who have completed Levels 1 and 2 at ESADE. It continues introducing students to the Arabic language and Arab culture in a fun and effective way.

### Teaching methodology

All classes are conducted in English while the teacher incorporates Arabic considerably and in almost the majority of the session.

Students are guided and encouraged in acquiring and improving their comprehension, oral and written expression skills at a relaxed pace. They are advised to use Arabic with each other and with the teacher.

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

Studying Arabic can open doors to a deeper understanding of various cultures and societies in the Arab world. Additionally, it can provide broader access to highly relevant historical and contemporary sources. Knowledge of Arabic can enrich students' ability to navigate an increasingly globalized world.

Level 3 of Modern Standard Arabic is the last course that teaches Modern Standard Arabic at ESADE.

### Short description

#### 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. 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.

6. 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.

## Bibliography

Jane Wightwick and Mahmoud Gaafar, Mastering Arabic 1, Macmillan Master Series (Languages), 978-1137380449 (Book)

Jane Wightwick and Mahmoud Gaafar, Mastering Arabic 1 (Activity Book), Macmillan Master Series (Languages), 978-1137372260 (Book)

## Content

#	Topic
1	Conversation: Ask and answer about daily routines (Unit 16) Talk bout a weekly schedule (Unit 17) Hold a conversation at a car rental office (Unit 17) Compare and contrast the life of a celebrity (Unit 17) Talk about studies at university (Unit 18)
2	2. Grammar: Daily routine verbs Negative statements with verbs in the present Question words Conjugation of verbs in the present with more subject pronouns The comparative and the superlative Conjugation of verb "to be" in the past with more subject pronouns The structure of "but" with an attached pronoun Weak verbs (hollow and defective) Sentences with "from"... "to"... Idafa construction with business and politics

#	Topic
3	3. Vocabulary: What's the time? What a person does every day Days of the week School subjects and university life Plural pattern 5 Nouns with new patterns Words and expressions related to a meeting between a prime minister and his/her cabinet
4	4. Writing What students do every day A dialogue between a customer and an employee of a car rental company Rewrite Mahmoud's words about "Egypt of his youth" Make up stories about how chosen politicians have changed their routines to get out amongst people
5	5. Cultural Spots: Umm Kulthum Naguib Mahfuz Other cultural information and differences among Arab countries

## 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

GBD23-Double Degree in Business Administration and Law (Undergraduates: Law)

GBD23 Year 3 (Optative)

GBD23 Year 1 (Optative)

GBD23 Year 4 (Optative)

GBD23 Year 2 (Optative)

GBD23 Year 5 (Optative)

GDL23-Double Degree in Law and Global Governance, Economics and Legal Order (Undergraduates: Law)

GDL23 Year 5 (Optative)

GDL23 Year 3 (Optative)

GDL23 Year 1 (Optative)

GDL23 Year 4 (Optative)

GDL23 Year 2 (Optative)

GED20-Bachelor in Law (Undergraduates: Law)

GED20 Year 1 (Mandatory)

GEL23-Bachelor of Global Governance, Economics and Legal Order (Undergraduates: Law)

GEL23 Year 2 (Optative)

GEL23 Year 3 (Optative)

GEL23 Year 1 (Optative)

GEL23 Year 4 (Optative)