

**Department of Linguistics**  
**The DIETRICH School of Arts & Sciences, University of Pittsburgh**

**Welcome to Introduction to Arabic Linguistics**

In this document, I provide the following:

- My contact information, office hours, and additional contacts in the department
- Safety, engagement opportunities, and recording
- Class overview, and goals and materials,
- Expectations, values, and format
- A calendar
- Specific guidelines for each assignment and assessment criteria
- Grading summary
- Important university guidelines

This document has a navigation pane<sup>1</sup> and a TOC which will allow you to navigate content easily. Please ask me if you need anything. I will also go over our syllabus during our first meeting. And I will always allow few minutes in every single session to discuss syllabus, expectations, and progress.

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## 1. COURSE INFORMATION, OFFICE HOURS, CONTACT DETAILS

**Class information:** Introduction to Arabic Linguistics | LING 1520/ ARABIC 1705 |

**Days:** Tuesday, Thursday

**Lecture:** 11:00 AM-12:15 PM

### **Instructor:**

Abdesalam Souidi, PhD

**Email:** [soudia@pitt.edu](mailto:soudia@pitt.edu)

**Personal Website:** <http://www.pitt.edu/~soudia/>

**Twitter:** @ProfSouidi

**Office Hours:** Office hours are a great place to work one-one-one, discuss assignments and how we can best personalize your learning and attend to any questions you have about the course. I will be holding classes in-person as long as it is permitted by Pitt. But I will hold office hours regularly online on the following days.

### **When:**

**Wednesdays from 4:30pm-6:00pm**

**And by appointment**

**Book me here:** <https://soudi.youcanbook.me/>

**Meet me here:** <https://pitt.zoom.us/my/soudi>

## 2. COURSE OVERVIEW, GOALS & OBJECTIVES:

In the first half of this course, students will primarily learn the linguistic structure of Modern Standard Arabic and related dialects with a special focus on the phonetics, phonology, morphology and syntax. Materials in the second half of the course will focus (at a very introductory level) on sociolinguistic phenomena related to the Arabic language including discourse, dialectology, language variation, rhetoric, language and gender, and introductory session on SLA in Arabic. If you wish to learn more about sociolinguistics of Arabic, I have designed a brand-new course on this topic. You can ask me about that.

### **Additional skills you will learn**

At the end of this course, you will better be able to:

- a. critically read articles and explain their importance to others;
- b. advocate, in front of an audience, for your perspective;
- c. question and learn from a speaker, rather than just listening to a lecture;
- e. write different kinds of academic/linguistic prose.
- f. learn about cultural and linguistic diversity

## 3. READING MATERIAL

### 3.1 Required materials & references

**Material A-** Course packet representing articles selected by the instructor from various journals

is placed on Canvas. The papers selected supplement the contents of the textbooks in several ways, presenting various perspectives to the structure and discourse of Arabic. The supplemental readings address an array of issues related to word order in Arabic, agreement, focus and topic, morphology, diglossia, linguistic variation, language change, language planning, and the pragmatics and syntax of common discourse markers/strategies in Arabic. It is my hope that these papers set the ground for investigating possible ways of correlating constraints of grammatical constructions and structural positions with discourse functions.

### **Material B- Textbooks (Required)**

Holes, Clive. 2004. *Modern Arabic: Structures, Functions, and Varieties*, Georgetown University Press

### **Material C- Optional supplementary readings**

Owens, J. (2013) *The Oxford Handbook of Arabic Linguistics*, Oxford University Press

Altoma, S.J. (1969) *The Problem of Diglossia in Arabic*, Harvard University Press

Blanc, H. (1964) *Communal Dialects in Baghdad*, Harvard University Press

Ferguson, C.A. (1959) "Diglossia" in: *Word* 15: 325-340 Saad, Z. (1992) "Language planning and policy attitudes: A case study of Arabization in Algeria", PhD thesis, Columbia University

Ryding, K (2014) *Arabic: A Linguistic Introduction*, CUP

Sadiqi, F. (1995) "the Language of women in the city of Fes, Morocco", *International Journal of the sociology of language*

Sadiqi, F. (2003a) *Women, Gender, and Language in Morocco*. Leiden and Boston: Brill Sadiqi,

F. (2003b) "women and linguistic space in Morocco", *Women and Language* 26(1):35-43

Schmidt, R.W. (1974) 'Socio-stylistic variation in formal spoken Arabic in Egypt', PhD thesis, University of Wisconsin-Madison

Watson, J. (2002) *The Phonology and Morphology of Arabic (The Phonology of the World's Languages)*, OUP

Versteegh, K. (1997) *The Arabic Linguistic Tradition*, Routledge

## **4. HEALTH, SAFETY, ENGAGEMENT, AND RECORDING**

During this pandemic, it is extremely important that you abide by the public health regulations, the University of Pittsburgh's health standards and guidelines, and Pitt's Health Rules. These rules have been developed to protect the health and safety of all of us. Universal face covering is required in all classrooms and in every building on campus, without exceptions, regardless of vaccination status. This means you must wear a face covering that properly covers your nose and mouth when you are in the classroom. If you do not comply, you will be asked to leave class. It is your responsibility to have the required face covering when entering a university building or classroom. For the most up-to-date information and guidance, please visit [www.coronavirus.pitt.edu](http://www.coronavirus.pitt.edu) and check your Pitt email for updates before each class.

If you are required to isolate or quarantine, become sick, or are unable to come to class, contact me as soon as possible to discuss arrangements. Remember, I am here to help you succeed in this class. I am a father of two children and my mom has underlying medical conditions and to a certain degree I understand some of the difficulties presented by the current pandemic. However, [collaboration, teamwork, and transparent communication](#) will help all of us succeed.

Additionally, I appreciate the time you took to respond to the pre-semester survey. Your responses to what an inclusive classroom means to you, information about accommodations, and what drew you to this class, for example, have helped me to adjust the organization and pedagogy of the class. Over the course of the term, I will conduct short additional surveys to check on your progress and improve your experiences.

**In the first two week**, I will accommodate both in-person and remote students with blended class sessions using videoconferencing technology (zoom) and classes will be recorded for those who can't join to accommodate everyone, anywhere, anytime during these first 2 weeks.

**According to current Pitt rules**, remote access to courses option will end on **Sept. 13, 2021**, and subsequent classes will meet face-to-face, in the assigned classroom. During the first two weeks of class, please bring your computer and a headset to minimize chatter noise in the room and mixed signals. **Class will meet synchronously, at the scheduled class times.**

*You will always hear from me via email before class if our plans ever change per communication from the University.*

- I will hold virtual office hours regularly as often as needed for one-on-one discussions. You will see information on when these are and how to sign up and “where” to go, under office hours on Canvas. I have also placed this information on page 4 above.
- I will allow flexible assignment deadlines and a few grace periods on individual bases. For example, students dealing with challenges should feel free to request extensions on assignments. **I will always be ready to discuss plans to make up work.**
- I will build in various check in points during the term to monitor progress

### **Assessments:**

This class consist of:

- Formative assessment (low-stakes assessment designed primarily to help students improve).
- Summative assessment: high-stakes assessments designed primarily to evaluate students.
- This class has
  - writing exercises,
  - section quizzes covering multiple course components
  - A term paper.
  - Group discussion (lots of discussion)
  - Class presentation and workshop at the end

### **Statement on recording:**

As mentioned above, I will record synchronously because the learning does not just come from me but comes from your contributions too and sharing of diverse experiences.

**This does not mean that you may record the class; the general statement which requires you (as a student) to take permission to record still applies:**

“To ensure the free and open discussions of ideas, students may NOT record classroom lectures, discussions, and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private study.”

## ***5. EXPECTATIONS, FORMAT POLICIES, DYNAMICS***

### **5.1 Expectations**

#### ***YOU***

- You will respect the views of all the participants in this class
- It is important that we work together to create a diverse, inclusive space for all.
- If you put in the effort, it is possible for everyone to get an A or A+.
- You are intelligent and mature and can be relied upon to do work that results in more learning, and better grades.
- You will submit work on time and put your best effort into all assignments. You will let me know if you are experiencing any difficulties.
- You each learn in a unique way, and I cannot expect everyone to arrive at the goals through the same path.
- I expect you to look at this document (the syllabus) very closely
- If you must miss class, please talk to me about it in the next class or office hours or chat with one of your classmates to catch up on content. Canvas will always have lecture notes and recordings.

#### ***ME***

- I will present my goals, objectives, and standards clearly and openly.
- Everything we do will be focused on the ultimate goal of your learning.
- My job is help you reach your goals and work together.
- Every assignment will have clear instructions and assessment criteria
- I am reachable and available. And I value open and honest communication.
- Previous students have ranked my availability at 100%
- If you ask me about something I don’t know, I will do research on it and get back to you by next class or before.
- I will respect every student’s perspective and attempt to balance all perspectives and allow every student a voice.
- If you feel uncomfortable in class (in-person or online), you can expect me to listen to your concerns.
- I will do my very best to create a very friendly and very comfortable atmosphere that is conducive to learning.
- If you need help with your term project, or any other assignment ask for help at any time.
- All due dates are listed on the calendar. Plan accordingly and communicate with me

- I will be happy to discuss your work with you anytime
- Over 98% of my students get an A/A+ because I always create a supportive environment to work together.
- You will have the chance, during the semester, to give me feedback about what is good and bad about the course, and I will consider seriously whether I should change the course considering these comments.
- I will hold regular office hours as indicated above

## 5.2 Cell phone/laptop policies:

We are all going to turn off our cell phones/or at least silence them during class. If there is an emergency for which you need to be on call, you should discuss it with me ahead of time. Similarly, I will do the same with all of you if I need to have my phone. We will not text in class or use our laptops for any other purposes outside of class needs.

## 5.3 Format: presentations, discussions, lectures, and assignments

Overall, each topic will benefit from the following: 1) Guided reading: we will read about a particular topic before class. 2) We will present on it in class, summarize the main points. 3) we will then discuss it. 4) Finally, we will do exercises/assignments.

### 5.3.1 Presentations (15%)

There will be 3 short presentations. This means that a group of 3 students or 2 will need to present together. Student presenters will give a presentation on the topic as per calendar and class presentation schedule ([see section 6](#)). Presenters must meet the instructor ahead of time to discuss their plan and work together. A class presentation is a serious matter because the learning of others and yours depends on it. The meeting that we will have before your presentation also allows us to negotiate content and organization. Your presentation (ppt) is due at 9pm on the day before class. This will give you time to practice, consult memo questions (see [7.2](#)), and get a good night's sleep before your presentation. Being prepared ahead of time is good habit to cultivate.

Also, presenters are encouraged to **show initiatives** in the whole class's learning process by making reading suggestions and finding additional resources for the class to share. Such contributions will be noted and will be reflected in your in-class participation and presentation scores. Because this exercise requires you to work with others, it will also improve your **collaborations** skills.

**Discussion:** After each presentation, we will hold group discussions. The presenters (where applicable) will lead discussions on the assigned topic and pose further questions of each other. We will also make use of some of the memo questions or questions designed by the instructor. Please read more about presentation guidelines in section [7.1](#) below

### 5.3.2 Class participation (15%)

This grade will be based on your willingness to participate in class, reading responses and

asynchronous discussion. I recognize that not everyone likes to speak out in front of the entire class, so I will give ample opportunity for you to participate during group discussions. You will always have an opportunity to post your comments asynchronously on Canvas. I will also track your progress on Canvas to see how much you are interacting with course modules.

### 5.3.4 Reading responses/memos (10%) (see guidelines below)

For all presentations (CP) and some designated chapters, a 100 to 125-word response to the assigned reading is due. I provide more information about this below in section [7.2](#)

## 6. CALENDAR—Weekly Schedule

Numbers in ‘Reading’ column refer to page numbers in the primary textbook: Holes, Clive. *Modern Arabic: Structures, Functions, and Varieties*, Georgetown University Press

<i>Date</i>	<i>Unit</i>	<i>Reading</i>	<i>Activity/discuss.</i>	<i>CP<sup>2</sup></i>	<i>Assignments<sup>3</sup> &amp; due dates</i>
08/31	Introduction Getting organized	Syllabus Warm-up reading	Getting to know each other Warm-up reading		Personal reflections in class Experience with Arabic
09/02	Varieties of Arabic	Holes (pp. 1-22)	Canvas, discussion and conversation about term paper		
09/07	History & Devlpt of Arabic Arabic & Linguistics	Holes (pp. 22-50)	Canvas, Conversation about memos and CPs		<b>Memo 1</b>
09/09-14	Phonetics and Phonology of MSA: Phoneme system, features, syllable str.	Holes (pp. 56-69)	Canvas IPA guide for Arabic discussed in class		
09/16	Phonetics and phonology of dialects, variation CP 1: Egyptian	Holes (pp. 69-89)	Canvas	1	<b><sup>4</sup>Memo 2</b>

<sup>2</sup> CP= Class presentation, please read about this section in syllabus to learn about requirements, grading criteria and cp guidelines (this is an important piece because learning of your classmate and yours depends on it. **Send by 9pm on day before class. See section [7.1](#) to learn more**

<sup>3</sup> Assignments (such as preparation for a class activity, in class exercises) that I do not collect will count towards your participation. All assignments must be submitted on Canvas please.

<sup>4</sup> **All memos are due by 9pm on the day before class. See section [7.2](#)**

<i>Date</i>	<i>Unit</i>	<i>Reading</i>	<i>Activity/discuss.</i>	<i>CP<sup>2</sup></i>	<i>Assignments<sup>3</sup> &amp; due dates</i>
09/21	Phonology & Orthography: Def. article, case ending CP 2: Levantine/Syrian or Moroccan	Holes (pp. 89-95) Ennaji Article	Canvas Transcription exercise	2	Memo 3 <sup>5</sup> Quiz 1 deployed
09/23	Verb Morphology of Arabic (roots & patterns) Morph-syn of finite Vbs	Holes (pp. 99-106)  (pp. 106-117)	Canvas Class exercise		
09/28	Dialectal verb morphology CP-3	Holes (pp. 117-142)	Canvas	3	Memo 4 Quiz 1 due
09/30	Noun Morphology of Arabic: verbal noun, participles	Holes (pp. 145-162)	Canvas Class exercise		Memo 5 <sup>6</sup> Declare paper topic (share two relevant refs.)
10/05	Number case, definiteness, gender	Holes (pp. 171-175)	Canvas		Quiz 2 deployed
10/07	Verb types, pronouns & deictics	Holes Ch. 5	Canvas		Quiz 2 due
10/12	Phrase structure of Arabic NP, (AGR in NPs...)	Holes Ch. 6 (pp. 195-216) (pp. 216-244)	Canvas		
10/14	Ph.S continued, clause structure				Quiz 3 deployed
10/19	Midterm	Midterm	Midterm take home due 10/21 by 11:59pm		

<sup>5</sup> All quizzes are due at 11:59 PM.

<sup>6</sup> Due 11:59 PM. See section [7.4](#)

<i>Date</i>	<i>Unit</i>	<i>Reading</i>	<i>Activity/discuss.</i>	<i>CP<sup>2</sup></i>	<i>Assignments<sup>3</sup> &amp; due dates</i>	
10/21	Subj-obj preposing in Arabic	Suleiman Abdeljawad	Canvas		<sup>7</sup> Abstract due Memo 6	
10/26	Putting things into perspective, review of structure					Quiz 3 due
10/28	Sociolxs of Arabic (Intro) 1	Ferguson reading	Canvas			
11/02	Sociolxs 2		Canvas			
11/04	Lge levels/switching	Holes (pp. 341-353)	Canvas		Memo 7	
11/09	LVC in Arabic Lge Contact & Lge Planning	Walters reading	Canvas Canvas			
11/11	DA/ Rhetoric of Arabic	Johnstone	Canvas		Quiz 4 deployed Memo 8	
11/16	D. markers and Ar. Religious invocations	Mughazi	Canvas		Memo 9	
11/18	DMs Continued				Paper outline due <sup>8</sup>	
<b>11/21-11/28, incl. Sun-Sun Thanksgiving Recess for students (no classes)</b>						
11/30	Lge & Gender in Arabic, gendered expression, lge practice & power	Sadiqi	Canvas		Activity Quiz 4 due	
12/02	SLA in Arabic	TBA	Canvas			
12/07	<b>PANEL</b>					
<b>12/09</b>	<b>Workshop<sup>9</sup></b>					
<b>Final paper due Dec 17 by midnight</b>						

<sup>7</sup> Due 11:59 PM. See section [7.4](#)

<sup>8</sup> Due 11:59 PM. See section [7.4](#)

<sup>9</sup> Check Canvas for more information. We will also discuss this item in class.

### CALENDAR--CP ASSIGNMENTS BY NAME

Topic	Presenters (Check calendar on Canvas)
CP 1 (Egyptian)	
CP 2 (Syrian)	
CP 3 (Dialectal Morphology)	

## 7. GUIDELINES FOR ALL ASSIGNMENTS AND ASSESSMENT CRITERIA

### 7.1 Presentation guidelines (15%)

**It is critical that you plan well in advance.** It is your responsibility to get an early start on the presentation, so you will have enough room to complete it on time. Your ppt or any presentation tools will be due at 9pm before the presentation due date. Your grade for the presentation may not necessarily be the same as your co-presenter(s). You will be graded based on your specific part. Please communicate with me if for some reason you are unable to present so that we can discuss other methods for making up for this work. One example would be to write narrative/essay about the topic. If you think this might be the case, let's discuss the details

#### Preparation:

- **Immediately:** You should read the assigned reading.
- We should meet (you, me, and your co-presenters) during office hours before your presentation to discuss your talk and any readings you like to add. You also need to work with your co-presenter(s) to plan a coherent and well-organized talk. Everyone must contribute equally. One of you should be responsible for communicating with me. **Make sure all co-presenters are cc-ed.** I will need to see the final presentation before posting it on Canvas.
- **As mentioned above** e-mail me your slides and other materials (cc your co-presenters) by 9pm the day before your presentation so that others can print slides if they would like.

#### Content

The content should be closely related to the assigned topic. A good strategy would be to start with the materials on the textbook/article and add your unique contribution as needed. But you are not limited to what is on the textbook or the article; you are encouraged to be creative and consult other closely related sources as needed.

#### Format

Entire presentation should be at least **about 35/40 minutes long**, with at least **15 minutes provisioned for questions/discussion in the end**. PowerPoint, PDF, or other visual aids are required. Make sure your presentation includes a list of references at the end, so it can be shared

with class. I will either expand on topic or devote extra time to answer questions or discuss other class requirements. Make sure your slides are not too crowded with information. Also, spend time rehearsing!

**Evaluation**

Your presentation will be evaluated based on the following: preparation, accuracy and depth of content, originality, engagement with audience, and delivery and compliance with directions above. Fill the CP assessment below for your reference and e-mail it to within a week after your presentation. Also, make sure you expand on the **performance comment section** under the assessment box below.

**Presentation assessment:**

Name:

Title of presentation:

Date:

	1	2	3	4	
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Content Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required) with explanations and elaboration.	
<b>Analysis</b>	Minimal analysis.	Analysis is present but not well thought out. The analysis is not integrated into the presentation, nor is it relevant to the reading.	Analysis applies is a faithful, but mechanical, reproduction of the analysis in the reading.	Analysis takes the insights from the reading and expands or challenges them in a way that adds to the goals of the reading.	
<b>Visuals/ handouts/ppt</b>	Student used no visuals or handouts. Such materials would have significantly enhanced the presentation.	Student occasionally used visuals that rarely support presentation.	Visuals related to text and presentation.	Student effectively used visuals to reinforce presentation.	
<b>Delivery</b>	Student mumbles, talks too slow/too fast, and speaks too quietly for all to hear.	Audience members have difficulty hearing presentation.	Student's voice is clear, but not very dynamic or pacing makes listening difficult.	Student used a clear voice, dynamic delivery, and excellent pacing.	
<b>Interaction /questions</b>	Student cannot answer questions or interact outside of prepared text.	Questions and interaction only minimal (e.g., yes-no answers).	Questions answered authoritatively, but not used to explore other aspects. Or questions are answered but uncontrollable	Student answers questions easily, and uses questions to explore other aspects of the reading.	
				<b>Total</b>	<b>/24</b>

**Performance comment section:** in about 150 words, please highlight weaknesses of your presentation. If you were to do this again, what would you change:

## 7.2 Reading responses/memos, 100/125 words (10%)

This requirement fulfills several functions. It makes sure you do the readings. But it also makes you read more thoughtfully to increase your learning. For these responses/memos, if you start with the reading, you can take it in any number of directions: You can disagree with a point and dispute it. You can agree with a point and back it up. These memos will count towards your written assignments' quota. These memos will be graded automatically but will be reviewed for quality. **Due by 9pm** on the day before class. Remember, as a presenter you do not have to post a memo. You will need to post a total of 8 memo questions on Canvas.

*As a presenter* you do not have to answer all questions. On your handout/slide, you also do not have to put all questions down for discussion. You select whatever questions you want. The questions are meant to be brought up for discussion after you finish presenting. You (*Memo poster*) may not post more than one memo for the one presenter! If you would like to ask more questions, bring them up in class.

Additional things you can write about as you see fit:

Evaluate the reading(s)

for content: Was it informative? Logical? Grounded in research? Do you agree with the authors?

for writing: Was the reading well-written and organized? What did the author do well, and what did the author do poorly?

a. Discuss either one of:

i. Connect the reading to other related issues

ii. What kind of research would you propose if you were writing this section?

iii. What suggestions do you have to improve the research in the reading?

You will also supply 6 additional responses as indicated in the calendar which we will use for the discussion during regular lecture time.

## 7.3 Quizzes 20% (section quizzes)

You will be asked to complete 4 assignments during the course. All of these assignments will be completed as section quiz, while others will be in the form of memo questions as explained above. In-class activities may include exercises done in groups. The goal of these quizzes is to allow you a chance to summarize and synthesize your learning at 4 opportunities during the term. The questions will be on Canvas. Each quiz assignment will focus on two or three linked components that we have studied up to that point. Quizzes are due as specified in calendar.

## 7.4 Instructions for the term paper 20%

There are several types of writing you may choose: critical review article, reflection, research proposal or a (small-scale) data-based research paper. Check with me first before you consider collecting or acquiring any type of data. We will not be collecting any data in-person but I have suggestions on how we can do this remotely.

The paper should be **1800-2200 words** long APA style (**6 to 7 pages double-spaced, Times New Roman, 12-point font size, Margins: 1" on left, right, top, and bottom**). Your submitted paper should have a cover page, which includes title of your paper, your name, class information,

term and date. Your submitted paper should also have a **navigation pane if you have sections**. Consult resources on Canvas to learn about **APA style** or look at the **link below**.

You will also be required to provide a brief presentation of your article toward the end of the course (workshop session), so that students can hear and see what others are working on and provide suggestions. I will also ask you to provide progress notes about your paper orally in class on multiple occasions. General vague descriptions will not be enough. Please be ready to provide concrete progress.

There are several important deadlines for the paper as you move through the stages of researching and writing it. The Final paper should be submitted to Digital Dropbox. For all submissions, please list word count.

**Sept. 30 (11:59pm). Topic.** You will turn in your final paper topic, describing the content of your paper, including a one- (or two-) sentence description of what kind of paper you are going to write. Be as specific as possible. Tell me what aspect of Arabic linguistics you will look at. I encourage you to come talk to me or other students about this with your ideas before you turn in your topic if you are not sure. The best place for this conversation is office hours or class itself. The length of topic submission should be few sentences only not to exceed a paragraph. Provide a couple of relevant references. Narrow down your topic.

**Oct. 21 (11:59pm). Short Abstract** 200/225 words in length. References will **not** count towards your word limit. You will need at least 2 key/relevant references. Your list of references will grow as you go. You will need to decide how you are keeping track and organizing your references, annotations (mendeley, end notes, bibtex...) There are lots of free citation software.

**Abstracts usually consists of the following components:**

**Backgrounds, significance and goals of your paper** (underline the importance of your topic, why it is worth sharing or writing about, specific things/goals you wish to write about/share)

**Methods:** how will you go about doing that. Did you locate any materials that will help you navigate it/explore or answer the questions you are raising, **expected results/outcomes:** what do you expect to find, learn, achieve... **Summary and broader impact:** practical value or broader impact of the paper...for society/humanity, for discipline of Arabic Linguistics or linguistics in general...future research

**Nov. 18 (11:59pm). Layout of your paper.** Outline/main sections of your paper/progress note in any format (straight one-page narrative)

**Dec 17 (11:59pm). Final product:** This is the version that you will receive a grade for. Filename should be: **YourLastNameLing1520FinalPaper2021.**

**Please follow instructions.**

The papers will be evaluated on the accuracy and depth of the content, how well you document your sources, and on how well-written they are. Remember this is a term paper so you have lots of time to produce a well-written and well-organized document which you can also use as a writing sample for future job/grad applications ... To learn more about a writing assignment

visit: (common writing assignments, academic writing...):

<https://owl.english.purdue.edu/owl/section/1/3/>

**How to write a critical analysis:**

<https://www.tacoma.uw.edu/sites/default/files/global/documents/library/howtowriteacriticalanalysis.pdf>

**Total points:** 100. Breakdown by milestones: **1.** Topic submission (10 – completion points) **2.** Short abstract submission (10 – completion points) **3.** Format/outline (10 points) **4.** Final (60 points) **5. Workshop.** To ensure that you earn the full points (100), you should communicate your progress and seek my feedback in class or in office hours.

**Products: Presentation length at workshop: 5 minutes** (more details will be discussed in class). **Paper length:** double spaced, 6 to 7 pages long (2000/2200 words), 12-point font size, APA style

Writing guide:

Criteria	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate
<b>Structure</b> <ul style="list-style-type: none"> <li>Organization</li> <li>Flow of thought</li> <li>Transitions</li> <li>Format</li> </ul>	<ul style="list-style-type: none"> <li>Paper is logically organized</li> <li>Easily followed</li> <li>Effective, smooth, and logical transitions</li> <li>Professional format</li> </ul>	<ul style="list-style-type: none"> <li>Paper has a clear organizational structure with some digressions, ambiguities or irrelevances</li> <li>Easily followed</li> <li>Basic transitions</li> <li>Structured format</li> </ul>	<ul style="list-style-type: none"> <li>There is some level of organization though digressions, ambiguities, irrelevances are too many</li> <li>Difficult to follow</li> <li>Ineffective transitions</li> <li>Rambling format</li> </ul>	<ul style="list-style-type: none"> <li>There is no apparent organization to the paper</li> <li>Difficult to follow</li> <li>No or poor transitions</li> <li>No format</li> </ul>
<b>Grammar/mechanics</b> <ul style="list-style-type: none"> <li>Sentence structure</li> <li>Punctuation and mechanics</li> </ul>	<ul style="list-style-type: none"> <li>Manipulates complex sentences for effect/impact</li> <li>No punctuation or mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>Uses complex sentences</li> <li>Few punctuation or mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>Uses compound sentences</li> <li>Too many punctuation and/or mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple sentences</li> </ul>
<b>Language</b> <ul style="list-style-type: none"> <li>Linguistic terminology</li> <li>Word choice</li> <li>Technical and precise word usage</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is sophisticated and correct as are sentences, which vary in structure and length</li> <li>Expert use of technical and precise linguistic terminology</li> <li>Writer's tone is clear, consistent and appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is varied, specific and appropriate</li> <li>Frequently uses linguistic terminology correctly</li> <li>Writer's tone emerges and is generally appropriate to audience</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is used properly though sentences may be simple</li> <li>Infrequently uses linguistic terminology correctly</li> <li>Writer's tone exhibits some level of audience sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary is unsophisticated, not used properly in very simple sentences.</li> <li>Sparing or imprecise use of linguistic terminology and vocabulary</li> </ul>
<b>Content and information</b> <ul style="list-style-type: none"> <li>Clarity of purpose</li> <li>Critical and original thought</li> <li>Use of examples</li> </ul>	<ul style="list-style-type: none"> <li>Central idea is well developed and clarity of purpose is exhibited throughout the paper</li> <li>Abundance of evidence of critical, careful thought and analysis and/or insight</li> <li>Evidence and examples are vivid and specific, while focus remains tight</li> </ul>	<ul style="list-style-type: none"> <li>Central idea and clarity of purpose are generally evident throughout</li> <li>Evidence of critical, careful analysis and insight</li> <li>Good, relevant supporting examples and evidence</li> </ul>	<ul style="list-style-type: none"> <li>The central idea is expressed though it may be vague or too broad; Some sense of purpose is maintained throughout</li> <li>Some evidence of critical, careful thought</li> <li>There are some examples and evidence, though general</li> </ul>	<ul style="list-style-type: none"> <li>Central idea and clarity of purpose are absent or incompletely expressed and maintained</li> <li>Little or no evidence of critical, careful thought and analysis</li> <li>Too few, no examples and evidence or they are mostly irrelevant</li> </ul>

## 8. GRADING SUMMARY

**Class Presentation (CP): 15%**

**9 Memos/Reading responses: 15%**

**4 Quizzes: 20%**

**First Exam: 15%**

**Participation: 15%**

**Final paper: 20%** (This item has multiple sub-assignments as detailed above)

### Letter-Grade Percentage Breakdown:

97-100%	A+
93-96%	A
90-92%	A-
<hr/>	
87-89%	B+
83-86%	B
80-82%	B-
<hr/>	
77-79%	C+
73-76%	C
70-72%	C-
<hr/>	
67-69%	D+
63-66%	D
60-62%	D-
<hr/>	
Below 60%	F

## 9. IMPORTANT UNIVERSITY POLICIES

### 9.1 E-Mail policy

I will use your university addresses for communicating with you. The University email policy is as follows:

*Each student is issued a University e-mail address ([username@pitt.edu](mailto:username@pitt.edu)) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to <http://accounts.pitt.edu>, log into your account, click on **Edit Forwarding Addresses**, and follow the instructions on the page.*

*Be sure to log out of your account when you have finished. (For the full E-mail Communication Policy, go to [www.bc.pitt.edu/policies/policy/09/09-10-01.html](http://www.bc.pitt.edu/policies/policy/09/09-10-01.html).)*

## 9.2 Academic Integrity

You are expected to do your own work and acknowledge use of anyone else's work or ideas. Academic dishonesty includes: (a) copying another student's work or letting another student copy your work and (b) copying passages or ideas from another source and passing them off as your own, i.e. without properly referencing them. When scholastic dishonesty is suspected, I will turn the matter over to the Provost's Office for resolution. For more information see: <http://www.pitt.edu/~provost/aistudcode1.html>

## 9.3 Disability Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both me and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course

## 9.4 Accessibility

The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C's Web Accessibility Initiative and Section 508 guidelines. Specific details regarding individual feature compliance are documented and updated regularly.

## 9.5 Diversity and Inclusion

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, see: <http://diversity.pitt.edu/affirmative-action/policies-procedures-and-practices>

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing: [titleixcoordinator@pitt.edu](mailto:titleixcoordinator@pitt.edu). Reports can also be filed online: <https://www.diversity.pitt.edu/make-report/report-form>. You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930)

## 9.6 Gender Inclusive Language Statement (from Pitt GSWS)

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women's

experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, etc.). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students, faculty, and staff may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

### **9.7 Content Warning and Class Climate Statement ([from Pitt GSWS](#))**

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in the Gender, Sexuality, and Women's Studies Program, course topics are often political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers' understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

I expect everyone to come to class prepared to discuss the readings in a mature and respectful way. If you are struggling with the course materials, here are some tips: read the syllabus so that you are prepared in advance. You can approach your instructor ahead of time if you'd like more information about a topic or reading. If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed. If you need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center.

### **9.8 Copyright Notice**

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](#) and the University Copyright Policy

### **9.9 Statement on Classroom Recording**

To ensure the free and open discussions of ideas, students may NOT record classroom lectures, discussions, and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private study.

**9.10 Statement on Scholarly Discourse ([from a California State University course: Race, Racism and Critical Thinking](#))**

In this course we will be discussing very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other's opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other's positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually reasoned ways. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter is so emotionally charged

**9.11 Religious Holidays and Social Justice**

If you need to miss a class due to a religious holiday anytime during the semester, the University requires that you let me know about your planned absence as soon as possible. Absences due to religious holidays will not be held against you, and you will be allowed to make up all work you miss due to your absence.

Additionally, if you need to miss class for a social justice activity, please let me know. Such absences will not be held against you and I will be available to discuss how you can make up all work you missed due to this absence related to any social justice activity.

**9.12 Take Care of Yourself**

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep, and taking time to relax. Despite what you might hear, using your time to take care of yourself will actually help you achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that's available and take advantage of it. Ask for support sooner rather than later –this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty or family member you trust for assistance connecting to the support that can help.

The University Counseling Center is here for you: call 412-648-7930 and visit their website.

If you or someone you know is feeling suicidal, call someone immediately, day or night:

University Counseling Center (UCC): 412 648-7930

University Counseling Center Mental Health Crisis Response: 412-648-7930 x1

Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN)

If the situation is life threatening, call the Police:

On-campus: Pitt Police: 412-268-2121

Off-campus: 911