ARA 4850 / LIN4930 / LIN 6571
Structure of (Standard) Arabic
Fall 2019
Course Syllabus

Instructor: Youssef A. Haddad
Meeting Time: MWF – 3rd period
Room: MAT 117
Office Hours: MW 1:00-2:00 p.m. or by Appointment
Office: 357 PUGH
Tel: 352-273-2958
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Prerequisite: ARA 1131 OR LIN 3010

REQUIRED TEXTBOOK

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

Other readings will be made available on Canvas. Here is a sample list.
- Aoun, Joseph, Elabbas Benmamoun, and Dominique Sportiche. 1994. Agreement, word order, and conjunction in some varieties of Arabic. *Linguistic Inquiry* 25: 195-220.
- Aoun, Joseph, Elabbas Benmamoun, and Dominique Sportiche. 1999. Further remarks on first conjunct agreement. *Linguistic Inquiry* 30: 669-681.
- Davis Stuart and Bushra Adnan Zawaydeh. 2001. Arabic Hypocoristics and the status of the consonantal root. *Linguistics Inquiry* 32: 512-520.
- Davis, Stuart. 1995. Emphasis Spread in Arabic and Grounded Phonology. *Linguistic Inquiry* 26: 465-498
- Eid, Mushira. 1983a. On the communicative function of subject pronouns in Arabic. *Journal of Linguistics* 19: 287-303.
- Eid, Mushira. 1983b. The copula function of pronouns. *Lingua* 59: 197-207.
- Ferguson, Charles A. 1959. The Arabic Koine. *Language* 35: 616-630.
- Haddad, Youssef A. 2008. Pseudometathesis in Three Standard Arabic Broken Plural Templates. *Word Structure* 1: 135-155.
- Haddad, Youssef A. 2014. Attitude datives in Lebanese Arabic and the interplay of syntax and pragmatics. *Lingua* 145: 65-103.
- Munn, Alan. 1999. First conjunct agreement: Against a clausal analysis. *Linguistic Inquiry* 30: 643-668.
- Prunet, Jean-Francois, Renée Béland, and Ali Idrissi. 2000. The mental representation of Semitic words. *Linguistics Inquiry* 31: 609-648. Focus mainly on pages 609-626
- Watson, Janet C.E. 1999. The Directionality of Emphasis Spread in Arabic. *Linguistic Inquiry* 30: 289-300.

COURSE DESCRIPTION

This course describes and analyzes the sound system, word structure, sentence structure, and semantics of Arabic.

COURSE OBJECTIVES

By the end of this course, you will be expected to

- retain linguistic facts about the Arabic language;
- recognize and transcribe Arabic sounds broadly and fairly accurately using the International Phonetic Alphabet;
- observe data sets in order to
  - identify the necessary structural elements at the word and sentence levels,
  - arrive at linguistic generalizations, and
  - explain your answers by providing solid arguments.

Long-Term Objectives:
It is my hope that this course will help you

- appreciate language as a unique human system worth investigating;
- look at your own language as an outsider and appreciate it more.

COURSE REQUIREMENTS

Undergraduate Students

1) Exams – 40%
   There will be two in-class exams. Each will be a two-day exam and is worth 200 points – 20%.
   a. **Exam 1: Wednesday & Friday, October 9 & 11**
   b. **Exam 2: Monday & Wednesday, December 2 & 4**

2) Textbook Reading Assignments – (5 assignments, 40 points each) – 20%
   You are expected to read assigned textbook chapters and to answer questions that I post online a week in advance.

3) Additional Reading Assignments (6 assignments, 30-40 points each) – 20%
   These will be distributed throughout the semester. Each assignment requires the reading of one article or book chapter (not to exceed 35 pages) in order to answer a set of online questions. The assignment and questions will be posted online a week before due date. Once a student starts the online process of answering the questions, s/he will have a limited time (e.g., 40 minutes) to complete it. Students are encouraged to discuss the reading together, but they are expected to answer the online questions alone.

4) Extended Abstract and Oral Presentation – 20%
   Every student will be assigned to a group. The group will be assigned one of the readings in (3) above plus additional readings (articles, book chapters). Each member of the group will be expected to write a 2000-word essay that engages with a common theme in the assigned readings. The essay may take the form of an extended abstract. It is expected to do some or all of the

following: (i) highlight a problem or a research question, (ii) provide data to illustrate the phenomenon under examination, (iii) discuss earlier work on the topic and explain why it is inadequate where possible, (iv) provide a solution to the problem. Students are encouraged to discuss the readings together, but each student does the write-up of the extended abstract alone. In addition, the group will be expected to work together to prepare an oral presentation of 30-50 minutes. Remember that the class will have read one of the assigned readings; the group's task is to engage the class with the topic beyond that reading. You may use any material you deem necessary to accomplish this task; e.g., powerpoint presentation, games, videos, etc.

Sample extended abstracts may be found at:
https://journals.linguisticsociety.org/proceedings/index.php/ExtendedAbs

Here is another link that provides tips on how to write an extended abstract:
https://www.cs.indiana.edu/icfp96/advice.html

Here are some guidelines on how to present a conference papers. Some of these tips may be useful as you prepare your oral presentation, keeping in mind that the tips focus on conference presentations, which normally take the form of a lecture and questions by audience follow.
https://www.linguisticsociety.org/resource/lsa-paper-guidelines-0

All assignments must be typed. Additional specifications may accompany certain assignments.

Graduate Students
- Requirements (1), (2), and (3) are the same for both graduate and undergraduate students.
- Requirement (4) is different: Every graduate student
    o will be assigned to TWO groups throughout the semester;
    o will be required to turn in two 3,000-word essays that engage with a common theme in the assigned readings plus at least two additional scholarly references (e.g., journal articles, books, book chapters);
    o will be expected to work with each group to prepare an oral presentation of 30-50 minutes.

Grading Scale (& GPA equivalent):

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	63-66	62-60	59-
(4.0)	(3.67)	(3.33)	(3.0)	(2.67)	(2.33)	(2.0)	(1.67)	(1.33)	(1.0)	(0.67)	(0)

Note: A grade of C− is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx;
http://www.isis.ufl.edu/minusgrades.html

GENERAL ADMINISTRATIVE ISSUES

Canvas
Class resources, announcements, assignments, etc. will be made available on course Canvas site.

Attendance
Attendance is mandatory and will be assessed by roll call. Absences will be excused in accordance with UF policy. Acceptable excuses include illness, religious holidays, & military obligation: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx. These need to be documented excuses. Should you miss a class for any reason, you are responsible for informing yourself about the material covered. Except in the case of certified illness or other UF accepted excuse, there will be no make-up option for missed exams/assignments. Where possible, make-ups should be arranged prior to absence. Alternatively, students should contact me on return to classes.

You may miss 3 sessions without any penalty. Every absence thereafter results in minus 1% deducted from your final grade unless the absence is a documented excuse. Arriving late (within 5 minutes of the beginning of class time) or leaving early (within 5 minutes before class is dismissed) is considered a half absence and results in minus .5% from the final grade. Missing more than 5 minutes of class time is considered absence. Refer to the following website: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences

Late and Make-Up Work:

No late work will be accepted or make-ups will be offered unless the student offers a legitimate documented excuse. See Attendance above.

Class Demeanor
Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.
Student Honor Code and Student Conduct Code may be found here:
https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/
Or may be saved as *The Orange Book*:
https://sccr.dso.ufl.edu/wp-content/uploads/sites/4/2018/08/The-Orange-Book-Web.pdf

Accommodations
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see https://disability.ufl.edu/.
HEALTH AND WELLNESS
- ➥ U Matter, We Care: umatter@ufl.edu; 392-1575
- ➥ Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx ; 392-1575
- ➥ Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161
- ➥ University Police Department: http://www.police.ufl.edu/ ; 392-1111 (911 for emergencies)
ACADEMIC RESOURCES

- E-learning technical support: Learningsupport@ufl.edu; https://lss.at.ufl.edu/help.shtml ; 352-392-4357 (opt. 2)
- Career Resource Center: Reitz Union; http://www.crc.ufl.edu/ ; 392-1601
- Library Support: http://cms.uflib.ufl.edu/ask
- Teaching Center: Broward Hall; 392-2010 or 392-6420
- Writing Studio: 302 Tigert Hall; http://writing.ufl.edu/writing-studio/ ; 846-1138

Course Evaluation

"Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/."

SCHEDULE

This schedule is tentative and subject to change. Refer to Canvas for updates.

	Topic	Textbook Readings
Weeks 1-2	Arabic Linguistics: Overview and History	Ch. 0-1
Week 3-6	Phonetics and Phonology	Ch. 2
Week 7-10	Morphology	Ch. 3-4
Week 11-15	Syntax and Semantics	Ch. 6-7