

Arabic Sociolinguistics
ARA 4822 / LIN 4930 / LIN 6932
Spring 2023
Course Syllabus

Instructor: Youssef A. Haddad
Meeting Time: MWF – 4th period (10:40-11:30 a.m.)
Room: MAT0010
Office Hours: Monday 1:00-3:00 p.m. OR by appointment
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Prerequisite: ARA 1131 OR LIN 3010

Course Description

Explores the relationship between language and society in the Arab World. Introduces and examines the diglossic relation between Standard Arabic and the different colloquial varieties. Explores language variation and change, with special focus on the relation between linguistic variation and other social variables, such as ethnicity, religion, urbanization, social class, gender, power, and ideology. Introduces the social phenomenon of codeswitching between Arabic and other languages, mainly English and French, as well as diglossic codeswitching. Analyzes the structural characteristics of codeswitching and the sociocognitive motivations behind it. Introduces and discusses language policy and planning in the Arab World. Compares and contrasts language policies and their implementation in a number of Arab countries post-independence.

Required Textbook

Albirini, Abdulkafi. 2016. *Modern Arabic Sociolinguistics: Diglossia, Variation, Attitude and Identity*. New York: Routledge.

Recommended book:

MLA Handbook 8th Edition. 2016. The Modern Language Association of America.

Additional articles and book chapters will be assigned during the semester. These will be available on Canvas. Here is a tentative list:

- Ayari, Salah. 1996. Diglossia and illiteracy in the Arab world. *Language, Culture, and Curriculum* 9: 243-253.
- Hachimi, Atiqa. 2013. The Maghreb-Mashreq Language Ideology and the Politics of Identity in a Globalized Arab World. *Journal of Sociolinguistics* 17: 269-296
- Hachimi, Atiqa. 2015. "Good Arabic, Bad Arabic": Mapping language ideologies in the Arabic-speaking world. *Zeitschrift für Arabische Linguistik (Journal of Arabic Linguistics)* 61: 25-70.
- Haddad, Youssef A. 2018. *The Sociopragmatics of Attitude Datives in Levantine Arabic*. Edinburgh: Edinburgh University Press.
- Hoffman, Katherine E. 2006. Berber language ideologies, maintenance, and contraction: Gendered variation in the indigenous margins of Morocco. *Language and Communication* 26: 144-167.

- Rizk, Sherin. 2007. The language of Cairo's young university students. In Catherin Miller, Enam Al-Wer, Dominique Caubet, and Janet C.E. Watson (eds). *Arabic in the city: Issues in dialect contact and language variation*, 291-308. London and New York: Routledge.
- Ryding, Karin. 1991. Proficiency despite diglossia: A new approach for Arabic. *The Modern Language Journal* 75: 212-218.
- Sayahi, Lotfi. 2011. Code-switching and language change in Tunisia. *International Journal of the Sociology of Language* 211: 113-133.
- Shaaban, Kassim, and Ghazi Ghaith. 2002. *Journal of Sociolinguistics* 6: 557-574.
- Shiri, Sonia. 2013. Learners' Attitudes Toward Regional Dialects and Destinations Preferences in Study Abroad. *Foreign Language Annals* 46: 567-587
- Walters, Keith. 1996. Gender, Identity, and the Political Economy of Language: Anglophone Wives in Tunisia. *Language in Society* 25: 515-555
- Walters, Keith. 2003. Fergie's prescience: The changing nature of diglossia in Tunisia. *International Journal of the Sociology of Language* 163: 77-109

Graded Work

There will be ten reading assignments and two exams. Details about each exam and assignment will be available on the course website (on Canvas) at least three days prior to the due date.

- 1) Two Exams (30%): These exams may be online, in-class, or a combination of both.
 - Exam 1: Wednesday & Friday, March 8 & 10, 2023
 - Exam 2: Monday & Wednesday, April 24 & 26, 2023
- 2) Textbook Reading Assignments (35%): You will be expected to read five textbook chapters in preparation for classroom lectures and/or discussions. Each chapter will be accompanied with online questions. See Schedule for tentative distribution.
- 3) Additional Reading Assignments (15%): There will be five of these. Each assignment requires reading one journal article or book chapter and answering a set of questions. See Schedule for tentative distribution.

Items 2 and 3 will be posted on Canvas under Quizzes, but you should think of them as assignments and not quizzes.

- 4) Essay and Oral Presentation (15%: 5% for the presentation + 10% for the essay)

Every student will be work with two-to-four partners as a group. The group will be assigned one of the readings in (3) above plus additional readings (articles, book chapters). Members of the group are expected to discuss the readings together. They are also expected to plan and conduct a micro-research project with the purpose of examining one or more claims made in the assigned reading.

 - a. Each group is expected to work together to prepare an oral presentation of about 40 minutes. The class will have read one of the assigned readings ahead of the presentation. The group's task is to engage the class with the topic beyond the article/book chapter that the rest of the class has read. You may use any material you deem necessary to accomplish this task; e.g., powerpoint presentation, games, videos, etc. The 40-minute presentation is followed by 10 minutes for questions and discussion.

b. Each member of the group is expected to write a 2000-word essay that engages with a common theme in the assigned readings. **Students are expected to complete the write-up of the essay individually and not as a group.** The essay is expected to do the following:

- (i) Present a leading idea, highlight a problem, and/or state a research question
- (ii) Provide data to illustrate the phenomenon under examination
- (iii) Discuss earlier research on the topic, highlight its merit, and explain why it is inadequate where possible
- (iv) Present a report of the group micro-research project. This includes presenting its purpose, methodology, and finding, and discussing the results.
- (v) Relate the topic of the essay to your language and sociolinguistic experience. E.g., have you witnessed similar phenomena or problems at home (family, community, or country)? If no, why not? If yes, how is your experience similar to and/or different from the one discussed in your essay?

The instructor will evaluate and provide feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization. The largest component of the essay grade is an evaluation of whether the essay successfully conveys in writing an argument that is provable, well organized, and persuasive. **Students may use the feedback to revise their essay, using Track Changes, and resubmit it for re-evaluation.**

For one-on-one assistance with writing, visit the University Writing Program (www.writing.ufl.edu) & Writing Studio (<https://writing.ufl.edu/writing-studio/>)

Recommended website for MLA formatting and style guide:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Recommended website for APA formatting and style guide:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Sample extended abstracts that may be used as a model 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. The tips may help with the writing of the essay:

<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>

5) Language Policy and Planning – Country Presentation (5%)

The last module of the semester is on language policy and planning. Each group will be assigned a country plus suggested references (articles and book chapters) and will be expected to prepare a

20-25-minute presentation about the language situation (politics, policy, and planning) in that country.

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

Graduate Students

- Requirements (1), (2), (3) and (5) are the same for both graduate and undergraduate students.
- Requirement (4) is different: Every graduate student
 - will be assigned to TWO groups throughout the semester;
 - 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);
 - will be expected to work with each group to prepare an oral presentation.

Grading Scale & GPA Equivalent

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93 (4.0)	92.9-90 (3.67)	89.9-87 (3.33)	86.9-83 (3.0)	82.9-80 (2.67)	79.9-77 (2.33)	76-73 (2.0)	72.9-70 (1.67)	69.9-67 (1.33)	66.9-63 (1.0)	62.9-60 (0.67)	59- (0)

Students will need to earn a C or higher to use this course toward a major or minor and/or earn General Education Credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

<https://student.ufl.edu/minusgrades.html>

SCHEDULE

This schedule is a tentative roadmap.

	Topic	Readings & Assignments
Week 1	1-Sociolinguistics-An.Overview 2-Arabic-Some History	Albirini – Chapter 1 – Introduction
Week 2	2-Arabic-Some History (Cont.) 3-Arabic Dialects	Albirini – Chapter 2 – Online Assignment
Week 3	4-Diglossia-Overview & Problems	Albirini – Chapter 4 – Online Reading Homework 1 – Online
Week 4	4-Diglossia-Overview & Problems (Cont.) 5-Arabic & Prestige Group 1 – Presentation & Essay: Diglossia	Reading Homework 2 – Online
Week 5	6-Diglossia & Bilingualism	Albirini – Chapter 5 – Online
Week 6	7-Language Variation 8-Language Change	Albirini – Chapter 6 – Online

Week 7	9-How to Observe Language Variation 10-Variation & Levelling in Bahrain Group 2 – Presentation & Essay: Language Attitudes	Reading Homework 3 – Online
Week 8	11-Variation & Change in Beirut 12-Language and Gender Exam 1	Reading Homework 4 – Online
Week 9	13a-Sexist Language 13b-Do Women & Men Talk Differently Group 3 – Presentation & Essay: Language & Gender	Reading Homework 5 – Online
Week 10	14-Codeswitching 15-Codeswitching-Linguistic Terminology & Data Analysis	Albirini – Chapter 7 – Online
Week 11	16-Codeswitching-More Data for Analysis 17-Matrix Language Frame Model-Data & Application	Reading Homework 6 – Online
Week 12	18-Codeswitching-Social Motivations 19-National Language & Language Planning Group 4 – Presentation & Essay: Codeswitching	
Week 13	20-More Issues in National Language & Language Planning	Language Policy and Planning – Presentation (Due in week 14): Group 1: Tunisia & Algeria Group 2: Egypt Group 3: Palestine & Israel Group 4: Lebanon and Syria
Week 14	All Groups – Language Policy and Planning – Presentations	
Week 15	Wrap-up & Exam 2	

Student Learning Outcomes

1. Describe the linguistic situation of the Arab World, with special reference to national and regional dialectal variation. (**Content – assessed through homework assignments and Exam 1**)
2. Identify, describe and explain the following sociolinguistic phenomenon, in general and as they pertain to the Arab World: Diglossia – Language Variation and Change – Codeswitching – Language Policy and Planning. (**Content – assessed through homework assignments, presentations, and Exams 1 and 2**)
3. Analyze codeswitching data phonologically and morphosyntactically, and analyze the sociocognitive factors that drive it. (**Critical Thinking – assessed through homework assignments, presentations, essay, and Exam 2**)

4. Identify and analyze the social variables (e.g., religion, gender, socioeconomic status) that influence linguistic choices made by individuals and communities. (**Content & Critical Thinking – assessed through homework assignments, presentations, essay, and Exam 2**)
5. Compare and contrast the linguistic situation of the Arab World with the linguistic situation in own culture. (**Critical Thinking & Connection – assessed through homework assignments, presentations, and essay**)
6. Develop clear, organized, and effective presentation and evaluation, both in oral and written forms, of scholarly research on specific topics pertaining to Arabic culture. (**Communication – assessed through homework assignments, presentations, and essay 1**)

GENERAL ADMINISTRATIVE ISSUES

Canvas

All assignments, lecture notes, handouts, study guides, grades, etc. will be posted on the course website on Canvas. It is your responsibility to check the website regularly and keep up to date with the class.

Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Attendance is mandatory and will be assessed by roll call. For each unexcused absence or tardiness, 1/3 point will be deducted from the final percentage; e.g., a final 83% becomes 82% if you are late or absent 3 times without a legitimate excuse. Absences will be excused in accordance with UF policy. Acceptable excuses include illness, religious holidays, & military obligation. These need to be documented excuses. Should you miss a class for any reason, you are responsible for informing yourself as to 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.

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 eating during class time. 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.

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

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: <https://counseling.ufl.edu/> ; 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 feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu> . Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/> .

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

A. Oral Presentation Rubric

	Excellent	Good	Adequate	Poor
Content	Student shows full understanding of the topic and is able to answer class questions with explanations and elaborations. Citations are introduced and attributed appropriately and accurately.	Student shows a good understanding of the topic and is generally able to answer class questions with explanations and elaborations. Most citations are introduced and attributed appropriately and accurately.	Student shows a good understanding of parts of the topic and is often though not always able to answer class questions with explanations and elaborations. Some but not all citations are introduced and attributed appropriately and accurately.	Student does not show sufficient understanding of the topic. Class questions are answered with difficulty. Citations are rarely introduced or attributed appropriately and accurately.
Critical Thinking	Student clearly articulates a position or argument. Conclusions are insightful or provide a unique viewpoint. Evidence provides rationale for the conclusion and is comprehensive; covers diverse viewpoints, and includes a powerful evaluation of context, perspectives of self and sources, and limitations.	Student clearly articulates a position or argument. Conclusions are logical and address all important ideas. Evidence provides rationale for the conclusion, covers multiple viewpoints, and includes an adequate evaluation of context, perspectives of self and sources, and limitations.	Student articulates a position or argument that is complete but limited in scope. Conclusions are logical and address the most important ideas. Lacks incorporation of a key perspective or adequate evaluation thereof.	Student articulates a position or argument that is unfocused or ambiguous. Conclusions may be logical but not necessarily focused on primary ideas. Lacks incorporation of some key perspectives or adequate evaluation thereof.
Organization	Student presents ideas in logical, interesting sequence which audience can follow. Within one minute of allotted time.	Student presents ideas in logical sequence which audience can follow. Within two minutes of allotted time.	Student presents ideas in a sequence that is not always logical making it difficult for audience to follow. Within three minutes of allotted time.	Student rarely presents ideas in a clear sequence. Within four minutes of allotted time.
Visual Aids	Student's visual aids are relevant; they explain and reinforce the presentation and make it more interesting and more meaningful.	Student's visual aids are relevant; they explain and reinforce the presentation.	Student's visual aids are often relevant and help explain and reinforce the presentation.	Student occasionally uses visual aids that support the presentation.
Delivery	Student maintains eye contact with audience, seldom returning to notes. Student uses a clear voice and all audience members can hear. Grammar and expression consistently adhere to conventions of English or the target language of specialization.	Student maintains eye contact with audience most of the time and seldom returning to notes. Student uses a clear voice and all audience members can hear. Grammar and expression generally adhere to conventions of English or the target language of specialization.	Student often maintains eye but frequently returns to notes. Student's voice is clear and most audience members can hear. Grammar and expression does not always adhere to conventions of English or the target language of specialization.	Student occasionally uses eye contact, but still reads mostly from notes. Student's voice is low and audience members have difficulty hearing. Grammar and expression consistently often fail to adhere to conventions of English or the target language of specialization.
Discussion	Student provides at least two discussion questions relevant to the reading assignment. The questions connect the readings to some larger issue that go beyond their content and facilitate insightful class discussion.	Student provides at least two discussion questions relevant to the reading assignment. The questions connect the readings to some larger issue that go beyond their content, but at least one of them does not easily facilitate insightful class discussion.	Student provides at least two discussion questions relevant to the reading assignment. Only one question connects the readings to some larger issue that go beyond their content, but it does not easily facilitate insightful class discussion.	Student provides at least two questions, but they are primarily plot questions.

B- Writing Rubric

	Excellent	Good	Adequate	Poor
Content	<p>Paper Presents Significant controlling idea and assertion that are supported with concrete, substantial, and relevant evidence.</p> <p>Student's arguments, evidence and conclusions are accurate; they Demonstrate a firm understanding of reading assignments and course material.</p>	<p>Paper presents controlling idea and assertions that are supported with concrete and relevant evidence.</p> <p>Student's arguments, evidence and conclusions are fairly accurate; ; they Demonstrate good understanding of reading assignments and course material.</p>	<p>Paper presents controlling idea and assertions that are general, limited, or obvious; some supporting evidence is repetitious, irrelevant, or sketchy.</p> <p>Student's arguments, evidence and conclusions are accurate though not sufficiently clear. They show adequate understanding of reading assignments and course material, but there are minor inaccuracies.</p>	<p>Controlling idea or assertion too general, superficial, or vague; evidence insufficient because it is obvious, aimless, or contradictory.</p> <p>Student's arguments, evidence, and/or conclusions are often inaccurate; they show poor understanding of the reading assignments and course material.</p>
Development	<p>Order reveals a sense of necessity, symmetry, and emphasis; paragraphs focused and coherent; logical transitions re enforce the progress of the analysis or argument. Introduction engages initial interest; conclusion supports without repeating.</p>	<p>Order reveals a sense of necessity and emphasis; paragraphs focused and coherent; logical transitions signal changes in direction; introduction engages initial interest; conclusion supports without merely repeating.</p>	<p>Order apparent but not consistently maintained; paragraphs focused and for the most part coherent; transitions functional but often obvious or monotonous. Introduction or conclusions may be mechanical rather than purposeful or insightful.</p>	<p>Order unclear or inappropriate, failing to emphasize central idea; paragraphs jumbled or underdeveloped; transitions unclear, inaccurate, or missing. Introduction merely describes what is to follow; conclusion merely repeats what has been said.</p>
Critical Thinking	<p>Paper goes beyond the assignment to explore the implications of arguments or evidence in new contexts or in particularly thoughtful, insightful, and/or original ways. Paper demonstrates a nuanced grasp of cultural, literary, and/or linguistic content and/or principles. It shows an outstanding ability to analyze, interpret, and evaluate the content and/or principles with facility.</p>	<p>Paper fully meets the parameters of the assignment to explore the implications of arguments or evidence in new contexts or in thoughtful and insightful ways. Paper demonstrates a good grasp of cultural, literary, and/or linguistic content and/or principles. It shows a good ability to analyze, interpret, and evaluate the content and/or principles with facility.</p>	<p>Paper does not address some aspects of the assignment. Paper demonstrates an adequate grasp of cultural, literary, and/or linguistic content and/or principles. It shows a shaky ability to analyze, interpret, and evaluate the content and/or principles with facility.</p>	<p>Paper does not address the assignment. Paper is inconsistent with cultural, literary, and/or linguistic content and/or principles and fails to analyze, interpret, and evaluate them with facility</p>
Style	<p>Sentences varied, emphatic, and purposeful; diction fresh, precise, economical, and idiomatic; tone complements the subject, conveys the authorial persona, and suits the audience.</p>	<p>Sentences varied, purposeful, and emphatic; diction precise and idiomatic; tone fits the subject, persona, and audience.</p>	<p>Sentences competent but lacking emphasis and variety; diction generally correct and idiomatic; tone acceptable for the subject.</p>	<p>Sentences lack necessary emphasis, subordination, and purpose; diction vague or unidiomatic; tone inconsistent with or inappropriate to the subject.</p>
Usage	<p>Grammar, syntax, punctuation, and spelling adhere to the conventions of "edited American English" or the target language of specialization.</p>	<p>Grammar, punctuation, syntax, and spelling contain no serious deviations from the conventions of "edited American English" or the target language of specialization.</p>	<p>Content undercut by some deviations from the conventions of "edited American English" or the target language of specialization.</p>	<p>Frequent mistakes in grammar, syntax, punctuation, and spelling of English or the target language of instruction obscure content.</p>