



University of Wisconsin-Madison
MEDLI Summer 2026
343/344 Advanced Arabic Syllabus (8 Credits)

Instructor Information

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Email: [REDACTED]

Office Hours: Tuesdays, 2:00–4:00 PM, and by appointment

Course Information

Course Title: Advanced Arabic Language Course

Credits: 8

Meeting Days: Monday–Friday (MTWTF)

Time: 9:00 AM to 1 PM

Instructional Modality: Online via Zoom

Course Description

This advanced Arabic language course is designed to expand students' vocabulary and strengthen their oral and written communication skills. Through the analysis of authentic Arabic-language materials including online articles, audio recordings, short stories, oral narratives, and newspaper articles students will engage with a wide range of cultural, historical, and contemporary topics from across the Arabic-speaking world.

Particular emphasis is placed on understanding how historical events, social practices, and cultural traditions contribute to the diversity and richness of Arab societies. The course also aims to develop students' intercultural competence by encouraging them to examine both their own cultural perspectives and those of Arabic-speaking communities.

Students will practice communicating using advanced vocabulary, sophisticated linguistic structures, and discourse appropriate to a variety of contexts. Writing skills will be developed through the analysis of literary works by Arab authors and the production of original written compositions.

Requisites: First-semester language courses require no prior knowledge of the language. Enrollment in subsequent semesters requires successful completion of the preceding semester, equivalent coursework, or demonstrated proficiency as determined by the instructor.

Course Goals

By participating in this course, students will:

- Develop the ability to express opinions, interpretations, and hypotheses in both spoken and written Arabic.

- Gain familiarity with formal and informal varieties of Arabic, including Modern Standard Arabic (MSA) and selected dialects.
- Explore various aspects of Arab history, geography, lifestyle, cuisine, art, and music.

Learning Objectives

By the end of this course, students are expected to demonstrate proficiency in Arabic at the Advanced Mid to Advanced High level, as described by the ACTFL Proficiency Guidelines. Students will be able to participate in extended conversations, narrate and describe in major time frames, support and defend opinions, discuss concrete and abstract topics, and comprehend and produce connected discourse on a variety of academic, cultural, and contemporary issues.

Interpersonal Communication

Students will be able to:

- Express and support opinions, emotions, preferences, and hypotheses in Arabic on a variety of topics, including contemporary local and global issues.
- Engage in spontaneous conversations and discussions using connected discourse and culturally appropriate language.
- Demonstrate increased proficiency and confidence in spoken Arabic across academic, professional, and social contexts.

Interpretive Communication

Students will be able to:

- Identify, summarize, and analyze the main ideas and supporting details of authentic Arabic-language texts and media, including news broadcasts, lectures, interviews, and cultural presentations.
- Make appropriate inferences and predictions based on authentic spoken and written Arabic sources.
- Examine contemporary challenges facing Arab societies and analyze the historical, linguistic, religious, ethnic, and cultural diversity of the Arab world.

Presentational Communication

Students will be able to:

- Write persuasive and analytical essays demonstrating control of advanced Arabic grammar, syntax, vocabulary, and discourse structures.
- Deliver organized presentations on cultural, social, and contemporary issues using language appropriate to the Advanced Mid–High proficiency range.
- Collaborate with classmates to create interactive presentations and concise conference-style abstracts that reflect intercultural learning experiences.

Intercultural Competence

Students will be able to:

- Demonstrate understanding, appreciation, and respect for the cultural, spiritual, artistic, and social traditions of Arabic-speaking communities.

- Analyze cultural products, practices, and perspectives from diverse Arabic-speaking societies.
- Reflect on intercultural experiences and apply cultural knowledge to communication in Arabic.

How Credit Hours are Met by the Course

The credit standard for each of the 4-credit courses is met by requiring at least **180 total hours of student engagement** with course learning activities, consistent with the UW–Madison standard of **at least 45 hours of learning activities per credit**. These learning activities include scheduled instructor-student meeting times as well as asynchronous reading, writing, listening, speaking, preparation, homework, projects, studying, and other course-related activities. **Required co-curricular programming** will take place on Fridays, which includes lectures, language practice, cultural sessions, and other structured activities designed to support and extend course learning.

Regular and Substantive Student-Instructor Interaction

This course meets the regular and substantive student-instructor interaction requirement. By engaging students in teaching, learning, and assessment through direct instruction, providing feedback on student work, providing information about course content, and facilitating discussion of course content on a weekly basis. Regular and substantive student-instructor interaction, as defined by the US Department of Education (Within 34 C.F.R. §600.2), is always a requirement of UW-Madison for-credit learning activities

Course Website and Digital Instructional Tools

- <https://wisli.wisc.edu/medli/>



- Zoom Link:



Required Course Materials

1. (عربية الناس، الجزء الثالث (الطبعة الأولى)
Arabiyyat al-Naas, Part Three: An Advanced Course in Arabic (1st Edition)
2. Selected readings from print and online media.
3. Selected short stories and oral narratives.
4. Video materials from online sources.

Gading

Component	Percentage
Homework and Preparation	25%
Attendance and Participation	15%
Oral Presentations	10%
Quizzes	15%
Final Exam	15%
Final Project	20%

Final Grade Scale

Grade	Percentage
A	92–100%
AB	88–91%
B	82–87%
BC	77–81%
C	70–76%
D	60–69%
F	Below 60%

Canvas

All course materials, announcements, and the weekly schedule will be available on Canvas. Students will use Canvas to complete and submit assignments, quizzes, and projects, as well as to monitor their grades throughout the semester.

Course Requirements

Homework, Preparation, Attendance, and Participation (40%)

Regular attendance, preparation, active participation, and prompt communication with the instructor are essential for success in this course.

Because language acquisition requires continuous practice, students are expected to engage with Arabic on a daily basis. Consistent participation is particularly important in an online learning environment, where effective learning depends on organization, preparation, and steady engagement rather than last-minute studying.

Daily assignments will be assigned to support class preparation. Depending on the activity, assignments may be:

- Automatically graded
- Evaluated as complete/incomplete
- Graded with individualized feedback

Students should expect to spend at least two hours outside of class for every credit hour earned completing homework and course-related activities.

All assignments must be submitted through Canvas according to the weekly schedule.

Late Work Policy

Homework submitted after the deadline will incur a penalty of **50% per day late** unless prior arrangements have been made with the instructor.

Oral Participation Evaluation

Students will receive a daily oral participation score ranging from 0–5 based on the following criteria:

Score	Criteria
5	Attends class, arrives on time, listens actively, volunteers contributions, engages with classmates, avoids English, and demonstrates strong preparation.
4	Attends class, arrives on time, listens actively, engages appropriately, avoids English, demonstrates preparation, but participates mainly when called upon.
3	Attends class but participates minimally, arrives late, uses English occasionally, or demonstrates insufficient preparation.
2	Attends class but participates minimally, uses English frequently, and demonstrates inadequate preparation.
1	Attends class but does not participate.
0	Absent from class.

The use of English during Arabic-language activities may negatively affect participation grades.

Oral Presentations (10%)

Each student will deliver **two individual oral presentations** during the semester.

Presentation Requirements

- Length: 8–15 minutes
- Format: PowerPoint presentation
- Topic: A cultural topic approved by the instructor no later than the fifth day of the first week of class
- Visual aids are strongly encouraged.

Students must provide a list of key vocabulary items to the class at least one day before their presentation.

Students who are not presenting are expected to:

- Review the vocabulary list before class.
- Ask at least two substantive questions related to the presentation topic.

A detailed grading rubric and additional guidelines will be provided during Week 2.

Quizzes (15%)

Four quizzes will be administered throughout the semester, approximately every other week. Additional information regarding quiz content, format, and preparation guidelines will be posted on Canvas.

Final Examination (15%)

A comprehensive final examination will be administered during the designated two-hour final examination period.

The examination will assess students' ability to integrate and apply the language skills developed throughout the course in authentic communicative situations.

No make-up examinations or alternative testing arrangements will be permitted except in accordance with university policies and documented emergencies.

Final Project (20%)

Students will create and maintain an Arabic-language blog throughout the semester. The blog will serve as a digital portfolio documenting their linguistic and cultural development.

The blog will include **four major tasks** related to course themes and students' personal language-learning experiences. Possible project components include:

- Conducting and presenting an interview in Arabic.
- Writing an original story.
- Creating a podcast or recorded discussion (20–30 minutes) in pairs, or in groups reflecting on students' Arabic-learning journey, experiences, challenges, and accomplishments.
- Designing a project related to the student's academic discipline, professional interests, or major field of study using Arabic.

Students are encouraged to incorporate multimedia elements such as audio, video, images, and hyperlinks where appropriate.

Additional project guidelines, assessment criteria, and submission deadlines will be provided during the semester.

General Guidelines for Exam Proctoring

Instructors should inform students in advance and include a statement in the course syllabus if proctoring (remote or in person) will be required. Instructors should also clearly state in the syllabus that failure to use the proctoring service assigned will result in specific consequences (e.g., zero on exams, quizzes, etc.). Once the decision to use the proctoring service is made by the instructor and the student has registered for the class, the use of proctoring is a condition of enrollment in the class. This should be stated explicitly in the syllabus. Additionally, it is within the instructor's discretion to engage the use of a proctoring service, such as Honorlock, during the semester if circumstances result in exams or other testing moving from in-class to online or another virtual option.

Course Schedule/Calendar

Include a course calendar/schedule that outlines the coursework and deadlines to help students plan their time and know what to expect. Demonstrate opportunities for instructor-student interaction where appropriate.

Required co-curricular Friday programming is as follows:

Friday, June 19 11:00 am Global Professionals Panel Sessions

Friday, June 26 11:00 am Language Practice Tables

Friday, July 3 TBD WISLI Research Symposium

Friday, July 10 8:30 am Presentations

Friday, July 17 – Asynchronous Review/Study Day

Friday, July 24 11:00 am Language Practice Tables

Friday, July 31 11:00 am Intercultural Learning Session

Friday, August 7 8:30 am Final Exams

WISLI Program Policies

Attendance Policy

Students may miss one class per semester without penalty; a second absence can result in a full grade deduction; three or more absences may lead to an additional grade reduction or automatic failure.

Tardiness Policy

Tardiness is defined as arriving more than 5 minutes late to the start of class as well as the time immediately following scheduled breaks. **Excessive tardiness** is arriving more than 10 minutes late to class. Tardiness in excess of 30 minutes will be considered a half- or full-day absence. In instances of repeated tardiness:

- **Three instances of tardiness** will result in a warning. A fourth instance of tardiness will require a meeting with an Academic Director.
- **Three instances of excessive tardiness** (arriving more than 10 minutes late but less than 30) will be counted as a half-day absence.
- **Repeated tardiness in excess of 30 minutes** will be subject to the WISLI absence policy.
- **Continued tardiness or excessive tardiness** may result in further penalty or dismissal.

WISLI understands that unforeseen circumstances can occur. Please notify the course instructor of any tardiness or absences as soon as possible.

WISLI Technology Policy

There are many helpful online tools available to language learners, and these tools should be used responsibly and in alignment with UW-Madison expectations of academic integrity and guidelines on generative artificial intelligence. Do not use translation software or AI tools unless instructed to use these tools for assignments or projects. In these instances, these tools are to be used only in the manner permitted by the instructor. Ask for clarification if you have any questions about what is allowed.

The use of generative artificial intelligence (AI) tools (e.g., ChatGPT, Gemini, Copilot, and similar platforms) is permitted in this course only when explicitly authorized by the instructor. Students may use AI tools for brainstorming, language practice, idea generation, and feedback on drafts; however, all submitted work must reflect the student's own learning, analysis, and writing. Students are responsible for verifying the accuracy of any AI-generated content and for ensuring that all course submissions comply with university policies regarding academic integrity.

Unless otherwise stated, students must acknowledge any substantive use of AI tools in the preparation of assignments. Submitting AI-generated work as one's own original work without attribution may constitute a violation of academic integrity policies and may result in academic penalties.

UW-Madison Academic Policies and Statements

- Academic Calendar and Religious Observances
- Academic Integrity
- Accommodations for Students with Disabilities

- Course Evaluations
- Diversity and Inclusion
- Student Health, Well-Being & Basic Needs
- Privacy of Student Records and the Use of Audio Recorded Lectures
- Remote Proctoring with Honorlock (if applicable)
- Students' Rules, Rights and Responsibilities
- Teaching & Learning Data Transparency

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