Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

**Rationale and Objectives**

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>✗</td>
<td>1. Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
</tr>
<tr>
<td>✗</td>
<td>✗</td>
<td>2. The course must match at least one of the following descriptions: (check all which may apply):</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <strong>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
</tr>
<tr>
<td></td>
<td>✗</td>
<td>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”</td>
</tr>
</tbody>
</table>
### Course Prefix | Number | Title | Designation
--- | --- | --- | ---
ARB | 101 | Elementary Arabic I | Global Awareness (G)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
</tr>
<tr>
<td>Arabic 102 course teaches a contemporary non-English language that has a significant cultural component.</td>
<td>The class focuses on teaching Arabic as a foreign language and also addresses different aspects of the Arabic culture.</td>
<td>Each lesson addresses a different element of the Arabic culture. Lessons 4 discusses Arabic food. Lesson 5 introduces famous Arab singers. Lesson 6 discusses hobbies. Lesson 7 talks about high school in the Arab countries. Lesson 8 introduces the government system in Jordan. Lesson 9 discusses the smoking issue in the Arab world. Lesson 10 is about the family house.</td>
</tr>
</tbody>
</table>
# GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

<table>
<thead>
<tr>
<th>College/School</th>
<th>College of Liberal Arts and Sciences</th>
<th>Department/School</th>
<th>School of International Letters and Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix: AR</td>
<td>Number: 102</td>
<td>Title: Elementary Arabic II</td>
<td>Units: 4</td>
</tr>
</tbody>
</table>

**Course description:** Reading, writing, speaking, and understanding basic Arabic.

Is this a cross-listed course? No

Is this a shared course? No

**Note:** For courses that are cross-listed and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? Yes

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**Requested designation:** Global Awareness—G  Mandatory Review: Yes

**Note:** a separate proposal is required for each designation.

**Eligibility:** Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

**Submission deadlines dates are as follow:**

- For Fall 2018 Effective Date: October 1, 2017
- For Spring 2019 Effective Date: March 10, 2018

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SQ)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

**A complete proposal should include:**

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

- Name: Neimeh Mousa  E-mail: neimeh.mousa@asu.edu  Phone: (480) 703-1305

**Department Chair/Director approval:** (Required)

- Chair/Director name (Typed): Nina Berman  Date: 9.25.18

- Chair/Director (Signature): [Signature]

Rev. 3/2017
Elementary Arabic 102/Section 85745  
Fall 2018

Professor: Neimeh Mousa  
Email: Neimeh.mousa@asu.edu
Class Time: T TH 10:30-11:45 AM  
Room: LL 275  
Office Hours: T TH 9:00-10:15 AM and by appointment
Office: LL 172 k

This course is not designed for native speakers. SILC defines a native speaker as a student who has attended a secondary school (high school) in the target language, in this case, Arabic. The School reserves the right to administratively drop native speakers from 100- or 200-level language courses. For more information please visit: https://international.clas.asu.edu/testing.

Course Description

Arabic 102 is continuation of Arabic 101. This course will start with a review of the basics learned in ARB 101. We will then follow the story of Maha and her family who were introduced to us in ARB 101. We will at the same time, expand our vocabulary, learn some grammar structures, and learn more about Arab culture. This course addresses all four communication skills, reading, writing, listening and speaking. The videos watched in class and the CD’s used at home are a crucial part of this course. They take us to native speakers in their normal cultural environment. As a reminder, Arabic is spoken in 22 countries, some of which were the birthplaces of great ancient civilizations. Arabic is the language of the Holy Quran. It is also a great asset to have in today’s job market. Students will have the opportunity to continue developing basic communicative skills in Modern Standard Arabic.

This is a hybrid course, which is a combination of traditional classroom and online instruction. It involves independent work by students performed online. These online assignments are clearly introduced in the syllabus.

Online course work will be performed on Quizlet and Blackboard. Blackboard is the official ASU course site and will be used primarily for communicating course information and grades.
**Course Objectives**

At the end of the semester the students should be able to:

1. Understand written and spoken Arabic on familiar topics.
2. Initiate short conversations with any native speaker of Arabic on various topics.
3. Read and comprehend simple Arabic texts on variety of topics such as newspapers, short stories and text books.
4. Write sentences and short paragraphs using Arabic grammar and vocabulary.
5. Recognize the differences between Modern Standard Arabic and different Arabic dialects.
6. Be aware of the elements of Arabic culture.

At this level, learners will make frequent errors and will need to use repetition to communicate with speakers of the language who may have difficulty understanding their utterances. Pronunciation may be influenced by the first language and may often be inaccurate.

**Required Text:**

- Al-Tonsi, A., Al-Batal, M., Brustad, K. *al-Kitaab fii Ta'allum al-ʿArabiyya: A Textbook for Arabic*, Part One, 3rd edition, Washington D.C.: Georgetown University Press, 2011. *al-Kitaab fii Ta'allum al-ʿArabiyya* presents a realistic story of an Egyptian family; some of whose members live in Cairo, while others live in New York. The DVDs allow students to listen to the story in MSA and watch its video which also presents different aspects of the Arab culture. The new (3rd) edition of the textbook series of *al-Kitaab* introduces students to Egyptian and Levantine spoken Arabic varieties side by side with Modern Standard Arabic. The focus in this course is on MSA, which is the formal/written variation of Arabic used and understood in all Arabic-speaking countries. Colloquial variations are certainly not less important, but learning Standard Arabic first makes learning colloquial Arabic much easier.

- A headset/speakers and microphone are necessary to conduct required speaking appointments. For optimal connection speeds during speaking appointments, it is recommended that you use a hard-wired, high-speed internet connection during your practice.

- In addition to materials contained in the textbooks, there will be additional selected handouts and websites that are designed to enhance the students’ ability to read and speak the language continuously.

**Optional:**


**Internet Resources:**
- [www.Quizlet.com](http://www.Quizlet.com) (highly recommended)
- Before starting your learning experience, your computer must support the Arabic language.

**To enable Arabic script on your computer, follow the directions for the type of computer you own.**

- [Windows computer directions](#)
- [Mac computer directions](#)

**Semester Assignments**

**Online assignments:**
- Practice should be understood as your daily homework assignments and essential to class preparation.
- In addition to homework assigned in class by your professor, practice using Quizlet is your daily assignment.
- Quizlet should be understood as your workbook assignments, which the primary purpose of it to further reinforce and review the material studied in class.
- Online assignments must be completed prior to coming to class. In order to complete these assignments, you will have to read the corresponding material in the textbook.
- Practice on Quizlet must be completed by the due dates assigned by your instructor. Assignments on Quizlet are graded for completion, but you have an unlimited number of attempts to practice. Once a chapter has been completed, grades will be posted on Blackboard.
- No late assignments will be accepted.
- You have access to the language laboratories LL61 or LL65 to complete your online assignments in case you do not have your own computer. For information about the Language lab schedule, please call 965-5966.

**Attendance and participation**: Class attendance and participation are especially important. Attendance will be taken at the beginning of each class. Students are allowed to miss up to two classes with permission. Each absence after the third will result in reduction of the final grade, for example from "A" to "B".

**Tardiness**: 3 = 1 absence, any 2 missed classes may affect your grade in this class. For any serious health or family problems, you should notify your instructor as soon as possible.
I encourage you to plan to be engaged; in participating in small group activities and in volunteering even if you are not sure of your abilities. Also, speaking Arabic as much as possible during class activities will affect your participation grade.

Homework: All homework assignments with due dates will be posted on BB. All assignments are due immediately at the beginning of the following date of assignment. It is expected that students will be diligent about turning homework in on time. Most homework assignments are online. All homework will be graded. Any homework that is not satisfactory should be redone and resubmitted, in order to have a better grade. In order to have your homework graded, please include your name, homework number and the due date. A grade of zero will be entered for any assignment doesn’t have the required information.

Quizzes & Exams: There will be short quizzes every now and then. You will have also spelling quizzes, two exams and the final exam to test your vocabulary, grammar, and concepts that you have learned in class and at home. They are a way to assure that you are keeping up, as well as a means to reinforce subjects covered in a given week.

Oral Proficiency Test: Each student will be evaluated through an interview with the instructor on their listening comprehension, their ability to respond intelligibly and accurately to the questions generated by their instructor. Students should demonstrate their mastery of the vocabulary, grammatical structures, and cultural knowledge they have acquired over the semester. These individual oral proficiency tests will be scheduled during the final week of the class.

Group Presentation: There will be an oral presentation, which will be scheduled at a time convenient to students and instructor. Students will work in pairs or small groups to prepare an oral presentation, which they will deliver to their classmates and be graded on. Your presentation should be between 5-10 min per group. It will be about a famous person that you admire or want to learn more about him/her. You can pretend that you are that celebrity. You must creatively engage the rest of the class in a dialogue with the persona you are playing

1) Group members, as cultural informants, will prepare and present to the class, essential information on their selected topic.

2) On your day of presentation, make sure everything is in working order (computer or VHS/ DVD player, overhead etc) before class starts. Discussion, or other related activity must follow or accompany your presentation.

3) You can use a PowerPoint if you wish. At the bottom of your PowerPoint file, provide references of:
a) Two websites on your topic;
b) Two reading list of journals in your topic area;
c) Two pertinent video titles.

4) This is a cooperative endeavor and all group members are required to participate equally and together in the preparation and presentation. Non-participants in the planning will lose points. Report non-participants to the instructor by email. Plan before your presentation so you are not in front of the class debating or deciding what to say and who should say what. Remember; inadequate preparation leads to poor presentation which leads to loss of points.

There is no set format for your presentation. Please be creative in your discussion leading and activity/presentation but make sure you cover all requirements above. Make the activity/presentation interactive and engage all members of the class in discussion and interaction.

For PowerPoint presentations, please project only outline or important facts that you are going to talk about. Keep your notes off the overhead. Also, do not read to us except where a direct quote is necessary. Regardless of the presentation mode(s), be sure to make the activity/presentation interactive with ample opportunity for discussions and interactions.

Please make sure you do not use just stand around during your time while students are discussing or involved in activities, be involved!

How to prepare for class:

Listening:
It is essential for you to use the DVD and using the Companion Website extensively to listen to vocabulary, text, and grammar as part of preparing for class. Listen and repeat as many times as needed.

Vocabulary: Listen to each of the new words on the DVD and pay attention to the context in which the new word is used. Repeat each word several times until you can say it easily. To remember the meaning of new words it helps to use them in your own sentences and to study in groups. It does not help to write the English word or to use the vocabulary lists in the book to memorize these words. All the vocabulary in this book is recycled constantly throughout the drills; therefore, it helps to pay close attention to them. They are designed to help you learn new vocabulary and review the old ones as well.

Grammar: grammar explanations will be given during class time. It helps a lot to read the explanation, memorize materials in charts and preparing drills assigned. One of the best ways to check if you have understood the grammar is to read the examples given and make sure you understand them. If after preparing in this way you still have questions, please ask before or in class.
Class time is short so we need to spend it doing activities that will help you internalize and learn to actively use the vocabulary and grammatical structures we are studying.

**Grading Scheme**

The final grade will be calculated according to following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Homework</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes and exams</td>
<td>45%</td>
</tr>
<tr>
<td>Oral presentations</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
<td>98-100% A+</td>
</tr>
<tr>
<td>94-97</td>
<td>A</td>
<td>87-89% B+</td>
</tr>
<tr>
<td>90-93</td>
<td>A-</td>
<td>77-79% C+</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
<td>60-69% D</td>
</tr>
<tr>
<td></td>
<td>Less than 60</td>
<td>E</td>
</tr>
</tbody>
</table>

**Rubric for Evaluation of Class Participation**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>“A”</td>
<td>Initiates interaction, volunteers and participates actively in discussions and group activities. Uses only Arabic for asking/answering questions, in class discussions and group activities. Is always prepared, answers readily when called upon.</td>
</tr>
<tr>
<td>“B”</td>
<td>Participates actively in group activities, but passively in discussions. Occasionally resorts to English, but Only uses Arabic for asking/answering questions, in group activities and class discussions. Is almost always prepared, usually answers when called upon.</td>
</tr>
<tr>
<td>“C”</td>
<td>Participates more passively then actively in group activities and discussions. Often resorts to English and is often not prepared for class, Sometimes unable to answer.</td>
</tr>
<tr>
<td>“D”</td>
<td>Rarely participates in group activities and class discussions, Generally is unprepared for class. Speaks mostly English and is mostly unable to answer.</td>
</tr>
<tr>
<td>“E”</td>
<td>Fails to engage in classroom activities,</td>
</tr>
</tbody>
</table>
Classroom Behavior

- Be sure to arrive on time for class. Excessive tardiness will be subject to sanctions.
- Turn your cell phones off before entering the class. Under no circumstances should you allow your cell phone to ring during class. Using cell phones would result in going one grade down.
- Audio/Video taping of the class is not allowed without a written permission from the instructor.
- Any disruptive behavior, which includes ringing cell phones, listening to your mp3/iPod player, text messaging, constant talking, eating food noisily, reading a newspaper will not be tolerated.
- The use of laptops (unless for note taking) is strictly prohibited during class.
- Email Etiquette: In the Arabic culture, communication with professors is formal and courteous. When emailing your professors, always greet using Arabic greetings and address them respectfully, mention your name, your class level and time. Don’t forget to sign your email. Lack of courtesy is lack of respect, and emails lacking proper decorum will not be answered.
- Talk to me before you withdraw from class, I might be able to help.
- If you have questions regarding certain problems, make every effort to take an appointment or email me.

Course Calendar

Week 1 starting August 16th

- Introduction to class, syllabus
- Students introduce themselves
- Review Arabic 101.

Week 2 Starting Aug 21st

Tuesday, August 21st: Eid Al-Adha (Muslims’ Holiday), no class

Lesson 4:
- Review
- Al-Kitaab – Unit 4
- The present tense
- The present tense negation
- Object pronouns
• Nominal sentence and verbal sentence
• Culture: Arabic food

**Week 3 starting Aug 28th**

Lesson 4 continues

**Week 4 starting Sep 4th**

(Sep 3rd: Labor Day Holiday Observed - University Closed)

Lesson 5
• Weather
• Adverbs
• Numbers 11-100
• Culture section: Fairouz فيروز

**Week 5 starting Sep 11th**

Lesson 5 continues

**Week 6 starting Sep 18th**

Exam 1
Lesson 6:
• Verbal noun المصدر
• Days of the week
• Daily schedule
• Culture section: Hobbies

**Week 7 Starting Sep 25th**

Lesson 6 continues

Lesson 7:
• Nominal sentences and the fronted predicate
• Superlative
• Culture section: High school in the Arab countries

**Week 8 Starting Oct 2nd**

• Lesson 7 continues

**Week 9 Starting Oct 10th**
Fall Break: Classes Excused (Oct 6th -9th)

Lesson 8
- Past tense
- Past tense negation
- Word roots and patterns
- Culture section: government system in Jordan

Week 10 Starting Oct 16th
Lesson 8 continues

Week 11 Starting Oct 23rd
- Exam 2
Lesson 9
- Negation using (ليس)
- Time
- Ordinal numbers
- Culture section: Smoking

Week 12 Starting Oct 30th
Lesson 9 continues

Week 13 Starting Nov 6th
Lesson 10
- Conditionals using (لو) و (إذا)
- The comparative
- المضارع المنصوب
- Culture section: Family house

(November 12th: Veterans Day Observed - University Closed)

Week 14 Starting Nov 13th
Lesson 10 continues

Week 15 Starting Nov 20th
- Oral Presentations.

(Nov 22nd-23rd): Thanksgiving Observed- University Closed

Week 16 Starting Nov 27th
Oral Presentations.
Review

Last day of classes: Nov 30th
Final exam: Tuesday, Dec 4th, 9:50 – 11:40 AM

This schedule is only a guideline and might be subject to change upon the progress of the class with reasonable advance notice by the instructor. Do your best to be in class to know of any changes.

University/College Policies

Accommodations for Students with Disabilities
The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systematic, learning, and psychiatric disabilities. Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Please notify your Professor at the beginning of the semester to discuss any such accommodations for this class in coordination with the ASU DRC coordinator.

Academic Integrity/Plagiarism
The ASU Student Handbook contains the following information: “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university and unit academic integrity policies are available from the Office of the Executive Vice President and Provost of the University and from the deans of the individual academic units.” The code is available at the following URL. http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm.

Religious Accommodations for Students
Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.
Military Personnel Statement
A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see http://www.asu.edu/aad/manuals/us/usi/usi201-18.html

Policy against Threatening Behavior
All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Reporting Title IX violations
Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

Policy on Sexual Discrimination
Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling, is available if you wish discuss any concerns confidentially and privately.
Copyrighted materials

A warning to students that they must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Participation Policy
Students are responsible for coordinating with the professor at least one week in advance of a class or assignment due date in the case of accommodations needed for university-sanctioned religious practices or activities. Please refer to the following ASU policies: ACD 304–04 “Accommodations for Religious Practices.” and ACD 304–02 “Missed Classes Due to University-Sanctioned Activities.”

Technology Use Policy
It is the students' responsibility to have appropriate computing/technology resources to complete assignments as necessary and to avoid any delays or problems with completing assignments, fulfilling course objectives and requirements, and communicating. Students should review all course information and familiarize themselves with Blackboard. Students should also plan accordingly to assure no delays in submitting assignments on time. Students are expected to use appropriate internet etiquette on all correspondence and submissions.

بالتوفيق

Good Luck
Arabic 102

- Course Description: Reading, writing, speaking and understanding basic Arabic.

- Required textbook:
  