

**ASSOCIATED CANADIAN THEOLOGICAL SCHOOLS
CCM 570: Qur'anic and Classical Arabic I**

Fall 2008

Wednesdays, 11:30 a.m. to 2:10 p.m.

Three credit hours

Office: Fosmark 101A (Ambrose corner)

Gordon Nickel

assistant professor of intercultural studies

email: gordon.nickel@twu.ca

Office hours by appointment (604) 513-2085

I. Course Description:

This course will teach students to read and write the Arabic script, and to become familiar with the basic grammar and vocabulary of classicized Qur'anic Arabic.

The Qur'an is seen as having established Arabic as an important written language, and as maintaining the language and isolating it from external impetus to change. By and large, not only the grammar but even the vocabulary of a modern newspaper article display only slight variation from the established norm of classical Qur'anic Arabic.

Vocabulary introduced in this course is limited to common lexical terms wherever possible. Items intended for active acquisition are intentionally repeated in the exercises for reinforcement. From the beginning, Arabic is presented in its normal—unvocalized—state, with the intention that students learn early to recognize words as they will be seen ever afterwards. Of course, the words of both the Qur'an and the Arabic translation of the Bible are always fully vocalized, and this course gives students extra help in making a start in reading both of these texts.

II. Course Objectives:

At the conclusion of this course, students should be able to:

Read and write all 28 characters of the Arabic script, recognizing their various shapes in different parts of the word.

Draw upon an active basic vocabulary of more than 300 Arabic words.

Demonstrate familiarity with the patterns of the Perfect Active and Imperfect

Indicative inflections of the First Form of the Arabic verb.

Recognize and make use of Participles and Verbal Nouns, as well as the Subjunctive, Jussive and Imperative inflections.

Make a start in reading narrative passages in the Qur'an and the Arabic Bible.

III. Required Text:

Thackston, Wheeler M. *An Introduction to Koranic and Classical Arabic*. Bethesda, Maryland: Ibex Publishers, 1994.

Recommended:

Cowan, David. *An Introduction to Modern Literary Arabic*. Cambridge University Press, 1958.

Wehr, Hans. *Arabic-English Dictionary: The Hans Wehr Dictionary of Modern Written Arabic*. Fourth Edition. Ithaca, NY: Spoken Language Services, Inc., 1993.

IV. Proposed Class Topics and Assignments:

- September 10 – Introduction to the Arabic script; Articles; Nouns; Gender
Assignments due this day: *Read* Thackston “Preliminary Matters,” chapters 1&2
- September 17 – The Construct State; Noun Plurals; Reading/writing practice
Assignments due: *Read* Thackston chs. 3&4
Complete exercises 1 a, b (odd), c (even); 2 a (odd), b, c (even)
- September 24 – Perfect Active Verb; Adjectives; Pronouns; Reading/writing practice
Read Thackston chs. 5&6; *Exercises* 3 a, b (odd), c, d (even); 4 a (odd), b, c, d (even)
- October 1 – Perfect of irregular verbs (1); Demonstratives; Reading/writing practice
Read Thackston chs. 7&8; *Exercises* 5 a (odd), b; 6 a (odd), b, c
- October 8 – Perfect of irregular verbs (2); Participles (1); Reading/writing practice
Read Thackston chs. 9&10; *Exercises* 7 a (even); d (even); 8 a (odd); c (odd)
- October 15 – Participles (2); Verbal Nouns; Review of material in chapters 1-10
Read Thackston chs. 11-12; *Exercises* 9 b (even); 10 a (even), b (odd), c (even)
- October 22 – Mid-term Exam; Introductions to Imperfect Indicative and to *Sūra* 12
Midterm Exam on Thackston chs. 1-10, especially the Perfect Active Verb
- (October 27-31: Reading Week and Modular Courses)**
- November 5 – Imperfect Indicative Verb; Doubled Verbs; Focus on Qur’an *Sūra* 12
Read Thackston chs. 13-14; *Exercises* 11 a&b (both even), c (even), d (odd); 12 a (even), c (odd)
- November 12 – Imperfect irregular verbs (1); Elatives; Numbers; Qur’an *Sūra* 12
Read Thackston chs. 15-16; *Exercises* 13 a (even); 14 a (even), c (odd)
- November 19 – Imperfect irregular verbs (2); Subjunctive; Focus on Arabic John 9
Read Thackston chs. 17-18; *Exercises* 15 b (even), c (odd); 16 a (even), c (odd)
- November 26 – The Jussive and Imperative; Focus on Arabic John 9
Read Thackston chs. 19-20; *Exercises* 17 a (even), b (odd); 18 b (even)
- December 3 – The Passive Voice; The Increased Verb Forms; Review of chapter 11-20
Read Thackston chs. 21-23; *Exercises* 19 c (odd)

V. Course assignments and grading:

1. *Read ahead* in Wheeler Thackston's *An Introduction to Koranic and Classical Arabic* according to the course outline prior to the class period when these chapters will be covered. For each chapter, note the new vocabulary items. You will be responsible for the vocabulary of chapters 1-20 on mid-term and final exams.
2. *Complete the assigned exercises* at the end of each chapter in the Thackston text according to the course schedule. The schedule of assigned exercises and due dates for these exercises are in the course outline above. 40% of final mark.
3. *Mid-term exam* on Thackston chapters 1-10. The quiz will focus on the Perfect Active verbal inflection and the accumulated vocabulary learned in these chapters. *October 22*. 20% of final mark.
4. *Become familiar* with passages of narrative from the Bible and the Qur'an. The twelfth *sūra* of the Arabic Qur'an ("Joseph") and John chapter 9 in the Arabic "Van Dyke" translation will be introduced in class sessions November 5-26. Your familiarity with words and passages highlighted in class will be measured on the final exam.
5. *Final Exam* on Thackster chapters 1-20. The exam will focus on the inflections of the First Form of the Arabic Verb in the Perfect Active and Imperfect Indicative inflections; the Subjunctive, Jussive and Imperative; and Participles and Verbal Nouns. The exam will also cover the entire range of vocabulary introduced in chapters 1-20 and in the readings of *Sūra* 12 and John chapter 9. The exam will be given during exam week one week after a review class on December 3. *December 10*. 40% of final mark.

LETTER GRADE TO PERCENTAGE CORRELATION

First Class	Second Class	Pass
A+ = 97-100	B+ = 85-89	C+ = 70-74
A = 93-96	B = 80-84	C = 65-69
A- = 90-92	B- = 75-79	C- = 60-64

Bibliography

- Abdel Haleem, M.A.S. "The Story of Joseph in the Qur'an and the Old Testament." *Islam and Christian-Muslim Relations* 1/2 (Dec. 1990), 171-191.
- Gregg, Robert C. "Joseph with Potiphar's wife: Early Christian commentary seen against the backdrop of Jewish and Muslim interpretations." *Studia Patristica* 34 (2001), 326-346.
- Hämeen-Anttila, Jaako. "'We will tell you the best of stories': A study of Sura XII." *Studia Orientalia (Societas Orientalis Fennica)* 67 (1991), 7-32.
- Heck, Paul L. "A Note on Teaching the Bible in Arabic." *Islamochristiana* 25 (1999), 105-113.
- Johns, Anthony H. "Joseph in the Qur'ān." Dramatic dialogue, human emotion and prophetic wisdom." *Islamochristiana* 7 (1981), 29-55.
- Johns, Anthony H. "The Quranic Presentation of the Joseph Story: Naturalistic or formulaic language?" in *Approaches to the Qur'ān*. G.R. Hawting and Abdul-Kader, eds. London: Routledge, 1993, 37-70.
- Johnston, William. "The Legacy of William Robertson Smith: Reading the Hebrew Bible with Arabic-sensitized eyes." In *William Robertson Smith: Essays in reassessment*. Sheffield: Sheffield Academic Press, 1995, 390-397.
- Jones, Alan. *Arabic Through the Qur'ān*. Cambridge, UK: The Islamic Texts Society, 2005.
- Kaltner, John. *Inquiring of Joseph: Getting to know a biblical character through the Qur'an*. Collegeville, MN: Liturgical Press, 2003.
- Macdonald, John. "Joseph in the Qur'ān." *The Moslem World* 66 (1956), 113-31 and 207-24.
- Madigan, Daniel A. "People of the Word: Reading John with a Muslim." *Review & Expositor* 104/1 (2007), 81-95.
- Mir, Mustansir. "Irony in the Qur'ān: A study of the story of Joseph." In *Literary Structures of Religious Meaning in the Qur'ān*. Issa J. Boullata, ed. Richmond, Surrey: Curzon Press, 2000, 173-187.
- Mir, Mustansir. "The Qur'anic story of Joseph: plot, themes and characters." *Muslim World* 76 (1986), 1-15. [ATLA]
- Opeloye, Muhib O. "The Account of Joseph (Yusuf [A.S.]) in the Qur'ān and the Bible." *Hamdard Islamicus* 18/3 (1995), 85-96.
- Rendsburg, Gary A. "Literary structures in the Qur'anic and biblical stories of Joseph." *Muslim World* 78 (1988), 118-120. [ATLA]
- Stern, Martin S. "Muhammad and Joseph: A study of Koranic narrative." *Journal of Near Eastern Studies* 44/3 (1985), 193-204.
- Wightwick, Jane, and Mahmoud Gaafar. *Arabic Verbs & Essentials of Grammar*. Chicago: Passport Books, 1998.

The Arabic Bible, Smith and Van Dyke Translation, online at
http://www.arabicbible.com/bible/doc_bible.htm
<http://www.copticchurch.net/cgibin/bible/>

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions overnight or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the radio stations CKNW (980 AM), CKWX (1130 AM), MAX (850 AM), PRAISE (106.5 FM) and KARI (550 AM) by 6:30 a.m., and an announcement will be placed on the University's switchboard as well as on the website <http://www.twu.ca/conditions/>. The first announcement regarding a closure will cover the period up to 1:00 p.m. only. If classes are to be cancelled beyond 1:00 p.m., this decision will be announced by the same means before 11:00 a.m. that day. Students and faculty should assume that all night classes will continue to operate. If the emergency continues into the evening, students and faculty may check for a closure notice on the University's switchboard and website after 3:00 p.m. that day.

Paper Formatting

Students need to adhere to Turabian format except in counselling courses, for which APA format is used.

Students are encouraged strongly to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples: <http://faculty.ucc.edu/egh-damerow/turabian.htm> or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 6th edition, and APA – American Psychological Association, 5th edition.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>. CANIL students can locate this on the CANIL intranet, under the “student” side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at

<http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact Dr. Bruce Guenther. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://www.acts.twu.ca/lbr/plagiarism.ppt>

<http://www.acts.twu.ca/lbr/Plagiarism.swf> (14 minute flash tutorial)

http://www.acts.twu.ca/lbr/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.