Course Number: ARB 102
Course Title: Beginning Arabic II
Credits: 3

Hours: 3 Credit Hours
Co- or Pre-requisite: C or higher in ARB101; or permission of instructor; or placement by exam
Implementation: Spring 2015

Catalog description: The second in a sequence of courses designed for students with little or no prior knowledge of Arabic. Spoken communication in Arabic is both the end goal and the means of instruction. The course emphasizes the four communicative skills in a culturally authentic context. Reading and writing are assigned out of class to facilitate effective listening and speaking practice in class. Basic grammar skills are also introduced. 3 lecture hours

Is course New, Revised, or Modified? Revised.

Required texts/other materials:

Revision date: Spring 2017
Course coordinator: Daniel D’Arpa, (609) 570-3318, darpad@mccc.edu

Information resources:
Online resources to accompany the textbook.

Other learning resources:
Students are encouraged to purchase a Arabic-English dictionary or gain access to such online dictionaries. Arabic tutoring is available in the Learning Center. Arabic language learning software is available in the library.

Course Competencies/Goals:
Upon successful completion of the course, the student will be able to:
1. Demonstrate reading comprehension of written Arabic on basic level.
2. Demonstrate listening comprehension of spoken Arabic on a basic level.
3. Write Arabic on a basic level.
4. Speak Arabic on a basic level.
5. Identify basic grammatical elements of Arabic sentence structure.
6. Demonstrate knowledge of the culture, history, and daily lives of the Arabic-speaking peoples of the world.
7. Identify current and past contributions made by Arabic-speaking peoples to world literature, art, music, science, and commerce.
Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit 3: Family

Students will demonstrate in Arabic how to:

1. Describe people and things
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Express ownership and possession of things
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Discuss activities at home and at school
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
4. Recognize, list and pronounce the Arabic diphthongs and linking sounds, use descriptive, conjugate the present tense of verbs
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
5. Identify facts about early Arabic-speaking people.
   (Course Goal 6, 7; General Education Goals 4, 6, 8; Core Skills E, G)
6. Identify cultural constructions in the institution of family and in surnames of Arabic-speaking cultures and compare and contrast these constructions with those of North Americans.
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)

Unit 4: Leisure

Students will demonstrate in Arabic how to:

1. Discuss pastimes, leisure activities, and sports
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Discuss plans for the future including proposals and invitations
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Distinguish and pronounce word stress and diacritic marks in Arabic, spelling change verbs and irregular verbs.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
4. Discuss popular games and sports in Arabic-speaking countries
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
5. Compare and contrast cultural differences in pastimes between those practiced in Arabic-speaking countries and other cultures.
   (Course Goal 6; General Education Goals 4, 6, 7, 8; Core Skills E, G)
Unit 5: Tourism
Students will demonstrate in Arabic how to:
1. Discuss vacation plans, describe a hotel, the seasons and weather
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Discuss physical and emotional states
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Recognize and pronounce the differences and similarities between the Arabic consonant sounds, conjugate the present participle of verbs, recognize object nouns and be able to replace them with pronouns.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
4. Discuss tourism and travel in Arabic-speaking countries
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
5. Compare and contrast vacations and tourist destinations in Arabic-speaking countries with other places familiar to students.
   (Course Goal 6; General Education Goals 4, 6, 7, 8; Core Skills E, G)

Unit 6: Shopping
Students will demonstrate in Arabic how to:
1. Discuss and describe clothing
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
2. Express preferences in a store; negotiate and pay for items to buy
   (Course Goals 1, 2, 3, 4; General Education Goals 1, 4, 6; Core Skills A, E, F)
3. Recognize and pronounce the similarities and differences between the Arabic consonant sounds, demonstrate knowledge of verbs in which change meaning in context, use indirect object pronouns to replace nouns, conjugate the preterite tense of regular verbs, and list and use demonstrative adjectives in context.
   (Course Goal 5; General Education Goals 4, 6; Core Skills D, E, F)
4. Discuss retail sales in Arabic-speaking countries
   (Course Goal 6; General Education Goals 4, 6, 8; Core Skills E, G)
5. Compare and contrast cultural constructions in the practice of retail commerce.
   (Course Goal 6; General Education Goals 4, 6, 7, 8; Core Skills E, G)

Evaluation of student learning:
- Students will complete a written test after each unit studied including a Midterm and a Final examination. The Midterm will be comprehensive of units 1-3 and the Final will be comprehensive of units 4-6. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.
- Further assessment of writing skills will be evaluated by at least three in-class short essay writing.
- Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the form of spontaneous dialogue.
- Required work in preparation for each class includes the study of vocabulary lists and grammar explanations. Activities that contextualize these points will be completed on a daily basis. These assignments can be done individually by students and are not necessarily communicative in nature.
- Daily in-class course work will be comprised of communicative activities which develop precisely those skills that the student cannot perform alone at home: that is, speaking with others in Arabic. The language of instruction and classroom business is Arabic.

Academic Integrity Statement: Academic Integrity Policy:
The Academic Integrity Policies of Mercer County Community College are based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate academic dishonesty in the college community, and (3) to foster a high sense of integrity and social responsibility on the part of the college community. Students should become familiar with and strictly adhere to MCCC's Academic Integrity policies. Refer to http://www.mccc.edu/admissions_policies_integrity.shtml.