COURSE OUTLINE

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 2017

Catalog description (2018-2019 Catalog): 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 2019
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. (ILG 6,10) [Methods of assessment: small and large group discussion; individual written assignments; written test]
2. Demonstrate the ability to move a spoken conversation forward, with basic listening comprehension and speaking skills. (ILG 6,10) [Methods of assessment: small and large group discussion; guided dialogue]
3. Write Arabic on a basic level. (ILG 6, 10) [Methods of assessment: short essay; written test]
4. Identify basic grammatical elements of Arabic sentence structure. (ILG 4, 6, 10) [Methods of assessment: completion of written tasks; tests]
5. Demonstrate knowledge of the daily lives of the Arabic-speaking peoples of the world; and current and past contributions made by Arabic-speaking peoples to world literature, art, music, science, and commerce. (ILG 8, 10) [Methods of assessment: small and large group discussion; tests; completion of homework assignments].

ILGs: The course meets the following Institutional Learning Goals (ILG)
Goal 4. Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

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 and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 10. 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.

**Units of study in detail.**

**Unit 3: Family [SLO 1-5; ILG 4,6,8,10]**

*Students will demonstrate in Arabic how to:*

1. Describe people and things
2. Express ownership and possession of things
3. Discuss activities at home and at school
4. Recognize, list and pronounce the Arabic diphthongs and linking sounds, use descriptive, conjugate the present tense of verbs
5. Identify facts about early Arabic-speaking people.
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.

**Unit 4: Leisure**

*Students will demonstrate in Arabic how to:*

1. Discuss pastimes, leisure activities, and sports
2. Discuss plans for the future including proposals and invitations
3. Distinguish and pronounce word stress and diacritic marks in Arabic, spelling change verbs and irregular verbs.
4. Discuss popular games and sports in Arabic-speaking countries
5. Compare and contrast cultural differences in pastimes between those practiced in Arabic-speaking countries and other cultures.

**Unit 5: Tourism**

*Students will demonstrate in Arabic how to:*

1. Discuss vacation plans, describe a hotel, the seasons and weather
2. Discuss physical and emotional states
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.
4. Discuss tourism and travel in Arabic-speaking countries
5. Compare and contrast vacations and tourist destinations in Arabic-speaking countries with other places familiar to students.

**Unit 6: Shopping**

*Students will demonstrate in Arabic how to:*

1. Discuss and describe clothing
2. Express preferences in a store; negotiate and pay for items to buy
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.
4. Discuss retail sales in Arabic-speaking countries
5. Compare and contrast cultural constructions in the practice of retail commerce.
**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](http://www.mccc.edu/admissions_policies_integrity.shtml).