

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ARAB 102
Course Title: Arabic II

Year: 2019-2020
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

Building on the skills and knowledge of speaking, listening, reading, and writing mastered in ARAB 101, students continue to learn the essentials of Arabic grammar and vocabulary needed for effective communication in everyday situations. Speaking and understanding colloquial Arabic are emphasized. Substantial outside preparation and lab work are required. ARAB 102 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: ARAB 101; prior completion or concurrent enrollment in RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Spring semester.

Course Context/Audience

This course satisfies a Tompkins Cortland liberal arts or humanities elective requirement. It should be accepted for transfer to many baccalaureate degree programs.

Basic Skills/Entry Level Expectations

Writing: WC College-level writing skills required are required. See course prerequisites for details.
Math: M0 Very limited or no math skills are required.
Reading: R3 If required, the student must be concurrently enrolled in RDNG 116. The course requires reading of mostly beginning college-level materials and limited higher college-level materials that will also be covered in class.

Course Goals

By the end of this course, students will be able to

1. Building on the skills and knowledge acquired in ARAB 101, the student will be able to carry on basic Arabic conversations.
2. At a more advanced level than ARAB 101, the student will be able to read short texts, simplified characters with pinyin to help understanding of characters.
3. At a more advanced level than ARAB 101, the student will be able to write basic information on topics such as introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.

Course Objectives/Topics

Objective/Topic	% Course
Students will be able to understand spoken questions and statements in standard colloquial Arabic on such topics as basic terms for weather patterns, simple weather changes; comparative sentences.	15%
Students will be able to respond to questions and ask questions in reasonably correct and appropriate Arabic on such topics as dining, ordering Arabic dishes, dietary preferences, and paying for meals. Principal cuisines in Arabic countries will also be covered.	15%
Students will be able to ask and give directions, identify locations, describe whether two places are close or far away from one another; use comparative sentences, reduplication of verbs, and greetings in Arabic.	15%
Students will be able to write simple narratives in reasonably correct simplified characters using the grammatical structures on such topics as birthday parties, suggest things to take to a get-together, thank people for their gifts.	15%
Students will be able to respond to questions and ask questions, in reasonably correct and appropriate Arabic, about such topics as seeing a doctor, talking about symptoms, allergies, understanding and repeating instructions.	15%
Building on skills and knowledge acquired in ARAB 101, students will continue to acquire basic vocabulary related to such topics as simple weather changes, climate conditions in Arabic countries, dining and ordering Arabic dishes, paying for meals; giving directions identifying locations; using verbs, adverbs and adjectives.	15%
Students will be able to pronounce words in Arabic with reasonable correctness using basic characters, phrases and simple sentences.	10%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Students will be asked to gather information on Arabic culture and society. Consultation of history and current events. Students will prepare short subjects on Arabic culture, geography, and history. They will thus evaluate information from various sources.</p> <p>Consultation of the Internet and other resources available at the library. Students will evaluate various sources and views concerning social and political subjects relating to current world events. Debates concerning key issues of economic development and women, religious freedom are all potential topics.</p> <p>Students will compare and contrast their own values and beliefs to those found in Arabic countries. They will be encouraged to be respectful of other people's ideas. Research on various aspects of Arabic culture involving individual, pair and group work.</p>

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Learning more about Arabic language and culture will help students to gain a better understanding about the influence that the United States and Arabic countries have on each other and on the world. This understanding will develop through class discussions, required readings and research projects.</p> <p>Questions concerning the Arabic changing world are closely linked to student's individual choices. Discussion of these issues pertaining to the current situation provide a new awareness of our understanding of the Arabic culture.</p> <p>Discussions on topics relating to population control and energy conservation counterbalance economic growth and trade.</p> <p>Students will be encouraged to explore their personal possessions to identify what they own and how much of it was made in Arabic countries. Learn how interdependent we are in this world.</p>

Instructional Methods

Arabic, like any modern foreign language, should be taught following learning centered and communicative methodologies. Students should listen before they speak and read before they write. Listening, speaking, reading, and writing should be presented in an integrated manner around specific topics such as weather changes, climate conditions in Arabic countries, dining and ordering Arabic dishes, paying for meals; giving directions identifying locations; using verbs, adverbs and adjectives; describing a birthday party, indicating an action in progress. Instruction of grammar, vocabulary, and pronunciation should be integrated with communicative activities. The goal of all learning activities should be meaningful and authentic communication.

Even a beginning level of foreign language competency cannot be achieved in forty-five hours. Students will need to spend a significant amount of time on assignments outside of class to be successful in the course. Students are required to prepare audio materials that accompany the text. In addition to spending time each week listening to audio materials, students should be required to complete assignments in the Workbook/Lab Manual and make use of the computer programs and video that accompany the text. Students should be encouraged to use the resource materials available at TC3.

Every effort should be made to provide authentic language use to the students. Classroom directions should be given in Arabic. Arabic should be the principal language used in the class. The use of Arabic language sites on the Internet including e-mail pen-pals, videos, Arabic radio programs, music, guest speakers, and readings from newspapers and magazines enriches the language learning experience and is therefore encouraged.

While grammar, vocabulary and pronunciation may be explicitly taught and tested, greater emphasis in assessment should be placed on being able to communicate successfully in Arabic.

Methods of Assessment/Evaluation

Method	% Course Grade
Demonstrations of competency including tests on listening, speaking, reading, and writing; projects or reports in Arabic	30-40%
Homework	20-30%
Quizzes on grammar, vocabulary, and pronunciation	10-20%
Class participation, including daily attendance	10-20%

Texts/Required Materials

The course covers Level 1-Part 2 of **Bustad, Kristen, et al., *al-Kiitab fii Ta'allum al- 'Arabiya: A Textbook for Beginning Arabic, Part One, Vol. 2* (Georgetown, 1995)**

Bibliography and Other Learning Resources

There are many available (free or not) resources to be determined by course instructor.

Library Resource Review

The course relies primarily on the required text and its accompanying materials as well as on freely available online sites. The research component of the class – preparing essays on Arabic culture and society, history and current events - is already well-served by the Library's existing print and electronic collections. Library staff look forward to ongoing communication with the instructors to ensure close alignment between the course and library materials.

Books

The Library currently has a respectable number of recent English-language books, in print and electronic formats, on Arabic language and literature, and individual Arab countries. If students need more than what is currently in the collection to complete their assignments, additional materials are readily available from area research libraries and are usually delivered to TC3 or to the student within a matter of days.

Articles

The Library subscribes to numerous databases that contain the full text of (primarily English-language) newspaper, magazine, journal, and encyclopedia articles. Current and authoritative information about the Arab world (culture, language, economy, etc.), is available via these online resources. Again, published materials that the library does not own, can usually be obtained within days from other libraries.

Video

Streaming video available in the Films on Demand database provides additional information about the Arab world.

Audiovisual/Other

Neither the Library nor the Language Lab currently owns any audio CDs for learning Arabic. The Pimsleur *Eastern Arabic I* set of CDs is \$345.00. The set of CDs that comprise Phase 1 of Pimsleur's *Arabic (Eastern), Conversational* (a subset of the aforementioned program) is \$49.95.

Instruction/ResearchSupport

Librarians are available to provide support for the research component of assignments and will provide whole-class, individual, and online research assistance as needed.

Susanna Van Sant

February 5, 2013