

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: ARAB 101**  
**Course Title: Arabic I**

**Year: 2024-2025**  
**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**

This course is designed to develop beginning level speaking, listening, reading, and writing skills in Arabic. Cultural aspects of the Arabic-speaking world are covered. Speaking and understanding colloquial Arabic are emphasized. Substantial outside preparation and lab work are required. ARAB 101 fulfills the SUNY General Education Foreign Language requirement. Prerequisites: Prior completion or concurrent enrollment in RDNG 116; prior completion or concurrent enrollment in ENGL 100 or ESL 120, 121, and 122 (or prior completion of ESL 103) if required by placement testing. 3 Cr. (3 Lec.) Fall semester.

**Course Context/Audience**

This course, a prerequisite for ARAB 102, satisfies a liberal arts humanities elective. It should be of interest to anyone interested in acquiring a beginning level of competency in conversational Arabic.

**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. Carry on basic Arabic conversations.
2. Read short texts, simplified characters with pinyin to help understanding of characters.
3. 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	# Hours
Students will be able to understand spoken questions and statements in standard colloquial Arabic on such topics as classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	Lecture – 5.50 hr.,
Students will be able to respond to questions and ask questions in reasonably correct and appropriate Arabic on such topics as classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	Lecture – 5.50 hr.,
Students will be able to read and understand short, modified texts on such topics as classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	Lecture – 5.50 hr.,
Students will be able to write simple narratives in reasonably correct simplified characters using the grammatical structures listed in the next objective on such topics as classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	Lecture – 5.50 hr.,
Students will be able to use correct word order in questions and statements; use nouns, articles and adjectives; and regular verbs, and some irregular verbs.	Lecture – 5.50 hr.,
Students will acquire basic vocabulary related to such topics as classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	Lecture – 5.50 hr.,
Students will be able to pronounce words in Arabic with reasonable correctness.	Lecture – 7.50 hr.,
Students will be able to describe cultural practices in Arabic-speaking countries related to introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences.	Lecture – 5.50 hr.,

## 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"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<p>Students will be asked to prepare essays on Arabic culture and society. This will be addressed through consultation of history and current events.</p> <p>Students will prepare short subjects on Arabic culture, geography, and history. They will thus evaluate information from various sources. Students will consult the internet and other resources available at the library.</p> <p>Students will evaluate various sources and views concerning social and political subjects relating to current world events. A debate concerning key issues, e.g., economic development, religious freedom.</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. Students will research 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"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>Learning more about Arabic language and culture will help students understand the influence that the United States and Arabic countries have on each other and on the world. Class discussions, required readings, and research projects.</p> <p>The course explores how students' individual choices are linked to the global economy, environment and climate change.</p> <p>Discussions and group activities, e.g., population control and energy conservation as they relate to economic growth and trade in the global economy.</p> <p>Students will be encouraged to explore and to identify Arabic countries economy, oil production and its impact on the economy of the United States.</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 classroom directions, introductions and greetings, families and friends, weather, time, daily routines, leisure activities and past experiences. 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 of scheduled lecture and lab activities. Students will need to spend a significant amount of time on assignments outside of class to be successful in the course. Students should be 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 accompanies the text. Students should be encouraged to use the available resource materials.

Every effort should be made to provide authentic language use to the students. Classroom directions should be given in Arabic. As soon as possible, Arabic should be the principal language used in the class. The use of Arabic language sites on the internet including email 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%

### Textbook

Bustad, Kristen, et al., *al-Kiitab fii Ta'allum al- 'Arabiya: A Textbook for Beginning Arabic*.(Georgetown, 1995)  
Level 1-Part 1

## **Bibliography**

Library and Online Resources

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

## **Other Resources**

**Audiovisual:** None specified

**Electronic** None specified

**Other** None specified