

California University of Pennsylvania  
Guidelines for New Course Proposals  
University Course Syllabus  
Approved: February 21, 2013

Department of Modern Languages, Philosophy & Socio-Cultural Studies

A. Protocol

Course Name: Elementary Arabic II

Course Number: ARB 102

Credits: 3

Prerequisites: ARB 101

Maximum Class size (face-to-face): 35

Maximum Class size (online): 40

B. Objectives of the Course:

Upon successful completion of this course, students should be able to:

- Comprehend simple messages, while utilizing basic Arabic Language grammar. (*Listening*)
- Employ a variety of real-world vocabulary to meet basic needs in the Arabic-speaking world using correct grammar. (*Speaking*)
- Synthesize and interpret short passages in Arabic language of selected authentic and simple hand-printed messages material relating to survival and immediate needs. (*Reading*)
- Construct basic sentences according to the Arabic Language standards. (*Writing*)
- Identify objects from the surrounding environments and acquire a larger pool of vocabulary.
- Evaluate various aspects of Arab culture and customs involved in everyday life and relate those to social life and its demands in the Arab world.

C. Catalog Description:

Elementary Arabic II is the continuation of Elementary Arabic I. This course continues to introduce students to the people and culture of the Arabic-speaking world. Students will become familiar with Arabic grammar and language structure. They will have maximum opportunity to use the different language skills: listening, speaking, reading and writing, in Modern Standard Arabic (MSA). Students will develop greater competency in understanding MSA in both its written and spoken forms and in producing the language in writing and speech. This course will have a greater emphasis on active vocabulary learning, proper grammatical application and on developing the ability to use the language in real-world everyday situations.

D. Outline of the Course (Suggested):

Following is a list of topics that will be covered in this course:

- I. Culture and the Language
  - a. Arabic music
  - b. Arabic names
  - c. Verbs expressing obligation and possibility
  - d. Expressing regret or apology
  - e. Expressing lack of knowledge
  - f. Terms of address, relative nouns and clauses
  - g. Home chores and responsibilities
  - h. Arabic families and friends
    1. Immediate family members
    11. Extended family members
    111. Living the Arabic way
- II. The Definite Article
  - a. The definite article with moon letters (non-assimilating sounds)
  - b. The definite Article with sun letters (assimilating sounds)
  - c. Arabic countries names and the definite article
- III. Nouns
  - a. Masculine nouns
  - b. Feminine nouns
  - c. Exceptions
  - d. Name of a place
  - e. Arabic countries names as masculine and feminine
- IV. Basic Sentence Structure (word order)
  - I. Nominal sentence (subjects and predicates)
  - II. Verbal sentences
- V. Origins and Affiliations
  - a. National origins
  - b. Affiliations adjectives
- VI. Pronouns
  - a. Subject and personal pronouns

- b. Possessive pronouns
- VII. Plurals
- a. Regular feminine plurals
  - b. Regular masculine plurals
  - c. Broken plurals
  - d. Human and non-human plural agreement
- VIII. The Present or Incomplete Tense
- a. Conjugation of the present tense
  - b. Negation of the present tense
- IX. Grammatical Endings
- a. Indefinite endings
  - b. Definite endings
- X. Phrases
- a. The construct phrase
  - b. Noun-adjective phrases
- XI. Adverbs and Propositions
- a. Adverbs
    - i. Place adverbs
    - ii. Time adverbs
  - b. More on Propositions of location
    - i. In front of
    - ii. Behind
    - iii. In
    - iv. Over
    - v. Between
- XII. Demonstratives: Gender Agreement
- a. Feminine demonstratives
  - b. Masculine Demonstratives
- XIII. Education in the Arab World
- a. Education and jobs
  - b. Universities and colleges
  - c. Grade schools

#### XIV. Weather and Climate

- a. The four seasons
- b. Describing weather and climate

#### XV. Geographical Directions

- a. The four directions and sub-directions
- b. Relative nouns
- c. Asking for directions
- d. Giving directions

#### XVI. Introduction to Interrogation Particles

- a. Single word particles
- b. Combined particles

#### E. Teaching Methodology:

##### 1) Traditional Classroom Methodology:

Cooperative learning is the major teaching method in this course. The instructor will serve as a facilitator to the learning process in class. We will work together to learn more about Arabic language by keeping up with the required readings and doing the required class work. To this end, the instructor will use short lectures, videos, papers and presentations, homework, and class discussion. It is expected that all students will take part in these discussions.

##### 2) Online Methodology:

Quality Matters™ Statement – The online course follows the standards of the Quality Matters™ rubric.

This class will be offered online. Cooperative learning is the major teaching method in this course. The instructor will serve as a facilitator to the learning process in class. We will work together to learn more about Arabic language by keeping up with the required readings and doing the required class work. To this end, the instructor will use short lectures, videos, work papers and presentations, homework, and class discussion. It is expected that all students will take part in these discussions.

#### F. Texts (Suggested):

- Brustad, Kristen, Mahmoud Al-Batal, and Abbas Al-Tonsi: Al-Kitaab fii Tacallum al-‘Arabiyya, with DVDs, PART ONE, 3rd Edition. Washington, D.C.: Georgetown University Press

- Student are also expected to purchase a book key (\$24.95) to the online book exercises, login to the book's "Companion Website" at <http://www.alkitaabtextbook.com/books> and create an account. Course code and instructions were sent to students via email and are posted under the D2L course content.
- Additional readings will be available on D2L.

G. Assessment Activities:

- 1) Traditional Classroom Assessment:
 

Quizzes/Exams	30%
Homework	20%
Paper(s) & Presentation(s)	20%
Class Discussions/Participation	30%
  
- 2) Online Assessment:
 

Quizzes/Exams	30%
Homework	20%
Paper(s) & Presentation(s)	20%
Class Discussions/Participation	30%

H. Accommodations for Students with Disabilities:

**Accommodations for Students with Disabilities**

Students with disabilities:

- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
- Might be required to communicate with faculty for accommodations which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:

- Location: Azorsky Hall – Room 105
- Phone: (724) 938-5781

- Fax: (724) 938-4599
- Email: osdmail@cup.edu
- Web Site: <http://sai.calu.edu/osd>

- I. Supportive Instructional Materials, e.g. library materials, web sites, etc.  
Video and audio tapes dealing with Arabic culture will be made available.

#### Additional Information for Course Proposals

- J. Proposed Instructors:  
Qualified Instructor to teach Arabic.

- K. Rationale for the Course:

Arabic language is one of the most critical languages in this world. After 9/11, the federal government, Congress, and the Academic community acknowledged the shortage of Arabic speaking personnel to deal with terrorism. With the war in Iraq and the deployment of thousands of military personnel, the need of people with knowledge of this language is evident. Arabic is needed for communication in these situations. Professionally prepared Cal U college graduates who are fluent in this language will have a greater chance to be hired in both the public and private sectors since a large number of American companies are doing business in the Middle East.

- L. Specialized Equipment or Supplies Needed:  
Specialized equipment or supplies are not needed for course instruction.

- M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain)  
*The course does not require additional human resources.*
2. Does the course require additional physical resources? (Please explain)  
*No, additional physical resources are not required.*
3. Does the course change the requirements in any particular major?  
(Please explain)  
*No, the course does not change any major requirements.*
4. Is the course replacing an existing course? (If so, list the course)  
*No, the course does not replace an existing course.*
5. How often will the course be taught?  
*The course will be offered every year.*

6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)  
*No, it does not duplicate an existing course in another Department or College.*

7. What is the recommended maximum class size for this course?  
*The recommended maximum class size for this course is 35 face to face and 40 online.*

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.  
*No, the proposed course does not include substantial material that is traditionally taught in another discipline.*

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

No, it will not be proposed for consideration as menu course for General Education in Humanities and Cultural Awareness.

P. Provide Approval Form (electronically).

## Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.
2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the **appropriate signatures** have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.
3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.
4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.
5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.
6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.
7. New advisement sheets, major proposals, minors, or changes to advisement sheets will become effective the fall semester following committee approval. **The advisement sheets must also include the committee approval date and the effective date on the advisement page.** Submit this request on the Advisement and /or Program Changes form.
8. New courses will become effective the semester following committee approval.
9. Any references listed must be in the appropriate bibliographic format for the discipline.



10. Online courses must follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.
11. All course objectives must follow Bloom's Taxonomy learning domains located on the UCC website.