

California University of Pennsylvania
Guidelines for New Course Proposals
University Course Syllabus
Approved: September 11, 2014

Department of Modern Languages, Philosophy & Socio-Cultural Studies

A. Protocol

Course Name: Intro to Arabic Linguistics
Course Number: ARB 401
Credits: 3
Prerequisites: None
Maximum Class size (face-to-face): 35
Maximum Class size (online): 35

B. Objectives of the Course:

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

- Discuss the history of Arabic as a Semitic language.
- Compare and contrast the diglossic situation in Arabic-speaking countries, where two major varieties of Arabic exist side by side in language usage, with a more or less division of labor between them.
- Apply the fundamentals of modern linguistic analysis to Arabic speech productions.
- Apply the fundamentals of Arabic linguistics in the areas of (a) the sound system of Arabic (consonants, vowels, syllables, stress, and a few others), (b) word-structure of verbs, nouns, and pronouns (with particular focus on roots and patterns), and (c) phrase and sentence structure and meaning (word order, nominal sentences, verbal sentences, negation, question-formation, *ʔiDaafah*, and a few others).
- Apply problem-solving skills, drawing generalizations from a set of Arabic data, make a hypothesis to explain the data, and revise the hypothesis in light of new data.
- Research an Arabic dialect, present findings, and write a report about it.

C. Catalog Description:

This course will focus on the study of Arabic as “a language system” in terms of modern linguistic analysis. Students will study the language’s sound system (phonology), word structure (morphology, particularly roots and patterns), phrase and sentence structure (syntax), and meaning at the word and sentential level (semantics). The history of Arabic and the issue of *diglossia* in Arabic-speaking countries will be discussed. The linguistic features of both Standard Arabic and the modern Arabic dialects of today will also be covered.

D. Outline of the Course may include the following topics:

- 1: General introduction to linguistics: Holes' *Introduction*, pp. 1-7.
Numberg's and Wasow's overview of linguistics
- 2: Holes' *Chapter 1*, pp. 9-18.
General introduction to issues related to Arabic as a language
Historical linguistics
History of Arabic as a Semitic language
- 3: Holes' *Chapter 1*, pp. 18-50.
Karin Ryding's introduction
History of Arabic cont.
- 4: O'Grady's Chapter on Phonetics
Holes' *Chapter 2*, pp. 56-68.
Phonetics: Consonant articulation
- 5: Sections from O'Grady et al's chapter on phonology
Holes' *Chapter 2*, pp.
Phonetics cont.: Vowels
Transcription
- 6: Holes' *Chapter 2*, pp. 69-88.
Arabic Phonology cont.: Coarticulation; syllable structure; some puzzles resolved
- 7: Holes' *Chapter 2*, pp. 69-95 cont.
Stress placement
The phonology of the dialects
- 8: Ryding's Chapter 3 on Arabic word
Introducing Morphology (General)
Arabic Morphology: Verbs
- 9: Ryding's Chapter 3 on Arabic word structure
Holes' *Chapter 3*, pp. 99-116.
Introducing Morphology (General)
Arabic Morphology: Verbs
- 10: Ryding's chapters on verb patterns
Holes' *Chapter 3*, pp. 99-116 cont.
Arabic Morphology: Presentations on Verb Patterns

11: Ryding's chapter 21 on verb morphology

Arabic verb morphology cont.

List of Arabic dialects

12: Holes' *Chapter 3*, pp. 117-144.

Arabic verb Morphology in the dialects

Arabic verb morphology cont.

13: Ryding's Chapter 5 (book on reserve).

Holes' *Chapter 4*, pp. 145-176.

Brief introduction to prosodic morphology

Arabic noun morphology

14: Holes' *Chapter 6*, pp. 195-215.

Arabic syntax and semantics: The Noun Phrase

15: Holes' *Chapter 6*, pp. 215-245.

Arabic syntax and semantics: The construct state; The Verb Phrase, tenses & negations

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 linguistics 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 linguistics 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. Suggested Texts:

Modern Arabic: Structures, Functions, and Varieties by Clive Holes (Georgetown University Press, revised edition 2004). Available at the book store. A copy is also on reserve at the Davis Library.

A Reference Grammar of Modern Standard Arabic by Karin Ryding (Cambridge University Press, 2005). Available on reserve at the Davis Library.

Additional readings will be available on D2L.

G. Assessment Activities:

1) Traditional Classroom Assessment:

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

2) Online Assessment:

Online Quizzes/Exams	30%
Papers(s)	20%
Online Presentation(s)	20%
Online 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 Building – Room 105
- Phone: (724) 938-5781

- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: www.calu.edu (search “disability”)

- 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:

In this course, the history of Arabic and the issue of diglossia in Arabic-speaking countries will be discussed. The linguistic features of both Standard Arabic and the modern Arabic dialects of today will also be covered. Most of the people hear about Arabic, but do not know about the origin and the language structure. Therefore, this course offers a brief survey of how linguists analyze the structure and the use of language. Looking at the structure of language means understanding what phonemes, words, and sentences are, and how each language establishes principles for the combinations of these elements and their use; looking at the use of language means understanding the ways in which individuals and groups use language to declare their social identity and the ways in which languages can change over time. The overarching theme understands what varieties of language structure and use are found across the world's languages and cultures.

- 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 two years.
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.

- 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.

It will be proposed for consideration as menu course for General Education in Humanities and Cultural Awareness.

We are requesting Intro to Arabic Linguistics **ARB 401** to be included in the general education menu because it is a course that satisfies the rubric "Humanities." Students who want to take this class have been asking about using it to satisfy their "Humanities" requirement. This class introduces students to Arabic linguistics. The students will develop the practice of reading linguistic texts within their social, historical, and cultural contexts. Thus, it fits perfectly under the general heading of "Humanities."

We are requesting Intro to Arabic Linguistics **ARB 401** to be included in the general education menu because it is a course that satisfies the rubric "Multi-Cultural Awareness." Students who want to take this class have been asking about using it to satisfy their multi-cultural awareness requirement. This class introduces students to Arabic linguistics. The students will develop the practice of reading linguistic texts within their social, historical, and cultural contexts. Thus, it fits perfectly under the general heading of "Multi-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.