

California University of Pennsylvania
Guidelines for New Course Proposals
University Course Syllabus
Department of Art & Languages
UCC Approval date: 4/9/2020

A. Protocol

Course Name: Advanced Arabic Composition
Course Number: ARB 660
Credits: 3
Prerequisites: None
Maximum Class Size (face-to-face): N/A
Maximum Class Size (online): 35

B. Objectives of the Course:

The overall aim of this course is for students to advance their knowledge of Arabic grammar and improve their writing skills in Modern Standard Arabic. In addition, the course will advance students' ability to comprehend and communicate with native speakers and native-speaker artifacts—both verbally and in reading and writing.

Upon completion of the course, students should be able to:

1. Apply effectively the skills learned in advanced Arabic grammar.
2. Describe a variety of Arabic texts.
3. Write compositions, essays, and research papers in Arabic at an advanced level.
4. Communicate in Arabic at an advanced level
5. Use a variety of Arabic grammar forms and vocabulary in writing and speaking at an advanced Arabic level.
6. Write social correspondence and daily situational conversation in Arabic at an advanced level.
7. Report the main ideas and summarize key details from authentic Arabic newspaper articles.

C. Catalog Description:

This course will focus on advanced Arabic grammar and writing, empowering students to develop writing skills within a variety of subjects and disciplines. In terms of advanced grammar, this course provides a review of both fundamental and basic points of the grammatical structural types of Arabic. It is designed to review students' grammatical knowledge of Arabic structures to improve their performance on both writing and speaking. Students will follow the steps of writing, including prewriting, research and data collection, drafting, revising, and editing and proofreading writing through multiple drafts.

D. Outline of the Course:

- The rules of grammar and morphology that students require for advanced levels of Arabic
- Covering all the important grammatical rules of MSA, from nisba adjectives and nominal and verbal sentences to more complex constructions such as conditional sentences and the subjunctive
- Focus on real patterns of use in contemporary written Arabic
- Acquire a clear idea about the skeletal structure of the language, as well as translators who are working with written Arabic.
- Focus on real patterns of use in contemporary written Arabic, from street signs to literature
- Comprehensive coverage of all parts of speech
- Full cross-referencing
- Authentic examples, given in Arabic script, transliteration and translation
- A detailed index

E. Teaching Methodology:

- 1) Traditional Classroom Methodology
N/A

2) Online Methodology

The following methodology will be used in teaching this course: whole class threaded discussions and small group threaded discussions, student comments, and online enhancing communication strategies such as email, chat rooms, phone conferences, synchronous (live) and asynchronous oral communication (audio recordings), and incorporation of Internet resources. Emphasis will be placed upon engaging the learner for involvement and active participation in the learning process.

F. Text (Suggested)

Modern Arabic Grammar in Context, An Advanced Course for Foreign Students (Arabic Edition). By Samar Attar.

Modern Written Arabic: A Comprehensive Grammar. By Elsaid Badawi, M.G. Carter, Adrian Gully.

G. Assessment Activities:

1) Traditional Classroom Assessment

N/A

2) Online Assessment

- a. Discussion post (boards/blogs/chat). Individuals or groups present summaries or engage in conversation on various topics of discussion to promote interaction between students.
- b. Written homework assignments.
- c. Online exams and/or quizzes.
- d. Projects will include case studies, problem solving exercises, group collaborative work, and discussions on various topics—including a group case study.
- e. Presentations and oral communication activities—students will present in the form of informational web pages such as blogs, web-based student-generated learning tools, video/audio, or slide shows.
- f. Self-Assessment—students assess and reflect upon their own learning and their skill level using rubrics that establish performance expectations and provide a sound basis for self-assessment.
- g. Portfolio development.
- h. Students will complete an end of course paper to serve as a comprehensive assessment tool.

H. Accommodations for Students with Disabilities:

OSD

Revised June 2015

STUDENTS WITH DISABILITIES

Students reserve the right to decide when to self-identify and when to request accommodations. Students requesting approval for reasonable accommodations should contact the Office for Students with Disabilities (OSD). Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Students will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Contact Information:

- Location: Carter Hall - G-35
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: <http://www.calu.edu/osd>

I. Title IX Syllabus Addendum

California University of Pennsylvania
Reporting Obligations of Faculty Members under Title IX
of the Education Amendments of 1972, 20 U.S.C. §1681, et seq.

California University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with the Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator, Dr. John A. Burnett, Special Assistant to the President for EEO, Office of Social Equity, South Hall 112, Burnett@calu.edu, 724-938-4014. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy.

The University's information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at:

- **Office of Social Equity**, South Hall 112, 724-938-4014
 - Social Equity Home Page www.calu.edu/SocialEquity
 - Social Equity Policies www.calu.edu/SEpolicies
 - Social Equity Complaint Form www.calu.edu/SEcomplaint
- **Counseling Center**, Carter Hall G53, 724-938-4056
- **End Violence Center**, Natali Student Center 117, 724-938-5707
- **Student Affairs**, Natali Student Center 311, 724-938-4439
- **Wellness Center**, Carter Hall G53, 724-938-4232
- **Women's Center**, Natali Student Center 117, 724-938-5857
- **Threat Response Assessment and Intervention Team (T.R.A.I.T.) & Dept. of Public Safety & University Police**, Pollock Maintenance Building, 724-938-4299
 - **EMERGENCY:** From any on-campus phone & Dial **H-E-L-P** or go to any public pay phone & **Dial *1**. (*Identify the situation as an emergency and an officer will be dispatched immediately.)

J. Supportive Instructional Materials, e.g. library materials, web sites, etc.

Instructor will provide clear and comprehensive written course materials.

Print Materials: readings, syllabus, lesson/assignment files, rubrics, and handouts. Course introduction video.

Digital media/recorded lectures (audio or video): TV Clips/ YouTube, podcasts, screencasts, and TEDx

Talks. Presentation materials: lecture notes, PowerPoint, and Prezi. Guest speaker recordings. Case studies/scenarios.

Additional Information for Course Proposals

K. Proposed Instructors:

A qualified instructor of Arabic approved by the Department of Art & Languages.

L. Rationale for the Course:

This course is vital for students' development with respect to various advanced Arabic grammar and writing learning skills and will meet the needs and expectations of students seeking to satisfy the Arabic advanced level requirements. Grammar is the most vital and appreciated tool for understanding how human language is structured and serves as the best explanation for how communication takes place. "Grammar is a description of the rules that govern how a language's sentences are formed" (Thornbury, 2002). Teaching grammar always depends on the written language—therefore, teaching grammar and writing is essential when it comes

to using a language in its correct forms and functions. This course will expose students to authentic Arabic texts in various topics and will develop their academic writing skills by focusing on the composition process used to write clear, well-organized, and well-supported advanced essays in various styles.

M. Specialized Equipment or Supplies Needed:

Students will need headset, microphone, flash drive or a webcam to get through their coursework.

N. Answer the following questions using complete sentences:

1) Does the course require additional human resources? (Please explain)

No

2) Does the course require additional physical resources? (Please explain)

No

3) Does the course change the requirements in any particular major? (Please explain)

No

4) Does the course replace an existing course in your program? (If so, list the course)

No

5) How often will the course be taught?

Once a year, as needed.

6) Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)

No

O. 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.

N/A

P. Please identify if you are proposing to have this course considered as a menu course for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

No

Q. Approval Form

Provide the Approval Form (Signature Page) with the signatures of your department Chair AND college Dean (electronically).