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: Methods of Teaching & Learning Arabic
Course Number: ARB 670
Credits: 3
Prerequisites: None
Maximum Class Size (face-to-face): N/A
Maximum Class Size (online): 35

B. Objectives of the Course:

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

1. Develop and apply teaching skills based on recent research on foreign language teaching.
2. Discuss different methods and techniques for teaching foreign languages in general and Arabic in particular.
3. Recall key concepts and recent discussions regarding the process of teaching Arabic to non-native speakers.
4. Apply strategy-based learning.
5. Apply classroom management techniques to engage their students in student-centered learning activities and to deliver effective and enjoyable lessons.
6. Plan engaging lessons in order to enable their students to communicate better in Arabic.
7. Discuss strategies for feedback and evaluation of the various skills in Arabic as a foreign language class.
8. Discuss the realities and challenges of teaching Arabic as a foreign language in today's world.
9. Explain the role of language in general (and Arabic, in particular) in language-based scholarship and research.

C. Catalog Description:

This course introduces students to the theory and practice of foreign/second language instruction. It focuses on methods of teaching Arabic as a foreign language and starts by introducing students to models and theories of second language acquisition (SLA), including understanding what language and research are, what learning is, and for classroom contexts, what teaching is. The course will also focus on SLA research, including Arabic SLA studies, and the implications of major research findings for Arabic language teaching. In addition, the course will zero in on best practices in Arabic instruction, including the teaching of the four language skills (reading, writing, listening, and speaking). Finally, it will focus on a number of important questions that face the teacher of Arabic as a foreign language, such as teaching grammar and vocabulary, course design, writing lesson plans, material development, technology use, assessment, and teaching MSA and dialect.

D. Outline of the Course:

Part I: Fundamentals of Foreign Language Pedagogy
1. Some Pedagogical Principles
2. Theory and Practice
3. Professionalism and Professional Standards

Part II: Approaches to Foreign Language Teaching
4. Traditional Methods and Approaches for Language Teaching
5. Newer Methods and Approaches

Part III: Programmatic Issues
6. Learning Goals, Curricula, and Syllabi
7. Materials, Resources, Technology
8. Assessment and Testing

Part IV: Planning and Managing the Elements of Teaching
9. Pedagogical Practice: Classroom Management
10. Learning Styles, Strategies, and Affective Factors
11. Mixed Classes and Heritage Learners

Part V: The Pedagogy of Comprehension
12. Comprehension and Arabic Input: Overview
13. Reading Comprehension in Arabic
14. Listening Comprehension in Arabic

Part VI: Teaching Productive Skills
15. Teaching Arabic Pronunciation
16. Teaching Spoken Arabic
17. Writing in Arabic

Part VII: Teaching Core Competencies
18. Teaching and Learning Vocabulary
19. Pedagogical Grammar
20. Teaching Arabic Culture

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 on engaging the learner for involvement and active participation in the learning process.

F. Text (Suggested)

Teaching and Learning Arabic as a Foreign Language: A Guide for Teachers. Karin C. Ryding. Foreword by Roger Allen.

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

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

Revised January 2018

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 EEEO, 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

- o **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.

<div align="center">Additional Information for Course Proposals</div>

K. Proposed Instructors:

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

L. Rationale for the Course:

Teaching and learning Arabic language is no easy task—it requires effort to improve and simplify the learning process through creative teaching strategies. One common aspect of creative teaching is the development of materials and methods that enhance students' interests and motivation in learning. This course presents the basic principles of teaching foreign languages—needed specifically for Arabic teachers and teacher-trainers of Arabic. In addition, it offers a practical guide for combining theory and practice in the field of Arabic linguistics and pedagogy, covering designing curricula, theory and methods, goals, testing, and research. The course deftly combines practical information with background literature in order to help teachers improve their teaching of Arabic as a foreign language.

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 or 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).