**ESSEX COUNTY COLLEGE**

**Bilingual Studies Division**

**ARB 101 – Elementary Arabic I**

**Course Outline**

**Course Number & Name:**  ARB 101 Elementary Arabic I

**Credit Hours:**  3.0 **Contact Hours:**  3.0 **Lecture:** N/A **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  None

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This is the first half of a year’s course for students with little or no background in the Arabic language. Listening comprehension, speaking, reading and writing are developed within the limits of basic vocabulary, idioms and grammar.

**General Education Goals**: ARB 101 is affirmed in the following General Education Foundation Category: **Humanistic Perspective.** The corresponding General Education Goal is as follows: Students will analyze works in the field of art, music, or theater; literature; and philosophy and/or religious studies; and will gain competence in the use of a foreign language.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. proficiently write, read, speak and listen to beginning-level Arabic; and

2. describe the various cultures of the Arabic-speaking world.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Proficiently write, read, speak and listen to beginning-level Arabic:

 1.1 *write simple prose;*

1.2 *read and summarize simple prose;*

1.3 *say short descriptions and directions;*

 1.4 *answer questions and ask questions on familiar topics that arise in real-life situations;*

 1.5 *compare and contrast the structure of the Arabic language and the English language to enhance critical thinking;* and

1.6 *express* *oneself in a culturally-acceptable and authentic way appropriate to this level course*

**Measurable Course Performance Objectives (MPOs)** (continued):

2. Describe the various cultures of the Arabic-speaking world:

2.1 *distinguish between the Arabic spoken in the different countries of the Arabic-speaking world*;

2.2 *recognize and describe the rich, vast culture and civilization of the Arabic-speaking world;*

2.3 *discuss the influences of the Arabic culture on the American society;* and

2.4 *describe the various schedules in the Arabic-speaking world*

**Methods of Instruction**: Language use is encouraged through communicative activities including videos, compact discs (CDs), Arabic language computer software, companion website available at alkitaabtextbook.com, group work, role-playing, games, reading assignments from the text and other sources, current events, class lectures, and discussions.

**Outcomes Assessment:** Homework and test questions are blueprinted to course objectives. Oral components of tests and dialogue/presentations are evaluated for the presence of course objectives via checklist rubrics. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions

**Course Requirements:** All students are required to:

1. Take at least four oral tests on the material presented in each chapter of the textbook. Note: Each test will include listening comprehension, oral communication, grammar, and vocabulary.
2. Become familiar with and apply correctly the minimum of grammatical forms contained in the textbook.
3. Use and spell all words and idioms covered during the semester.
4. Read with comprehension sentences taken from or based on the textbook material covered during the semester.
5. Actively participate in oral drills designed to enhance conversational fluency.
6. Complete and submit on time weekly homework assignments from the textbook or other sources and complete all language laboratory requirements.
7. Attend at least 90% of all scheduled class sessions.

**Methods of Evaluation:** Final course grades will be computed as follows:

 **% of**

**Grading Components final course grade**

* **Class attendance and participation in group and whole class activities** **20%**

Students must attend 90% of all classes and participate in all class activities, which are designed to emphasize course objectives.

* **Homework**   **20%**

Students complete homework, which is evaluated to ensure that they are meeting course objectives.

* **4 or more Oral Tests 40%**

Oral tests scored by checklist rubrics will provide evidence of the extent to which students master course objectives.

* **Dialogue and Individual Presentations** **20%**

Presentations will provide evidence of the extent to which students have mastered course objectives and have synthesized all course material.

Note: Students must demonstrate 70% competency on oral tests, dialogue and individual presentations, and homework assignments to pass this course. Also, students participate actively in all group and whole class activities.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the text **Alif Baa Introduction to Arabic Letters and Sounds**, 3rd edition, by Kristen Brustad, Mahmoud Al-Batal & Abbas Al-Tansi; published by Georgetown University Press, Washington, DC.

**Week Content**

1 Introduction and explanation of class syllabus

 Letters and Sounds: The Arabic alphabet; Special characters of Arabic script

Pronunciation of Arabic

 **Unit 1**

Vocabulary and Conversations: Greetings and introductions

Egyptian Colloquial

New Vocabulary

2 Letters and Sounds

Formal and spoken Arabic

**Unit 1**

Vocabulary and Conversations: Greetings and introductions (continued)

Levantine Colloquial

Video dialogues

3 Letters and Sounds

 A Transliteration System

**Unit 1**

 Vocabulary and Conversations: Greetings and introductions (continued)

 Culture: Saying Hello

4 Letters and Sounds: aa (alif), baa; Short vowels

**Unit 2A**

Vocabulary and Conversations: Meeting people

New Vocabulary

Review and **Oral Test 1**

5 Letters and Sounds: taa, thaa

**Unit 2A** (continued)

Vocabulary and Conversations: Meeting people (continued)

New Vocabulary

Culture: Shaking hands

6 Letters and Sounds: uu, ii

**Unit 2B**

Vocabulary and Conversations: Meeting people (continued)

New Vocabulary

Culture: Shaking hands (continued)

**Week Content**

7 Letters and Sounds: Haa, jiim/giim

**Unit 3A**

Vocabulary and Conversations: Greeting people

Studying and Activating Vocabulary

New Vocabulary

Review and **Oral Test 2**

8 Letters and Sounds: khaa, sukuun

**Unit 3B**

 Vocabulary and Conversation: Greeting people (continued)

 New Vocabulary

 Culture: Expressions: SabaaH- il-kyayr!

9 Letters and Sounds: waaw, yaa

**Unit 3C**

Vocabulary and Conversation: Greeting people (continued)

New Vocabulary

Culture: Expressions: al-Hamdu li-llaah!

10 Letters and Sounds: hamza; Arabic numerals and numbers 0 – 10

**Unit 4A**

Vocabulary and Conversations: Introductions

New Vocabulary

Culture: Introducing someone

11 Letters and Sounds: daal, dhall; Writing numbers greater than 9

**Unit 4A**

 Vocabulary and Conversation: Introductions (continued)

 New Vocabulary

 Culture: Forms of address

12 Letters and Sounds: raa, zaay

**Unit 4B**

Vocabulary and Conversation: Introductions (continued)

New Vocabulary

Culture: Forms of address (continued)

Review and **Oral Test 3**

13 Letters and Sounds: shaddda, siin

**Unit 5A**

 Vocabulary and Conversation: Taking leave

 New Vocabulary

Culture: Good bye!

**Week Content**

14 Letters and Sounds: shiin

**Unit 5B**

 Vocabulary and Conversation: Taking leave (continued)

 New Vocabulary

 Saying ‘I want’ in Arabic

15 Letters and Sounds: saad, daad

**Unit 5B**

 Vocabulary and Conversation: Being polite

 New Vocabulary

 Culture: Roots

 Reviewand **Oral Test 4**