**ESSEX COUNTY COLLEGE**

**Bilingual Studies Division**

**ARB 102 – Elementary Arabic II**

**Course Outline**

**Course Number & Name:**  ARB 102 Elementary Arabic II

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

**Prerequisites**:  Grade of “C” or better in ARB 101 or placement

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

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This is a continuation of ARB 101. The student's knowledge of vocabulary and grammar expands to include multiple tenses and use of verbs. The four language skills listening comprehension, speaking, reading, and writing continue to be developed.

**General Education Goals**: ARB 102 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: Gender in Arabic; taa marbuu Ta, Taa, DHaa

**Unit 6A**

Vocabulary and Conversations: Coffee time

New Vocabulary

Culture: tishrab ahwa?

2 Letters and Sounds: cayn, ghayn

**Unit 6B**

Vocabulary and Conversations: Describing with adjectives

New Vocabulary

Review and **Oral Test 1**

3 Letters and Sounds: faa, qaaf

**Unit 7A**

Vocabulary and Conversations: Everyday vocabulary

New Vocabulary

Expressions with Allah

4 Letters and Sounds: kaaf, laam, laam alif

**Unit 7B**

Vocabulary and Conversations: Everyday vocabulary (continued)

New Vocabulary

Culture: Guests’ and hosts’ roles

5 Letters and Sounds: taa, thaa

**Unit 7B**

Vocabulary and Conversations: Everyday vocabulary (continued)

New Vocabulary

Culture: Guests’ and hosts’ roles (continued)

6 Letters and Sounds: miim, nuun, haa

**Unit 8A**

Vocabulary and Conversations: How are you? States and feelings

New Vocabulary

Reading Strategies

7 Letters and Sounds: More about hamza

**Unit 8B**

Vocabulary and Conversations: How are you? States and feelings (continued)

New Vocabulary

Review and **Oral Test 2**

**Week Content**

8 Letters and Sounds: The definite article (ال)

**Unit 9A**

Vocabulary and Conversation: Describing people

New Vocabulary

Culture: ! (معلهش,ماعليه)

9 Letters and Sounds: (آ) (!); Roots and patterns

**Unit 9B**

Vocabulary and Conversation: Describing people (continued)

New Vocabulary

10 Roots and Patterns: Recognizing patterns; Roots and the Arabic dictionary

**Unit 9C**

Vocabulary and Conversations: Describing people (continued)

New Vocabulary

Review and **Oral Test 3**

11 Letters and Sounds: alif maqSuura, alif qaSiira or dagger alif

**Unit 10A**

12 Formal Arabic

Grammatical Endings: Tanwiin\_ \_ \_ (ًٍُ)); Definite endings \_ \_ \_ (ٌَِ))

**Unit 10B**

13 Writing Styles; Handwriting

Culture: The Development of the Arabic writing system

**Unit 10C**

14 Writing Styles; Calligraphy

**Unit 10D**

15 Reviewand **Oral Test 4**