



## COURSE OUTLINE

**Course Number**  
ARB 102

**Course Title**  
Beginning Arabic II

**Credits**  
3

**Hours: 3 Lecture**

**Co- or Pre-requisite:**

**Implementation  
Semester & Year**  
**Fall 2022**

**Catalog description:** For students who either completed ARB101 or have otherwise gained elementary prior knowledge of Arabic. Spoken communication in Arabic is the goal and means of instruction. Reading and writing are assigned out of class to facilitate effective listening and speaking practice in class. Basic grammar and culture are introduced.

**General Education  
Category:**  
**Goal 6: Humanities**

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### **Required texts & Other materials:**

- *Alif Baa, with DVDs: Introduction to Arabic Letters and Sounds*. 2<sup>nd</sup> edition. Kristen Brustad and others (Washington, DC: Georgetown University Press, 2004).
- Hans Wehr, *A Dictionary of Modern Written Arabic*, edited by J. Milton Cowan (Ithaca, NY: Spoken Language Services 1976).
- Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic. Part One. Kristen Brustad and others. (Washington, DC: Georgetown University Press, 1995).
- *Extemporeapp.com*

### **Course Student Learning Outcomes (SLO):**

***Upon successful completion of this course the student will be able to:***

1. Demonstrate reading comprehension of written Arabic on a basic level. (ILG 6, 10)
2. Demonstrate the ability to move a spoken conversation forward, with basic listening comprehension and speaking skills. (ILG 6, 10; PLO 1)
3. Write Arabic on a basic level. (ILG 6, 10)
4. Identify basic grammatical elements of Arabic sentence structure. (ILG 4, 6, 10)
5. Demonstrate knowledge of the daily lives of the Arabic-speaking peoples of the world; and current and past contributions made by Arabic-speaking peoples to world literature, art, music, science, and commerce. (ILG 8, 10)

### **Course-specific Institutional Learning Goals (ILG):**

Goal 4. Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work

### **Program Learning Outcomes for Liberal Arts (PLO)**

1. Speak, write, read, and comprehend a world language commensurate with the level of study

### **Units of study in detail – Unit Student Learning Outcomes:**

#### **Unit 6: Shopping [SLO 1-5]**

*Students will demonstrate in Arabic how to:*

1. Discuss and describe clothing
2. Express preferences in a store; negotiate and pay for items to buy
3. Form and answer questions, and employ the commonly used lexicon and grammar for the thematic context
4. Discuss retail sales in Arabic-speaking cultures
5. Compare and contrast cultural constructions in the practice of retail commerce.

#### **Unit 7: Daily Routine [SLO 1-5]**

*Students will demonstrate in Arabic how to:*

1. Describe their daily routine activities.
2. Discuss personal hygiene habits and products.
3. Form and answer questions, and employ the commonly used lexicon and grammar for the thematic context
4. Compare and contrast social behaviors in the daily routines of North American and Arabic-speaking cultures.

#### **Unit 8: Food [SLO 1-5]**

*Students will demonstrate in Arabic how to:*

1. Order food in a restaurant.
2. Describe foods and discuss meals.
3. Describe the location of people and things.
4. Form and answer questions, and employ the commonly used lexicon and grammar for the thematic context.
5. Identify fruits and vegetables native to regions where Arabic is spoken.
6. Compare and contrast differences in the cuisines between the U.S. and Arabic communities and regions.

#### **Unit 9: Celebrations and Parties [SLO 1-5]**

*Students will demonstrate in Arabic how to:*

1. Express congratulations and gratitude
2. Discuss stages and milestones in life
3. Ask for and pay the bill at a restaurant
4. Form and answer questions, and employ the commonly used lexicon and grammar for the thematic context.
5. Identify some traditional celebrations and holidays in China and Arabic-speaking communities and compare and contrast these with those of North Americans.
6. Identify contributions of Chileans to anthropology, sports, science and economy

**Unit 10: A visit to the doctor's office [SLO 1-5]**

*Students will demonstrate in Arabic how to:*

1. Describe parts of the body and how they feel physically
2. Discuss health, symptoms, medical conditions and treatments
3. Form and answer questions, and employ the commonly used lexicon and grammar for the thematic context
4. Discuss aspects of economics in China  
Compare and contrast cultural differences in health services between China and Arabic-speaking societies and those practiced in the U.S.

**Evaluation of student learning:**

Homework(flipped class design): reading/written practice activities/ recorded voice activities (20% of final grade)

Required work in preparation for each class includes the reading and practice of vocabulary lists and grammar explanations. Activities that contextualize these points will be completed on a daily basis. These assignments can be done individually by students and are not necessarily communicative in nature.

Participation during class meetings in small and large group discussion; guided dialogue (20% of final grade)

In-class course work will be comprised of communicative activities which develop precisely those skills that the student cannot perform alone at home: that is, speaking with others in Arabic. The language of instruction and classroom business is in the target language.

Short spoken presentations (prerecorded or during class) (15% of final grade)

Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the form of spontaneous dialogue.

Short essays (15% of final grade)

Assessment of writing skills will be evaluated by at least three in-class short essay writing.

Written unit tests (20% of final grade)

Students will complete a written test after each unit studied including a Midterm and a Final examination. The Midterm will be comprehensive of units 1-3 and the Final will be comprehensive of units 4-6. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.

Final exam or project (10%)