

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

**• AREA C3: Language Other Than English (LOTER)**

*See GE Handbook for information on each section of this form*

**ABSTRACT**

<b>Course Abbreviation and Number: ARAB 201 Intermediate Arabic 1</b>	<b>Course Title: Intermediate Arabic 1</b>	
<b>Number of Units: 3</b> _____		
<b>College or Program:</b> <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer   Year 2014	<b>Mode of Delivery:</b> <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print): Michael Hughes</b>	<b>Email: mhughes@csusm.edu</b>	<b>Submission Date: 11/24/14</b>

**1. Course Catalog Description: Continuation of Arabic language fundamentals. Emphasis on the development of the skills of reading, listening comprehension, speaking, writing, and the study of Arabic culture.**

**2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:**

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

**SIGNATURES**

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>			
		_____	<i>DC Initial</i>
	Support    Do not support*	Support    Do not support*	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date	_____ Impacted Discipline Chair	_____ Date
	Support    Do not Support*	Approve    Do not Approve	
	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date	_____ GEC Chair	_____ Date

**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Michael Hughes Phone: x8076 Email: mhughes@csusm.edu

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**Part A: C3 Language other than English General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>LOTER GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
C3.1: Demonstrate an intermediate level of speaking and listening competence in a language other than English.	Significant portions of class time are devoted to developing oral competence in Arabic. In addition, students complete copious lab work on-line which includes video and more traditional listening assignments	Much class time is targeted at oral practice. Many opportunities to work on oral competence and listening skills in homework.
C3.2: Demonstrate an intermediate level of reading and writing competence in a language other than English.	Every exam has one or more writing components. Writing is a frequent component of in-class activities and is especially emphasized in homework assignments.	Students have multiple opportunities to write in various genres. Students have many opportunities to work on reading skills especially in conjunction with cultural and political topics. Various genres are practiced: poetry, newspaper and magazine articles, short essays.
C3.3: Identify several important figures in the target culture(s), and know why they are important.	Students have reading and listening assignments (video) in each chapter that address important cultural themes.	Students must be able to refer to important figures in oral and written work. This is often incorporated into vocabulary and grammar practice. Students will be asked to describe certain figures (adjective agreement), or comment on possible reactions these figures might have to current events (subjunctive, conditional). Evaluated in homework, writing assignments, classwork, and exams.
C3.4: Express themselves in complete sentences at the intermediate level with sufficient accuracy and sociolinguistic appropriateness so as to be understood by a native speaker accustomed to interacting with nonnative speakers.	Students engage in interactive communicative oral exercises during class. Students complete multiple writing assignments both in class and as homework.	Students engage in oral and written practice in a variety of genres. Orally students engage in professor monitored conversations & interviews as well as through mini-presentations in class, and formal presentations, evaluated by the professor. Every exam has multiple writing sections in the target language, and two short essays are required.

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C3.4: Compare and contrast the student's home culture with target-language culture(s).	Each chapter in the textbook contains texts, videos, and communicative activities that explore one or more aspects of the cultures found in Arabic speaking lands.	Oral and written exercises and assignments target aspects of Arabic culture, and how Arabic speaking countries are adapting to globalization. Students are asked to analyze and comment on differences across cultures in class, in reflective essays, on exams.
C3.5: Describe the diversity of cultures found within the target language speech community.	Students study the variety of instantiations of Arabic speaking cultures in Africa, Europe, Asia, and North America. Information is constantly recycled to facilitate comparison.	Oral and written exercises and assignments target aspects of Arabic cultures. Students are asked to analyze and comment on differences across cultures in classroom discussions, in homework assignments (reflective essays), potentially also in oral presentations.

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of all Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
Students will communicate effectively in writing to various audiences. (writing)	Students must complete two short essays in Arabic. Students also have multiple shorter writing assignments in class and for homework.	Students have multiple writing assignments in various genres with various target audiences throughout the course (academic essays, personal notes, voicemail messages, email, blogging, personal letters etc.).
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Each chapter in the text book examines one or more aspects of Arabic culture and asks students to think about issues facing them (e.g. environmental degradation, immigration policy, political stability). Students also engage in grammatical analysis of both Arabic and English constructions.	Students critically examine issues facing both the home culture and target cultures and express themselves both in writing and orally. Students also practice listening and reading comprehension with this material.
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Students work online and in their texts to investigate cultural topics. Students must also find relevant information regarding grammatical structures and their analysis.	Students use multiple target language resources available online and in the language learning center to complete activities targeted at meeting other learning outcomes.

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**Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C3 courses must meet at least one of the LEAP Goals.**

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP Goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Students must examine, discuss, and write about the diversity of the Arabic speaking cultures. Each chapter of the text looks at the demographics and culture of Arabic speaking countries, including issues like immigration, and economic inequality.</i>
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): <i>Students must examine, discuss, and write about the diversity of the Arabic cultures. Each chapter of the text looks at the demographics and culture of Arabic speaking countries, including issues like immigration, music, food, and other cultural practices.</i>

**Part D: Course requirements to be met by the instructor.**

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	<b>Two shorter essays. Multiple in-class and homework writing assignments. Every test contains multiple writing sections.</b>
All language course proposals/syllabi shall require the application of information literacy to the course material. This includes opportunities for students to read, evaluate and analyze information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	<b>Students work with online materials (workbook and lab manual) to complete much of their homework. They also learn explicit reading and listening strategies to develop these proficiencies in Arabic.</b>
All language courses will include a component which requires students to communicate ideas orally (or manually in the case of signed languages).	<b>Every language class devotes a significant amount of in-class time to developing oral fluency in communicative and personalized activities.</b>

**Arabic 201- Intermediate Arabic**  
**Department of Modern Languages Studies - CRN # 46308**  
**Fall 2013 (8/26/2013 - 12/14/2013)**  
**T. & TH. 10:30 to 11:45 am**  
**Markstein Hall 205**

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**CONTACT INFORMATION:**

**Instructor:** Zahra Samir, M.A  
**Tel:** (760) 750-4000 Ex: 8584  
**E-mail:** [zsamir@csusm.edu](mailto:zsamir@csusm.edu)  
**Office Hours:** Monday-Thursday 12:00-1:00 pm.  
**Office:** Markstein Hall 234

**COURSE MATERIALS (Required):**

- *Al-Kitaab fii Ta'allum al-'Arabiyyaa, with DVDs. A Textbook for Beginning Arabic: Part One, Third Edition. Kristen Brustad, Mahmoud Al-Batal, Abbas Al-Tonsi. Georgetown University Press.*
- *Additional material will be provided on as-needed basis.*

**RECOMMENDED DICTIONARY:**

- The Hans-Wehr Dictionary of Modern Written Arabic. Spoken Languages Services. By Hans Wehr, J.Milton Cowan (Editor) 4th edition.

**COURSE DESCRIPTION:**

*Ahlan wa Sahlan!*

Welcome to Arabic 201. This course is the continuation of Arabic 102 and is designed to continue developing listening, speaking, reading, writing skills and cultural knowledge in order to acquire proficiency in Modern Standard Arabic (MSA).

**COURSE OBJECTIVES:**

Through the study of chapters 5 to 7 of **Al Kitaab** and by the end of this class, students will be able to:

1. Derive meaning from authentic simple written material in the target language.
2. Demonstrate reading and accuracy of comprehension in Arabic as well as understanding of the Arabic culture.
3. Point out the differences and the similarities between the Arabic Culture and their own.

4. Demonstrate writing and expression abilities using the vocabulary of themes such as education, daily activities, sports, entertainment, etc. Have the ability to express themselves using the present, past and future tenses.

### **General Education Student Learning Objectives**

- Demonstrate an intermediate level of speaking and listening competence in a language other than English.
- Demonstrate an intermediate level of reading and writing competence in a language other than English.
- Identify several important figures in the target culture(s), and know why they are important.
- Express yourself in complete sentences at the intermediate level with sufficient accuracy and sociolinguistic appropriateness so as to be understood by a native speaker accustomed to interacting with nonnative speakers.
- Compare and contrast the student's home culture with target-language culture(s).
- Describe the diversity of cultures found within the target language speech community.
- Students will communicate effectively in writing to various audiences.
- Students will think critically and analytically about an issue, idea or problem.
- Students will find, evaluate and use information appropriate to the course and discipline.

### **ATTENDANCE AND CLASS PARTICIPATION POLICY:**

1. Class participation is part of your grade. Prepare for the upcoming lesson. Study with your classmates when possible. In the classroom, don't be shy or embarrassed. Participation is crucial when learning a language.
2. Students are expected to participate in class discussion on a regular basis. Specific oral activities may be assigned to be prepared at home or in the lab, from the text audio and/or the video. The oral activities can be done at home or at the Language Learning Center (LLC)
3. Students are expected to attend all classes. You are allowed to a **maximum of 3 (three) absences** for which no questions will be asked. These should be used wisely.
4. Valid excuses are the ones documented by a doctor's note in case of a serious illness, or a police report in case of an emergency. Beginning with your **4<sup>th</sup> absences, 1 (one) letter grade will be deducted** from your final grade. For example, if you have an A for the class, but missed one day over the limit, your grade will result in an A-. Tardiness (more than 10 minutes late) will count as an absence. **MORE THAN 6** absences will result in a failing grade.

5. An absence is not an excuse for not being prepared. If you are late or absent, it is **your responsibility** to find out and do the homework assignment for the next class.

#### **ASSIGNMENTS/RESPONSIBILITIES:**

1. Class time will be devoted primarily to oral practice of grammatical and communicative skills. In order to fully benefit from class activities, students are expected to spend at least two hours preparing for class period that is; **read/study/prepare** the pages assigned **before** coming to class.
2. Study with your classmates when possible. In the classroom, do not be shy or embarrassed. Participation is crucial when learning a language. It is also important to work with the DVD and **practice pronunciation** by repeating the words. Learning the dialogues by heart is one of the best practices.
3. The **companion website exercises** are designed to enhance the learning that is done in class. They will provide the necessary out-of-class practice of sounds and vocabulary. All exercises assigned in the book are to be done thoroughly **outside and before** class.
4. **Assignments and written activities** from the textbook and/or the companion website will be assigned daily. Students are responsible for completing the appropriate written section of the companion website after each day of instruction. The All-University Writing Requirement is met through completion of your homework assignments.
5. Should you have any questions or problems concerning Arabic 201, discuss them with your professor as soon as possible. **Do not wait until it is too late**
6. A student who is conscientious and consistently puts forth his/her best effort may well earn a higher grade than a student who takes tests well, but neglects his/her responsibilities (i.e., homework, attendance and class participation).
7. At home or in the LLC, students should:
  - ✓ Listen to the DVDs
  - ✓ Do the assigned homework.
  - ✓ Study the material presented in class.
  - ✓ Practice reading, new grammatical structures, comprehension and vocabulary using Arabic software in the lab (BYKI).

#### **GRADING/EVALUATION:**

Your final grade will be based on the following percentage system:

• Homework	20%
• Class participation	15%
• Tests	45%
• Final Exam	20%

### Participation Grades:

The participation grade reflects to what extent a student:

- Is punctual
- Uses the target language
- Is attentive and engaged
- Participates to activities willingly/enthusiastically

If you would like to improve your participation grade, just make sure you are following these guidelines every class! Volunteering plays a major role in the student's grade participation since he/she is not graded on right or wrong but on taking part in class activities. You can earn a maximum of 5 points per class meeting.

<b>There will be no make-up quizzes, tests or final.</b>
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### Grading Scale:

94-100	A	73-76	C
90-93	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

### IMPORTANT CONSIDERATIONS AND CODE OF CONDUCT:

The primary purpose of this policy is to provide information to all students in the class about the type of conduct that is expected of each student and to set procedures that are fair to all students.

**"NO STUDENTS MAY INTERFERE WITH A STUDENT'S OPPORTUNITY TO LEARN."**

In addition, **will not be tolerated** in class:

- ✓ **Chatting and texting** (after a first friendly warning you will be asked to leave the class)
- ✓ **Use of cell phone or pager.** As a courtesy to the class and the instructor, please, turn OFF all beepers and cellular phones before entering the class. Do not leave the class to talk on the phone unless strictly necessary. Participation points will be taken off.
- ✓ **Eating or drinking** (only water is allowed)

### ACADEMIC INTEGRITY AND STUDENT BEHAVIOR:



Cheating and plagiarism (using as one's own ideas writings, materials, or images of someone else without acknowledgement or permission) can result in any one of a variety of sanctions. Such penalties may range from an adjusted grade on the particular exam, paper, project, or assignment, all of which may lead to a failing grade in the course, and under certain conditions, suspension or expulsion from a class, program or the university. For further clarification and information on these issues, please consult with your instructor or contact the office of the Dean of Student Affairs.

**Moreover, students are expected to show proper respect for instructor and fellow students in class, discussions and compositions. Improper and indecent language use will not be tolerated.**

**COURSE CONTENT AND OUTLINE:**

The following schedule is **tentative**. The schedule may be subject to change depending on the progress and the needs of the class.

# الجدول الدراسي

لأسابيع	الثلاثاء	الأربعاء
August 27 <sup>th</sup> / 29 <sup>th</sup>	<b>Class introduction &amp; Syllabus Review</b>	الطقس حارّ جدًا في الصيف: Lesson 5: <ul style="list-style-type: none"> <li>Vocabulary.</li> <li>Listening and speaking activities</li> </ul>
September 3 <sup>rd</sup> / 5 <sup>th</sup>	الطقس حارّ جدًا في الصيف: Lesson 5: <ul style="list-style-type: none"> <li>Speaking activities.</li> <li>Gram : Definite &amp; Indefinite</li> </ul>	<b>Test 1 I.5 (vocab.)</b> الطقس حارّ جدًا في الصيف : Lesson 5 : <ul style="list-style-type: none"> <li>Writing activities p. 98-99</li> </ul>
September 10 <sup>th</sup> / 12 <sup>th</sup>	الطقس حارّ جدًا في الصيف: Lesson 5: <ul style="list-style-type: none"> <li>Writing activities. p.101</li> <li>Gram. : Demonstratives هذا / هذه</li> </ul>	الطقس حارّ جدًا في الصيف: Lesson 5: <ul style="list-style-type: none"> <li>Numbers: 11-100 p.102</li> <li>Numbers 11-100 with nouns.</li> </ul>
September 17 <sup>th</sup> / 19 <sup>th</sup>	<b>Test 2 I.5 (gram.)</b> <ul style="list-style-type: none"> <li>Gram: Adverbs p.104</li> </ul>	الطقس حارّ جدًا في الصيف: Lesson 5: <ul style="list-style-type: none"> <li>Gram. : adverbs</li> <li>Reading activity p. 108</li> <li>Culture: Fayrouz</li> </ul>
September 24 <sup>th</sup> / 26 <sup>th</sup>	<b>Test 3 I.5 (Listening &amp; culture)</b> معيد بكلية التجارة: Lesson 6	معيد بكلية التجارة: Lesson 6: <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Listening &amp; speaking activities</li> </ul>
October 1 <sup>st</sup> / 3 <sup>rd</sup>	معيد بكلية التجارة: Lesson 6: <ul style="list-style-type: none"> <li>Speaking &amp; writing activities</li> <li>Culture p.119</li> </ul>	معيد بكلية التجارة: Lesson 6: <ul style="list-style-type: none"> <li>Gram: preview of the dual</li> <li>Listening and writing activities.</li> </ul>
October 8 <sup>th</sup> / 10 <sup>th</sup>	معيد بكلية التجارة: Lesson 6: <b>Test 1 L.6 (vocab.)</b> <ul style="list-style-type: none"> <li>Gram: al-masDar</li> </ul>	معيد بكلية التجارة: Lesson 6: <ul style="list-style-type: none"> <li>Gram: al-masdar (ctd)</li> <li>Writing activities.</li> </ul>
October 15 <sup>th</sup> / 17 <sup>th</sup>	معيد بكلية التجارة: Lesson 6: <ul style="list-style-type: none"> <li>The patterns of masDar</li> <li>Writing &amp; speaking activities p.120</li> </ul>	معيد بكلية التجارة: Lesson 6: <ul style="list-style-type: none"> <li>Reading activity p. 128</li> <li>Speaking activities</li> </ul>

October 22nd / 24th	Lesson 6: معيد بكلية التجارة Test 2 1.6 (Dual & masDar) • Gram: expressing cause & purpose p. 128-129	Lesson 6: معيد بكلية التجارة • Gram: expressing cause & purpose (ctd) • Speaking & reading activities.
October 29th / 31th	Lesson 6: معيد بكلية التجارة Test 3 1.6 (listening & culture ) Lesson 7: الله يرحمها	Lesson 7: الله يرحمها • Vocabulary • Listening & speaking activities.
November 5th / 7th	Lesson 7: الله يرحمها • Gram: the future tense. • Speaking activities.	Lesson 7: الله يرحمها • Gram.: the superlative p.139 • Speaking & writing activities.
November 12th / 14th	Test 1 1.7 (vocab.) • Gram: the fronted predicate p. 140	Lesson 7: الله يرحمها • Gram: the fronted predicate p. 140 (ctd) • Writing activities p. 143-144
November 19th / 21st	Test 2 1.7 (fronted predicate & translation)	Lesson 7: الله يرحمها • Reading and listening activities p.146-150
November 26th / 28th	Test 3 1.7 (listening & culture)	<b>Thanksgiving</b>
December 3rd / 5th	مراجعة عامة.	فلم
<b>Final Exam: December 12<sup>th</sup></b>		