

New York City College of Technology
Humanities Department
Course Title: Intermediate Arabic I
ARB 2201; Section _____

Instructor's Name:
Contact Email:
Office: L630; 718-260-5018
Office Hour:

Sample Syllabus

3 Credit Hours; Course Prerequisites: ARB 1102; or placement test and department permission (to be taken ONLY by students who learn Arabic as a foreign language, but not by heritage speakers of Arabic)
Flexible core: WORLD CULTURES AND GLOBAL ISSUES

Course Description

Ahlan wa Sahlan! This course is designed for students who have taken Elementary Arabic II or have permission from the Humanities Department. Adopting the communicative approach in teaching Modern Standard Arabic (MSA), this course will continue to focus on the four essential language skills: listening, speaking, reading (both oral and comprehension) and writing, and integrate cultural and social components with the language-learning experience. Through audio and video materials, students will be exposed to contemporary Arab society, literature and culture. The minimum technological requirements for fully online sections of this course are a working camera and microphone. Students will be expected to turn on cameras and microphones at their instructor's request.

Standard Textbook: Students are required to bring the textbook/reading materials to every single class. Extra material will be available on Brightspace as the course progresses (for more details, see Humanities Department Attendance Policy below).

- *Al-Kitaab with DVDs: A Textbook for Beginning Arabic (Part I)*, Third Edition, Kristen Brustad, Mahmoud Al-Batal, Abbas Al-Tonsi, Georgetown University Press, 2011.

Recommended Text:

Hans Wehr Dictionary (Arabic to English Dictionary)

Assessment Overview

1. Quizzes: These are used to evaluate vocabulary, grammar, reading comprehension and acquisition of new contents **every two weeks** at the beginning of the class. The quizzes will facilitate students assess their own learning and guide them through a daily study habit. **There are no make-up quizzes for any reason, including tardiness or absences.**
2. Midterm and final examination: Exams cover all aspects of the readings, the lecture and the class discussion, and will serve to evaluate students' understanding of the linguistic and cultural topics discussed in the course. Midterm exam covers materials including Chapters 9-11, while the final exam covers materials including Chapters 11-13. It is a closed-book/closed-notes examination.

Make-up policy: Examinations must be taken at the time established in the syllabus. When absent on the day of the examination, a student is allowed to take the examination before or on the next class meeting **only in case of documented medical emergencies. Students who contact the instructor after they have missed the class will not be allowed to make-up the exam.** If the exam is not taken before or on the next class meeting, the student will receive 0 points for the exam.

3. **Class participation:** Active participation is an essential part of the learning process and is required of all enrolled students. Participation means maintaining an active presence in the class by answering questions from the instructor, volunteering for and participating in class activities, and, in online sections, keeping cameras and microphones on as required by the instructor. Other elements of class participation include regular use of the target language in class with instructor and peers, constant demonstration of active listening when others speak, and collaboration with fellow students in in- class activities. Student participation will assist instructors in evaluating the language skills practiced in the course (listening /written comprehension tests, oral presentations, compositions, etc.). This grade will be impacted negatively if students fail to answer the instructor's questions or participate in class activities. Simply attending (or logging into) class does not constitute participation.

4. **Homework:** Homework is assigned on a regular basis for knowledge reinforcement and further practice class activities. The student is responsible for completing homework every day before class as well as those activities assigned by the instructor in the textbook and other sources. The instructor will provide students with directions to go online and, by entering the book-key, open a personal account to start working in the electronic language lab. Students will have until 11:50 p.m. of the following Sunday to enter the homework assignments in Al-Kitab electronic platform. Since students will have an entire week to complete the homework assignments, **no deadline extensions will be given.**

5. **Working outside the class:** Students are also responsible for working each day outside of class to learn Arabic as much as possible through readings, assignments and research that you will share in class. Students are expected to invest at least three (3) hours of combined in-class and out-of-class work per week for each academic unit (credit) of coursework; thus, a 3-credit course will typically require a minimum of nine (9) hours of work per week (260 hrs./semester). Plan on spending at least six (6) hours per week outside of class. You will need this time to read the textbook and articles, memorize and practice the vocabulary, complete homework, prepare the oral exam and oral activities assigned. Students should always look for ways (*learning strategies*) to grow and develop their linguistic proficiency in and outside the classroom.

6. **Composition:** There will be one (1) writing assignments in the second half of the course, to be submitted on the dates indicated on the schedule below. Grades are based on the quality and development of ideas as well as grammar. This task will be done in class during meeting hours.

7. **Oral fluency:** To improve the oral skills and fluency, the student has to meet with the teacher: Your professor requires you to meet with him once during the semester. It will be an informal conversation and you do not need to prepare any topic for that day. The meeting will occur during meeting hours. It consists in a conversation between you and one of your classmates moderated by your professor. A maximum of 15minutes is required.

There will be no make-up oral exam or presentations for any reason, including tardiness or absences.

Grading Distribution

1. Midterm Exam.....	20%
2. Final Exam.....	20%
3. Class participation.....	20%
4. Quizzes	10%
5. Homework	10%
6. Lab Manual (online assignments, as applied).10%	
7. Language skills (listening / written comprehension tests, oral presentations, compositions, etc.)	10%

Humanities Department Attendance Policy

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also lateness, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

Absence is failure to attend any part of the class, from roll call to dismissal. Please note that sleeping or putting your head down on your desk means that you are not present in the class; the same is applied to unauthorized use of electronic devices, leaving the classroom during class, or leaving early.

School of Arts & Sciences Attendance Statement

When students miss class, they do not receive the full benefit of their education. Missing class includes absence, lateness, early departure and stepping out for prolonged periods during the session. Students must attend class consistently and on time: Failure to do so will negatively affect the final grade and could lead to an 'F' in the course.

Plagiarism and NYCCT Academic Integrity Policy:

“Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity.

Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.” (See pp. 73-76 in the student handbook). The following are some examples of plagiarism:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- **Internet Plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.
- Speech assignments must be paraphrased into your own language and properly cited. All major writing speeches and exams will be run through Safe Assign.

NOTE: In the event that the instructor finds that the results of students' homework, scripts, and other at home activities do not correspond to their level of proficiency, students may be called to take an extra exam to prove their capacity to solve tasks similar to those normally assigned in class.

Policy on In-class use of technology

Students are required to **log into their City Tech emails and Brightspace regularly** (every two to three days) in order to get updated information on course content, download handouts, watch videos, and follow class assignments. Failure to do so is every students' responsibility and the consequences may affect their final grades. CUNY guidelines state that all communication between students and the instructor must be through your City Tech email address. The professor will use **ONLY** City Tech email addresses as primary means of communication. The instructor will make every effort to answer email messages promptly (**Monday to Friday until 5:00 p.m.**).

Any electronic devices (e.g. cell phones, tablets, computers, etc.) must be turned off when class begins, and remain off when the class is in session, unless otherwise indicated by your instructor. **Any evidence of cell phone use (ringing, buzzing, etc.) and similar equipment use will result in an automatic zero in participation for the day's session, using a cell phone during a test will result in a test score of zero.**

Technological issues are not a valid excuse for lack of participation or lack of course work. Students should foresee potential technical problems and should always have a Plan B in place (e.g., use of computers in the campus).

Artificial Intelligence Statement

This course encourages the thoughtful and ethical use of artificial intelligence (AI) as a learning tool. AI can be a valuable resource for brainstorming, research, and gaining different perspectives. However, it is crucial to understand the boundaries of its appropriate use. Examples of licit use are brainstorming and idea generation, research assistance (i.e. finding authors or recommendation of sources to explore) and language support, especially for students with language differences or for students in need of proofreading a text before final submission. Students can also use AI ethically in order to obtain a clear explanation of a difficult concept or to test their own understanding about a topic. Conversely, unacceptable uses of AI is the submission of AI-generated work presented as your own original creation, including essays, research papers, and code. Likewise, the use of AI to complete assessments, answer exam questions, complete quizzes, or solve any type of assignments without demonstrating your own understanding is considered cheating.

Failure to adhere to these guidelines will be considered a breach of academic integrity and will be addressed according to university policies. When in doubt about the appropriate use of AI, please consult with your instructor and visit City Tech's AI Resource Hub for more guidance and resources:

<https://www.citytech.cuny.edu/ai/ai-guidance.aspx>

Accessibility Statement

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws.

You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, you can leave a voicemail at 718 260 5143, send an email to Accessibility@citytech.cuny.edu or visit the Center's website

<http://www.citytech.cuny.edu/accessibility/> for more information.

Humanities Department Commitment to Student Diversity

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

Sample Course Schedule Tuesday/Thursday
(Schedule will vary by Instructor and School Calendar)

Week 1: Lesson 9

الواجب Homework	Activities in class الأنشطة في الصف
التمارين ١ و ٢	دراسة المفردات دراسة الأفعال: عاد - استطاع
Complete question 3 in Ex. 9 on page 189.	تمرين ٩ في صفحة ١٨٨

Week 2: Lesson

الواجب Homework	Activities in class الأنشطة في الصف
تمرين ٧ تمرين ١٠	تصحيح التمارين ١ و ٢ القواعد: المضارع المرفوع - تمرين ٣ القواعد: الاعداد Ordinal numbers الترتيبية
تمرين ٦١ في صفحة ٦١٩	القواعد: في أي ساعة؟ Expressing time تمرين ١٢ في صفحة ١٩٣

Week 3: Lesson 10

الواجب Homework	Activities in class الأنشطة في الصف
التمارين ١ و ٢	دراسة المفردات دراسة الأفعال: نام - جاء - صبحا
تمرين ٥ في صفحة ٢٠٧	تصحيح التمارين ١ و ٢ القواعد: الجنز والوزن تمرين ٣ في صفحة ٦٢٠
اكتب اجوبة زملائك في الصف	تمرين ١٠ في صفحة ٢١٣

Week 4: Lesson 10

الواجب Homework	Activities in class الأنشطة في الصف
Write two sentences using "إذا" و "لو"	Conditionals "إذا" و "لو"
تمرين ٧ في صفحة ٢٠٩ تمرين ١٢ في صفحة ٦٢١	المضارع المنصوب - التمارين ٨ - ١١
Complete question 2 in Ex. 13 on page 217.	تمرين ١٣ في صفحة ٢١٧

Week 5: Lesson 10

الواجب Homework	Activities in class الأنشطة في الصف
تمرين ٩ في صفحة ٢١٢	امتحان في ٩ The Comparative الدرس (أفعل)
تمرين ١٧ في صفحة ٢٢٣	القواعد في صفحة ٢١٨
Send in your recording of the text in Ex. 18 on page 223	تمرين ١٨ في صفحة ٢٢٣

Week 6: Lesson 11

الواجب Homework	Activities in class الأنشطة في الصف
تمرين ١ في صفحة ٢٢٨-٢٢٩	دراسة المفردات في صفحة ٢٢٢ - ٢٢٧
تمرين ٢ و ٣ في صفحة ٢٣٠	تمرين ٥ في صفحة ٢٣٠ و ٢٣١
Complete question 5 in Ex. 13 on page 236.	تمرين ١٣ في صفحة ٢٢٣

Week 7: Lesson 11

الواجب Homework	Activities in class الأنشطة في الصف
تمرين ١٣ في صفحة ٦٢٣	تصحيح تمرين ٣ في صفحة ٢٣٠
	امتحان في الدرس ١٠ محادثة: تمرين ٥ في صفحة ٢٣٠ و ٢٣١
Bring the translations with you to the next class.	ترجمة جمل المفردات تمرين ٤ في صفحة ٢٣٠ تمرين ٨ في صفحة ٢٣٢

Week 8: Lesson 11

الواجب Homework	Activities in class الأنشطة في الصف
تمرين ١٠ في صفحة ٤٢٣ تمرين ١٢ في صفحة ٥٢٣	القواعد: جملة الصفة في صفحة ٢٢٣ و ٤٢٣ تمرين ١١ في صفحة ٥٢٣
تمرين ١٢ في صفحة ٥٢٣	أوزان الفعل في صفحة ٢٣٧-٢٣٩
Answer the questions in Ex. 16 and bring your work with you to the next class.	تمرين ٦١ في صفحة ٢٤٢ (مع أصدقاء خالد (فيديو)

Week 9: Lesson 11

الواجب Homework	Activities in class الأنشطة في الصف
	القواعد: أوزان الفعل في صفحة ٢٣٧ - ٢٣٩

امتحان في الدرس ١١ تمارين المراجعة ١٨ - ١٩ في صفحة ٤٤٢	نشاط كتابة تمارين ٥١ في صفحة ٢٤٢
تمارين ٢٠ في صفحة ٤٤٢	Send in your recording of the text in Ex. 20 on page 244

Week 10: Lesson 12

الواجب Homework	Activities in class الأنشطة في الصف
تمارين ١ في صفحة ٩٤٢ تمارين ٢ في صفحة ٩٤٢	دراسة المفردات في صفحة ٤٦٢ - ١٧٤٢ الأفعال: زار / قضى محادثة: تمارين ٥ في صفحة ١٥٢
Bring the translations with you to the next class.	ترجمة جمل المفردات محادثة: تمارين ٥ في صفحة ١٥٢
Answer question 4 in Ex. 10 on page 256.	تمارين ١٠ في صفحة ٥٥٢ و ٥٦٢

Week 11: Lesson 12

الواجب Homework	Activities in class الأنشطة في الصف
تمارين ٩ في صفحة ٥٤٢، ٥٥٢	القواعد ١: المستقبل Tense Negation of Future Tense
Part A of: تمارين ١٨ في صفحة ٦٤٢ الكتابة: تمارين ٤١ في صفحة ٠٦٢	القواعد ٢: الاسم المنصوب تمارين ١١ في صفحة ٨٥٢ الجملة الفعلية: صفحة ٩٥٢ Subject-Verb Agreement
Send in your recording of the text in Ex. 21 on page 266.	القراءة الجهرية: تمارين ٢١ في صفحة ٦٦٢

Week 12: Lesson 13

الواجب Homework	Activities in class الأنشطة في الصف
تمارين ٢ في صفحة ٢٧٣، ٤٢٧	دراسة المفردات في صفحة ٦٤٢ - ١٩٦٢ الأفعال: ما زال / ظن / انتهى / وجد لقي
تمارين ١ في صفحة ٢٧٢ تمارين ٣ في صفحة ٤٢٧	محادثة: تمارين ٥ في صفحة ٢٧٥
Answer the questions in Ex. 15 and bring your work with you to the next class.	الاستماع: مع العائلة والأصدقاء تمارين ٥١ في صفحة ٢٨٩ (أنا جدة خالد (فيديو

Week 13: Lesson 13

الواجب Homework	Activities in class الأنشطة في الصف
تمارين ٨ في صفحة ٢٧٩-٢٨٠	القواعد ١: أن وإن Sentence Complements

امتحان في الدرس ١٢ القواعد ٢: نفي الماضي + المضارع المجزوم تمرين ٩ في صفحة ٢٨٠ تمرين ١٣ في صفحة ٥٢٨	تمرين ١١ في صفحة ٢٨٣ تمرين ١٢ في صفحة ٤٢٨
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Week 14: Lesson 13

Homework الواجب	Activities in class الأنشطة في الصف
تمرين ٨ في صفحة ٢٧٩-٢٨٠	القواعد ١: أنْ وإنْ Sentence Complements
Send your recording of the text on page 292.	القراءة الجهرية تمرين ٢٠ في صفحة ٢٩٢

Week 15: Lesson 13

Homework الواجب	Activities in class الأنشطة في الصف
Review for final exam مراجعة لامتحان نهاية الفصل الدراسي	Review of Lessons 10-13 ١٣-١٠ مراجعة الدروس
	Review for final exam مراجعة لامتحان نهاية الفصل الدراسي
	Review for final exam مراجعة لامتحان نهاية الفصل الدراسي

Pathways Learning Outcomes: World Cultures and Global Issues

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
- Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
- Analyze the historical development of one or more non-U.S. societies.
- Analyze the significance of one or more major movements that have shaped the world's societies.
- Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

Course Intended Learning Outcomes and Assessment Details

LEARNING OUTCOMES	ASSESSMENT METHODS
Student will be able to obtain and provide information asking and answering questions; use appropriate strategies to initiate and engage in conversations; express opinions and feelings relevant to themes of personal and contemporary significance; and demonstrate a command of a range of vocabulary, idiomatic expression and simple language structures.	Assessment of students' progress will be conducted on a daily basis, according to the following system: completed homework assignments, weekly official quizzes and unofficial daily quizzes, daily oral presentations, and exams. The instructor will monitor the progress of the student at each class meeting. Students will be required to converse, read aloud, and answer questions during each class. This activity will reflect whether the student is keeping pace with the class and learning what is being taught. Active and regular use of Arabic is the key to enjoyment and proficiency.

Students will be able to understand and engage in conversations in several time frames, respond to spoken questions and messages, derive essential information from conversations and narrations based on course-related themes.	Daily writing exercises will be assigned to enhance students listening skills. Arabic will be spoken in the classroom and active participation is fundamental to enhancing language skills. Students are expected to learn the vocabulary of each lesson and to fully understand and complete the communicative tasks and activities of each class session. They will be able to differentiate between similar sounding words; thus extra care must be taken to pronounce and hear each word correctly.
Students will be able to read with significant understanding; to follow a sequence of events; extract information from authentic written materials, and identify main ideas in a variety of texts.	Instructor will monitor classroom's participation regularly; students will learn to create physical pictures of newly acquired words and expressions; this activity will be conducted during each class meeting; students will work in groups and present their work before the class. The use of Brightspace by the instructor and students alike will be encouraged on a regular basis to further enhance students' mastery of reading and comprehension.
Students will be able to compose short, informal notes and messages; write short narratives including descriptions and cohesive summaries; present information, concepts and ideas to an audience of readers and write simple compositions and stories.	In-class dictation will test students' writing skills. Homework assign ability.
Classroom participation in the form of oral interaction with instructor and other students (pair / group preparation of dialogs and reports), which allows instructor to assess students' learning, identify abilities and weaknesses, and to address the students' various	Readings, video clips, interviews and other resources from within (and sometimes from outside) Arabic cultures illustrate issues of diversity and prompt students to investigate cultural features from multiple points of view; students will analyze, compare and contrast several practices and products of Arabic

needs and learning styles. A quiz covering weeks 9-12 provides written evaluation of students' progress. Students will give a 7-minute power point presentation demonstrating their knowledge of a Students will be able to use appropriate registers and understand cultural nuances; acquire information and recognize the distinctive viewpoints of the Arabic and the Arabicspeaking world; demonstrate an understanding of the concept of culture through comparisons of the Arab cultures with their own; as well as an understanding of the relationship between the practices and perspectives of the culture	language and Arab societies to those of the United States and other cultures that they may know first-hand; students will demonstrate an understanding of these multiple perspectives through a variety of oral and written assignments, such as journal entries, blogs, group projects, and oral presentations.
Students will be able to participate in multilingual communities by using the language both within and beyond the school setting; show evidence of becoming life-long learners by using the language for professional motives and, most importantly, for personal enjoyment and enrichment. Students will understand, speak, read, and write appropriate level discourse in Arabic on a range of salient cultural topics. Students will demonstrate their ability to respond to situations in the target culture through interactive activities, oral presentations, and scenarios.	Assessment of students' progress will be done on a daily basis. Homework assignments and in class readings and participation will indicate how well the student is learning what is being taught; assignments will further include writing simple compositions and stories. These assignments will be indicative of student progress. Each student is personally assessed through a required one- on one meeting with the instructor during the course of the semester. There will be frequent quizzes and unit tests on each chapter. Exams and quizzes will provide quantifiable evidence of student learning. There will be no make-up exams or quizzes. Students are to complete all assignments <i>before</i> coming to class. The daily homework exercises will involve vocabulary, listening comprehension, reading and grammatical structure. HW exercises will be checked daily.
Final exam at week 15	The exam will test students' knowledge of vocabulary and grammar, and their corresponding ability to communicate at an intermediate level of proficiency in Arabic.

GENERAL EDUCATION INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS

PATHWAYS LEARNING OUTCOMES: WORLD CULTURES AND GLOBAL STUDIES	ASSESSMENT METHODS
1. Gather, interpret, and assess information from a variety of sources and points of view.	Students will gather information about Arabic and Arabic cultures from a variety of relevant print and electronic sources to capture different modes of organizing reality through another language system. Sources of information include print, auditory, visual, audiovisual and electronic materials in both Arabic and English; news reports, literature, articles, radio and television broadcasts, and Internet blogs are typical resources used in elementary Arabic.
2. Evaluate evidence and arguments critically or analytically.	Students will be able to use critical reasoning to identify and analyze structural, semantic and cultural evidence in oral and written texts as they develop their ability to communicate and express themselves in Arabic; Students will be able to converse on topics of general interest, to write simple descriptive essays and compositions. .
3. Produce well-reasoned written or oral arguments using evidence to support conclusions.	Students will be able to produce oral and written texts that reference the cultural, semantic, and structural elements studied and discussed. Oral presentations, simulations, journal entries, short descriptive essays, and letters are among the genres students utilize to develop and express their acquired linguistic and cultural insights. Students are expected to explain their (cultural and linguistic) choices in specific communicative situations, based on evidence in the linguistic and cultural systems of the target language. Thus, a well-reasoned argument is an integral and important aspect of elementary language study.

4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, economics, ethnics studies, languages (building upon previous language acquisition), geography, sociology, and world literature.	Students will be able to identify the concept of the Arabic Language as a subject of rational inquiry. The information that students gather about English and Arabic will concern about phonological systems and structural and semantic distinctions that often follow principles that are not found in English. The phonological, structural, semantic, and cultural concepts learned through contrastive analysis will be applied through oral and written pieces of students' own creation, in the target language: interactive exchanges, simulations, blogs, and a variety of culturally appropriate texts.
5. Analyze culture, globalization, or global cultural diversity, describe an event or process from more than one point of view.	Cultural content is integrated throughout each lesson/chapter. Textbook readings introduce aspects of community, customs, daily life, and language. In class videos and discussion explore literature, music, and art. Topics such as exercise, leisure activities, family relationships, regional foods, and interesting cities or regions of the Arabic speaking world. Students will be able to analyze, compare and contrast several practices and products of Arabic-speaking societies to those of the United States and other cultures that they may know first-hand. Readings, video clips, interviews and other resources from within (and sometimes from outside) Arabic-speaking cultures illustrate issues of diversity and prompt students to investigate cultural features from multiple points of view. Students will demonstrate an understanding of these multiple perspectives through a variety of oral and written assignments, such as journal entries, blogs, group projects, and oral presentations.
6. Speak, read, and write a language other than English, and that language to respond to cultures other than one's own.	Students will understand, speak, read, and write appropriate level discourse in Arabic on a range of significant cultural topics. Students will demonstrate their ability to respond to situations in the Arabic culture through interactive activities, oral presentations, and scenarios. Students will also be able to use written assignments, such as descriptions, journal entries, blogs, and letters, to respond to informational and literary texts. They will utilize grammar and vocabulary learned in class to enhance their writing and oral responses.

Updated February 2019
Khalid Lachheb

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David Sanchez Jimenez