WLAR 202
Intermediate Arabic II
3 credits

Community College of Baltimore County
Common Course Outline

Description

WLAR 202 – Intermediate Arabic II: develops cross-cultural communication and global citizenship through the acquisition of reading, writing, listening, and speaking skills in Arabic at an intermediate-mid level. It provides connections to other disciplines and cultures through the study of Arabic and develops an awareness of the cultural contributions and socio-political contexts of diverse, often underrepresented groups throughout the Arabic-speaking world. Topics related to local and global diversity provide the context through which language skills are taught and learned. Communicative competence at an intermediate-mid level is emphasized, and learning is supported by instructional technologies.

Pre-requisites: Completion of WLAR 201 with a C or better, or contact the coordinator for placement.

Co-requisites: none

Overall Course Objectives

Upon completion of this course, students will be able to:

1. apply intermediate-mid level grammatical structures in Arabic;
2. recognize simple, sentence-length speech related to familiar personal and social situations in spoken Arabic;
3. use intermediate-mid level vocabulary from familiar material to perform routine tasks in a variety of straightforward social situations;
4. derive meaning from a range of short written texts that convey basic information about familiar topics or contexts;
5. write sentences about familiar, diverse topics that accurately use intermediate-mid level grammatical structures;
6. communicate orally using words and phrases related to straightforward social situations in Arabic;
7. engage in ongoing conversations in class to name and describe objects, complete transactions and express preferences;
8. deliver a short oral presentation on a culture-related topic using multimedia technology in Arabic at an intermediate-mid level;
9. identify the major countries where Arabic is spoken, both by dominant and underrepresented groups;
10. analyze the histories, traditions, practices, and perspectives of diverse Arabic-speaking groups throughout the world;

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11. evaluate the experiences of diverse Arabic-speaking groups in relation to speakers of other languages, including English, in historical and contemporary contexts;
12. analyze social and ethical issues related to cultural differences in Arabic-speaking contexts;
13. interpret other disciplines through the study of the Arabic language;
14. demonstrate proficiency in the use of instructional technology for the study of the Arabic language at an intermediate-mid level and the cultures of Arabic-speaking groups; and
15. locate, evaluate, use and cite research sources when completing written assignments.

Major Topics

I. The Arabic alphabet
II. Listening
III. Speaking
IV. Pronunciation including sound system
V. Reading
VI. Vocabulary
    a. Descriptions of environments
    b. Personal information
    c. Basic exchanges
VII. Grammar
    a. Present tense and future
    b. Past tense
VIII. Writing and information literacy
IX. Language as a fundamental category of diversity
    a. Language variation
    b. Language and ethnicity
    c. Arabic as a dominant and minority language
X. Immigration
    a. Stereotypes and discrimination faced by immigrants
    b. The role of immigration in multicultural societies where Arabic is spoken.
XI. Relationships between language and culture
    a. Cultural sensitivity, awareness of one's own culture in the process of studying another culture, and cultural relativism.
XII. Identities, values, traditions and experiences of diverse Arabic-speaking groups in multiple geographic cultural, political, and historical contexts.
    a. The Arabic-speaking diaspora
    b. Conquest and colonization in the Arabic-speaking world
XIII. Significant elements of the societies and cultures of Arabic-speaking groups (to include the arts, histories, politics, religions and other achievements)
    a. Multi-disciplinary contributions

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- Assessments: All faculty members will administer a minimum of four assessments, which could include a midterm and a final assessment. These assessments will

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include reading, writing, listening, speaking and awareness of topics related to culture and diversity.

- Oral Communication: Oral proficiency in Arabic will be developed daily through communicative activities. Students will be required to develop and deliver at least one oral presentation on a cultural-diversity related topic using multimedia technology in Arabic at an intermediate-mid level.
- Writing: At least two specific writing assignments related to culture and diversity are required.
- The approved GREATs project, which must assess at least 5 of the 7 general education outcomes, is worth at least 10% of the total course grade. This writing assignment is a research project that emphasizes culture and diversity as they relate to the experiences of underrepresented groups in Arabic-speaking contexts. It will be written in English, and it must be 4 pages. At least one other writing assignment must be written in Arabic, using vocabulary and grammar at an intermediate-mid level on a topic related to culture and diversity, and must be 1-2 pages. This writing assignment must demonstrate clear communication at an intermediate-mid level in Arabic.
- Language Learning Software: This course is technologically enhanced by language learning software.

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Other Course Information

This course is an approved 3–credit General Education course in the Arts and Humanities. One or more assignments will infuse CCBC General Education Program outcomes and will account for a minimum of 10% of the total course grade. The assignment(s) will allow students to demonstrate at least 5 of the 7 General Education program outcomes.
This course is approved for General Education Diversity and Global Education programs.

World Language Common Course Outlines are developed with guidance from the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines: http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012

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