Common Course Outline
WLAR 201
Intermediate Arabic I
3 Credits

The Community College of Baltimore County

Description

WLAR 201 – 3 credits – Intermediate Arabic I develops cross-cultural communication and global citizenship through the acquisition of reading, writing, listening, and speaking skills in Arabic at an intermediate 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 level is emphasized through production in the Arabic language, and learning is supported by instructional technologies.

3 Credits

Prerequisites: WLAR 102 or placement according to the World Language Placement Guidelines

Overall Course Objectives

Upon completion of this course, students will be able to:
1. apply basic to intermediate grammatical structures in Arabic;
2. recognize simple, sentence-length speech related to familiar personal and social situations in spoken Arabic;
3. use intermediate 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 basic to intermediate 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. identify the major countries where Arabic is spoken, both by dominant and underrepresented groups, as a result of conquest, colonization and immigration;
9. analyze the histories, traditions, practices, aesthetics and perspectives of diverse, often underrepresented Arabic-speaking groups throughout the world;

10. evaluate the experiences of diverse Arabic-speaking groups, including immigrants and indigenous groups, who have faced discrimination both in historical and contemporary contexts;
11. analyze social and ethical issues related to cultural differences in Arabic-speaking contexts;
12. interpret other disciplines through the study of the Arabic language and the cultures and diverse experiences of its speakers;
13. demonstrate proficiency in the use of instructional technologies for the study of the Arabic language and communication in the Arabic language at an intermediate level, and the study of the cultures of Arabic-speaking groups; and
14. locate, evaluate, use and cite research sources when completing written assignments.

Major Topics

At an intermediate level, students will study the following topics in the Arabic language:
  I. The Arabic alphabet
  II. Listening
  III. Speaking
  IV. Pronunciation
  V. Reading
  VI. Vocabulary
      A. Descriptions of environments
      B. Personal information
      C. Basic exchanges
  VII. Grammar including the present and past tenses
  VIII. Writing
      A. Basic sentence structure
      B. Information literacy
  IX. Diversity and Culture
      A. Language as a fundamental category of diversity
          a. Language variation
          b. Language and ethnicity
          c. Arabic as a dominant and minority language
      B. Immigration
          a. Stereotypes and discrimination faced by immigrants
          b. The role of immigration in multicultural societies where Arabic is spoken
      C. Relationships between language and culture
          a. Cultural sensitivity, awareness of one's own culture in the process of studying another culture, and cultural relativism
      D. 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
      E. 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/exams: Grading procedures will be determined by the individual faculty members but will include the following:

- Exams: All faculty members will administer a minimum of four exams, including a midterm and a final exam. Each exam will assess reading, writing, listening, and awareness of topics related to culture and diversity. The final and midterm exams will assess speaking. In face-to-face classes, all exams will be administered in the classroom.

- 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 level.

- Writing: At least two specific writing assignments related to culture and diversity are required:

  1. 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. The writing assignment must demonstrate:
     - clear communication in written academic English
     - awareness of culture and diversity
     - the ability to select pertinent sources and information

  2. At least one other writing assignment must be written in Arabic, using vocabulary and grammar at a mid-novice level on a topic related to culture and diversity, and should be 1-1.5 pages. This writing assignment must demonstrate:
     - clear communication at an intermediate level in Arabic
     - awareness of culture and diversity (as appropriate at the mid-novice level)

- Instructional Technology for Language Learning: This course is technologically enhanced by language learning technology.

Students are required to utilize appropriate academic resources.

Other Course Information

This course is an approved General Education course in the Arts and Humanities category. Please refer to the current CCBC Catalog for General Education course criteria and outcomes. This course also satisfies the General Education Diversity requirement.

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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