I. INTRODUCTION

A. This course is designed to help learners continue to build proficiency in Arabic and appreciation for the Arabic language. Intermediate Arabic II is designed to give the student the opportunity to continue to develop an overall proficiency in Modern Standard Arabic (MSA) and the ability to write, read, speak, and understand Arabic. It will also help students to develop an understanding of the Arabic culture and its growing importance in the world, while providing contexts that reinforce the usefulness of the Arabic language in today’s global economy.

B. This course may be used to fulfill language requirements as outlined in your degree plan as well as satisfy one of the humanities requirements.

C. This course is occupationally related and can serve as preparation for careers in bilingual education and many occupations where there is a need, i.e. Social Work, Hotel Motel Management, medicine, and many other jobs dealing with the public.

D. This course also fulfills General Education Requirement by training students to develop an informed appreciation of the roles of the arts and humanities and an understanding of other cultures and other times.

E. Prerequisites: ARAB 2311 with a course grades of at least “C”.

II. LEARNING OUTCOMES

Upon successful completion of Intermediate Arabic II the student will:

A. Formulate complex questions and sentences and write them in Arabic. (C5, C6, C9, C15, C14, C18, F1, F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16).

B. Master sufficient vocabulary for intelligible self-expression on routine topics with the instructor and other students about reading signs and billboards, giving instructions, describing hobbies and expressing wishes, feelings and humor. (C5, C6, C15, C18, F1, F2, F3, F5, F6, F7, F10, F11, F12, F13, F14, F15, F16).

C. Speak with intelligible pronunciation at a functional speed and with little or no errors so as to be completely understood be sensitive native speaker. (C1, C5, C6, C8, C16, F5, F6, F7, F8, F13, F9, F15)

D. Communicate in most ordinary social situations, including expressing congratulations, discuss street addresses, cultural knowledge, make common requests and discuss facts. (C5, C6, C9, C15, C14, F5, F6, F7, F8, F13)
III. INSTRUCTIONAL MATERIALS
The instructional materials identified for this course are viewable through
www.ctcd.edu/books

IV. COURSE REQUIREMENTS:
A. Class preparation:
The student will be required to prepare for class in advance according to the schedule
presented in the syllabus. The student should read about the next lesson and come to
class ready to enhance that knowledge. In-class time should be spent with the
instructor to get as much help and to ask as many questions as possible pertaining to the
lesson that was already prepared for at home. **Do not come to class unprepared.** The
student should ask the instructor questions in class, before or after class, during office
hours, or by making an appointment. The student is also strongly encouraged to E-mail
the instructor if time is of the essence.

B. Reading Assignments:
The student will be required to read the assigned lessons from the test book. There will
be a written quiz on each lesson. Vocabulary from each lesson will be used in oral
conversation during the class following the assignment.

C. Homework will be assigned on a regular basis and the student is expected to complete it
in a timely fashion. The instructor is under no obligation to accept overdue homework
assignments.

D. Individual Project:
The student will watch a newscast or report from Arabic BBC or Arabic CNN and
prepare a short report in Arabic as assigned by the instructor.

E. Collaborative Project:
As a group, the students will research and prepare a report (in Arabic) on an Arabic
cultural topic as assigned by the instructor.

F. Everything given back to your instructor is graded accordingly and therefore
contributes in the outcome of your final grade.

G. Class Performance:
If a student must miss a class, it is his or her responsibility for the information
presented during that session. The teacher will not repeat instructions or lessons for the
classes the student misses. It is the student’s responsibility to make arrangements to
take an exam early if he or she will not be able to attend class on one of those days.
Failure to notify the instructor will result in a grade of zero on that test/quiz. There are
no make-up quizzes.

H. Class Participation:
Two excused absences are allowed with advanced warning or with proper
documentation after the absence. After that, and in the case of unexcused absences,
absences will hurt your final grade. Full attendance and active class participation are
essential to success in any language course. There will be daily assignments, notebook
assignments, Voice/Discussion Boards, Voice Emails, weekly quizzes, and Midterm
and Final exams.
V. EXAMINATIONS AND ASSIGNMENTS
There will be two exams worth 20 points each. The first exam (mid-term) will be on all the material covered prior to that date. The Final exam will be a comprehensive exam comprised of all the material covered during the semester. All three skills: reading, listening, and speaking in addition to language analysis will be tested.

Quizzes will be short (15-20 minutes) tests on material covered during the previous 2 weeks. No make-ups; if you miss one quiz, the grades of all the rest of the test will be kept (5 out of 6 quizzes).

VI. SEMESTER GRADE COMPUTATIONS
The Final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>16</td>
</tr>
<tr>
<td>Graded Assignments/Listening Lab Work</td>
<td>24</td>
</tr>
<tr>
<td>Individual Project</td>
<td>10</td>
</tr>
<tr>
<td>Collaborative Project</td>
<td>10</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Grading scale:

- 90 - 100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D
- Below 60 = F

This syllabus is subject to necessary revisions and updates. Students will be notified in case an update is necessary; it then becomes the student’s responsibility to follow the updated version.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR
A. Withdrawal from Course: It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student. Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows: 11-week session Friday of the 8th week; 8-week session Friday of the 6th week; 5½-week session Friday of the 4th week. The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. Students who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they...
may be considered for withdrawal. A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

B. An Administrative Withdrawal: An administrative withdrawal may be initiated when the student fails to meet college’s attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

C. An Incomplete Grade: The college catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "IP" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.

D. Students who receive cellular calls and pages during class disrupt the normal classroom learning environment. To avoid this disruption, students must turn off all cellular phones, pagers, and beepers when entering the classroom.

E. Students are expected to initiate outside help if needed. It is the student’s responsibility to monitor feedback provided by the instructor. There are various possibilities for obtaining outside help. Always see your instructor first for guidance.

F. American’s with Disabilities Act (ADA): Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

G. Civility: Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

VIII. COURSE OUTLINE
   A. Lesson 1
      1. Lesson Outline:
         a) Orientation
         b) Newspaper ads and announcements, signs and billboards
         c) Conditional sentences
         d) Review verbs
      2. Learning Outcomes: Upon successful completion of this lesson the student will:
         a) Read announcement and advertisement from newspapers and magazines.
         b) Read signs and billboards.
         c) Use conditional sentences with “etha”, and defective nouns.
         d) Use structure that has the meaning and function of a verb.
e) Review structure: the imperative, verbal noun, active and passive participle, multiple “idafa”, the passive voice.

3. Learning Activities:
   a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
   b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
   c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
   d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
   e) Progress assessment: short quizzes to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
   f) Listening and writing exercises: (C8, F5, F1)
   g) Independent oral and written exercises: (C18, F5, F1, F11)

4. Equipment and Materials:
   a) Textbook
   b) Audio CD-ROM

B. Lesson 2

1. Lesson Outline:
   a) Nouns describing people, objects, and activities
   b) Express wishes, describe hobbies and professions
   c) Verb – agent agreement

2. Learning Outcomes: Upon successful completion of this lesson the student will:
   a) Describe people, objects, and activities.
   b) Express wishes with “lawe”, describing hobbies and professions using “al-masdar”.
   c) Demonstrate verb-agent agreement, uses of “laday”, redundant “ma”, and the set of “kana”.

3. Learning Activities:
   a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
   b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
   c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
   d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
   e) Progress assessment: short quizzes to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
   f) Listening and writing exercises: (C8, F5, F1)
   g) Independent oral and written exercises: (C18, F5, F1, F11)
4. Equipment and Materials:
   a) Textbook
   b) Audio CD-ROM

C. Lesson 3
   1. Lesson Outline:
      a) Instructions and obligations
      b) Ordinal numbers
      c) Verbs: the imperative, descriptive “idafa”, the particle “ma”.
      d) Conditional sentences
   2. Learning Outcomes: Upon successful completion of this lesson the student will:
      a) Give instructions.
      b) Express obligation with “yajib”.
      c) Use the preposition “be”, adverbial use of ordinal numbers.
      d) Identify correct verb structures.
   3. Learning Activities:
      a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
      b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
      c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
      d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
      e) Progress assessment: short quizzes to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
      f) Listening and writing exercises: (C8, F5, F1)
      g) Independent oral and written exercises: (C18, F5, F1, F11)

4. Equipment and Materials:
   a) Textbook
   b) Audio CD-ROM

D. Lesson 4
   1. Lesson Outline:
      a) Letter format, congratulations
      b) Absolute objects: emphasis with absolute objects, conditions with “in”, uses of ‘hatta”, emphasis with “nafs”, tag questions with “alaysa kathalika”.
      c) Arabic idioms
      d) Cultural knowledge: street addresses
   2. Learning Outcomes: Upon successful completion of this lesson the student will:
      a) Apply proper letter writing phrases.
b) Identify absolute objects, conditions with “in”, uses of ‘hatta”, emphasis with “nafs”, tag questions with “alaysa kathalika”.

c) Use idioms “bifargh assabr”.

d) Understand the culture: significance of street names.

e) Congratulating someone.

3. Learning Activities:

a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).

b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).

c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).

d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).

e) Progress assessment: short quizzes to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.

f) Listening and writing exercises: (C8, F5, F1)

g) Independent oral and written exercises: (C18, F5, F1, F11)

4. Equipment and Materials:

a) Textbook

b) Audio CD-ROM

E. Lesson 5

1. Lesson Outline:

   a) State of affairs and feelings
   b) Making requests
   c) Express obligation and negatives
   d) Grammar structures: Passive voice, exceptions, adverbs of time

2. Learning Outcomes: Upon successful completion of this lesson the student will:

   a) Describe people, states of affairs, feelings, and activities.
   b) Make and accept requests, getting into and out of conversations.
   c) Use communicative phrases.
   d) Express obligation with “yajib”, forming yes/no with “a”, absolute negation with “lah”, inquiring about quantity with “kam”.
   e) Review structure: exception, the passive, and adverbs of time.
   f) Distinguish mixing standards and colloquial elements and suppressing endings.

3. Learning Activities:

   a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
   b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
   c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).

e) Progress assessment: short quizzes to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.

f) Listening and writing exercises: (C8, F5, F1)

g) Independent oral and written exercises: (C18, F5, F1, F11)

4. Equipment and Materials:
   a) Textbook
   b) Audio CD-ROM

F. Lesson 6

1. Lesson Outline:
   a) Past tense of the verbs
   b) Professions and towns
   c) The circumstantial adverb “alhal”
   d) Review the nominal sentence, “kana” and its set, the subjunctive, adverb of time, passive participle, passive voice, multiple “idafa”

2. Learning Outcomes: Upon successful completion of this lesson the student will:
   a) Express actions and activities in the present, past, and future.
   b) Describe professions and towns.
   c) Apply the proper use of the circumstantial adverb “alhal”.
   d) Use the nominal sentence, “kana” and its set, the subjunctive, adverb of time, diptotes, passive participle, passive voice, multiple “idafa”

3. Learning Activities:
   a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
   b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
   c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
   d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
   e) Progress assessment: short quizzes to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
   f) Listening and writing exercises: (C8, F5, F1)
   g) Independent oral and written exercises: (C18, F5, F1, F11)

4. Equipment and Materials:
   a) Textbook
   b) Audio CD-ROM
G. Lesson 7
1. Lesson Outline:
   a) Past tense continued
   b) The “waw” of manner or circumstance “lah budda”.
   c) Grammar: uses of “fa”, “qad”, “lam”, the passive voice, negation with “la”.
2. Learning Outcomes: Upon successful completion of this lesson the student will:
   a) Report and describe facts, procedures, events, and narrations of past events.
   b) Use proper “waw” of manner or circumstance “lah budda”.
   c) Review structures: uses of “fa”, “qad”, “lam”, the passive voice, negation with “la”.
3. Learning Activities:
   a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
   b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).
   c) Oral/aural and visual-cue conversation and drill on an all-class, small-group, dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).
   d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook unit and extra visual aids as presented by the instructor: (C7, F2, F12).
   e) Progress assessment: short quizzes to include identification and use of specific vocabulary and grammar rules as given in the textbook and in-class lectures.
   f) Listening and writing exercises: (C8, F5, F1)
   g) Independent oral and written exercises: (C18, F5, F1, F11)
4. Equipment and Materials:
   a) Textbook
   b) Audio CD-ROM

H. Lesson 8
1. Lesson Outline:
   a) Facts
   b) Humor
   c) Grammar: the “waw” of manner, the passive voice, the particle “fa”.
   d) “Sudden” “etha”, the verb of approximation “kada”
2. Learning Outcomes: Upon successful completion of this lesson the student will:
   a) Report and describe facts.
   b) Express humor.
   c) Demonstrate “Sudden” “etha”, the verb of approximation “kada”.
   d) Review structures: the “waw” of manner, the passive voice, the particle “fa”.
3. Learning Activities:
   a) Lecture: Presentation of preliminary materials (vocabulary, grammar concepts), chapter overview, and discussion of assignments: (C5, C6, F1, F5, F11).
b) Oral/aural and visual-cue practice in pronunciation and intonation: (C7, F6).  
c) Oral/aural and visual-cue conversation and drill on an all-class, small-group,  
dyad, and instructor-individual student basis: (C9, C14, C16, F15, F14, F10, F6).  
d) Writing/reading practice, utilizing the grammar and vocabulary of the textbook  
unit and extra visual aids as presented by the instructor: (C7, F2, F12).  
e) Progress assessment: short quizzes to include identification and use of specific  
vocabulary and grammar rules as given in the textbook and in-class lectures.  
f) Listening and writing exercises: (C8, F5, F1)  
g) Independent oral and written exercises: (C18, F5, F1, F11)  

4. Equipment and Materials:  
a) Textbook and Audio CD-ROM