

# CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

College	Kingsborough Community College
Course Number	ARB 00200
Course Title	Elementary Arabic II
Department(s)	Foreign Languages
Discipline	Global Languages and Literatures
Subject Area	Arabic
Credits	3
Contact Hours	3.
Pre-requisites	Elementary Arabic I or Permission of Instructor
Catalogue Description	The Elementary Arabic II course continues where the course in Elementary Arabic I left off in establishing a solid foundation for students in 4 distinct skill areas in the language: Reading, Writing, Listening and Speaking. The topics in grammar detailed in the Syllabus are all presented gradually so as to provide students with an opportunity to synthesize these concepts and then allow them to apply them to their own written expression in Arabic. Students also develop their listening and speaking skills to understand and interact in spoken Arabic in a variety of settings, including academic university settings, business and market transactions, and other work-related and social settings.
Syllabus	Syllabus must be included with submission, 5 pages max

### Waivers for 4-credit Math and Science Courses

All Common Core courses must be 3 credits and 3 hours.

Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.

If you would like to request a waiver please check here:

Waiver requested

If waiver requested: Please provide a brief explanation for why the course will be 4 credits.

If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.

### Indicate the status of this course being nominated:

X  current course     revision of current course     a new course being proposed

### CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

**Required**

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

**Flexible**

- X  World Cultures and Global Issues     Individual and Society
- US Experience in its Diversity     Scientific World
- Creative Expression

## Learning Outcomes

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

### I. Required Core (12 credits)

#### A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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|  | <ul style="list-style-type: none"> <li>• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>   |

#### B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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|  | <ul style="list-style-type: none"> <li>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>         |
|  | <ul style="list-style-type: none"> <li>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</li> </ul>                          |
|  | <ul style="list-style-type: none"> <li>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li> </ul>              |
|  | <ul style="list-style-type: none"> <li>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> </ul>                |
|  | <ul style="list-style-type: none"> <li>• Apply mathematical methods to problems in other fields of study.</li> </ul>  |

#### C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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|  | <ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a life or physical science.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li> </ul>   |

### II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

#### A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

The Arabic language is multifaceted and it is a reflection of the diversity and richness of the Arab World from which it stems. Students who embark upon the study of Arabic may have no idea of the rich complexities and nuances of the language, or they may have a notion of the language that is limited to one sphere only. Many students who take the course are often exposed for the first time to Arabic as a language that is dynamic and relevant to other areas of life besides the recitation of religious texts. Due to the heterogeneous backgrounds of students with Arabic heritage who enroll in the Arabic I course, it becomes apparent to all students taking the course that there is a wonderful variety of accents, expressions and cultural nuances in Arabic speaking areas from Yemen to Saudi Arabia to Iraq, to countries of Shaam, to Egypt, to Morocco. Students are told that when they build their reading and writing skills they are doing so in *Fusha*, which is the Arabic register that is used for reading and writing. When they listen to dialogues they work to train their ears to identify the connections between words as they are in written Arabic and the words that they hear being said by people when they express themselves outside of the medium of the written word. The student comes to realize that in order to truly achieve proficiency in all four areas of the language, he or she must constantly be paying attention to commonalities and differences between the written and spoken registers of the language. Even during those class times when students focus on the written register of the language (*Fusha*) only, they come to realize that Arabic is often far richer in possibilities of choice of words for expression than English is. For some words, students learn that there are two accepted spellings or pronunciations for a word, due to independent streams of scholarly linguistic inquiry that have developed over the centuries. Students are made aware of the historical centers of linguistic treatises in Basra, Kufa, Baghdad, Egypt, Al Andalus, and how these points of view have coalesced and been integrated into forming and enriching the Arabic language.

- Gather, interpret, and assess information from a variety of sources and points of view.

Students must constantly use their skills of evaluation and critical analysis when they engage with any of the 4 skills areas in the language. In Elementary Arabic II, students must continue the processes by which they analyze how to connect the letters of the Arabic alphabet according to the rules governing how they come together. The knowledge they acquired in Arabic I concerning the rules surrounding the definite article and the shamsiyyah and qamariyyah letters is built upon in Arabic II in order for students to understand the topic of the Wasla (elision). If the original word starts off with a shamsiyyah letter the sound of the laam will never be pronounced but rather will be taken over by the sound of the shamsiyyah letter. So the word *Sooq*, when the definite article is added must be pronounced as *As-Sooq* and never *Al-Sooq*. On the other hand, a word that starts off with a qamariyyah letter will have the laam be pronounced when the definite article is added. So the word *Bayt*, after the definite article is added, must be pronounced as *Al-Bayt*. Students in Arabic II must therefore build upon the analytical process they begun in Arabic I. They must evaluate if the word in front of them begins with a shamsiyyah or a qamariyyah letter? Based on this evidence, they must put forward a reason as to how the word will be pronounced when the definite article of *Alif-Laam* is attached to it. Since in Arabic II, students begin to write increasingly sophisticated sentences, the topic of the *Waslah* (elision), adds another layer to their analyses. When a word has been made definite such as *As-Sooq* or *Al-Bayt* above, the sound of the *Alif* will disappear with the elision that takes place if a word appears before it. Hence words: "In the house" must be pronounced *Fil-Bayt* and not *Fee Al Bayt*, because the word *Bayt*

- Evaluate evidence and arguments critically or analytically.

<p>begins with the letter Baa which is a qamariyyah letter. The words "In the market" must be pronounced Fis-sooq and not Fee al Sooq or Fil-Sooq because the word Sooq begins with the letter siin, which is a shamsiyyah letter.</p> <p>There are many other examples that can be cited from the course's syllabus to demonstrate how evidence is evaluated and critical arguments are made. In order to grasp the subtleties of the Arabic language it is necessary for students to develop their skills in recognizing patterns of evidence they see in front of them in order to make a conjecture about the word's conjugation. Examples from the Arabic II semester include the need for students to identify the type of verb or adjectival pattern they are dealing with in their writing or in their dialogues and act to conjugate the word based on the evidence they see in front of them.</p>	
<p>Students in the Elementary Arabic II class are provided opportunities every day to demonstrate their written expression at the board and the logic behind their choices to form words and sentences. They are also often given opportunities to explain points in grammar and syntax in their own words, and most critically, to demonstrate the relevance of these concepts to what they see in a text they are reading, or what they hear in a conversation they are listening to. Students are constantly asked to explain how and why their words and sentences are written the way they are and how and why they are pronounced the way they are.</p>	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<p>A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li> </ul>
<p>In order to grasp the subtleties and layers of the Arabic language, students are constantly made aware of the different historical periods that the societies of the Arab World have travelled. To understand why there can be two official spellings of some words is to understand the historically independent streams of scholarly linguistic inquiry that have developed over the centuries. Students are made aware of the historical centers of linguistic treatises in Basra, Kufa, Baghdad, Egypt, Al Andalus, and how these points of view have coalesced and been integrated into forming and enriching the Arabic language.</p>	<ul style="list-style-type: none"> <li>• Analyze the historical development of one or more non-U.S. societies.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze the significance of one or more major movements that have shaped the world's societies.</li> </ul>
<p>As Arabic is the language of the Holy Quran, as well as the holy language of Christian Arabs when reading the Injeel, these holy texts have had a formative influence on Arabic expression. There are a great many greetings and responses to greetings, cultural and societal norms that integrate religious belief and traditions into speech, regardless of the religion, political or societal beliefs of the speaker. Another example of understanding the role of belief on the language and culture is the extremely high degree to which the art of calligraphy has been developed over the centuries in Arabic. Indeed boundaries drawn on depictions through drawings have led to the flowering of artistic expression in calligraphy arguably unequalled in other cultures.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p>This category is the definition and reason behind this course. Students learn</p>	<ul style="list-style-type: none"> <li>• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li> </ul>

to listen, speak, read and write a language other than English, and then use that language to respond to a culture that may seem at times very different from their own.	
<b>B. U.S. Experience in its Diversity</b> A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>
	<ul style="list-style-type: none"> <li>• Explain and evaluate the role of the United States in international relations.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li> </ul>
<b>C. Creative Expression</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> <li>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the skills involved in the creative process.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use appropriate technologies to conduct research and to communicate.</li> </ul>

#### D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

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|  | <ul style="list-style-type: none"><li>● Gather, interpret, and assess information from a variety of sources and points of view.</li></ul> |
|  | <ul style="list-style-type: none"><li>● Evaluate evidence and arguments critically or analytically.</li></ul>                             |
|  | <ul style="list-style-type: none"><li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li></ul>  |

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

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|  | <ul style="list-style-type: none"><li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</li></ul> |
|  | <ul style="list-style-type: none"><li>● Examine how an individual's place in society affects experiences, values, or choices.</li></ul>   |
|  | <ul style="list-style-type: none"><li>● Articulate and assess ethical views and their underlying premises.</li></ul>  |
|  | <ul style="list-style-type: none"><li>● Articulate ethical uses of data and other information resources to respond to problems and questions.</li></ul>   |
|  | <ul style="list-style-type: none"><li>● Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li></ul>   |

#### E. Scientific World

A Flexible Core course must meet the three learning outcomes in the right column.

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|  | <ul style="list-style-type: none"><li>● Gather, interpret, and assess information from a variety of sources and points of view.</li></ul> |
|  | <ul style="list-style-type: none"><li>● Evaluate evidence and arguments critically or analytically.</li></ul>                             |
|  | <ul style="list-style-type: none"><li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li></ul>  |

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

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|  | <ul style="list-style-type: none"><li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</li></ul> |
|  | <ul style="list-style-type: none"><li>● Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li></ul>   |
|  | <ul style="list-style-type: none"><li>● Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li></ul>   |
|  | <ul style="list-style-type: none"><li>● Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li></ul>  |
|  | <ul style="list-style-type: none"><li>● Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li></ul>   |