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University of Hawai'i
Code Request Form for Academic Programs

NEW SUBJECT CODE

Date: 25 June 2015

REQUESTOR CONTACT INFORMATION

Name Louise Pagotto Campus Kapi'olani
 Title Vice Chancellor for Academic Affairs Email pagotto@hawaii.edu
 Office/Dept Academic Affairs Phone 734-9519

SUBJECT CODE TO CREATE

Institution KAP - Kapiolani CC Effective Term 201610
 College Arts & Sciences Department Languages, Linguistics, Literature

	Code (Max. Characters)	Description	Check the box if requesting a new code:
Subject	(4) <u>ARAB</u>	<u>Arabic</u>	<input type="checkbox"/> See Banner form STVSUBJ

ATTACHMENTS

Memo with appropriate campus approval (Campus Curriculum Committee)

VERIFICATIONS


Requestor:

Louise Pagotto  6/26/15
 Print Name Signature Date

Registrar:

JERILYNN L. ENOKAWA  6/30/15
 Print Name Signature Date

For Community Colleges, verification of consultation with OVPCC Academic Affairs:

Suzette Robinson  8/14/15
 Print Name Signature Date

Outline Detail: ARAB 197 - Elem Modern Standard Arabic

- Approval History
- Approval/Review Comments
- Approved Outlines
- Approval Status
- Archived/Deleted Outlines
- Cancelled Outlines
- Deleted Outlines
- Co-Requisites
- Linked Items
- Modified Outlines
- Other Campuses
- Outline Progress
- Pre-Requisites
- Pending Tasks
- Reviewer Comments
- Cross Listed
- Action Log

Outline Progress back to top

Proposer: DAVID NAPOLEON

Progress: APPROVED

Modify Date: 02/17/2015 2:37 AM

Comments (reasons for course action): 02/17/2015 02:36:48 AM - NAWAA

Effective Term:

Next Review Date: 09/01/2016

Approved Date: 03/08/2015 10:41 AM

Last Updated: 03/08/2015 10:41 AM

Approval History back to top

02/26/2015 - NAWAA
(Vote for: 0; Vote against: 0; Vote abstain: 0)

03/02/2015 - SASAKICH
(Vote for: 0; Vote against: 0; Vote abstain: 0)

03/08/2015 - PAGOTTO
(Vote for: 0; Vote against: 0; Vote abstain: 0)

show archived history

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Reviewer comments (0)

Approval comments (0)

Review within approval comments (0)

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Completed approvals

Sequence	Approver	Title	Position	Date	Role	Approved	Progress
No data available in table							
Showing 0 to 0 of 0 entries							

Pending approvals

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Coursealpha	Coursenum	coursedate	Proposer	coursetitle
ARAB	197	03/08/2015 10:41 AM	NAWAA	Elem Modern Standard Arabic
Showing 1 to 1 of 1 entries				

Archived/Deleted Outline back to top

Kapiolani Community College ARAB 197 - Elem Modern Standard Arabic

1. Course Alpha [required field]

ARAB

2. Course Number [required field]

197

3. Addition? Deletion? Modification? If this is a modification, what actions are proposed? Is this course applying for or renewing a Diversification designation? A Foundations designation?

Addition

This is an experimental course.

4. Full Course Title for the Catalog [required field]

Elem Modern Standard Arabic

5. Date of this Course Outline [required field]

03/08/2015

6. Prerequisite(s) for catalog text and linking to courses (click yellow prereq button to access linking level)

7. Corequisite(s) for catalog text and for linking (click yellow coreq button to access linking level)

8. Recommended preparation for catalog text and for linking (click yellow Rec Prep button to access linking level)

9. Credits [required field]

4

10. Repeatable for additional credits?

NO

11. Maximum number of credits for student transcript

4

12. Cross-listed

NO

13. Contact Hours (type) [required field]

- LEC (lecture)

14. Contact Hours (quantity) How many hours will the student spend per week in lectures, laboratories, lecture/labs, clinical, etc.? [required field]

4 hours of lecture per week.

15. Course Description [required field]

ARAB 197 introduces the study of basic structures of the Arabic language with emphasis on the five recognized skills of language learning: listening, speaking, reading, writing, and cultural understanding.

16. Suggested Methods of Evaluation - Measures of Student Achievement [temporary, for AY2014-15, no longer a required field]

- Assignment(s)
- Final Exam
- Group Discussions
- Group Projects
- Midterm
- Quiz(zes)

Method of Evaluation
Assignment(s)
Final Exam
Group Discussions
Group Projects
Midterm
Quiz(zes)

17. Suggested Methods of Instruction [required field]

- Class Discussion
- Film(s)
- Group Discussions
- Group Feedback
- Hands-on Learning
- Lectures
- PowerPoint(s)
- Small Group Activities

- Student Participation
- Video(s)

18. General Education Student Learning Outcomes

	Thinking/Inquiry - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.
<input checked="" type="checkbox"/>	Communication - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication. <input checked="" type="checkbox"/> Level 1
	Self and Community/Diversity of Human Experience - Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.
	Aesthetic Engagement - Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.
	Integrative Learning - Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.

GenED SLO
Communication - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.

19. Program Student Learning Outcomes Addressed

20. Specific course level Student Learning Outcomes [not currently used at KapCC unless required by external accreditation]

21. Course Competencies with links [required field] (click yellow Competencies button to enter individual competencies), (to link with grading and Program SLOs use chain link icon in the upper right corner)

Upon successful completion of ARAB 197, the student should be able to:

Competency/Content	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Introduce the Arabic alphabet: written letters and their sounds.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learn and use common greetings, responses and other conversational elements that pertains to daily life.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Begin to build an arabic vocabulary.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Introduce basic concepts of Arabic grammar and sentence structure.			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Develop awareness and appreciation of Arabic culture; including food, music and movies.							<input checked="" type="checkbox"/>							<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

LEGEND

- A. Week 1: Introduction to Arabic Language (Characteristic of the Arabic Language / Map of the Arab World / Modern Standard Arabic MSA and Dialects - Unit one in Alif Introducing the Arabic Alphabet and Sounds
- Learn basic greetings and introducing yourself in Arabic.
- B. Week 2: Unit 2 from Alif baa Introducing letters
- Short vowels (fatha dumma kasra)
- My Family, Vocabulary (Father, Mother, brother, sister, uncle, aunt, grandfather! grandmother, cousins..etc) from learn your Arabic vocabulary text book
- verbs (to like, to live) conjugation of present tense verbs. (1st person, 2nd person).
- C. Week 3: Unit 3 from Alif baa Introducing letters
- vocalization markers (Sukuun, Using letter and as consonant and not long vowels.
- My House, vocabulary (house, apartment, building, room , kitchen, bathroom...etc) from learn your Arabic vocabulary text book.
- preposition (in, with)
- Tools to ask questions: What? Where? Who? Which? How? How many?
Conversation: Where do you live? Describing house, apartment... etc.
- D. Week 4: Unit 4 from Alif Baa Introducing letters.
- The glottal sound of hamza
- Arabic Numbers 0 to 10
- Food Vocabulary (chicken, meat, fish, water, milk , juice,... etc) from learn your Arabic vocabulary text book.
- Introdcung verb (to eat, to drink)
- Adjectives: deliciou, hot, cold, feeling hungry, thirsty.
- Conversation; ordering food in a restaurant.
- E. Week 5: Unit 5 from Alif baa introducing.
- Vocalization marker shaddah.
- Clothing, vocabulary (Pants, shirt, dress... etc)
- Verbs, to want, to wear, to buy, adjectives, New, big, small, Expensive, cheap. The colors. How much? - Conversation; Bargaining in a souq.
- F. Week 6: Unit 6 from Alif baa. Gender in Arabic - taa marbuuta
- In the city vocabulary, car, bus, bicycle, bus station, garden, school, university, ... etc from learn your Arabic vocabulary text book .
- introducing verbs to go
- Prepostions, on, by or via, in front, behind, near.
- G. Week 7: Mid Term - Movie
- H. Week 8: Introducing letters.
- The human body, vocabulary (body, head, face, eyes , nose, mouth ears...etc)! learn your Arabic vocabulary text book.

- vocabulary, Sick, pain, I have.
- Conversation (visiting your doctor).
- I. Week 9: Introducing letters.
 - Days of the week.
 - Conversation: When is your birthday? How old are you?
 - Birthday song in Arabic.
- J. Week 10: The Definite Article and.
 - Describing people.
 - Feelings, happy, sad, cold, hot, tired, lazy, sleepy.
- K. Week 11: Roots and Pattern
 - Roots and the Arabic Dictionary
 - Hobbies and Interests.
 - likes and dislikes.!
- L. Week 12: Introducing Tanween for formal Arabic! grammatical endings.
 - Development of the Arabic Writing System.
 - Calligraphy.
- M. Week 13: Presentation. Introduce yourself, your family, living condition, school, like and dislike, your clothing - movie!
- N. Week 14: Food culture day celebrating end of term.!
- O. Week 15: Review for final! Oral exam

Competency/MethodEval	A	B	C	D	E	F
Introduce the Arabic alphabet: written letters and their sounds.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Learn and use common greetings, responses and other conversational elements that pertains to daily life.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Begin to build an arabic vocabulary.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Introduce basic concepts of Arabic grammar and sentence structure.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Develop awareness and appreciation of Arabic culture; including food, music and movies.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

LEGEND

- A. Assignment(s)
- B. Final Exam
- C. Group Discussions
- D. Group Projects
- E. Midterm
- F. Quiz(zes)

Competency
Introduce the Arabic alphabet: written letters and their sounds.
Learn and use common greetings, responses and other conversational elements that pertains to daily life.
Begin to build an arabic vocabulary.
Introduce basic concepts of Arabic grammar and sentence structure.
Develop awareness and appreciation of Arabic culture; including food, music and movies.

22. Course Content with links [required field] (click on the blue help icon in the upper right corner for details on how to fill out this field)

Content/Competency	A	B	C	D	E
Week 1: Introduction to Arabic Language (Characteristic of the Arabic Language / Map of the Arab World / Modern Standard Arabic MSA and Dialects - Unit one in Alif Introducing the Arabic Alphabet and Sounds - Learn basic greetings and introducing yourself in Arabic.					
Week 2: Unit 2 from Alif baa Introducing letters - Short vowels (fatha dumma kasra) - My Family, Vocabulary (Father, Mother, brother, sister, uncle, aunt, grandfather! grandmother, cousins..etc) from learn your Arabic vocabulary text book - verbs (to like, to live) conjugation of present tense verbs. (1st person, 2nd person).					
Week 3: Unit 3 from Alif baa Introducing letters - vocalization markers (Sukuun, Using letter and as consonant and not long vowels. - My House, vocabulary (house, apartment, building, room , kitchen, bathroom...etc) from learn your Arabic vocabulary text book. - preposition (in, with) - Tools to ask questions: What? Where? Who? Which? How? How many? Conversation: Where do you live? Describing house, apartment... etc.					
Week 4: Unit 4 from Alif Baa Introducing letters. - The glottal sound of hamza - Arabic Numbers 0 to 10 - Food Vocabulary (chicken, meat, fish, water, milk , juice,... etc) from learn your Arabic vocabulary text book. - Introdcung verb (to eat, to drink) - Adjectives: deliciou, hot, cold, feeling hungry, thirsty. - Conversation; ordering food in a restaurant.					
Week 5: Unit 5 from Alif baa introducing. - Vocalization marker shaddah. - Clothing, vocabulary (Pants, shirt, dress... etc) - Verbs, to want, to wear, to buy, adjectives, New, big, small, Expensive, cheap. The colors. How much? - Conversation; Bargaining in a souq.					
Week 6: Unit 6 from Alif baa. Gender in Arabic - taa marbuuta - In the city vocabulary, car, bus, bicycle, bus station, garden, school, university, ... etc from learn your Arabic vocabulary text book . - introducing verbs to go - Prepostions, on, by or via, in front, behind, near.					
Week 7: Mid Term - Movie					
Week 8: Introducing letters. - The human body, vocabulary (body, head, face, eyes , nose, mouth ears...etc)! learn your Arabic vocabulary text book. - vocabulary, Sick, pain, I have. - Conversation (visiting your doctor).					
Week 9: Introducing letters. - Days of the week. Conversation: When is your birthday? How old are you? - Birthday song in Arabic.					

Week 10: The Definite Article and. - Describing people. - Feelings, happy, sad, cold, hot, tired, lazy, sleepy.					
Week 11: Roots and Pattern - Roots and the Arabic Dictionary - Hobbies and Interests. - likes and dislikes.!					
Week 12: Introducing Tanween for formal Arabic! grammatical endings. - Development of the Arabic Writing System. - Calligraphy.					
Week 13: Presentation. Introduce yourself, your family, living condition, school, like and dislike, your clothing - movie!					
Week 14: Food culture day celebrating end of term.!					
Week 15: Review for final! Oral exam					

LEGEND

- A. Introduce the Arabic alphabet: written letters and their sounds.
- B. Learn and use common greetings, responses and other conversational elements that pertains to daily life.
- C. Begin to build an arabic vocabulary.
- D. Introduce basic concepts of Arabic grammar and sentence structure.
- E. Develop awareness and appreciation of Arabic culture; including food, music and movies.

23. Text and materials**24. Auxiliary Materials and Content****25. Reference Materials****26. Semester information****27. Effective Term [required field]**

Fall 2015

28. Suggested Methods of Delivery

- Lecture
- Traditional Classroom

29. Grading Options [required field]

- Credit/NoCredit
- Letter grade

**30. Grading Scale and Weighting Suggestions (reflect suggested selections from #16)
[temporary, for AY 2014-2015, no longer a required field]**

A suggested Grading Scale:

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

less than 60% = F

Suggested Weighting:

Assignments: 10%

Final Exam: 30%

Group Discussions/Projects: 20%

Midterm: 20%

Quizzes: 15%

Whatever method of evaluation is used, it is understood that the instructor reserves the right to make necessary and reasonable adjustments to the evaluation policies outlined.

31. Is the course required or an elective in a degree or certificate program? If yes, name the degree or certificate where the course is required.

32. For what degree or certificate program(s) was the course designed? Will the course lengthen the time for the students to complete the program? Will it replace another course?

33. Will this course proposal increase or decrease the number of required hours needed for a certificate or degree? Yes/No If yes, provide justification.

34. Will this proposal require a change in staff, equipment, facilities, or other resources?

35. Do we have a full-time faculty member who meets the requirements to teach this course? If not, who will teach the course?

- 36. Is this an experimental course seeking regular status? Yes/No If "Yes", what was the experimental number and when (what semesters/years) were the experimental classes offered?**
- 37. How is this course related to the educational needs and goals of the division, college, and community as reflected in the Strategic Plan? How is it related to courses and programs?**
- 38. Basic skills (reading, writing and analytical) needed for success in the course. The concern here is with the skill levels required of students rather than the level of material in the class.**
- 39. Amount (quantity) and level of reading, writing or other independent work required. As a rule of thumb, much of the reading material for a freshman level course should be at 12th or 13th grade level.**
- 40. Amount (quantity) and level of quantitative and logical reasoning required. Where the course involves use of mathematics, a minimum of one year of high school algebra, or its equivalent, as background for the course would be required for transfer courses.**
- 41. Background knowledge in related subject matter expected of students entering the course. Is a course based on the expectation that students will have completed normal high school courses in related areas?**
- 42. Expectations for student participation outside of class. Students are expected to spend at least three hours outside of class for every hour in class by means of the following activities:**
- 43. Justify the level of proposed course: 100 level, 200 level, 300 level, or lower than 100 level.**
- 44. Identify similar courses at other UH colleges: list college, alpha, number, title, and credits for each. If it differs in important ways, explain how.**
- 45. Is a similar course taught on the upper-division level by a four year UH college? If so, explain why this course is appropriate at the lower division, or how it differs from its upper-division counterpart.**

46. Is this course appropriate for articulation with the UH Manoa General Education Core Requirements? Yes/No

47. Is the course currently articulated with any two or four-year program at another UH institution? If so, give details and dates of agreement(s) and explain any impact the proposed change may have upon articulation. (Please note that this is NOT a reference to UHM Gen Ed articulation.)

48. Maximum enrollment per class section? (and justification if maximum enrollment is not standard) [required field]

24

49. Number of class sections? (Indicate whether per semester or per year)

50. Exclude from catalog? Yes/No

51. Justification (explain why this curriculum action is proposed). If applicable, list explanations of how this course meets Diversification or Foundations Hallmarks.

Kapiolani Community College has identified a global opportunity for our students to study Arabic.

52. Special Comments for Catalog

53. Status (active/inactive)

Active

54. Restricted to Specific Semester(s)

- FALL

55. Explain the reason for and purpose of prerequisites, corequisites, and recommended preparation [Kap CC Faculty Senate requirement if have prereqs/coreqs/rec preps]

56. AA General Education Area (contact the Faculty Senate for directions on completing documentation for Foundations categories FS, FW, FGA, FGB, FGC)

57. AA General Education Extra

AA/HSL

58. AS General Education Area

59. AS General Education Extra

60. Banner title (30 characters or fewer) [required field]

Elementary Arabic I