FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Ghazi Abuhakema Phone: 953-3988 Email: abuhakemag@cofc.edu

Department or Program: International and Intercultural Studies School: LCWA

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☒ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
   ☒ Course Number: ARBC 314
   ☒ Course Name: Conversation and Composition II
   ☒ Course Description: Intensive practice in the written and spoken language. Assigned readings and compositions. The course will be conducted primarily in Arabic.
   ☒ Credit/Contact Hours: 3 hours
   ☒ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.) ARBC 313, equivalent or replacement
□ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
□ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

The current course description is outdated and does not reflect the content of the course being taught.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

Only the course description will be changed to reflect the content taught. This course aligns with student learning outcomes for languages but it does not fulfill any General Education requirements. It provides opportunities to increase language proficiency beyond the General Education requirement. It also counts toward elective credit for students completing the Minor in Asian Studies. For students studying Arabic as their language in the Asian Concentration in International Studies, this course is required. International Studies has been informed of this change.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: International and Intercultural Studies
School: LCWA
Subject Acronym: ARBC
Course number: 314

Credit hours: _X_ lecture ___ lab ___ seminar ___ independent study
Contact hours: _X_ lecture ___ lab ___ seminar ___ independent study

Course title: Conversation and Composition

Course description (maximum 50 words, exactly as it appears in the catalog):

Intensive practice in the written and spoken language. Assigned readings and compositions. The course will be conducted primarily in Arabic.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Prerequisite: ARBC 313, equivalent or placement

Cross-listing, if any: N/A

Is this course repeatable? □ yes  □ no  If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department:  
School:  
Subject Acronym:  
Course Number:  

Credit hours:  ___ lecture ___ lab ___ seminar ___ independent study
Contact hours:  ___ lecture ___ lab ___ seminar ___ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any (submit approval from relevant department):

Is this course repeatable? □ yes  □ no  If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? □ yes  □ no

*Note: All fees require approval from the Board of Trustees.*
If this is a newly-created course, is it intended to be the equivalent of an existing course?  □ yes  □ no
If so, which course? ____________ Note: You must deactivate the course by submitting an additional Course Form.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No new costs; course is already being taught regularly.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students read languages other than English.</td>
<td>Students will be asked to read, analyze and respond to comprehension questions in Arabic</td>
</tr>
<tr>
<td>2. Students will write languages other than English</td>
<td>Students will be asked to write lengthy essays about topics that have been covered in class. The students will write 500-word essay for midterm and a 750-word for the final.</td>
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<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
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</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The course aligns with learning outcomes for languages. In Asian Studies, it reinforces language proficiency. Language skills are reinforced and demonstrated.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration?  If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

Only course description as it appears in the catalogue will be changed.
This course aligns with student learning outcomes for languages but it does not fulfill any General Education requirements. It provides opportunities to increase language proficiency beyond the General Education requirement. It also counts toward elective credit for students completing the Minor in Asian Studies. For students studying Arabic as their language in the Asian Concentration in International Studies, this course is required. We are simultaneously submitting a Change Minor form.

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☒ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:


Date: 9/6/13

2. Signature of Academic Dean:


Date: 

3. Signature of Provost:


Date: 3/7/13

4. Signature of Curriculum Committee Chair:


Date: 
5. Signature of Faculty Senate Secretary:

_________________________________ Date: ______________________

Date Approved by Faculty Senate: ______________________
College of Charleston
ARBC 314: Conversation and Composition II
Course Syllabus
Spring 2013

Course Instructor: Ghazi Abuhakema
Class time and place:
Office hours: M and W:
Office: 9 Glebe, Rm. 200
Phone: 953-3988
Email: abuhakemag@cofc.edu

Course Description

Intensive practice in the written and spoken language. Assigned readings and compositions. The course will be conducted primarily in Arabic.

Student Learning Outcomes:

- Students will read in languages other than English
- Students will write in languages other than English.

Prerequisite: ARBC 313, equivalent or placement.

Course Objectives:
Upon completing this course, students should be able to:

- Read and understand advertisements from newspapers and magazines,
- Read signs and billboards,
- Describe hobbies and professions using المصبر
- Describe people, objects and activities, states of affairs, feelings, and towns
- Express wishes using the conditional particle لازم
- Give instructions,
- Express obligation using يجب
- Form yes/no questions with hamza,
- Make and accepts requests: getting into and out of a conversation.

Textbook:

- Bilingual Dictionary
Supplementary materials prepared by instructor.

To Access the Online Interactive Exercises Program, go to:
http://yalebooks.com/awsexercises

(Username and password are included in the textbook introduction.)

Student Responsibilities

1. Attending and participating in class activities. Most of the language skills to be developed cannot be acquired without effective participation and interaction with other students and with the instructor. Participation is vital to student’s learning and sustaining it. Co-curricular activities such as films and Arabic club activities will count towards student’s participation grade.

2. Doing homework assignments. This out-of-class practice is essential for reinforcement of classroom activities. Once a given lesson is covered, all exercises related to it are due per the daily schedule described below.

3. Taking classroom written quizzes, midterm, and final. A missed quiz or test cannot be made up. If a compelling excuse is warranted; documentation is necessary and another task may be assigned instead.

4. Taking the weekly, end-term and final oral presentations. Such oral presentations will be related to what has been covered in class. Pronunciation, fluency, width of vocabulary, and appropriate, functional usage will be taken into account. Oral presentations can be a form of a conversation between instructor and student.

5. A skit during the last two weeks of classes designed and acted out (not read out) by two students (one pair at a time), or more. It should integrate most of the material covered and reflect students’ creative and imaginative abilities.

General Class Policies

1. Eating in class is prohibited;
2. Using electronic devices to browse the internet, check email, listen to music is prohibited.
   **Texting is absolutely prohibited;**
3. Attitudes towards class, instructor and classmates do matter; disrespect will not be tolerated;
4. Preplanned absence should be reported to instructor in due time;
5. Missed classes: Each unexcused missed class will decrease your total attendance grade by .5 points;
6. Late submission of assignments: Papers turned late will lose 50% of the total grade it earns;
7. Academic honesty: University rules prohibiting cheating and plagiarism will be enforced. Any violation of these rules will be reported the University Committee on Academic Misconduct and handled according to University policy;
8. Disabilities: Students with disabilities should make their needs known to the instructor during the first week of classes.
9. Graduating seniors: Students who are graduating this quarter should see me in order to make arrangements to have all their work completed by the last week of classes.
University Rules
Students are responsible for being aware of and obeying the University’s rules regarding academic misconduct and the Code of Student Conduct.

Students with Disabilities

1. Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

2. The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

3. This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, (843) 953-1431) or me so that such accommodation may be arranged.

Grade Breakdown
Attendance and Participation 15 (1 point will be deducted for every class missed.)
First test 10
Quizzes including written and oral 20 to be taken in class, due at the conclusion of every chapter
Homework 15 Submitted per daily schedule included below
Final Oral Presentation 10
Written second test 30
Total 100

Class Assignments Schedule

Week I

For your assignments, please:
1. use a pencil
2. double space
3. by tidy
4. write complete sentences where necessary
5. write ex. and page numbers
6. provide the day and date
7. if incomplete for a particular reason, explain!
8. for every class, the rule of a thumb is to spend an average of two hours. More is better. Time yourself.
9. follow these guidelines throughout the semester.

January 9 ahlam marra thaaniya

3
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 11</td>
<td>Conversation: what did you do over the break? What places did you visit? Describe a landmark, an interesting place (or person) you visited. Do ex. 1 page 5, drill 2 page 5-6, drill 5 page 14. In class, we will do a reading exercise, and linguistically analyze it.</td>
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<tr>
<td>January 14</td>
<td>Week II Do ex. 7 p. 17, ex. 8 page 18-19, drill 9 page 23. In class, we will review the drills, and do another reading/listening exercise.</td>
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<tr>
<td>January 16</td>
<td>January 16 do ex. 10 page 24-25, ex. 11 (do not do row 5 and 7), drill 12 page 32</td>
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<tr>
<td>January 18</td>
<td>January 18 Read pp. 50 and 51, Do an entry for yourself in writing, and be prepared to share with classmates. Translate the letter on page 52. In class, we will do the letter p. 53.</td>
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<tr>
<td>January 21</td>
<td>January 21 Martin Luther King Read p. 54, and 55. Do drill 1 page 56, 4 p. 57-58, and do drill 6 p. 58. In class, we will do drill 2, 9 and 10; if time permits, we will start a reading/listening ex.</td>
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<tr>
<td>January 23</td>
<td>January 23 Read pp. 61-62, and do drill 11 p. 62. Learn the chart p. 63, and use five in sentences of your own. Do drill 12 p. 64-65 (you may want to review the explanation pp. 63-64 for this ex.) (start by doing 2/3 of each drill, continue until the two hour rule is up, or until you complete all if you so desire) In class, we will do a drill on 31 and verb use.</td>
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<tr>
<td>January 25</td>
<td>January 25 Read section 5 p. 65 and do drill 13 page 66. Do drill 14 page 67. In class, we will review drill 14, and the vocabulary</td>
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<tr>
<td>January 28</td>
<td>January 28 Prepare for a Quiz in Chapter 2.</td>
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<tr>
<td>February 30</td>
<td>February 30 Prepare pp.71-73. Do drill 2 p. 74, 3 p. 74, drill 4 p. 75 and drill 6 pp. 75-76 (the passage is about giving instructions, so pay attention to the imperative verbs.)</td>
</tr>
</tbody>
</table>
In class, we will discuss the main text, do drill 1, 5 and 6, and do other related activities.

**February 1**

Do drill 10 p. 79. Also, go back to drill 7 p. 76 and do it. Simply, the drill asks you to describe the steps of making a dish you like. Besides the steps (using the imperative), you need to list the ingredients and utensils (That is why we need a dictionary). Be prepared to present your recipe to your classmates in class.

**Week V**

**February 4**

Read pp. 76-77 (The Invariable and do drill 8 p. 77. You will see that the concept is simple and does not need that we introduce it first in class. But we will do some activities on it. Also, read Uses of the Preposition and pp. 77-78 and do drill 9 p. 78.

In class we will do listening activities about preparing recipes. We will also introduce Descriptive (this is a very important structure that you will need to use in your descriptions).

**February 6**

Do drill 11 p. 79-80. Read Demonstratives and ِلا p. 80 and do drill 12 p. 80. Read the Imperative pp. 80-81 and do drill 13 p. 81. We did this in Book I, so this is not new. Remember the verb تعيين? In class, we will do drills on the imperative. We will also review the vocabulary pp. 83-884. We will also discuss the listening drill question pp. 81-82.

**February 8**

Do drill 14 pp. 81-82. Prepare for a quiz in Chapter 3

**Week VI**

**February 11**

It is about time! We will learn how to give directions in this chapter. Thus, start by preparing the text p. 85 and p. 86. On a separate sheet of paper, write down all verbs that are in the imperative included in the second text p. 86. In class, we will discuss the texts, and do drill 1 p. 88.

**February 13**

Do drill 2 p. 88. (Answer in FULL sentences), drill 2 p. 89, and drill 3 p. 89. Also, do drill 5 and translate it into English.

In class, we will do drill 4 and 5. We will also talk about pp. 91-92 (Letter-writing phrases), and start discussing Emphasis with the Absolute Object p 93.

**February 15**

Listening assignment; questions will be handed in in class or sent via email.

**Week VII**

**Feb 18**

Read, p. 90-91 (Communication), and prepare an oral presentation where you give DETAILED instructions on how someone can get to your PARENTS' house from the place where they live. You have to make it as much complicated as you can so that you can use as many imperative verbs, and expressions of directions
p. 91. A written script is EXPECTED. In class, we will discuss section 1, Do drill 8 p. 93. Expressing Conditional Meaning with ژ pp.94-95.

Feb 20
Do drill 9 p. 96. Read Culture p. 99 (1 and 2). Prepare an oral presentation where you compare between the Significance of Street Names in Arab Countries and USA. Pick your OWN town as an example. Do NOT pick Charleston. Listen to the following audio file, and write a summary of the audio in ENGLISH.

http://www.laits.utexas.edu/aswaat/video_s.php#2/suzi_intro/
In class, In class, we will do a listening/reading activity. We will also discuss Use of حتى and do drill 10 p. 97.

Feb 22
Prepare for a quiz in Chapter 4. (Focus on the vocabulary and the imperative in giving directions). In class, we will do the quiz and finish up Chapter 4: Reflexive Use of نفس. P. 97, Tag Questions p. 98, and do drill 12 p. 99-100.

Week VIII

Feb 25
Read pp. 102-14. Prepare a set of 10 comprehension questions that we will discuss in classroom. In class, we will discuss those pages, and cover Some Communicative Phrases pp. 111-113.

Feb 27
Do drill 8 p. 110. (not less than 120 words). Do drill 10 (class will be divided into three pairs). We will do the presentation in class. We will also discuss Inquiring about Number and Quality using ژ pp. 114 and do drill 12.

March 1
we have done this, but it is a review. Read p. 115 and do drill 13 p. 115. Also, read Forming Yes/No Questions with the Hamza p. 115 and do drill 14 p. 116. Go to BBC or Aljazeera, listen to or watch a clip that you like and write a summary of what you understood in English. You can look up three words. List these words and their meaning and submit along with your summary. In class, we will do drill 9 pp. 110-111, and we will do Grammar Revision p. 117 and do drill 15 p. 117-118.

Week IX

March 4
Spring Break

March 6
Spring Break

March 8
Spring Break

Week X

March 11
Write a detailed journal about your spring break, and present it in class.

March 13
Read section 6. Register p. 121-122, and the Notes on Vocabulary and Family names p. 122. Listen to audio and do drill 18 p. 123. In class, we will discuss the passive Voice p. 118, and do drill 16 pp. 118-119.
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>April 15</td>
<td>Prepare for the first test.</td>
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<tr>
<td>March 18</td>
<td>Read pp. 126-128. Translate the first three paragraphs into English.</td>
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<td>Please type or write your translation a legible fashion. Do drill 1 p. 128.</td>
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<td>In class, we will discuss the text in detail, and do the descriptions of</td>
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<td></td>
<td>towns pp. 132-133.</td>
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<td>April 20</td>
<td>Do drill 3 p. 129-130, drill 4 p. 130-131 (A, B and C). Prepare an oral</td>
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<td>presentation on either A or B in drill 6 p. 131. In class, we start</td>
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<td></td>
<td>discussing the Circumstantial Adverb p. 134-135, and do drill 9 p. 136</td>
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<tr>
<td></td>
<td>(A and B).</td>
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<td>March 22</td>
<td>Do drill 7 p. 134, drill 8 p. 134. Listen to the audio drill 143 and</td>
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<td></td>
<td>do drill 12 p. 143. In class, we will discuss pp. 136-142.</td>
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<tr>
<td>March 25</td>
<td>Prepare for a quiz in Chapter 6. After the quiz, we will start Chapter 7.</td>
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<td>This is the last chapter in the semester. We will not finish it, but we</td>
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<td>will learn how to describe facts, procedures, and events.</td>
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<td>March 27</td>
<td>Read pp. 148-149, and do drill 2 p. 150, drill 3 p. 151, drill 4 p. 151</td>
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<td></td>
<td>and drill 5 p. 152. In class, we will discuss the text and do drill 6,</td>
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<td></td>
<td>drill 7 and drill 8.</td>
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<td>March 29</td>
<td>Listen to the audio and do drill 12 p. 157-158. In class, we discuss the</td>
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<td>grammatical points pp. 153, 154 and do drill 10 p. 155. We will also</td>
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<td></td>
<td>revisit the passive voice pp. 155-156.</td>
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<tr>
<td>April 1</td>
<td>Do drill 12 pp. 157-158</td>
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<td></td>
<td>In class, we review the vocabulary pp. 159-161 and do related activities</td>
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<tr>
<td>April 3</td>
<td>Read pp. 177-180. Do drill 2 p. 181. Before you give the answer, translate</td>
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<td>the sentences into good English. In class, we will discuss the test in</td>
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<td>further detail, and do ex. 1 p. 180, and drill 3 p. 181.</td>
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<tr>
<td>April 5</td>
<td>Do drill 4 p. 181-182, drill 5 p. 182 (explain why), drill 6 p. 182 and</td>
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<td>drill 7 p. 183.</td>
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<td>In class, we will do drill 8 and 9. We will do brainstorming on drill 10</td>
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<td></td>
<td>p. 184.</td>
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<tr>
<td>April 8</td>
<td>Read section 1 p. 184 and use 5 of the verbs p. 185 in sentences of your</td>
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<tr>
<td></td>
<td>In class, we will do drill 12 or another listening ex.</td>
</tr>
<tr>
<td>April 10</td>
<td>Read pp. 187-189. Reading assignment. In class, we will review the vocabulary and do a listening ex.</td>
</tr>
<tr>
<td>April 12</td>
<td>Listening/Reading assignment</td>
</tr>
<tr>
<td>April 15</td>
<td>Listening/reading assignment</td>
</tr>
<tr>
<td>April 17</td>
<td>Review</td>
</tr>
<tr>
<td>April 19</td>
<td>Second Test</td>
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<tr>
<td>April 22</td>
<td>Oral presentations</td>
</tr>
<tr>
<td>April 24</td>
<td>Oral presentation/Last day of classes/party</td>
</tr>
<tr>
<td>April 26</td>
<td>Final Exams begin</td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Ghazi Abuhakema            Phone: 953-3988            Email: abuhakemag@cofc.edu

Department or Program:  International and Intercultural Studies  School:  LCWA

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

- [X] Add a New Course (complete parts C, D, F, G, H, I, J, K)
- [ ] Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  - [ ] Course Number:
  - [ ] Course Name:
  - [ ] Course Description:
  - [ ] Credit/Contact Hours: 3 hours
  - [ ] Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
- [ ] Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)

- [ ] Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

The course will serve students who want to pursue their Arabic language studies beyond ARBC 314 which is the last course in the sequence currently offered.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

The course has no effect on other programs as it only targets students with deep interest to pursue the study of Arabic at the advanced level beyond any current degree requirements.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course number: 

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study 
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study 

Course title: 
Conversation and Composition 

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? [ ] yes [ ] no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: IIST/Asian ST. 
School: LCWA 
Subject Acronym: ARBC Number: 343 

Credit hours: 3 ___ lecture ___ lab ___ seminar ___ independent study 
Contact hours: 3 ___ lecture ___ lab ___ seminar ___ independent study 

Course title: Advanced Arabic Conversation and Composition 

Course description (maximum 50 words, exactly as it appears in the catalog):

Advanced study of Arabic that provides intensive practice in the spoken and written language. Students will be exposed to a wide range of functional skills as well as sociocultural information necessary for smooth communication in Arabic. Special emphasis is placed on MSA for writing practice and on FSA for speaking.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

ARBC 314 or permission of the instructor. 

Cross-listing, if any (submit approval from relevant department): N/A 

Is this course repeatable? [ ] yes [ ] no If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? [ ] yes [ ] no 

Note: All fees require approval from the Board of Trustees. 

If this is a newly-created course, is it intended to be the equivalent of an existing course? [ ] yes [ ] no 
If so, which course? _____________ Note: You must deactivate the course by submitting an additional Course Form.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional costs are anticipated.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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</thead>
<tbody>
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<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Communication and proficiency in Arabic as a foreign language</td>
<td>Students will conduct bi-weekly oral presentation and submit writing compositions. Students will also have midterm and final tests that have speaking and writing components.</td>
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</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

There is no minor or major in Arabic at this point. The course however will be linked to proficiency guidelines set by the American Council for the Teaching of Foreign Languages, where students will compete with peers form other universities and program across the nation at the desired proficiency level in both academic and professional settings.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

There is no minor, major or concentration in Arabic. The course only expands the base of offering in the Arabic language program. It will provide further opportunities for students in Asian Studies; we are simultaneously
submitting a proposal to add this course to the list of courses that can fulfill the elective requirements in Asian Studies.

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature] Date: 06/13

2. Signature of Academic Dean:

   [Signature] Date: 

3. Signature of Provost:

   [Signature] Date: 07/07

4. Signature of Curriculum Committee Chair:

   [Signature] Date: 

5. Signature of Faculty Senate Secretary:

   [Signature] Date: 

Page 4 of 5
College of Charleston
Asian Studies
New Course Proposal
ARBC 343: Advanced Arabic Conversation and Composition

Instructor: Ghazi Abuhakema
Office: 9 Glebe 200
Office Hours: TBA
Tel: 843-9533988
E-mail: abuhakemag@cofc.edu
Schedule of classes: TBA
Prerequisites: ARBC 313 and ARBC 314

CREDITS: 3

Course Description and Methodology

The course focuses on developing students’ advanced conversational and writing skills in Formal Spoken Arabic. At this level, students will produce, in speaking and writing, coherent paragraphs according to the ACTFL proficiency guidelines. Students will be asked to share their productions for discussion and feedback by instructor and/or classmates. Formal Spoken Arabic will be emphasized in speaking, while Modern Standard Arabic will be the variety used for writing. Students will be exposed and asked to use these varieties Arabic in class and assignments. The idea is to make the course mimic the linguistic reality in Arabic-speaking countries. Colloquial and rapidly-paced texts are included from time to time as well.

Required Texts

■ Supplementary materials prepared by instructor.

Recommended:

Course Policy

1. **Attendance and Participation**: As this is an interactional skills course, students need to interact with an audience. The instructor and other classmates are the audience. Being present is a necessity to achieve the goal of interaction and constructive communication. Repeated absences will severely affect grades. Students will miss much-needed practice, assignments and/or quizzes. This will lower class lesson participation element will obviously bring the entire grade down. Two absences (excused or unexcused) will be accepted. The instructor may withdraw a student from class prior to the sixth lesson if there are more than two unexcused absences.

2. **Homework**: students must review class assignments BEFORE starting the next lesson and are responsible for the work to practice the topics/grammar covered in the class lesson. Students should bring their textbook and handouts to class. Class discussion will involve students and/or instructor.

3. **Midterm Exam** is given during lesson 10. Student will select a topic from a suggested list and prepare a 8-12 minute oral presentation. In addition, students will write a 500 word composition on a topic suggested by the instructor.

4. **Final exam** is given on the last day of the course. Students select a topic in collaboration with instructor and do a 10-15 minute oral presentation. Students will also write a 750 word composition on a topic. Three topics will be suggested by the instructor and these will be related to class material.

Course Grading

Grades in this course will be determined by a total of 100 points

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>25%</td>
</tr>
<tr>
<td>Participation &amp; Attendance</td>
<td>15%</td>
</tr>
<tr>
<td>Oral presentations</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exams</td>
<td>20%</td>
</tr>
</tbody>
</table>

**TOTAL** = 100%

The grade distribution is as follows:

- **A** = 96-100%
- **A-** = 90-95%
- **B+** = 87-89%
- **B** = 83-86%
- **B-** = 80-82%
- **C+** = 77-79%
- **C** = 73-76%
- **C-** = 70-72%
D+  = 67-69%
D   = 63-66%
D-  = 60-62%
F   = less than 60%

Definitions of Grades:
A    = Outstanding Achievement: Significantly Exceeds Standards
B    = Commendable Achievement: Exceeds Standards
C    = Acceptable Achievement: Meets Standards
D    = Unsatisfactory Achievement: Below Standards
F    = Failing

Note: Final grades will reflect your attendance. Failure of the final examinations will result in an F for the course. Students who are taking the course for the purpose of teaching certification requirement must pass the course with a grade of C (Not C-) or better.

Diversity Statement
Learning to work with others and to value diversity is essential in every degree program. Students are required to act respectfully towards each other and the instructor throughout the course. Students are also expected to show respect for ethnic, religious, cultural and gender diversity in the classroom. Discrimination of any kind will not be tolerated in any way, and will be dealt with severely and accordingly. Please keep in mind that a language and culture class requires you more than any other to develop leadership and judgment skills.

Disability Statement
Students who have special needs should contact the instructor as soon as possible to work out special arrangements. Please see your instructor after class or during her/his office hours.

Academic Integrity
Students are required to cite the use of materials written by others in all written communications for courses. Plagiarism is the presentation of someone else’s ideas or work as one’s own. This includes using ideas, words, or phrases without proper attribution. Students found Plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the University Catalog, which may include a failing grade for the working question or for the entire course. Inadequately or improperly cited work receives no credit. In cases of plagiarism, the burden of proof rests on the student, not the instructor. In other words, the student will be required to prove that plagiarism has not occurred.

Important Remarks
Dialects that are used in the textbook are Palestinian and Jordanian. However, Formal Spoken Arabic (though it has some colloquial expressions), it is understood universally in the Arab World.

There are some AV segments that are purely colloquial and others that are rapidly paced speech. Pay attention to these segments as you are watching the segments as they maybe more challenging.

Footnotes are essential to understanding the AV segments. Please refer to them when needed.

When doing your homework, use as many vocabulary items as you can that have been used by speakers.

Course schedule

Homework (Prepare before Lesson I)

- Read the introduction pp. xix-xxx
- Study Unit One vocabulary pp. 11-13

Lesson I
Unit One: My Autobiography

Introducing the course and getting to know each other
Review of Grammatical Aspects p. 1
Discuss vocabulary with instructor
Watch segments 1, 2 and 3 pp. 2-5. Do not read the texts.
Translate the question for each segment and answer them fully
Discuss Footnote 6

Homework:

- Prepare five questions to ask one of your classmates about his/her life. Report orally to your class about this classmate.
- Choose one question of the segments questions, answer it and post on line for discussion

Lesson II
Unit I: My Autobiography

Watch segments 3, 4, 5, 6 and 7. Do not read the texts.
Translate related questions and answer them fully.
Discuss cultural expressions page 14

Homework
• Prepare a presentation about yourself talking about where and when you were born, your studies, job, etc.
• Study Unit Two (My Family) vocabulary pp. 24-25

Lesson III
Unit Two: My Family

Dissuses Unit Two vocabulary
Watch segments 1 and 2. Do not read the texts at this point.
Translate questions p. 20 and answer them fully in Arabic.

Homework

• Select one question of the two segments questions. Answer fully and post it online for discussion with class.
• Select 10 terms including colloquial and cultural terms and make 10 sentences of your own.

Lesson IV
Unit Two: My Family

Watch segments 3, 4, 5 and 6.
Translate the questions on pp. 29 and 32 and answer them.

Homework

• Select six aspects of the Arab family as presented by speakers and discuss them with your classmates. During discussion, make sure to draw comparison between Arab and American family.
• Study Unit II vocabulary pp. 34-35.

Lesson V
Unit Three (The Arab Family)

Review grammatical aspects with instructor.
Watch segment 1 and 2. Do not read the texts.
Translate the questions pp. 40-41 and answer them fully.

Homework

• Discuss the question pp. 40-41 with classmates. Select one of these questions, answer it and post your answer online for discussion.
Unit Three (The Arab Family)

Watch segments 3, 4, 5, and 6.
Translate the questions of all assigned segments and answer them in Arabic.

Homework
- Select 10 terms including colloquial and cultural terms and make 10 sentences of your own.
- Study Unit Six vocabulary (Arab Food)

Lesson VII
Unit Six: Arab Food

Watch the segments 1, 2, 3, 4 and 5.
Translate the questions of these segments and answer them.

Homework
- Discuss with your classmates your experience with the Arab food or any other ethnic cuisine. What did you eat? Where? When? Ingredients? Did you like it? Why(not)? Would you recommend it?
- Study Unit 8 (religion and Society) pp. 99-103

Lesson VIII

Unit Eight: Religion and Society
Watch segments 1, 2, 3, 4, and 5
Translate related question and answer them in Arabic.

Homework
- Summarize the important ideas discussed in Unit 8. With classmates, discuss the role of religion in society and in the Western World in particular.
- Study Unit 9 vocabulary (The Hijab in Islam) pp. 110-112.

Lesson IX
Unit Nine: The Hijab in Islam

Review Grammatical Aspects p. 101
Watch segments 1, 2, 3 and 4.
Translate related question and answer them.

Homework
- Summarize the different views and tell us what you think of each. Post on line.
- Discuss with classmates the value of the Hijab for Muslims
Lesson X
Midterm

Homework
- Study Unit Ten vocabulary (Arabic and Dialects) p. 124-127

Lesson XI
Unit Ten (Arabic and Dialects)
Review Grammatical Aspects p. 115
Watch segments 1, 2, and 3
Translate related question and answer them.

Homework
- Select 10 terms including colloquial and cultural terms and make 10 sentences of your own.
- Describe your experience with others who speak a different dialect or with a different accent: where did it happen? How did you feel?

Lesson XII
Watch segments 4, 5, 6 and 7
Translate related questions and answer them

Homework
- Discuss with classmates the phenomenon of (fusha and ‘aamiyyat)
- Discuss with classmates this phenomenon in other languages you are familiar with.

Study Unit Fourteen vocabulary.

Lesson XIII
Unit Fourteen (what is Art?)
Review Grammatical Aspects with instructor.
Watch segments 1, 2, 3, 4, and 5
Translate related questions and answer them
Discuss the status of artists in American society and compare that with the Arab society.

Homework
- Who is your favorite artist? Talk about him/her: who is? Where is he from? What is he famous for? What do you like in him/her?
- Study Unit Fifteen vocabulary pp. 186-187
Lesson XIV
Unit Fifteen (Theater and Other Arts in the World)

Watch segments 1 and 2.
Translate related questions and answer them

Homework

- Select 10 terms including colloquial and cultural terms and make 10 sentences of your own.
- After you answer question #3, share your answer with others. Discuss with them this view. Do you agree? Why(not)?

Lesson XV
Unit Fifteen: Theater and Other Arts in the World
Watch segments 3, 4, 5 and 6
Translate related questions and answer them

Homework

- Discuss with classmates the importance of art in for individuals and societies.
- Study Unit 6 vocabulary pp. 77-80

Lesson XVI
Unit Six: Education in the Arab World

Watch segments 1, 2, 3 and 4
Discuss footnote 6
Translate related questions and answer them

Homework

- Select 10 terms including colloquial and cultural terms and make 10 sentences of your own.
- Prepare a presentation about the phases of education in the USA.

Lesson XVII
Unit Six (Education in the Arab World)
Watch segments 5, 6, 7, and 8
Translated related question and answer them

Homework

- Discuss with a partner the different images the segments create in your mind about education in the Arab World (question 2 p. 81)
• Study Unit 7 (Illiteracy in the Arab World)

Lesson XVIII
Watch segments, 1, 2, 3 and 4
Translated related question and answer them

Homework

• Develop and a dialogue with your classmates to describe illiteracy and its impact on human development whether in the USA or abroad.
• Study Unit 19 vocabulary

Lesson XIX
Discuss Unit 19 vocabulary
Watch segments 1-7

Translate related question and answer them

Homework

• Discuss with classmates your experience residing in a different country or state
• Talk about your experience studying Arabic? When did you start? Where? Why? Compare between studying Arabic and studying another language.

Lesson XX
Final Examination
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Ghazi Abuhakema Phone: 953-3988 Email: abuhakemag@cofc.edu
Department or Program: International and Intercultural Studies School: LCWA

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☒ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number:
☐ Course Name:
☐ Course Description:
☐ Credit/Contact Hours:
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

Currently, no Arabic language courses are offered beyond ARBC 314. Students with special interest in Arabic who have completed all courses or place beyond ARBC 314 will find this appropriate to pursue advanced learning opportunities in Arabic language.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

The proposed course expands the offerings of Arabic, and will have no effect on other programs and courses.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: School:
Credit hours: lecture lab
Contact hours: lecture lab
Course title: Conversation and
Course description (maximum 50 words):
Restrictions (pre-requisites, co-requisites, majors only, etc.):
Cross-listing, if any:

Is this course repeatable? yes no If yes, how many total credit hours may the student earn? __

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: IIST/Asian ST School: LCWA Subject Acronym: ARBC Course Number: 420
Credit hours: lecture lab seminar independent study
Contact hours: lecture lab seminar independent study
Course title: Independent Study in Arabic Language
Course description (maximum 50 words, exactly as it appears in the catalog):

Select readings or study in Arabic language in consultation with faculty member who will guide the work and determine the hours of credit to be allowed.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

ARBC 314 or equivalent, written agreement with instructor and department chair permission.

Cross-listing, if any (submit approval from relevant department):

Is this course repeatable? yes no If yes, how many total credit hours may the student earn? __6__

Is there an activity, lab, or other fee associated with this course? yes no

Note: All fees require approval from the Board of Trustees.

If this is a newly-created course, is it intended to be the equivalent of an existing course? yes no
If so, which course? _____________ Note: You must deactivate the course by submitting an additional Course Form.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No costs are associated with this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Research and communication in Arabic as a foreign language.</td>
<td>Students will submit a written report in Arabic on the reading or study agreed upon with instructor.</td>
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How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course is required only for the student pursuing Arabic language to complete the Asian Concentration in International Studies. It will reinforce language proficiency in the target language by demonstrating advanced skills in the target language.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

At this point, no degrees are granted in Arabic. This course will expand the offerings of advanced Arabic language courses.

J. CHECKLIST.
☐ I have completed all relevant parts of the form.
☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.
☒ (For new courses only) I have attached a syllabus. N/A
☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.
☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 8/31/13

2. Signature of Academic Dean:

   [Signature]

   Date: 2-20-13

3. Signature of Provost:

   [Signature]

   Date: 3/7/13

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date: __________________________

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date: __________________________

Date Approved by Faculty Senate: __________________________
FACULTY CURRICULUM COMMITTEE

COURSE FORM

Instructions:

- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Ghazi Abuhakema
Phone: 953-3988
Email: abuhakemag@cofc.edu

Department or Program: International and Intercultural Studies
School: LCWA

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

- [X] Add a New Course (complete parts C, D, F, G, H, I, J, K)
- [ ] Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  - [ ] Course Number:
  - [ ] Course Name:
  - [ ] Course Description:
  - [ ] Credit/Contact Hours:
  - [ ] Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
- [ ] Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
- [ ] Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course offers the student the opportunity to learn about the culture and context of a major world area. As the interest in the Middle East increases, and as more students focus in their studies on the Middle East, this course comes to fill a gap in the offerings that examine this region, its people and their beliefs. This has been offered as a Special Topics course previously with great success; we are now creating a catalog course.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

The course will broaden the courses offerings in Arabic and Middle Eastern studies. It will provide new choices for Students pursuing the Minor in Asian Studies (we are simultaneously submitting a proposal to allow this and other new courses to count toward the Minor in Asian Studies). We have informed International Studies of these changes, which can impact the Asian Concentration in that Major program.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 

Course number: 

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: 

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: LIST/Asian Studies 
School: LCWA Subject Acronym: ARST 
Course Number: 273

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: Role of Qur’an in Contemporary Islam

Course description (maximum 50 words, exactly as it appears in the catalog):

The course introduces students to key themes of the Quran and its role as the ultimate source of authority for Muslims. The course depicts how the Quran was revealed, transmitted, compiled, disseminated and interpreted. In addition, the course will examine some current, and in some cases controversial, issues (e.g., the role of women in Islam, Jihad, the Islamic view of other religious traditions, etc.) and explore how particular Quranic passages have been cited and interpreted with respect to these issues.

Restrictions (pre-requisites, co-requisites, majors only, etc.): 

N/A

Cross-listing, if any (submit approval from relevant department):

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? □ yes □ no

Note: All fees require approval from the Board of Trustees.
If this is a newly-created course, is it intended to be the equivalent of an existing course?  □ yes  ☒ no
If so, which course? _____________ Note: You must deactivate the course by submitting an additional Course Form.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

$1,000 (library-books and films)

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions. Students will read articles about several themes about the Qur’an and its significance.</td>
<td>The ultimate assignments will a research paper on one theme where students do the research, commentary and writing on their own and in collaboration with instructor.</td>
</tr>
<tr>
<td>2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions. Students will read extensively on several Qur’anic themes, summarize, and reflect on their reading.</td>
<td>The ultimate assignments will a research paper on one theme where students do the research, commentary and writing on their own and in collaboration with instructor.</td>
</tr>
<tr>
<td>3. The course must examine relevant primary source materials as understood by the appropriate discipline(s). Students will also read excerpts of the Qur’an in translation and their interpretation.</td>
<td>The ultimate assignments will a research paper on one theme where students do the research, commentary and writing on their own and in collaboration with instructor.</td>
</tr>
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<td>4.</td>
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</tbody>
</table>

Page 3 of 5
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

This will add a new course to Asian Studies minor. Once approved, we will ask International Studies to include this course as one of their electives as well.

J. CHECKLIST.

☑️ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

[Signature] Date: 3/6/13

2. Signature of Academic Dean:

[Signature] Date:

3. Signature of Provost:

[Signature] 3/17/13
4. Signature of Curriculum Committee Chair:

______________________________ Date: ______________

5. Signature of Faculty Senate Secretary:

______________________________ Date: ______________

Date Approved by Faculty Senate: ____________________
College of Charleston

The Role of the Quran in Contemporary Islam

Course Syllabus
Spring 2012

Course Instructor: Ghazi Abuhakema
Class time and place: Maybank 208, MWF 11:00-11:50
Office: 9 Glebe, Rm. 200
Office Hours: Monday and T and R 12:00-1:00 or by an appointment
Phone: 953-3988
Email: abuhakemag@cofc.edu

Course Description
The course introduces students to some of the key themes of the Quran and its role as the ultimate source of authority for Muslims, alongside the Hadith- sayings and deeds traced back to the prophet Mohammad. The course depicts how the Quran was revealed, transmitted, compiled, disseminated and interpreted. In addition, the course will examine some current, and in some cases controversial, issues (e.g., the role of women in Islam, Jihad, the Islamic view of other religious traditions, etc.) and explore how particular Quranic passages have been cited and interpreted with respect to these issues. Readings of the Quran and other texts including classical and contemporary commentaries will be based on English translations; thus knowledge in Arabic will not be required.

General Education Outcomes
The course examines particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions. The course analyzes how ideas are represented, interpreted, or valued in these cultural expressions. The course examines relevant primary source materials.

Course Objectives:
Upon the completion of this course, students are expected to

- have learned about the primary sources of authority in Islam: the Quran and its disciplines;
- have become familiar with the history of compiling and disseminating of the Quran;
- have learned about some aspects of the Prophet’s Mohammad’s life and teachings;
• have studied texts in translation from the Quran relevant to current issues such as the status of women and the concept of Jihad;
• have learned what roles the Quran plays in the life of Muslim and within Islamic societies worldwide;

Textbook:

• For the content of the course, the course uses scholarly articles by different authors and these will be posted on OAKS. In some cases, articles may be sent by email. A complete list of articles is included in the course schedule below.

Student Responsibilities

1. Attending and participating in class activities. Since this is a seminar class, effective participation and active interaction with other students and with the instructor are absolutely necessary. Participation is vital to student’s learning and sustaining it. Co-curricular activities will count towards students’ participation grade.

2. Doing homework assignments. Assignments are necessary to creating an engaging and interactional class. Students are required to prepare, read and/or write before they come to the class. All assignments are due per the schedule below.

3. Taking classroom written quizzes, journals, midterm and final papers. A missed quiz, journal or paper cannot be made. If a compelling excuse is warranted; documentation is necessary and another task may be assigned instead.

4. Taking the oral presentations. Such oral presentations will be related to what has been covered in class.

General Class Policies

1. The main means of communication is OAKS and email.; student need to check their email inboxes for any updates on OAKS on a daily basis. The email accounts used in the course are the CofC accounts. Students need to check these or arrange to forward their emails sent to CofC accounts to their primary emails.
2. eating is not allowed;
3. using electronic devices to browse the internet, check email, listen to music is prohibited. Texting is absolutely prohibited. The instructor reserves the right to ask students to shut down their electronic devices if course-irrelevant tasks were being conducted without prior permission
4. attitudes towards class, instructor and classmates do matter; disrespect will not be tolerated;
5. preplanned absence should be reported to instructor in due time;
6. Missed classes: Each unexcused missed class will decrease your total attendance grade by .5 points;
7. Late submission of assignments: Papers turned late will lose 50% of the total grade it earns (exceptions will not be made);
8. *Academic honesty*: University rules prohibiting cheating and plagiarism will be enforced. Any violation of these rules will be reported the University Committee on Academic Misconduct and handled according to University policy;

9. *Disabilities*: Students with disabilities should make their needs known to the instructor during the first week of classes.

10. *Graduating seniors*: Students who are graduating this quarter should see me in order to make arrangements to have all their work completed by the last week of classes.

**University Rules**

Students are responsible for being aware of and obeying the University’s rules regarding academic misconduct and the Code of Student Conduct.

**Students with Disabilities**

1. Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

2. The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

3. This College abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, (843) 953-1431 or me so that such accommodation may be arranged.

**How to Do Well in Class?**

In order to learn from and enjoy the class, you should:

- make sure that you read assigned articles before coming to class;
- reflect on those articles and try to make sense of them;
- always ask yourself: what new things did I learn from this? How does that affect the way I think?
- participate actively in class discussions;
- be initiative in asking questions and making comments;
be respectful to what others (instructor and classmates) say. You may agree or disagree, but you should always be respectful;

Grading

I. Attendance and Participation (12%): Students are required to attend class regularly. Unexcused absences are not permitted. Excused absence for legitimate reasons must be accompanied by a written proof such as a doctor's note or court letter. If possible, students should give instructor a prior notice of their intended absence.

Participation is key to make classes enjoyable and relieve students from boredom. Students are encouraged to discuss, talk in small groups and express their own views on the assigned material and the class discussion. The teacher will make sure that lecturing is minimal.

II. Cultural events (12%): Each student is required to attend three cultural events related to course material. The events should take place on campus or be sponsored by the College. For these cultural events, students need to write a brief summary of the content of the event including its title, date and presenter.

III. Quizzes (20%): The goal is encourage students to read and prepare for the next class. In all, there will be four quizzes and no make ups will be allowed. Pop up quizzes are expected any time; be prepared all the time.

IV. Reaction/reflection Papers (20%): Four 1-2 page-reaction papers are required. These are self-reflections in nature. The papers should show that students have read the assigned articles, thought about them and personally reacted to the content of such reads.

V. Oral presentation (5%): Each student is to take on a particular article, read and present it in class. He/she will also answer any question (to the best of their knowledge) on the article. The presentation will last between 10-20 minutes.

VI. Final Oral Presentation (10%): Students will work in teams to do a 10-minute oral presentation on a topic of their choice. Students will consult with instructor for the topic selection.

VII. Debates 6%: we will have two debates about two major issues discussed in class. Topics will be assigned in due time. Class will be divided into two groups and each group into teams that will debate the topic in hand.

VIII. Final Paper (15%): papers are due on the scheduled final examination day. Papers will not be less than 10-page long. Students discuss the topic they will research with instructor beforehand.

Letter Grades
<table>
<thead>
<tr>
<th>Week I</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>January 9</td>
<td>Introduction: let’s see who is here!!! What do we now about the Quran?</td>
</tr>
<tr>
<td>January 11</td>
<td>What is the Quran? <a href="http://www.youtube.com/watch?v=MJ0kMTMmovg4">http://www.youtube.com/watch?v=MJ0kMTMmovg4</a></td>
</tr>
<tr>
<td></td>
<td>Short Introduction</td>
</tr>
<tr>
<td>January 13</td>
<td>Scripture and Tradition pp. 1-2 and Scripture and Tradition in Islam., pp. 52-72</td>
</tr>
<tr>
<td></td>
<td>Introduction to Monotheistic Religions.</td>
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</tbody>
</table>

**Recommended:**

<table>
<thead>
<tr>
<th>Week II</th>
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</thead>
<tbody>
<tr>
<td>January 16</td>
<td><strong>Martin Luther King Junior</strong></td>
</tr>
<tr>
<td>January 18</td>
<td>Pre-Islamic Arabia: Beliefs, Values, and Way of Life</td>
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<td></td>
<td>An Introduction to Islam. Pp. 3-43.</td>
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<tr>
<td>January 20</td>
<td>Scripture and Tradition in Islam., pp. 63-72</td>
</tr>
<tr>
<td></td>
<td>Prentice Hall. pp. 128-148</td>
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<tr>
<td></td>
<td><strong>Quiz I</strong></td>
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</table>

<table>
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<tr>
<th>Week III</th>
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</thead>
<tbody>
<tr>
<td>January 23</td>
<td>The Quran in Rahman, F. Islam. pp. 30-42</td>
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<tr>
<th>Week IV</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Companion to the Quran. pp291-309</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment Details</td>
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<tr>
<td>February 1</td>
<td>Interpreting the Bible through the Quran in Rippin, A. (2001). The Quran and its Interpretive Tradition. pp. 249-259</td>
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<tr>
<td>February 3</td>
<td><em>(First reaction paper is due.)</em></td>
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<tr>
<td>Week V</td>
<td></td>
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<tr>
<td></td>
<td><a href="http://www.youtube.com/watch?v=J1yeuXiZFQO&amp;feature=related">http://www.youtube.com/watch?v=J1yeuXiZFQO&amp;feature=related</a></td>
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<tr>
<td></td>
<td>Quiz II</td>
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<tr>
<td>Week VI</td>
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<td></td>
<td><em>(Second Reaction paper is due)</em> Let's start thinking about our final papers!!!!</td>
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<tr>
<td>Week VII</td>
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<tr>
<td>February 24</td>
<td>INFORMATION SESSION AT THE LIBRARY ROOM 120 Topic for final paper is due!</td>
</tr>
<tr>
<td>Week VIII</td>
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<td>Week IX</td>
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<tr>
<td>Quiz III</td>
<td><a href="http://www.usc.edu/schools/college/crcc/private/cmje/issues/MUSLIM_WOMEN.pdf">http://www.usc.edu/schools/college/crcc/private/cmje/issues/MUSLIM_WOMEN.pdf</a></td>
</tr>
<tr>
<td>March 5</td>
<td>Spring Break</td>
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<tr>
<td>March 7</td>
<td>Spring Break</td>
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<tr>
<td>March 9</td>
<td>Spring Break</td>
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<tr>
<td>Visit to Central Mosque of Charleston</td>
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<table>
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<tr>
<th>Week X</th>
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<tr>
<td>March 14</td>
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<td>March 16</td>
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<table>
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<tr>
<th>Week XI</th>
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<tr>
<td>March 21</td>
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<table>
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<tr>
<th>Week XII</th>
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<tbody>
<tr>
<td>March 26</td>
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<tr>
<td>March 28</td>
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<tr>
<td>March 30</td>
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<table>
<thead>
<tr>
<th>Week XIII</th>
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<tbody>
<tr>
<td>March 31</td>
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<tr>
<td>April 3</td>
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<tr>
<td>April 6</td>
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<td>April 8</td>
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<td>April 10</td>
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<td>April 27</td>
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<tr>
<td>April 29</td>
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<tr>
<td>April 30</td>
</tr>
</tbody>
</table>
April 2
First draft of final paper is due!

April 4

April 6
(Forth reaction paper due.)

Week XIV
April 9
Topics for Final Oral are due

April 11

April 13

Week XV
April 16

April 18

April 20
Final Oral Presentation

Week XVI
April 23
Final oral presentations
(Last day of classes)

April 24
Reading Day, Final written paper is due

All the Best!!

8
FACULTY CURRICULUM COMMITTEE  
COURSE FORM

Instructions:

- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Ghazi Abuhakema  Phone: 953-3988  Email: abuhakemag@cofc.edu

Department or Program: International and Intercultural Studies  School: LCWA

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☑ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number: ARST 420
☐ Course Name: Independent Study
☐ Course Description: Select readings or study in Arabic studies in consultation with faculty member who will guide the work and determine the hours of credit to be allowed.

☐ Credit/Contact Hours: 3
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.) Instructor’s and Dep. Chair’s permission.
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

Arabic studies courses are fairly limited. Students with special interest in Arabic studies who have completed all other courses will find this course as an appropriate alternative to pursue advanced courses in Arabic studies.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

The proposed course will have no effect on other programs and courses.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course number: 

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? ☐ yes ☐ no If yes, how many total credit hours may the student earn? _____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: IIST/ Asian Studies 
School: LCWA Subject Acronym: ARST Course Number: 420

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: ARST: 420 Independent Study

Course description (maximum 50 words, exactly as it appears in the catalog):

Select readings or study in Arabic studies in consultation with faculty member who will guide the work and determine the hours of credit to be allowed.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Instructor’s and Dep. Chair’s permission.

Junior standing, written agreement with instructor and program director permission.

Cross-listing, if any (submit approval from relevant department):

Is this course repeatable? ☑ yes ☐ no If yes, how many total credit hours may the student earn? ___6___

Is there an activity, lab, or other fee associated with this course? ☐ yes ☐ no

Note: All fees require approval from the Board of Trustees.

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☑ no
If so, which course? _______ Note: You must deactivate the course by submitting an additional Course Form.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No costs are associated with this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Knowledge of international and global contexts</td>
<td>Students will submit a written report on the reading or study agreed upon with instructor.</td>
</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This independent study aligns with the Asian Studies Program goals of examining and analyzing the various regions of Asia from a variety of disciplinary perspectives. It reinforces and demonstrates context and skills through independent study.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor or Change Major/Program Form as appropriate.

No degree is granted in Arabic studies at this point. This course will expand the offerings of Arabic studies courses that may serve as elective courses for those interested in pursuing advanced Arabic studies.

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.
(For new courses only) I have attached a syllabus. N/A

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   _______________________________  Date: 9/26/13

2. Signature of Academic Dean:

   _______________________________  Date: ______________

3. Signature of Provost:

   _______________________________  Date: 3/7/13

4. Signature of Curriculum Committee Chair:

   _______________________________  Date: ______________

5. Signature of Faculty Senate Secretary:

   _______________________________  Date: ______________

Date Approved by Faculty Senate: ______________
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Annie C Higgins
Phone: 843.953.4801
Email: higginstc@cofc.edu

Department or Program: Asian Studies/IIST
School: Languages, Cultures, and World Affairs

Subject Acronym and Course Number: ARST 100: Introduction to Arab and Islamic World Studies

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
   ☐ Course Number
   ☐ Course Name
   ☐ Course Description
   ☐ Credit/Contact Hours
   ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course is part of an initiative to enhance our current offerings in the fields of Arabic and Islamic World studies. This will give students of Asian Studies as well as International Studies with the Asian Concentration increased choices for electives. In addition, it will provide another course in a wider spectrum of topics available to the entire College student population. This course serves as an Introduction to further courses in this field.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course will enhance the elective offerings in Arabic/ARBC, Arabic Studies/ARST, and Arabic Literature in Translation/LTAR courses. We are also proposing that it count toward the elective requirements in Asian Studies Minor; this change will impact the Major in International Studies. International Studies has been informed of these changes.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? ☐ yes X ☐ no If yes, how many total credit hours may the student earn? ____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: 
School: 
Subject Acronym: ARST 
Course Number: 100
Asian Studies/IIST LCWA

Credit hours: ___3___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___3___ lecture ___ lab ___ seminar ___ independent study

Course title: Introduction to Arab and Islamic World Studies

Course description (maximum 50 words, exactly as it appears in the catalog):

This course introduces Arab and Islamic world cultures through readings, audiovisual materials, and videoconferences. We will explore literature, music, art, architecture, Islam and other religions, and everyday life. These expressions will enable us to trace ethnic, religious, and national identities and how they reflect historical trends and evolving social progress.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

No prerequisites.

Cross-listing, if any (submit approval from relevant department):

Is this course repeatable? ☐ yes X ☐ no If yes, how many total credit hours may the student earn? ____

Is there an activity, lab, or other fee associated with this course? ☐ yes ☐ no What is the fee? $_____

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes X ☐ no
If so, which course? ___________

Note: You must deactivate that course by submitting an additional Course Form.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

Library materials, to be covered by Arabic and Asian Studies library funds.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<tr>
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<tr>
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<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will analyze how ideas are represented, interpreted, and valued in various expressions of Arab and Islamic culture.</td>
<td>Students will write ten short Response Papers throughout the semester, and a final five page paper. The instructor will assess all assignments. The student should be able to produce average work and above.</td>
</tr>
<tr>
<td>2. Students will examine primary source material and interpret the material in writing assignments.</td>
<td>These include the assignments described above. Assessment by the instructor.</td>
</tr>
<tr>
<td>3. Students will hone their skills at working in groups and presenting ideas by leading discussions for the class. They will organize their presentations and provide page numbers of texts for classmates to follow, or additional audiovisual materials.</td>
<td>This work will be evenly divided among all groups of students, following the materials in the syllabus, and will be assessed as part of the Participation grade. They should be able to produce average work and above, and will be guided and encouraged to improve their discussion-leading abilities. The student should be able to produce average work and above. Assessment by the instructor.</td>
</tr>
<tr>
<td>4. Students will produce an Oral Presentation with other group members on a topic relevant to course context.</td>
<td>Oral Presentations will be presented to the entire class at the end of the semester. The student should be able to produce average work and above. Assessment by the instructor.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course supports the following learning outcomes for the Asian Studies minor, the Asian Studies concentration in the IIST major, and general education:
1. Students analyze how ideas are represented, interpreted, and valued in writings and other cultural expressions in Arab and Islamic societies.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments, as well as leading discussions, and in oral presentations.

Content is introduced in this course, and skills are reinforced and demonstrated.

Students who complete the Minor in Asian Studies will:

Be introduced to the examination and analysis of the larger Asian region in the Core course in Asian Studies (ASST 101;
ASST 105, or ARTH 103).

Be able to examine and analyze the diverse regions and cultures of Asia from at least three different disciplinary perspectives. Students who choose to focus on any one region of Asia (for example, China) will complete at least three (3) hours either in another region or that analyzes that region in comparative perspective.

Students will demonstrate their skills in a variety of written assignments that follow the Learning Outcomes of Languages, Humanities, or Social Sciences, depending on the particular courses they choose to fulfill the Elective requirements in Asian Studies.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? If so, please explain briefly and attach a Change Minor and/or Change Major/Program Form as appropriate.

This course will be added to a list of approved electives for the Asian Studies minor and for the Asian Studies concentration of the International Studies major.

J. CHECKLIST.

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
K. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   ___________________________ Date: 3/03/13

2. Signature of Academic Dean:

   ___________________________ Date: 5/22/13

3. Signature of Provost:

   ___________________________ Date: 3/10/13

4. Signature of Curriculum Committee Chair:

   ___________________________ Date: ________________

5. Signature of Faculty Senate Secretary:

   ___________________________ Date: ________________

   Date Approved by Faculty Senate: ________________
Class: MWF 11-11:50am, ECTR 102
Instructors: Dr Tahani Higgins
Office: JC Long 329
Office hours: MW 3:30-4:30 and by appt.
Telephone: 843-953-4801
e-mail: higginstc@cofc.edu

Course Objectives
This course is an invitation to hear voices of the contemporary Arab and Islamic world and to see aspects of the culture visually and perceptively. We will explore culture through geography, creativity, religions – Islam and others, music, art, and everyday life. We will begin by defining the Arab region of the Middle East and North Africa from Morocco to Iraq, as well as regions of the Islamic world, primarily in Asia. You will be asked to participate through class discussions and response papers. Our focus is on today’s world, but we will take into account historical phenomena and their enduring presence in the regions and in the cultures. We will trace concepts of ethnic, religious, historical, and national identity through art, architecture, literature, music and social progress. This will enable us to examine various ways that people understand their own culture, appreciate it, criticize it, and seek to improve it. At the conclusion of the course, you will find your own individual ways of appreciating Arab and Islamic cultures, of communicating with people from these cultures, and conveying what you have learned to others from your own culture. You will learn to focus your discussion and to present meaningful evidence. Reading will activate your writing talents. In accordance with General Education requirements, by the end of this course students will have an emerging knowledge of Arab and Islamic cultures.

Required Textbooks

Excerpts from the following will be provided in class and/or as pdfs in Oaks.
Blogs, especially tracing life in the wake of revolutions often termed ‘the Arab Spring’.
Packet of Arabic Short Stories in translation.
Course Requirements

Our classroom is a learning community, and our community is complete only when every member is present. Come to class! Get contact information from two classmates, minimum. If you must miss a class, then consult a classmate about our session, or see me in office hours: Please do not request a class recap from me via email. Check Oaks. Participation means you are present. Absence will be excused only by a Health Service notification or a personal note on paper, not email. Three unexcused absences will result in the loss of all your Participation points. Written assignments, typed double-spaced on 8-1/2” x 11” paper and stapled, will earn full credit only when submitted on time. See below. You will submit approximately 15-20 pages of written material altogether, as follows: You will prepare a brief Response Paper approximately each week [350-500 words], written preparation for you Oral Presentation, and a five-page Final Paper. Topics will be based on our class discussions and research. The choice of topics for the five-page paper will be given two weeks before the due date: you will submit a preliminary argument summary, and you must get my approval on this. If you don’t, you might write a paper that does not fulfill the assignment. It is your responsibility to make sure your paper topic is approved. The Oral Presentations will involve small groups dealing with a germane question through an interview or skit: three minutes per person maximum. Take it seriously. Make it a performance. Extra Credit: A one-page typed response to an event relevant to our class will earn two points toward the grading category of greatest need, except Participation. Oaks: Check Contents and Course Materials regularly. Check your g.coce.edu email inbox.

Grade
Attendance/Participation  20%
Response Papers  50%
Final Paper  20%
Oral Presentation  10%
100%

Grading Scale
A 95-100, A- 90-94, B+ 86-89, B 83-85, B- 80-82, C+ 76-79, C 73-75, C- 70-72, D+ 65-69, D 60-64

Do It! College of Charleston Honor Code and Academic Integrity
http://studentaffairs.coce.edu/honor-system/studenthandbook/index.php

Any violation of Honor Code rules will be reported the University Committee on Academic Misconduct and handled according to University policy.

Schedule:
Additions or variations in assignments will be announced in class.
Read the text before the date shown. Assignments are due on Monday.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Reading Assignment and Class Activities</th>
<th>Written Assignment. Hand in on this date.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lit</td>
<td>21aug/w Introduction to Arab Culture. Introductions amongst ourselves. Geography of Arab World.</td>
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<tr>
<td>Date</td>
<td>Subject</td>
<td>Details</td>
<td>Notes</td>
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<tr>
<td>30aug/f</td>
<td>Kanafani, <em>Men in the Sun</em>, 21-34.</td>
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<td>R2: <em>Men in the Sun</em></td>
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<tr>
<td>3 Mus 2sep/m</td>
<td>Kanafani, <em>Men in the Sun</em>, 35-47. Guest speaker: Dr. Ghazi Abuhaikema on growing up in a Palestinian refugee camp.</td>
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<tr>
<td>4sep/w</td>
<td>Traditional Arabic music. Instruments. Rhythms. Topics, Gender issues. [Videos]. Artists: Umm Kulthoum, Abdel Halim Hafez, Fayrouz. [Videos].</td>
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<tr>
<td>4 Mus 9sep/m</td>
<td>Rasmussen. Recited Qur’an.</td>
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<tr>
<td>13sep/f</td>
<td>Field trip to King Street Mosque.</td>
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<td>Bring your youtube music clip to present!</td>
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<tr>
<td>5 Art 16sep/m</td>
<td>Introduction to Art: Calligraphy, religious influence on artistic expressions Bloom, “Pens,” 57-78.</td>
<td></td>
<td>R3: Music</td>
</tr>
<tr>
<td>18sep/w</td>
<td>Islamic art Videoconference: Dr. Heather Ecker, Agha Khan Museum of Islamic Art, Toronto</td>
<td></td>
<td>Room change:</td>
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<tr>
<td>6 Art 23sep/m</td>
<td>Developments in Art Article and websites.</td>
<td></td>
<td>R4: On discussion with Dr. Ecker</td>
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<tr>
<td>25sep/w</td>
<td>Contemporary Art: sculpture, painting, graffiti, posters, political cartoons Packet and Higgins powerpoint.</td>
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<tr>
<td>27sep/f</td>
<td>Contemporary Art and the Gulf countries, museums, auctions, collections. Article.</td>
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<tr>
<td>7 Archi 30sep/m</td>
<td>Architecture: Historical urban and rural structures. Hasan Fathy, Egyptian architect. Bloom, “Mosques,” 21-31</td>
<td></td>
<td>R5: Modern art 1oct/t Last day: apply to graduate</td>
</tr>
<tr>
<td>2oct/w</td>
<td>Bloom, “Mosques,” 32-41.</td>
<td></td>
<td>Room change: Paradiso Café 51 S. Market Street</td>
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<tr>
<td>4oct/f</td>
<td>Bloom, “Mosques,” 42-56</td>
<td></td>
<td></td>
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<tr>
<td>8 Archi 7oct/m</td>
<td>World’s tallest skyscrapers: Burj Khalifeh in Dubai, tower in Mecca. Articles.</td>
<td></td>
<td>R6: Architecture</td>
</tr>
<tr>
<td>9oct/w</td>
<td>Film: Children of Shatila, part 1.</td>
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<td>Room change</td>
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<tr>
<td>11oct/f</td>
<td>Film: Children of Shatila, part 2.</td>
<td></td>
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<tr>
<td>9 14oct/m</td>
<td>FALL BREAK</td>
<td></td>
<td>Room change</td>
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<tr>
<td>16oct/w</td>
<td>FALL BREAK</td>
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<tr>
<td>Date</td>
<td>Assignments</td>
<td>Notes</td>
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<td>23 Oct/w</td>
<td>Emerick, Islam.</td>
<td>Last day W grade</td>
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<td>11 Relig</td>
<td>28 Oct/m</td>
<td>Islam and other religions: Christian and Jewish communities and history.</td>
<td>R7 Islam</td>
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<td>30 Oct/w</td>
<td>Guest Speaker: Arabic Instructor Dolly Raad</td>
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<td>1 Nov/f</td>
<td>Sufism, Art. Schimmel.</td>
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<td>15 Nov/f</td>
<td>Bowen, <em>Everyday life</em>, 221-244.</td>
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<td>14</td>
<td>18 Nov/m</td>
<td>Current events and blogs</td>
<td>R9: Argument Summary for Final Paper due.</td>
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<td>20 Nov/w</td>
<td>Open Forum, Rehearse Presentations in Groups.</td>
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<td>22 Nov/f</td>
<td>Oral Presentations.</td>
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<td>27 Nov/w</td>
<td>THANKSGIVING HOLIDAY</td>
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<tr>
<td></td>
<td>29 Nov/f</td>
<td>THANKSGIVING HOLIDAY</td>
<td></td>
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<tr>
<td>16</td>
<td>2 Dec/m</td>
<td>Last class, Party!!</td>
<td>Final Paper due.</td>
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<td>3 Dec/t</td>
<td>READING DAY</td>
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<td>4 Dec/f-11 Dec/f</td>
<td>Final Exams</td>
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