

## Beginning I Course (Arabic)

<b>Interpersonal Communication:</b> Students initiate and sustain meaningful spoken, written, face-to-face or virtual communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways with users of the target language at home or abroad. Students actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.		
<b>TAG Learning Outcome</b> <b>(asterisk means required)</b>	<b>Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome</b>	<b>Percentage on Learning Outcome</b>
<p>*Students can engage in very simple exchanges in culturally appropriate ways on very familiar topics using contextualized words, phrases, a few common idiomatic expressions, and simple sentences in highly practiced situations.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> <li>• listing, naming, and identifying;</li> <li>• stating what people, places, and things are like with a few details; and</li> <li>• asking and answering highly predictable, formulaic questions.</li> </ul> <p>b. Students may use culturally appropriate gestures and formulaic expressions in highly practiced applications and may show awareness of the most obvious cultural differences or prohibitions.</p>	<p>Learning Outcomes: Students will learn communicative strategies to conduct very simple conversations in culturally appropriate ways on very familiar, limited topics, and highly practiced situations. These exchanges involve the use of contextualized words, memorized phrases, and a few idiomatic expressions. Such is the case with greetings, presenting themselves and others. Specifically, students will be able to present themselves (name, study, residence, age, profession), and members of their immediate family. Throughout this course students will work in small groups and pairs to practice high frequency vocabulary, contextualized phrases, and a few common expressions (such as greetings). For example, students will be provided with dialogues that they practice in groups and present in class. These dialogues consist of a number of language functions, such as asking and answering basic questions, formulaic expressions, and cultural awareness (greetings). In addition, students use role-play simulations to activate contextualized vocabulary and a few common idiomatic expressions. For example, students are asked to act out in pairs the following role-play situation: "You meet a new classmate during the first day of classes, introduce yourself, and ask 5 questions to know her/him better (such as her/his country, age, study, work, family)." Another example for interpersonal communication is based on pictures. Working in pairs, students are provided with pictures of places and people (University, library, chair, professor, student, and they have to say in one phrase or short sentence something about each picture. For example, they can say "a big chair," "this is a new student," or "I like this library." By the end of the course students will be able to: Be familiar with basic aspects of Arabic culture (such as greetings and formulaic expressions), Talk about themselves, their studies, and family (on the basic level), Interact with native</p>	<p>20</p>

	speakers by using common and memorized phrases and basic vocabulary, and ask and answer basic questions. Additionally, towards the end of the semester students take an OPI exam. The midterm and final exams also consist of a listening comprehension component.	
Students are also working towards exchanging information about familiar topics, sometimes supported by highly practiced language, and handling short, social interactions in culturally appropriate ways in everyday situations by asking and answering basic questions.	Working in groups, students will practice exchanging information and handling short social interactions in Arabic through communicative activities that have cultural representation. A good way to achieve this objective can be done through practicing dialogues that are based on culturally appropriate situations or role-play simulations. For example, a student is working as a reporter for a newspaper in Arabic. She/he has to conduct an interview with a famous writer, sport figure, or university professor. So she/he has to prepare certain questions that elicit data about personal, information, nationality, age, study, family, etc.	5
<p><b>Interpretive Listening/Viewing:</b> Students demonstrate comprehension of the main idea and relevant details in a variety of live and recorded texts ranging from messages, songs, personal anecdotes, narratives, lectures, and presentations to films, plays, videos, and information from other media sources. By using a variety of listening/viewing strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. Students reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from a variety of media.</p>		
<b>TAG Learning Outcome</b> (asterisk means required)	<b>Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome</b>	<b>Percentage on Learning Outcome</b>
*Students can demonstrate understanding of the main idea, as well as a few details, loan words, and idiomatic and formulaic expressions, in a variety of oral texts and media. a. Students can use keywords and phrases to demonstrate understanding of very simple oral texts and media on very	Evidence of interpretative listening/viewing can be seen in class interactive activities where students, working mostly in groups, listen or view a variety of texts (personal narratives, songs, film clips, videos, and other media sources) that are mostly based on real-life situations. In order to assess their ability to understand the main idea, memorized and related words, and formulaic expressions, there are a number of steps. A good example of this activity would be a show or a film clip that shows how to order food in an Arab restaurant. Before conducting this activity, the instructor provides	20

<p>familiar topics, with or without visual support.</p> <p>b. Students begin to use context cues for basic comprehension.</p> <p>c. Students use their own cultural background to derive meaning from texts.</p>	<p>students with introductory steps to prepare them for this action. For example, she/he tells the students about his experience ordering food at a restaurant. Or, she/he asks students to share their experience at a restaurant. Students will then be provided with questions related to the show. Once they understand the questions, they view the show for the first time and answer individually the questions. They view the video for the second time and complete answering the questions in groups. Students will have a class discussion about this video verifying their understanding of the main idea, as well as a few details, loan words, and idiomatic and formulaic expressions. This activity will be concluded with a close listening where students have to fill in the blanks as they watch segments of the video.</p>	
<p>Students are also working towards demonstrating understanding of the main idea and some details in a variety of oral texts and media on familiar topics.</p>	<p>Demonstrating understanding of the main idea and some detail can be seen in listening to a short video clip which shows a dialogue between a professor and student in the University of Cairo. The students will be provided first with an introduction about the University of Cairo and the student-professor relation in that institution. Students will then be provided with questions related to the video. Reading the questions, students view the video for the first time and answer individually the questions. They view the video for the second time and complete answering the questions in groups. Students will have a class discussion about this video checking their understanding of the main idea, as well as a few details, loan words, and idiomatic and formulaic expressions.</p>	5
<p><b>Interpretive Reading:</b> Students demonstrate comprehension of the main idea and relevant details in a variety of written texts, ranging from messages, personal anecdotes, and narratives in contemporary magazines, newspapers, and Internet sources to classical literary texts in a variety of genres. By using a variety of reading strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. They reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from print and digital sources.</p>		

TAG Learning Outcome (asterisk means required)	Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome	Percentage on Learning Outcome
<p>*Students can recognize and identify all of the letters and some diacritical marks of Arabic. They can demonstrate understanding of a few highly practiced words, phrases, and short, simple sentences that they read, especially when accompanied by visual support.</p> <ol style="list-style-type: none"> <li>a. Students may begin to use context cues for basic comprehension.</li> <li>b. Students may begin to use roots and patterns to figure out the meaning of words.</li> <li>c. Students use their own cultural background to derive meaning from texts.</li> </ol>	<p>There are two main objectives for the reading activities at this level of learning Arabic. Under the first goal, class activities and assignments are designed to assess students' ability to identify letters and single words with short vowels. To that end, the instructor provides students with a list of letters that they have to connect and pronounce. In addition, she/he provides learners with drills where they have to identify a word that appears in a row with other words that sound similar. Once the students complete learning the Arabic alphabet (including the short vowels and diacritical marks), they spend some time reading texts with short vowels. At this stage, comprehension plays a minimal role. Under the second goal, the instructor assesses learners' ability to read words, lists, and short phrases and simple sentences. At this stage, comprehension of the main idea plays an important role. As they work in groups, students will be provided with texts based on daily life situations. Before conducting reading activities, the instructor provides students with introductory steps to prepare them for the theme of the activity. Then students will be provided with questions on the text that they are supposed to read. Once they read and understand the questions, they answer to the best of their ability the questions by reading the text. The learners use various reading strategies, such as roots and patterns, to achieve a basic comprehension of the text and a few details and idiomatic expressions. After they are provided sufficient time to conduct this activity, students will have a class discussion to assess their comprehension. For example, students are provided with a website taken from the Arab Social Science Research Center that includes a list of academic institutions and programs in Arabic (with English translation) the Middle East. However, the list got mixed up. Working with partners, students have to fix it by matching each organization with its Arabic translation. In doing so, they have also to make a list of new words that they can figure out from the context. Evidence of student progress in reading is also measured by instructor-created tests,</p>	15

	assignments, midterms, and finals.	
Students are also working towards recognizing and identifying all the diacritical marks of Arabic. They are also working on demonstrating understanding of the main idea, as well as a few details and idiomatic expressions, in simple, short, and highly predictable texts on very familiar topics, with or without visual support.	During the first half of the semester, student's reading is, as previously mentioned, limited to words, phrases, and a few short sentences. As they progress in learning the language students read longer sentences and passages. For example, students are given a text on pen-pal connection taken from a magazine. Working in groups, students have to find information about each entry in term of name (female or male), age, and nationality. They also have to try to guess the meaning of new words.	5
<p><b>Presentational Speaking:</b> Students give live or recorded presentations to diverse audiences at home or abroad for varied purposes using information, concepts, ideas, and viewpoints on a variety of topics, sometimes supported by props, pictures, realia (objects from everyday life used in instruction), or media. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into presentations in a manner that facilitates comprehension where no direct opportunity for interaction between the presenter and audience exists.</p>		
<b>TAG Learning Outcome (asterisk means required)</b>	<b>Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome</b>	<b>Percentage on Learning Outcome</b>
*Students can make very simple presentations about themselves and some other very familiar topics using a variety of highly practiced words, phrases, sentences, and expressions. <ul style="list-style-type: none"> <li>a. Functional ability includes: <ul style="list-style-type: none"> <li>• introducing, telling, and listing;</li> </ul> </li> </ul>	Presentational speaking is another important feature of learning Arabic at this level. Evidence of this aspect of the learning experience can be seen in dialogues and through simple presentations about themselves and their nuclear family. As previously mentioned, during the time of learning the Arabic alphabet students are provided with basic words and expressions along with dialogues that they practice in groups and present in class. As an	15

<ul style="list-style-type: none"> <li>• expressing likes and dislikes; and</li> <li>• stating what people, places, and things are like with a few details.</li> </ul> <p>b. Students may use highly practiced, culturally appropriate gestures and formulaic expressions during their presentations.</p>	<p>off shoot of these dialogues, students are also required to present to their colleagues in class. These dialogues consist of the use of memorized words, simple phrases, and short sentences. Among the main themes covered in these activities are simple greetings, study, work, residence, asking and answering questions, and family. Another activity in this regard can be a class presentation that revolves around the life of an Arab celebrity in terms of personal information, family, studies, work, things she/he likes or does not like, etc. Working in pairs, students are asked to act out the following role-play situation: “You meet a new Arab student during the first week of classes, introduce yourself, and ask 7 questions to know her/him better (such as her/his country, age, study, work, family). Then each student will introduce her/his partners in class. Lastly, as part of the role-playing activity mentioned for the Interpersonal Communication where students are asked to act out in pairs in a situation that they meet a new classmate during the first day of classes, introduce themselves, and ask 5 questions, the students will act out this role in class.</p>	
<p>Students are also working towards making simple presentations on familiar topics using phrases and sentences that they have practiced.</p>	<p>As students progress in learning Arabic new forms of presentational speaking are introduced. Such is the case with skits where students are asked to prepare a presentation (as individuals or groups) about familiar topics that were covered in class. Some students prepare a short presentation about themselves or their families, whereas others prepare a short play, dialogue, or speech and present them in class. They also can prepare a short PowerPoint presentation (5 slides) about family members (parents and siblings) or things that belong to them (car, house, and pets). Each slide will include a picture with a short explanation in a few words. Throughout these presentations students are using formulaic expressions, memorized words, and familiar expressions within culturally appropriate contexts.</p>	5

**Presentational Writing:** Students write presentations in print and digital formats for diverse audiences at home or abroad using information, concepts, ideas, and viewpoints on a variety of topics for varied purposes. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into texts in a manner that facilitates interpretation where no direct opportunity for interaction between the author and audience exists.

TAG Learning Outcome (asterisk means required)	Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome	Percentage on Learning Outcome
<p>*Students can write all the letters and some of the diacritical marks of Arabic. Students can write some very basic information on a few very familiar topics using highly practiced words, phrases, and simple sentences.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> <li>• giving information, listing;</li> <li>• expressing simple likes and dislikes; and</li> <li>• stating what people, places, and things are like with a few details.</li> </ul> <p>b. Students may use highly practiced, culturally appropriate idiomatic expressions and basic writing conventions.</p>	<p>Students' presentational writing begins with learning how to write letters and sound them out. At this stage, students are provided many explanations and drills to write each letter in its different forms (separate, initial, medial, and final). Then they connect the letters with others to create words. Adding short vowels is a third aspect of this learning experience. Once students complete the letters, they practice writing lists, short phrases, and simple sentences. In fact, each student has to submit a short composition (30-50 words) in Arabic about themselves, their nuclear family, things they like or do not like. For example, student will be asked to write a short composition about their nuclear family (parents, siblings, study, work, age, and things they like or do not like. The instructor will return these compositions to students with clear instructions on how to correct spelling and grammatical errors.</p>	8
<p>Students are also working towards writing basic information on very familiar topics using highly</p>	<p>There are a number of activities where students can practice writing basic information by using familiar words and phrases in the form of list. For</p>	2

<p>practiced words, phrases, and simple sentences.</p>	<p>example, the instructor sends students to Arab stores in the Cleveland area to write the names of places, locations, and products that can be purchased there. Once they complete this assignment they will submit it to be assessed by the instructor and later shared by the class.</p>	
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