

Beginning II Course (Arabic)

Prerequisite: Beginning Arabic course I or demonstrated performance in the indicated area of study		
Interpersonal Communication: 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.		
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 show evidence of the ability to create with language in various timeframes to exchange information on familiar topics and to handle short, social interactions in culturally appropriate ways using contextualized words, phrases, common idiomatic expressions, and sentences, sometimes still supported by highly practiced language.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • asking and answering basic questions; • giving simple explanations and excuses; • asking for and giving simple directions and advice; • stating simple comparisons and contrasts; • making selections and participating in basic negotiations; and • stating what people, places, and things are like with some details. <p>b. Students use culturally appropriate gestures and formulaic expressions in highly practiced situations and show awareness of the most obvious cultural differences or prohibitions.</p>	<p>Course Description: Following the communicative approach, this course is based on real life activities and makes extensive use of the four language skills: listening, reading, speaking, and writing. Since one of the main challenges facing Arabic students is mastering its rich vocabulary, an emphasis is placed on acquiring new vocabulary through different interactive assignments. The course also incorporates aspects of Arabic culture to enhance the learning process. To this end, students are introduced to Arabic music, art, short stories, poetry, etc. Learning Outcomes: By the end of the course students will be able to:</p> <ul style="list-style-type: none"> • Talk about themselves, their life, and their social environment • Talk about their family members with more details • Ask and give questions with more details • Write with more details about familiar topics by using simple vocabulary and structures • Understand aspects of Arabic culture related to names, family, and food • Communicate with native speakers about familiar topics • Make simple contrasts and comparisons • Give explanations and excuses • Use more cultural formulaic expressions and show awareness about cultural differences and similarities <p>Following the ACTFL standards, one can rank ARB 102 within the range of Novice (between Mid and High). During the semester students practice interpersonal communication through role-play situations that make the use of conversation on various topics and social and cultural situations. For example, students work with partners where they act out the following situation: A person will be living with a host family in Amman next year. She/he has to call the family, introduce her/himself, and ask several questions in order to learn more about the family and the city. The students</p>	20

	will act out the situation with other classmates. Throughout this course students will also experience interpersonal communication that includes topics such as weather, hobbies, weekly schedule, Arab food, and sports. For example, students will conduct a role-play situation about weekly schedule. By asking questions, students have to gather information about weekly schedule for her/his partner for the current semester (classes, work, etc.).	
Students are also working towards participating in conversations in various timeframes on a greater variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday situations by asking and answering questions.	Arabic has only three timeframes: past, present, and future. Students will be working through interpersonal communications toward participating in conversations on a variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday situations. Students will engage in a number of interpersonal interactions with classmates throughout the semester. For example, under the unit on weather students are exposed to vocabulary related to forecasts and temperatures (which also include the practice of numbers in Arabic). By asking and answering questions, learners will describe how the weather is today and compare it with that of yesterday and tomorrow, by doing so, students will describe the weather in different time frames.	5
<p>Interpretive Listening/Viewing: 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>		
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<p>*Students can demonstrate understanding of the main idea, as well as some details, loan words, and idiomatic and formulaic expressions, in a variety of oral texts and media on familiar topics.</p> <ol style="list-style-type: none"> a. Students can use keywords and phrases to understand simple oral texts and media on familiar topics, with or without visual support. b. Students use context cues for basic comprehension. c. Students use their own cultural background and some easily recognizable elements from the target language culture(s) to derive meaning. 	<p>Learning Outcomes: Students will apply a variety of strategies (keywords, context cues, cultural background) to achieve comprehension of the main idea of familiar topics with or without visual support. By the end of the course students will be able to:</p> <ul style="list-style-type: none"> • understand the main idea • recognize cognates, loan words, and formulaic expressions • identify some detail description • compare and contrast by using their own cultural background <p>Activities that target the interpretative listening/viewing of students can be seen in class interactive actions where students, working mostly in groups, listen or view a variety of texts that are mostly based on daily life situations. A good example of this activity is a TV show about the weather in some Arab countries. There are a number of steps that antecede this activity. First, the instructor provides students with introductory discussion to prepare them for the theme of the activity. For example, he talks about the weather in Ohio or in the USA. Then students will be provided with questions on the video that they are going to watch. These questions seek to assess students' comprehension of the different states of the weather in these countries as well as to recognize the temperatures mentioned in the program. After they read and understand the questions, they listen/view the first time and answer as much as they can. They listen/view for the second time and complete answering the questions in groups. Following these steps, students will have a class discussion about this video checking their understanding of the main idea, as well as some 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. Another example for the Interpretative Listening/viewing activity is a video about the weekly schedule or the Arab food. Further evidence of interpretative listening/viewing can also be seen in the OPI exams where all students have to take an oral exam towards the end of the semester. The midterm and final exams also consist of a listening comprehension component.</p>	<p>15</p>
<p>Students are also working towards demonstrating understanding of the main idea and many details on a greater selection of familiar topics in a</p>	<p>Through input and exposure to more contextualized words and phrases, grammar, and context clues, students will be working towards demonstrating understanding the main idea in addition to details on a</p>	<p>5</p>

<p>variety of oral texts and media.</p>	<p>greater selection of familiar topics in variety or oral texts and media. Examples of oral texts and media that can achieve these objectives can be: 1) a show of how to prepare the Arabic food, tabula; 2) lottery drawing; 3) a list of telephone numbers and Arab countries to call from.</p>	
<p>Interpretive Reading: 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>		
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<p>*Students can recognize and identify all the diacritical marks of Arabic. Students can demonstrate 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.</p> <ol style="list-style-type: none"> a. Students begin to use context cues for basic comprehension. b. Students begin to use roots and patterns to figure out the meaning of words. c. Students use their own cultural background to derive meaning from texts. 	<p>Learning Outcomes: Students will apply a variety of strategies (keywords, context cues, cultural background) to achieve comprehension of the main idea of familiar topics, a few details and idiomatic expressions in simple, short, and highly predictable Arabic texts with or without visual support. To assess, they are provided with a short text on a familiar topic. A good example for students' reading comprehension abilities at this level can be seen in the following activity. Students are given a text taken from an Arab magazine that talks about people interests and hobbies. Before conducting reading activities, the instructor provides students with introductory steps to prepare them for the theme of the activity. To that end, the teacher begins the activity by asking students about their hobbies and interests. Working in groups of two or three, the students have to answer a number of questions on the text in order to find the main idea and a few details,</p>	<p>15</p>

	<p>recognize cognates, and identify the type of the text. The questions can take the form of multiple choice, true/false/ and matching. Students can also resort to strategies of using roots and patterns to figure out the meaning of cognates and new words. Grammatically, students are asked to find forms of verbal nouns (masdar). Students are also asked to find out which people match their interests. By doing so, students use their own cultural experience to enhance their understanding of the text. Once they read and understand the questions, they answer to the best of their knowledge and abilities. After they are provided sufficient time to conduct this activity, students will have a class discussion to assess their comprehension. Another example of reading activity can be based on weather related issues. Or, a restaurant menu in Arabic. Evidence of student progress in reading is also measured by instructor-created tests, assignments, midterms, and finals.</p>	
<p>Students are also working towards demonstrating understanding of the main idea and some details and idiomatic expressions on familiar topics in a variety of short, simple texts.</p>	<p>Throughout the course students will acquire more vocabulary and grammar through the regular exposure to reading activities where they work (by answering questions prepared by the instructor) towards understanding the main idea and many details on a greater range of familiar topics. Working on the different reading activities, students are asked to:</p> <ul style="list-style-type: none"> • Present and summarize details from the text • Show understanding of the main idea and more details • Discover the meaning of new words and phrases by using contextual clues, roots, and patterns • Describe the type of information and the nature of the text <p>Themes and examples of reading texts at this level can include short biographies, weather, food, work, everyday life, and weekly schedule.</p>	<p>5</p>
<p>Presentational Speaking: 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>		

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<p>*Students can make simple presentations on familiar topics using phrases and sentences that they have practiced.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • giving simple explanations and directions; • presenting simple comparisons and contrasts; and • stating what people, places, and things are like with some details. <p>b. Students use practiced, culturally appropriate gestures and formulaic expressions.</p>	<p>Activities of presentational speaking at this level provide learners with strategies to give simple presentations on familiar topics using contextualized phrases and familiar sentences. By the end of ARB 102 students will be able to:</p> <ul style="list-style-type: none"> • Talk about basic information about people , preferences, predicable topics, and immediate needs • Express themselves by using learned materials and memorized phrases • Give simple explanations and directions • Give basic description of places (house and room) and people mainly in the present tense • Compare and contrast mostly in the present tense <p>There are many activities that target presentational speaking at this level of Arabic. Such is the case with everyday life situations, pictures, and skits. For example, the instructor provides the students with six pictures of people and places representing important images and daily life in the Arab World (working in groups of two or three, students have to present each picture by giving information about the places or the people and saying what they like or do not like about it. Students are also asked to guess words from the contextual or the grammatical clues. Another example in this regard would be when students are asked to describe their room.</p>	15

<p>Students are also working towards creating with language in various timeframes to make simple presentations on familiar topics using phrases and sentences that they have practiced.</p>	<p>At the ARB 102 level students will be using new vocabulary and grammar acquired through the semester to practice speaking activities. They will be able to give short presentations on familiar and predictable topics by using learned phrases and sentences in different time frames. These presentations aim to develop students' speaking skills on familiar topics. To that end, students will prepare presentations to be shared in class with their classmates on everyday life situations, pictures, props, and skits.</p>	<p>5</p>
<p>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.</p>		
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<p>*Students can write basic information on very familiar topics using highly practiced words, phrases, and simple sentences.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • giving information, listing; • expressing simple likes and dislikes; and • stating what people, places, and things are like with a few details. <p>b. Students may use highly practiced, culturally appropriate idiomatic expressions and basic writing conventions.</p>	<p>Presentational writing at the level of ARB 102 is designed to develop students' writing skills on familiar and predictable topics in most time frames. By the end of the semester, students will be able to:</p> <ul style="list-style-type: none"> • Give information and listing • Write simple narratives • Express simple narratives likes and dislikes • State stating what people, places, and things are like with a few details <p>To that end, each week students are required to write a composition (60-100 words) on the main topic discussed that week. A good example of this activity is to ask students to write a composition about the city where they live. To do so, they have to include information about famous places and people, the weather, things they like or do not like about the city, and compare it with other cities in the regions. Another topic for presentational writing at this level is to ask students to write about their extended family (uncles, aunts, and cousins).</p>	<p>10</p>

Students are also working towards writing short, guided messages and notes on familiar topics using phrases and sentences.	As students are exposed to input, more vocabulary, and grammatical structures, they are working towards writing about greater variety of familiar topics in various time frames (mostly the present tense) using short sentences. These writings include topics, such as food, family, weather, and daily life situations. For example, in the extended family unit students can write about personal interests, hobbies, weekly schedule of their relatives where they expand and elaborate on familiar as well as new topics. Note: It is worth noting that creating with language reflects the intermediate level according to ACTFL standards, which is beyond the level of ARB 102.	5