

## Intermediate I Course (Arabic)

<p><b>Prerequisite:</b> Beginning Arabic course II or demonstrated performance in the indicated area of study</p>		
<p><b>Interpersonal Communication:</b> Students initiate and sustain meaningful spoken or 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.</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>
<p>*Students can create with language in various timeframes to initiate, maintain, and end conversations on a greater variety of familiar topics and handle short, social interactions in culturally appropriate ways using contextualized words, phrases, sentences, and series of sentences while continuing to build their repertoire of common idiomatic expressions.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> <li>• asking and answering a greater variety of questions;</li> <li>• satisfying basic needs and/or handling simple transactions;</li> <li>• making simple requests, apologies, and excuses;</li> <li>• stating simple contradictions;</li> <li>• giving simple advice and recommendations; and</li> <li>• giving short explanations or stating what people, places, and things are like with many details.</li> </ul>	<p>Students will continue to expand vocabulary, idiomatic expression, and grammatical structures to communicate in a variety of familiar topics and culturally appropriate situations. During this course students will acquire strategies for interpersonal communication by asking and answering each other questions, stating simple opinions, making requests, describing places and people. By the end of the course students, therefore, will be able:</p> <ul style="list-style-type: none"> <li>• To conduct a number of uncomplicated communicative tasks in straightforward social situations (self, family, daily routine, short biographies)</li> <li>• To have conversations and exchange information on a number of familiar topics and handle simple social interactions</li> <li>• To talk about a few of the predictable topics necessary for survival needs, such as basic personal information, basic objects, and a limited number of activities</li> <li>• To exchange opinions in culturally appropriate ways</li> <li>• To be familiar with new aspects of Arabic culture (such as academic life and the social function of the family)</li> <li>• To compare and contrast language situations with their own cultural background</li> </ul> <p>Learning Outcomes: Students will continue to expand vocabulary, idiomatic expression, and grammatical structures to communicate in a variety of familiar topics and culturally appropriate situations. During this course students will acquire strategies for interpersonal communication by asking and answering each other questions, stating simple opinions, making requests, describing places</p>	<p>20</p>

<p>b. Students may be able to communicate about more than the “here and now,” making very simple predictions and hypotheses.</p> <p>c. Students recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and can conform to cultural behaviors in familiar situations.</p> <p>d. Students may also be able to correct their own errors.</p>	<p>and people. By the end of the course students, therefore, will be able: •</p> <ul style="list-style-type: none"> <li>• To conduct a number of uncomplicated communicative tasks in straightforward social situations (self, family, daily routine, short biographies)</li> <li>• To have conversations and exchange information on a number of familiar topics and handle simple social interactions</li> <li>• To talk about a few of the predictable topics necessary for survival needs, such as basic personal information, basic objects, and a limited number of activities</li> <li>• To exchange opinions in culturally appropriate ways</li> <li>• To be familiar with new aspects of Arabic culture (such as academic life and the social function of the family)</li> <li>• To compare and contrast language situations with their own cultural background</li> </ul> <p>Examples for practicing interpersonal communication are evident in dialogues and the use of role-play situations where students practice conversations on various topics and social and cultural situations. Such is the case with the following situation: A person is going on vacation and asks his neighbor to take care of things while she/he is away. The neighbor has to ask a few questions to find out what she/he needs to do while she/he is away. After working in pairs, students will act out their roles in class. Another example for practicing interpersonal communication is through talking and exchanging information about their daily routine. Working in pairs or a group of three, students will describe what they do in a typical day from morning to evening. Specifically, students work together to develop appropriate vocabulary and expressions related to time and then incorporate them into a suitable dialogue. By doing so, they will be using time, describing various activities, such as meals and class/ work schedules. Students will also be using important verbs that have to do with daily routine, such as to wake up, to eat, start, to leave, to return, to sleep, etc. Additionally, students take an OPI exam.</p>	
<p>Students are also working participating in exchanges on a wide variety of familiar topics and handling short, social interactions in culturally appropriate ways in everyday situations.</p>	<p>Students conduct certain communicative activities that are designed to demonstrate the expansion of cultural competencies. Such is the case with matching greeting expressions to the different stages of the day. For example, the expression “Sabah al-Khayr” can be used in the</p>	<p>5</p>

	<p>morning, “Masa’ al-Khayr” is used in the evening, or “Tisbah/l ala khayr “when one want to go to sleep. Working in groups of three, students prepare short conversations where they apply these expressions while making very simple predictions about the different stages of the day. The application of cultural expressions “lbn/bint Halal” or “Ya Salam” in conversations serves here as another example for conveying various emotional reactions (pleasure, surprise, and anger). Working in groups of three, students prepare short conversations or dialogues where they apply this expression to indicate different emotional reactions and social situations.</p>	
<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>		
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<p>*Students can demonstrate understanding of the main idea, as well as many details, loan words, and idiomatic expressions, on a greater selection of familiar topics with or without visual support in a variety of oral texts and media.</p> <ol style="list-style-type: none"> <li>a. Students can sometimes use context to figure out overall meaning.</li> <li>b. Students generally rely on knowledge of their own culture, but also show evidence of increasing knowledge of the target language culture(s) to interpret texts.</li> </ol>	<p>Learning Outcomes: Students will expand their ability to understand the main idea, and many details on a wide selection of familiar topics in a variety of oral texts and media. Activities that target the interpretative listening/viewing of students can be seen in class interactive actions where students, working mostly in groups, listen/view a variety of texts based on self, family, daily routine, weather, comparisons, and short biographies. A good example of this activity is a video (from Aswaat Arabiyya) that describes a daily routine of a university professor who teaches Arabic at the University Al-Akhawayn in Morocco. Before showing the video, preparatory steps are needed to gradually introduce students to the theme and the content of the activity. For example, she/he talks about her/his daily routine or asks the students to talk about their own daily routine. Then students will be provided with questions based on the video. These questions seek to assess students’ comprehension of time and the different activities that this person</p>	<p>15</p>

	<p>performs during the day. After they read the questions, they watch the video for the first time and answer (individually) as much as they can. The instructor then checks what students were able to answer. The video will be shown for the second time so that the students complete answering the questions in groups. Following these steps, students will have a class discussion about this video checking their understanding of the main ideas, as well as many details, loan words, and idiomatic expressions on a greater selection of familiar topics.</p>	
<p>Students are also working towards demonstrating understanding of the main idea and many details on a wide selection of familiar topics in a variety of oral texts and media.</p>	<p>Students are working towards achieving a higher level of understanding of the main idea and many other details pertaining to listening/viewing selections on a wide range of topics. Examples for these types of activities can be seen in interviews, movie clips, reports about current events, or excerpts from TV shows. Students will discuss the selected show through ordered questions aiming to elicit understanding of the main idea and other related details. Hence, students will be talking about characters, the main theme, what is happening in the scene, and whether they like it or not. A more specific example in this regard is an interview the Al-Shariqa TV channel conducted with the late Professor Hisham Sharabi. Answering guided questions provided by the instructor, students will discuss the major events in the life of Sharabi, the main idea, and many other details about his life.</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>		
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<p>*Students can demonstrate understanding of the main idea, as well as some details and idiomatic expressions, on familiar topics in a variety of short, simple texts.</p> <ol style="list-style-type: none"> <li>a. Students use context cues for basic comprehension.</li> <li>b. Students use roots and patterns to figure out the meaning of words.</li> <li>c. Students use their own cultural background and some easily recognizable elements from the target language culture(s) to derive meaning from texts.</li> </ol>	<p>Learning Outcomes: students will develop reading strategies that demonstrate understanding of the main idea, as well as many details and idiomatic expressions on a greater selection of familiar topics in a variety of short, simple texts. A good example of this activity can be found in chapter 10 of Al-Kitab where we find descriptions of the daily routine from the biographies of King Fuad (one of the kings of Egypt) and that of Imam Khomeini. These authentic texts are taken from official biographies of famous persons. Before conducting reading activities, the instructor spends sometime to gradually prepare students to this reading activity. For example, she/he begins by asking students about typical daily routine and their expectations of daily routines of famous people. Working in groups of two or three, the students read the questions trying to find information about the biographies of these figures by looking for words they know and new clues. Another important related task is to figure out the meaning of new words or structures by using reading strategies, such as roots and patterns. Students are also asked to find out which one of the two persons resonates more with their own interests. By doing so, students bring to discussion their own cultural experiences to enhance their understanding of texts by comparing and contrasting different cultures. After they are provided sufficient time to answer the questions, students will have a class discussion to assess their comprehension of the text. Another example for the interpretive reading is based on a text about tourism in Turkey, which is taken from the website of <a href="http://Alnokhbatours.com">Alnokhbatours.com</a>. Through guiding questions students will demonstrate a deeper comprehension by utilizing the information presented in the text (duration of the vacation, places that people can see and types of activities they can do). To further challenge students, they have to guess by applying roots and patterns to the meaning of certain words and the grammatical forms of certain phrases.</p>	<p>15</p>
<p>Students are also working towards demonstrating understanding of the main idea and many details</p>	<p>Students work toward demonstrating understanding the main idea and many details on a greater selection of familiar and simple topics in a</p>	<p>5</p>

<p>on a greater selection of familiar topics in a variety of short texts.</p>	<p>variety of short texts. Such is the case with informational texts and authentic materials. These texts can vary in terms of length and fields. The length of these texts can vary and range from news headlines to ads and literary selections of increasing length. An example of these objectives can be an encyclopedia entry about an important event in Arab history, Arab countries, literary figures, celebrities, or famous politicians. To conduct these activities, we follow the same steps as in the previous reading activity.</p>	
<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>		
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<p>*Students can create with language in various timeframes to 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"> <li>• giving simple explanations or advice;</li> <li>• telling why one should do or say something;</li> <li>• presenting short comparisons and contrasts;</li> <li>• making very simple predictions and hypotheses; and</li> <li>• giving short explanations or stating what people, places, and things are like with some details.</li> </ul> <p>b. Students can use some culturally appropriate vocabulary, expressions, and gestures, and their presentations reflect some knowledge of cultural differences related to spoken communication.</p>	<p>Learning Outcomes: Students will develop the skills and strategies to give short and simple presentations on a variety of familiar topics and culturally appropriate situations. Through these presentations students demonstrate their ability to ask and answer questions, state simple personal opinions, make requests, describe places and people, and make comparisons. There are many activities that target presentational speaking at this level of Arabic. Such is the case with interviews, pictures, plays, and skits. For example, students, working in pairs, are asked to make a presentation about a visit to a place (city or country) in which they describe the following: why did they decide to visit this place? How many days did they spend there? How did a daily routine look during this visit? Explain why one should visit this place? After finishing working on this activity in pairs, each student will present the information she/he learned from her/his partner. In these presentations students can to a certain extent create with the language in various timeframes showing a greater variety of familiar expressions and topics as well as using familiar phrases and constructions. To engage students in this activity, other students can ask the presenter questions. Students can also bring pictures of their last vacation/trip or favorite place and present them in class. Another example for presentational speaking can be seen in an activity about coffee fortune telling (tasseography), which constitutes an important aspect of Arab culture. Working in pairs, students will act out a situation in which each one of the participants tells the events that will affect his partner in the future. Each one will present his finding to class.</p>	<p>15</p>
<p>Students are also working towards creating with language in various timeframes to make simple presentations on a greater variety of familiar topics using phrases and sentences that they have practiced.</p>	<p>Working Towards: Students are exposed to more forms of presentations in various time frames in many familiar topics. For example students create presentations in which they talk about childhood memories, what they like most about these memories, how these memories inform their life now, and what they hope to do in the future. Additionally, they are asked to prepare presentations about topics discussed in class, such as the most difficult decision they ever made, and the relations between their family members. Or they can present a short biography about famous Arab singers, writers, actors, politicians.</p>	<p>5</p>

<p><b>Presentational Writing:</b> 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>		
<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>
<p>*Students can write short, guided messages and notes on familiar topics using phrases and sentences.</p> <ol style="list-style-type: none"> <li>a. Functional ability includes: <ul style="list-style-type: none"> <li>• informing, listing, and writing simple narratives;</li> <li>• expressing thanks;</li> <li>• giving simple reasons why someone should do or say something;</li> <li>• writing a simple invitation; and</li> <li>• stating what people, places, and things are like with some details.</li> </ul> </li> <li>b. Students use practiced, culturally appropriate formulaic expressions and basic writing conventions.</li> </ol>	<p>Learning Outcomes: students will develop writing skills that enable them to write short guided messages, notes, descriptions, and letters on familiar and predictable topics that can convey straightforward information as well as explanations. Each week students are required to write a composition (70-100 words) on the main topic discussed in that week. These compositions utilize thematic vocabulary and learned grammatical structures. A good example of this activity is to ask students to write a letter to a study abroad program in Jordan or Morocco in which they express interest in the program and see if it can address their learning needs. Specifically, students write about their study and ask for information about the program (cost, accommodation, teachers, things that one can do in the weekend, and the city where the program is held). Students can also write about a typical day in their life compared to the daily routine of a friend or relative. Another example of a writing assignment can be about the best trip they have ever had. To do so, they first have to explain what they like most about this trip and to describe</p>	<p>10</p>



	<p>the places they visited and people they met during the trip.</p>	
<p>Students are also working towards writing guided texts and can sometimes create with language in various timeframes to write about a greater variety of familiar topics in a series of sentences using some culturally appropriate vocabulary and expressions.</p>	<p>Working Towards: students will continue to practice writing skills by writing guided texts by connecting sentences in a logical way in various timeframes and about a greater variety of familiar and straightforward topics. These writing tasks also entail the utilization of culturally appropriate vocabulary and expressions. For example, students are asked to write a short essay about Dubai: past, presents, and future. In their composition students have to talk about why many people visit this country and how it will look ten years from now. Another writing activity can be based on exchanging letters between students.</p>	<p>5</p>