

Intermediate II Course (Arabic)

<p>Prerequisite: Intermediate Arabic course I or demonstrated performance in the indicated area of study</p>		
<p>Interpersonal Communication: 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>		
<p>TAG Learning Outcome (asterisk means required)</p>	<p>Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome</p>	<p>Percentage on Learning Outcome</p>
<p>*Students can create with language in various timeframes to initiate, maintain, and conclude conversations on a wide variety of familiar topics and handle short, social transactions in culturally appropriate ways using contextualized words, phrases, sentences, series of sentences, and connected sentences, while continuing to build their repertoire of idiomatic expressions.</p> <p>a. Functional ability includes:</p> <ul style="list-style-type: none"> • asking and answering a wide variety of questions; • expressing why someone should do or say something; • stating differences of opinion; • giving short explanations or justifications; and • commenting on or stating what people, places, and things are like with many details. <p>b. Students can communicate about more than the “here and now,” making 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>Learning Outcomes: students continue to expand their range of vocabulary and idiomatic expressions in Arabic that can prompt communication in a variety of social settings and culturally appropriate situations. To that end, students will continue to develop skills and strategies for communications that enable them to create with language in various timeline and straightforward situations. At this level, students also can initiate and maintain conversations on a wide variety of familiar topics and handle short and simple social interactions in culturally appropriate ways using contextualized words, phrases, and sentences. A good example of practicing interpersonal communication can be seen in role-play simulations where they put to use new vocabulary, grammatical structures, and cultural expressions. To that end, the instructor will provide students with the two following role-play situations: Assignment one: you are looking for an apartment in an Arab city and meet with a landlord. Ask her/him a number of questions to obtain important details about the location of the apartment, its size, the number of rooms, accessibility, monthly payment, and lease terms. Assignment two: you want to rent a room in an apartment in Cairo during the summer. You meet someone that is interested in leasing her/his room for that period. Ask her/him as many questions as you can to obtain sufficient details so you can decide whether this place is good for you. For example, you have to obtain some details about the apartment, costs, living with the roommate, the neighborhood, and accessibility. Working in pairs, students will act out this situation and then present the information they gathered to other classmates. To further assess the performances of the students, the instructor will select pairs to act out the situation in front of the class. By the end of</p>	<p>20</p>

<p>d. Students continue to develop self-monitoring skills.</p>	<p>the course students, therefore, will be able to: • Communicate, initiate, and exchange information on a number of familiar topics related to daily routine, housing, clothes, colors, shopping, description of places and social activities with details; • recognize and use some culturally appropriate vocabulary, expressions, and gestures; • handle straightforward social situations related to relationships, work, study, family, and expressing feelings and emotions as well as stating opinions; • explain why someone should do or say something and make simple predictions Additionally, students take an OPI exam.</p>	
<p>Students are also working towards participating in conversations in various timeframes with ease and confidence about events, experiences, people, places, and things, as well as handling social interactions in culturally appropriate ways in everyday situations, sometimes even when there is a simple complication.</p>	<p>Working Towards: Students will continue to interact and negotiate meaning in limited uncomplicated communicative tasks in various timeframes to share information and reactions about events, experiences, people, places and things in culturally appropriate ways in everyday situations. For example, students, working in groups of two, describe a picture of their house/apartment from inside and outside. Issues that they will address in this conversation include the location of the house, the number of floors and rooms, colors, whether they like the neighborhood and why, where they shop, how far is the house from the university or work. After they are done working in pairs, each student will present the findings about her/his colleague.</p>	<p>5</p>
<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>		
<p>TAG Learning Outcome (asterisk means required)</p>	<p>Your Students' Learning Experiences and Evidence to Meet the TAG Learning Outcome</p>	<p>Percentage on Learning Outcome</p>

<p>*Students can demonstrate understanding of the main idea, as well as many details, loan words, and idiomatic expressions, on a wide selection of familiar topics with or without visual support in a variety of oral texts and media.</p> <ol style="list-style-type: none"> a. Students can often use context to figure out overall meaning. b. Students use their increasing knowledge of the target culture to interpret oral texts and media. 	<p>Learning Outcomes: students will develop listening skills in Arabic that enable them to understand the main idea with additional details, and idiomatic expression in basic personal and familiar social contexts. 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 live and recorded texts ranging from messages, songs, personal anecdotes, presentations to films, plays, videos, and information from various media sources. The following listening activity aims to exemplify the interpretive listening/viewing tasks at this level. The activity is based on a TV interview with a Saudi writer and scholar named Mayy Yamani. Before showing the video, preparatory steps are needed so that the instructor can gradually introduce students to the theme and the content of the activity. For example, she/he gives a short presentation about the biography of a famous person and then asks students to share similar information in this regard. Then the instructor will provide the students with questions on the video. These questions can be divided into two major parts: general and basic information (her family, study, work, and places where she lived in) and specific details (her relations with her father, husband, and scholarly interests). 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 idea and additional details. This activity will be concluded with a close listening where students have to fill in the blanks as they watch specific segments of the video.</p>	<p>15</p>
<p>Students are also working towards demonstrating understanding of the main idea and most details on a wide selection of familiar topics in a wide variety of oral texts and media, even when something unexpected occurs.</p>	<p>Working Towards: students will continue to develop listening skills in Arabic enabling them to understand the main idea with some information in basic personal and predictable social situations. A good example of this objective is a video from Aswaat arabiyya about a Lebanese teacher who presents herself and describes her school and teaching practices. The instructor will provide a number of guided questions that students will answer after watching the video three times. Answering these questions, students will be looking for the main idea and details that give some information about teaching in Lebanon. Another listening activity is watching a video that describes social</p>	<p>5</p>

	<p>interactions a market in Damascus including a number of culturally important expressions related to shopping. Again, the instructor will assign a number of questions to assess student’s ability to understand the main idea and most details. Among the cultural expressions that students will encounter in this activities are: “min ‘iyuni,” “min fadlak”, “yi’tik al-‘afiya,” and “al-mahal mahallak.”</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>		
<p>TAG Learning Outcome (asterisk means required)</p>	<p>Your Students’ Learning Experiences and Evidence to Meet the TAG Learning Outcome</p>	<p>Percentage on Learning Outcome</p>
<p>*Students can 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 texts.</p> <ol style="list-style-type: none"> a. Students use context cues for basic comprehension. b. Students use roots and patterns to figure out the meaning of some unfamiliar words and idiomatic expressions. c. 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. 	<p>Learning Outcomes: students will develop reading skills and strategies in Arabic that enable them to understand with contextual clues the main idea, some information, and idiomatic expressions in various uncomplicated and short texts. Specifically, students will be able to understand the main idea and relevant details in a variety of straightforward written texts, ranging from messages, personal anecdotes, and stories in contemporary magazines, newspapers, and Internet sources to classical literary texts in limited genres. By the end of the course, students will be able to read uncomplicated texts on related topics by using certain reading strategies, such as contextual clues, grammatical structures, roots and patterns (wazn and jadhr). A good example of interpretive reading is an activity, which is based on a text taken from Wikipedia in Arabic about the traditional Arabic house. Students participate in this activity after they learn and practice relevant vocabulary and cultural expressions. Such is the case with vocabulary and expressions related to descriptions of the house from inside and outside. Words as “floor,” bedroom,” “garden,” “kitchen,” and “courtyard.” Working in groups of three, students will be provided with text along with a number of questions. The purpose of this activity is twofold: to expose the students to the vocabulary relevant to the theme, and to trigger their self-learning ability to acquire new words</p>	<p>15</p>

	<p>through context by applying root and word patterns. First, students read the questions and then look for answers by skimming through the text. In their second reading, the students' task is to find additional information that makes the answers more coherent. If they encounter difficulties understanding certain phrases or words, students are highly encouraged to resort to certain reading techniques, such as the use of root systems and word patterns. The questions provided consist of two types: general essential and specific. Good examples of the general essential questions would be: What are the main components of the traditional Arab house? How does the traditional Arab house differ from the modern one? Are they different from one Arab country to another? What can we learn from these architectural components about Arab culture? What are the social functions of the traditional Arab house? As for the specific questions, they target the meaning of central phrases in the text that bear certain cultural meanings, or analyze specific grammatical constructions, such as the fronted predicate and verb patterns. Another example of this type of reading activity in Arabic is based on drill 27 page 101. The text, which is taken from an online Arab magazine from the Gulf region, talks about Arab communities in the United State. Students have to conduct this activity in two stages. First, they have to read the text at home and answer 4 questions that assess their understanding of the main idea along with some general information. The second stage of this activity will be done in class where students work in pairs to answer another set of questions designed to elicit more details, recognizing unfamiliar words, and cultural implications.</p>	
<p>Students are also working towards demonstrating understanding of the main idea, as well as many details and idiomatic expressions, on a wide selection of familiar topics in a variety of texts.</p>	<p>Working Towards: students work towards demonstrating the ability to understand the main idea, certain details, and idiomatic expressions on selections of familiar topics in predictable texts from a variety of fields. For example, students will be given texts with pictures taken from a website about apartments in Amman. The instructor will provide guided questions to assess students' ability to find the main idea along with related details about the place, the cost, the neighborhood, etc. students are asked to recognize new words related to the housing theme. Another activity can be reading the biography of Gibran Khalil Gibran. After preparatory steps, students will be provided with questions on the text. These questions can be divided into two major parts: general and basic information (family, study, work, and places</p>	<p>5</p>

	where he lived) and specific details (such as his writings, important people in his life).	
<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>		
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 create 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>a. Functional ability includes:</p> <ul style="list-style-type: none"> • giving simple explanations, advice, recommendations, and opinions; • giving reasons why one should do or say something; • making simple predictions and hypotheses; and • giving short explanations or stating what people, places, and things are like with many details. <p>b. Students 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 skills to deliver short presentations on a number of topics that provide general information, personal interests, personal opinions, and comparisons. There are many activities that target presentational speaking at this level of Arabic. For example, students can prepare a presentation in which they describe their house/ apartment from inside and outside (the location and the surrounding of the place, the number of floors and rooms, etc.). Another example of presentational speaking is talking about a film or TV show in class which they first prepare at home. 10 minutes is dedicated to each presentation where students have to describe:</p> <ul style="list-style-type: none"> • The storyline • What did they like most about the film/ TV show • Why do they recommend this program? • Cultural differences and similarities <p>A third example of presentational speaking can be about clothes and appropriate social occasions that students prepare at home and present in class. Specifically, students will be talking about appropriate clothes that they wear for work, weddings, parties, and other social occasions. A fourth example is a follow-up to the role-play activity one under Interpersonal Communication where students are looking for an apartment in an Arab city and meet with a landlord and ask the landlord a number of questions to obtain important details. After working in pairs acting out the situation, students are going to present the information they gathered to other</p>	<p>15</p>

	classmates.	
Students are also working towards creating with language in various timeframes to make presentations on a wide variety of familiar topics using sentences, series of sentences, and connecting sentences in a logical sequence.	Working towards: students will continue to expand their abilities and skills in presentational speaking in Arabic through the incorporation of various time frames and a variety of familiar and predictable topics. For example, students are asked to prepare a presentation in which they compare their experience in high school with that at the college level. This presentation will also include information about their future plans after graduation from the university. Another activity in this regard is to give a presentation about an Arab country (location, major cities, climate, population, languages, religions, famous places and figures).	5
<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>		
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 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>a. Functional ability includes:</p> <ul style="list-style-type: none"> writing short narratives, summaries, or apologies; 	Learning outcomes: students will develop writing skills and techniques to write sentences that are based on learned vocabulary and familiar structure in order to create statements and opinions based on familiar themes and materials while using culturally appropriate expressions. Students, therefore, will be writing about descriptions (people or places), letters, summaries, comparisons, and short narratives. To that end, each week students are required to write a composition (100-150 words) on the main topic discussed that week. The following writing	10

<ul style="list-style-type: none"> • making simple requests for information; • stating satisfaction or dissatisfaction with someone or something; • presenting simple comparisons and contrasts; and • giving short explanations or stating what people, places, and things are like with some details. <p>b. Their writing reflects some knowledge of cultural differences related to written communication.</p>	<p>drill exemplifies these tasks. Students are required to write a composition where they compare people shopping in markets or malls or online (see al-Kitab, part 2, drill 26 pages 143). In their writing they have to address the following: •The reasons behind people’s preference for shopping online • What are the advantages and the disadvantages of each method? • What do they prefer personally? Why? Another activity of the presentational writing in Arabic at this level is composing a short letter. For example, students are asked to write a letter to a pen pal sharing information about themselves and their interests and seeking, by asking questions, to know more about the life of the pen pal. Or, they can write a letter to an Arabic study abroad program to find out details about classes, levels, and activities.</p>	
<p>Students are also working towards creating with language in various timeframes to write about a greater variety of familiar topics in logically connected sentences using some culturally appropriate vocabulary and expressions.</p>	<p>Working Towards: students continue to expand their writing skills by being exposed to more structured writing assignments where they demonstrate the ability to write about a greater variety of topics and create with language in various timeframes. For example students are asked to write a short biography about a famous contemporary figure. In this essay they have to talk about the past of this figure, what she/he is doing now, and what they think she/he will do in the future. Writing about students’ houses/apartments would be another example to continue to expand their writing skills.</p>	<p>5</p>