Course Change Request

Date Submitted: 03/04/18 11:55 am

Viewing: ARAB 201: Intermediate Arabic I

Last approved: 06/17/17 3:18 am
Last edit: 03/04/18 11:55 am
Changes proposed by: ayar-i-s

Catalog Pages referencing this course
- ARAB - Arabic (ARAB)
- Department of International Studies
- International and Cultural Diversity Requirements
- Texas Common Course Numbering System
- University Core Curriculum

Programs referencing
- BA-CLLA: College of Liberal Arts
- MINOR-RELS: Religious Studies - Minor

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ruth Larson</td>
<td><a href="mailto:larson@tamu.edu">larson@tamu.edu</a></td>
<td>979 845-2124</td>
</tr>
</tbody>
</table>

Rationale for Course
Edit
The proposed changes are part of a routine curriculum review.

Course prefix   | ARAB
Course number  | 201
Department      | International Studies
College/School  | Liberal Arts
Academic Level  | Undergraduate

Undergraduate course level justification (Select One)

Effective term | 2018-2019 2017-2018

Complete Course Title
Intermediate Arabic I

Abbreviated Course Title
INTERMEDIATE ARABIC I

Catalog course description
(ARAB 2311). Practice of listening, speaking and writing skills; vocabulary building; discussion of topics related to daily life and general aspects of Arab culture.

Prerequisites and Restrictions
- ARAB 102 or ARAB 104, or equivalent.

Should catalog prerequisites / concurrent enrollment be enforced?
Yes

In Workflow
1. INTS Department Head
2. Curricular Services Review
3. LA Committee Preparer UG
4. LA Committee Chair UG
5. LA College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 03/05/18 9:33 am Robert Shandley [-shandley]: Approved for INTS Department Head
2. 03/05/18 9:51 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 03/06/18 6:30 pm Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
4. 03/06/18 6:31 pm Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG
5. 03/06/18 6:33 pm Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
6. 03/07/18 8:16 am Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 03/09/18 3:29 pm Sandra Williams (sandra-williams): Approved for UCC Chair

History
1. Jun 17, 2017 by Ruth Larson (larson)
Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
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<tbody>
<tr>
<td>Or</td>
<td>ARAB 104</td>
<td>D</td>
<td>UG</td>
<td>No</td>
</tr>
</tbody>
</table>

Crosslistings: No
Crosslisted With

Stacked: No
Stacked with

Semester: 3
Credit Hour(s): Contact Hour(s) (per week):
Lecture: 3
Lab: 0
Other: 0
Total: 3

Repeatable for credit?: No
CIP/Fund Code: 1611010001
Default Grade Mode: Letter Grade (G)
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education): Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
The syllabus for this shortened, non-traditionally taught course reflects the same learning outcomes found in the course taught in traditional face-to-face manner in terms of developing interpretive, interpersonal and presentational communication and gaining in-depth understanding of cultural practices, products and perspectives among speakers of the target language. It is expected that these linguistic and cultural learning outcomes will bring the learners to the intermediate mid-high level of proficiency as measured by the Oral Proficiency Interview (OPI) test. The desirable learning outcomes will be accomplished not only through traditional means (homework assignments, projects, exams), but also through authentic tasks involving direct interaction with native speakers of Arabic outside of the classroom.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
Students will meet face-to-face with their instructor(s) and conversation partner for the duration of three hours per day, five days per week. Though most of them will take place at the classroom level, about ⅔ of those face-to-face meetings will consist of site visits to the local businesses and attractions and cultural events in order to create authentic learning opportunities for the students. Those activities, both inside and outside of the classroom, will easily meet the requisite number of 45 contact hours, thus making the contact hour requirements for this course equivalent to those for a traditionally taught course.

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? No Yes

Will classroom space be needed for this course? No Yes

This will be a required course or an elective course for the following programs:
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Information</th>
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<tbody>
<tr>
<td>Required (select program)</td>
<td></td>
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<tr>
<td>Elective (select program)</td>
<td></td>
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<tr>
<td>Has/will this course be(en) submitted for core curriculum consideration?</td>
<td>Yes</td>
</tr>
<tr>
<td>Proposed Core Foundational Component Area</td>
<td></td>
</tr>
<tr>
<td>Approved Foundational Component Area</td>
<td>Core Lang, Phil, Culture(KLPC)</td>
</tr>
<tr>
<td>Has/will this course be(en) submitted for Writing or Communication consideration?</td>
<td>No</td>
</tr>
<tr>
<td>Has/will this course be(en) submitted for ICD consideration?</td>
<td>No</td>
</tr>
</tbody>
</table>

## Course Syllabus

- **Syllabus:** [Upload syllabus](ARAB 201_Summer 2018.pdf)
- **Letters of support or other documentation:** No
- **Additional information:**
  - Sandra Williams (sandra-williams) (03/02/18 9:16 am): Rollback: You need to include a traditional syllabus and a non-traditional syllabus (if applicable).
  - Sandra Williams (sandra-williams) (03/09/18 3:29 pm): UCC approved March 9 via e-vote.

Key: 3123
Moroccan Arabic Language Institute 2018

ARAB 201 (Intermediate Arabic I)

Course Syllabus

Instructor: Salah Ayari (ayari-s@tamu.edu)

Dates: May 15 – June 15, 2018

Meetings: Monday-Friday (9:00 am – 12:30 pm)

Location: Meknes, Morocco

Course Description:
This course enables students who have completed at least two semesters of Arabic to enhance their communicative skills and put their knowledge of the Arabic language and culture into practice by immersing themselves into an Arabic-speaking environment. Instruction time will not be limited to a classroom setting, but will consist of site visits in different places in the neighborhoods to complete specific tasks/projects that require reading activities and speaking to people. Students will also participate in educational excursions, including visits to local museums, historical and cultural sites in different parts of the country to learn about its history. Visits to the souks for shopping, observation of cultural activities, and interactions with native speakers in different settings will allow students to use language in a natural context.

Course Objectives
- Learn about youth hobbies in Egypt and other Arab countries
- Compare popular hobbies with those in the US
- Relate certain cultural practices to perspectives
- Recount past events
- Learn about a typical daily schedule of an Egyptian young man
- Learn about a typical day schedule of your Arab language-speaking partner
- Describe your own daily schedule in Meknes
- Express preference, likes and dislikes
- Express personal opinion
- Give reasons/justify/defend a point of view
- Tell the time and the date
- Use different strategies to understand and learn unfamiliar words in Arabic
- Read for details and for global comprehension
- Read and understand simple paragraphs
- Compose sentences and short paragraphs in Arabic

Prerequisites:
Required Texts:
The Hans Wher Dictionary of Modern Written Arabic, Spoken Language Services, Inc

Attendance
The University views class attendance as the responsibility of the individual student. Attendance is essential to complete the course successfully. Students are required to attend and participate in daily classes and planned excursions. Lack of participation will affect student's final grade by one point for each unexcused absence, except in the case of university-excused absence. Please see http://student-rules.tamu.edu/rule07 for current policy on university-excused absences. For illness-related absences of fewer than three days, a note from a health care professional confirming date and time of visit is required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

Assignments and Grading

- **Quizzes (80%)**: There will be a total of four quizzes. Each will cover materials studied during the week, and will consist of reading comprehension, multiple choice questions, grammar structures, and short essays.
- **Homework (20%)**: Work completed with the Jordanian instructional assistants

Grading scale: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% and below.

Academic Integrity


Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

QEP Assessment

You will be asked by the College of Liberal Arts to complete a pre-trip and a post-trip online survey, and writing self-reflections on the basis of prompts that will be given near the end of the program in Morocco. Please be sure to complete those surveys, the results of which will help us improve the quality of the program in the future.
Calendar

Week 1
- Orientation (expectations, program overview, use of facility)
- Meeting instructors and conversation partners
- Placement testing – determining proficiency level
- Exploring local environs
- Tour of Media and Bab Mansour

Week 2
Lesson 6
- Self-introduction and review
- Listening to Khalid’s story
- Describing majors
- Days of the week
- Describing hobbies
- Comparing hobbies in Egypt and hobbies in the US
- Grammar: The dual (المثنى) and the verbal noun (المصدر)
- Giving reason
- Reading stories (pages 131 and 133)
- Visiting with the language partners

Quiz # 1 (May 25)

Week 3
Lesson 7
- Listening to Khalid’s story
- Listening to Maha’s friend
- Describing personality traits
- Comparing and contrasting
- Describing past actions
- Sentence structure
- Reading and spelling
- Visiting with the language partners

Quiz # 2 (June 1)

Week 4
Lesson 8
- Listening to Khalid’s story
- Expressing opinion
- Describing past events
- Giving reasons
- Conditional (if … then)
- Verb roots (how to generate root systems from Arabic verbs)
• Using Arabic dictionary to look up words
• Describing a picture story
• Filling out an application form with biographical information
• Reading exercise (page 178)
• Visiting with the language partners

Quiz # 3 (June 8)

Week 5

Lesson 9

• Understanding Khalid’s story (relating practices to perspectives)
• Talking about daily activities
• Expressing preference (مدينتي المفضلة – هوايتي المفضلة)
• Ordinal numbers
• Telling time
• Reading about TV programs
• Listening to Sami’s story
• Reading exercise (page 197)
• Visiting with the language partners

Quiz # 4 (June 15)