Course Change Request

Date Submitted: 03/04/18 12:20 pm

Viewing: ARAB 202: Intermediate Arabic II

Last edit: 03/04/18 12:20 pm

Changes proposed by: ayari-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 this course
- 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>Salah Ayari</td>
<td><a href="mailto:ayari-s@tamu.edu">ayari-s@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 202
Department International Studies
College/School Liberal Arts
Academic Level Undergraduate
Undergraduate course level justification (Select One)

Effective term 2018-2019

Complete Course Title Intermediate Arabic II
Abbreviated Course Title INTERMEDIATE ARABIC II

Catalog course description
Emphasis on comprehending printed material, perfecting pronunciation, and attending to more complex grammar; discussion of topics holding general and professional interest; knowledge of Arab culture and history.

Prerequisites and Restrictions
ARAB 201 or equivalent.

Should catalog prerequisites / concurrent enrollment be enforced? Yes

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>)</th>
<th>Concurrency?</th>
</tr>
</thead>
</table>

Approval Path

1. 03/05/18 9:33 am
   Robert Shandley (usahaanley): 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 3:30 pm
   Sandra Williams (sandra-williams): Approved for UCC Chair
ARAB 202: Intermediate Arabic II

<table>
<thead>
<tr>
<th>Crosslistings</th>
<th>No</th>
<th>Crosslisted With</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacked</td>
<td>No</td>
<td>Stacked with</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit</td>
<td>Contact Hour(s) (per week):</td>
</tr>
<tr>
<td>Hour(s)</td>
<td>Lecture: 3 Lab: 0 Other: 0 Total: 3</td>
</tr>
</tbody>
</table>

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

**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 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 1/4 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

Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Has/will this course be(een) submitted for

Yes
core curriculum consideration?

Proposed Core Foundational Component Area

Approved Foundational Component Area Core Lang, Phil, Culture(KLPC)

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD consideration? No

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus ARAB 202 Traditional.pdf
ARAB 202 Non Traditional.pdf

Letters of support or other documentation No

Additional information

Reviewer Comments 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 3:30 pm): UCC approved March 9 via e-vote.
Course Description

ARAB 202 seeks to bring students' proficiency in Arabic to the intermediate level in the areas of listening, speaking, reading and writing, which means that students taking this class will be able to speak, read and write at the level of sentences and short paragraphs in a variety of topics described below. In addition to the language component, this course also seeks to enhance student awareness about important cultural and economic issues in Egypt, such as family relations, immigration, unemployment, etc.

Prerequisite

ARAB 201 or the equivalent

Course Objectives:

By the end of the semester, students will be able to:

- Describe someone’s physical appearance
- Describe someone’s personality traits
- Name and describe types of dress in different seasons
- Give reasons/justify/defend a point of view
- Describe Muslim religious practices on Friday
- Describe emotions and feelings
- Narrate events in past and future tenses
- Describe location of things and places
- Understanding issues facing young people in Egypt, such as unemployment and immigration
- Read an extended text (paragraph) fluently and understand the gist of it
- Compose connected sentences to form a paragraph

Core Curriculum Objectives

- **Critical Thinking:** You will be invited to reflect upon the socio-economic conditions of the stories’ main characters and how these conditions affect their feelings, attitudes, and decision-making. You will gain in-depth understanding of the unemployment and immigration issues and family relations affecting young people in Egypt. Additionally, your interaction with a language partner will allow you to reflect on the differences and similarities between people’s life styles.

- **Communication:** You will communicate in Arabic in different modes by interacting with each other in class and with an Arabic-speaking language partner outside of class on a variety of topics, and presenting information through written and oral tasks (including a final video presentation).

- **Social Responsibility:** You will gain social and cross-cultural skills by understanding cultural products and practices (clothing, celebrations, family relations), then relate them to people’s perspectives, and how they are similar to and/or different from your own.
• *Personal Responsibility*: Engagement with course materials will provide you with the opportunity to demonstrate your understanding of some aspects of Egyptian society. In addition, your interaction with a native speaker of Arabic will allow you to reflect on important issues, such as stereotypes. You will demonstrate better productivity and accountability through collaborative work to complete class activities and projects and help your language partner do the same.

**Required Textbook**


**Grading**

- **Tests** (50%): There will be a total of six Tests. Each quiz will cover materials from one lesson and will include reading, vocabulary, grammar and writing.
- **Homework assignments** (15%): Homework assignments are expected to be submitted and completed on time. Late and/or incomplete homework will be marked down by half, except in case of university-excused absence.
- **Quizzes** (20%): Every Friday (except when announced otherwise), there will be a short quiz in which you will use new vocabulary in meaningful sentences.
- **Final Project** (15%): The final project consists of an approximately five-minute video-taped presentation with a language partner of your choice (it could be a native or non-native speaker of Arabic, including a student from 2nd or 3rd year Arabic). The topics could include family, residence, likes/dislikes, future plans, etc. The conversation cannot be read from paper and has to be interactive. The project cannot consist of a PPT, and has to be submitted on the due date (even if you are absent).

**Grading Scale**

A: (90-100); B: (80-89); C: (70-79); D: (69-60); F: (59 and Below)

**Attendance and punctuality**

You are expected to come to class regularly and on time. If you are late to class more than 10 minutes, you will be marked absent. Similarly, if you leave early without an approved excuse, you will be counted absent. Any graded assignment you miss will not be made up if you do not have a verifiable excused absence. (No penalty will be incurred in case of a University-excused absence). Additionally, any missed assignment will need to be made up within one week upon your return.

**Classroom conduct**

Cell phones are to be turned off and no texting is allowed. Drinks are allowed, but food is not.

**Excused absences**

Excused absences (see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)) are legitimate but must always be documented. Please provide the explanation of student absence form as outlined in the Texas A&M student attendance rules (see [http://shstamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf](http://shstamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf)). After
returning from your absence, you need to make up for what missed (homework, quiz, test) no later than one week after you return. It is also your responsibility to find out and study for what you have missed.

**Homework**

Class time will not be enough to meet course objectives. You are therefore expected to put in enough time outside of class (at least double the amount of class time) to complete your homework assignments and prepare for the lesson before coming to class (listening to the story and understanding the new words). Homework assignment will be graded based on completion and accuracy. Late homework will be marked down by half.

**Academic Integrity**

You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stating that “an Aggie does not lie, cheat, or steal, or tolerate those who do” (see [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)).

**Americans with Disabilities Act**

The American 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 the Office of Support Services for Students with Disabilities in B-118 Cain Hall (845-1637).
Calendar

January 17, 19, 22, 24, 26, 29
Lesson: How are people different from /similar to each other?
- Describing someone’s physical appearance
- Describe someone’s personality traits
- Name types of clothes worn in different seasons
- Give reason/justification (why do people wear certain clothes, in certain places in certain seasons)
  Test # 1 (January 29)

Jan. 31, Feb. 2, 5, 7, 9, 12, 14, 16
Lesson 10 (بيت العائلة)
- القصة
- What does Khalid do on the weekend (i.e., Friday)?
- How do you spend your weekend?
- Combining the prepositions إلى – على with pronouns (إليه – عليك – علينا...
- Object pronouns ضمائر النصب: ساعدني - ساعده
- Reading fluency (page 223)
  Test # 2 (February 16)

February 19, 21, 23, 26, 28
Lesson 11 (أشعر بالخجل أحيانا)
- Expressing feelings/emotions
- المضارع المرفع
- جملة الصفة
- Quantifiers كل – بعض – معظم - عدة
- Listening
- Reading (244)
  Test # 3 (March 2)

March 5, 7, 9, 19, 21, 23
Lesson 12 (أصعب قرار في حياتي)
- Talking about the future
- Starting a sentence with a verb
- Expressing preference – the superlative
- Talking about past and present tense
- Using the negative forms لابن – لا – لن
- Listening to Khalid’s father
- Listening to a song (فروز)
- Reading (p. 266)
  Test # 4 (March 26)
March 28 – April 2, 4, 6, 9, 11, 13

Lesson 13

• Giving reason for doing/not doing something
• How were you? (sick, tired, busy, working, etc.)
• Are you still tired, sick, hungry, busy …؟
• Expressing opinion
• Negative past tense with المضارع المجزوم بـ: لم
• List things you did and things you did not do last weekend and why
• List things you will do and things you will not do in the summer and why
• Reading for comprehension (pages 287/288)
• Reading for fluency (page 292)
  Test # 5 (April 13)

April 18, 20, 23, 25, 27, 30

Final projects due (presentations)

Note: changes to this syllabus will be made whenever necessary
Ahlaw weshali bikm fi al-magrib!
Qism adrasat al-dawla
ejamah takassas ai anad am
Morocco Arabic Language Institute 2018

ARAB 202 (Intermediate Arabic)
Second Summer Session

Instructor: Salah Ayari (ayari-s@tamu.edu)
Dates: June 18 – July 20, 2018
Meetings: Monday-Friday (9:00 am – 12:30 am)
Location: Meknes, Morocco

Course Description

*Intermediate Arabic II* (ARAB 202) is the fourth course offered through the Arabic program at the Department of International Studies. It seeks to bring students' proficiency in Modern Standard Arabic to the intermediate level in the areas of listening, speaking, reading and writing. In addition to the language component, this course also seeks to enhance student cultural awareness about cultural products, practices and perspectives of the host country, Morocco. This will be accomplished through local site visits to local businesses and attractions and interaction with native speakers of Arabic (conversation partners and guest presenters).

Course Objectives: الأهداف التعليمية

By the end of the semester, students are expected to achieve the following learning outcomes:

- Describe physical appearance (colors, clothes, body parts)
- Describe personality traits
- Describe places and physical locations
- Expressing emotions and feelings
- Give reasons/justify/defend a point of view
- Talk about past and future events
- Connect sentences to form a paragraph
- Read an extended text (paragraph) fluently and understand the gist of it
- Gain cultural awareness about the Arabic-speaking world (Egypt and Morocco)

Prerequisite: ARAB 201

Required Textbook: الكتاب المقرر


Grading: التقييم

- Quizzes (60%): There will be four quizzes; each is worth 20% of the final grade. Each quiz will cover materials from one unit and will include reading, vocabulary, grammar and writing.
- Homework assignments (20%): Work completed with the Jordanian instructional assistants

Grading Scale
Your letter grade will be calculated according to the following scale:

A = 90% and above   B = 80-89%   C = 70-79%   D = 60-69%   F = 59% and below

**Attendance and punctuality**

All students are expected to come to class regularly and on time. If you are late to class more than 10 minutes, you will be marked absent. Similarly, if you leave early without an approved excuse, you will be counted absent. Any graded assignment you miss will not be made up if you do not have a verifiable excused absence. Because class meets twice a week only, any unexcused absence will result in your final grade being reduced by 1 percentage point. (No penalty will be incurred in case of a University-excused absence).

**Excused absences**

Excused absences (see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)) are legitimate but must always be documented. Please provide the explanation of student absence form as outlined in the Texas A&M student attendance rules (see [http://shstamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf](http://shstamu.edu/forms/Explanatory%20Statement%20for%20Absence%20from%20Class.pdf)). It is your responsibility to meet with me or with your classmates to see what you have missed.

**Academic Integrity**

You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stating that “an Aggie does not lie, cheat, or steal, or tolerate those who do” (see [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor)).

**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](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 10 (بيت العائلة)
- القصة
- Describing daily activities
- Conjugating verbs (نام – جاء – صحا)
- More on verbal nouns
- المضارع المنصوب
- Combining the prepositions (على – إلى) with pronouns (علىه – إليه)
- Object pronouns (ساعدها – النصب ضمائر)
- Meeting with conversation partner
- Quiz #1 (June 22)

Week 3
Lesson 11 (أشعر بالخجل أحيانا)
- Expressing feelings/emotions
- المضارع المرفع
- جملة الصفة
- Quantifiers (كل – بعض – معظم – عدة)
- Listening
- Reading
- Meeting with conversation partner
- Quiz #2 (July 6)

Week 4
Lesson 12 (أصعب قرار في حياتي)
- Talking about the future
- Starting a sentence with a verb
- Expressing preference – the superlative
- Talking about past and present tense
- Using the negative forms (ليس – لان)
- Listening to Khalid’s father
- Listening to a song (فيروز)
- Reading (p. 266)
- Meeting with conversation partner
- Quiz #3 (July 13)
Week 5
Lesson 13
(لماذا قررت البقاء في أمريكا؟)
- Expressing reasons
- Verbs with أنَّ آلاً أن
- The verb مازال
- The verbs انتهى – ظن
- Negative past tense with المضارع المجزوم بـ: لم
- Reading (p. 292)
- Meeting with conversation partner
- Quiz #4 (July 20)

Note: changes to this syllabus will be made whenever necessary