

Term Information

Effective Term Spring 2021

General Information

Course Bulletin Listing/Subject Area Arabic
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 1113
Course Title Introductory Arabic for Heritage Learners I
Transcript Abbreviation Heritage Arabic
Course Description This intensive course is intended for heritage speakers and qualified Arabic speakers. It combines three semesters of Modern Standard Arabic into one semester and focuses on the productive skills (speaking and writing).
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites To qualify for this course, students are expected to be able to speak and understand well an Arabic dialect. This prior knowledge of a dialect is essential and will be used as a bridge towards learning Modern Standard Arabic. An interview will be conducted by the course instructor in order to establish a proficiency level.
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.1101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Foreign Language

Course Details

Course goals or learning objectives/outcomes

- Students should be able to read texts on familiar topics and understand the main ideas.
- Students should have confidence in their ability to guess the meaning of new words from context.
- Students should be able to understand all basic sentence structures of Arabic.
- Students should develop writing skills in Modern Standard Arabic
- Students should practice formal and informal speaking skills
- Students should strengthen listening skills
- Students should increase knowledge and use of basic grammatical structures and achieve communicative competence of Arabic in various contexts
- Students should increase their awareness of various aspects of Arab culture

Content Topic List

- Arabic
 - Heritage Speaker
 - Modern Standard Arabic
- No

Sought Concurrence

Attachments

- ARABIC 1113 Introductory Arabic for Heritage Learners Fall 2020 Proposed syllabus.docx: Syllabus
(Syllabus. Owner: Smith, Jeremie S)
- Arabic 1113 - GE Assessment Plan for Foreign Language.docx: GE Assessment Plan
(GEC Course Assessment Plan. Owner: Smith, Jeremie S)
- Arabic 1113 - GE Rationale -Foreign Language.docx: GE Rationale
(GEC Model Curriculum Compliance Stmt. Owner: Smith, Jeremie S)

Comments

- The 1113 course will allow students who demonstrate sufficient levels of oral communication abilities to focus on reading, writing, and grammar to complete the full GE requirement, and major/minor prerequisite, in one semester. We have modeled this course on the successful Spanish Heritage Learner Program
<https://sppo.osu.edu/undergraduate/spanish-heritage-learners> *(by Smith, Jeremie S on 07/14/2020 03:36 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith, Jeremie S	07/14/2020 03:36 PM	Submitted for Approval
Approved	Holub, Robert Charles	07/14/2020 03:55 PM	Unit Approval
Approved	Heysel, Garrett Robert	07/14/2020 04:38 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	07/14/2020 04:38 PM	ASCCAO Approval

Course Title: Introductory Arabic for Heritage Learners I (4 credits)

Arabic 1113

Classroom:

Time: TWRF-

Course Instructor:

Office:

Email:

Office Hours:

I- Course Description and Objectives

This intensive course is intended for heritage speakers and qualified Arabic speakers. It combines three semesters of Modern Standard Arabic into one semester and focuses on the productive skills (speaking and writing). Students will be exposed intensively to grammar and vocabulary of a high register. After successful completion of this course, students will be able to move on to *the second semester in second year Arabic*, Arabic 2104. This course leads to fulfillment of the general education (GE) requirement for the Foreign Language category.

The goal of this course is to increase student's knowledge of the Arabic language with a focus on Modern standard Arabic, reinforce and validate the heritage learner home language and culture through a communicative and interactive approach. In other words, although students will be expected to learn grammatical structures, the emphasis will be on functional use of the language. By the end of this course the student will be able to speak, read, write and listen to Modern Standard Arabic at an *intermediate level*.

Prerequisites: To qualify for this course, students are expected to be *able to speak and understand well an Arabic dialect*. This prior knowledge of a dialect is essential and will be used as a bridge towards learning Modern Standard Arabic. An interview will be conducted by the course instructor in order to establish a proficiency level.

1- General Education Requirement:

Successful completion of this course will earn you 4 credits towards the GEC Foreign Language Requirements as described in the ASC MANUAL (2014-15) GE Goals & Expected Learning Outcomes as follows:

A- Goals: Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.

B - Expected Learning Outcomes:

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak Arabic.
3. Students compare and contrast the cultures and communities of Arabic language with their own.

C. Formal Assessment of Learning Outcomes

- 1) Learning outcome number 1 is assessed through the following measures:
 - a. Speaking: Participation grade and class presentations.

- b. Listening: Assignments and exams.
- c. Reading: Assignments and exams.
- d. Writing: Class presentations, homework assignments, and exams.
- 2) Learning outcome number 2 is assessed through the following measures:
 - a. Quizzes, class presentations, and exams.
- 3) Learning outcome number 3 is assessed through the following measures:
 - a. Class presentations, quizzes, and exams.

2- EXPECTED OUTCOMES:

By the end of this semester you will:

- ✓ Be able to read texts on familiar topics and understand the main ideas.
- ✓ Have confidence in your ability to guess the meaning of new words from context.
- ✓ Be able to understand all basic sentence structures of Arabic.
- ✓ Develop your writing skills in Modern Standard Arabic
- ✓ Practice formal and informal speaking skills
- ✓ Strengthen your listening skills
- ✓ Increase knowledge and use of basic grammatical structures and achieve communicative competence of Arabic in various contexts
- ✓ Increase your awareness of various aspects of Arab culture

3- Course Material:

- 1) Alif Baa, Introduction to Arabic Letters and Sounds, by *Brustad, K., Mahmoud al-Batal & Abbas al-Tonsi., Third Edition* (ISBN: 978-1-58901-632-3)
- 2) Al-Kitaab fii Ta'allum al-'Arabiyya, by *Brustad, K., Mahmoud al-Batal & Abbas al-Tonsi, Part 1, Third edition* (ISBN 978-1-58901-736-8)
- 3) Al-Kitaab fii Ta'allum al-'Arabiyya, by *Brustad, K., Mahmoud al-Batal & Abbas al-Tonsi, Part 2, Third edition* (ISBN ISBN-13: 978-1589019621)
3. Al-Kitaab Companion Website, <http://www.georgetownuniversitypresstextbooks.com/>
- 3) Dictionary: A Dictionary of Modern Written Arabic by *Hans Wehr*. 4th Edition recommended, but earlier editions are acceptable.
- 4) More online Resources: In this class we will use Canvas to distribute course materials, communicate online, post assignments, and post grades. Important course information and updates will be posted regularly on Canvas so be sure to check our course frequently.
 - *Arabic typing practice: All students are required to type in Arabic when completing the Al Kitaab Companion Website assignments.*

III- Course Policies & Requirements

1- Attendance:

Attendance is mandatory and it will be taken daily. Successful language learning requires frequent interaction, diligent preparation and active participation. Just as a basketball team, a violin student, or a serious runner must practice daily in order to excel, so must you in learning a language. For this reason, it is imperative that you attend class faithfully. Each day that you are absent will affect your performance on the tests, quizzes and homework. By missing class or coming to class unprepared, you are less likely to learn the material, will be unable to achieve your own language learning goals, and will

deprive your classmates of opportunities to learn as well. Repeated and/or lengthy, unexcused absences will result in the filing of an absence report with your college office.

2-Absences/Make up Policy/Policy on Attendance and Chronic Tardiness

Daily class attendance is crucial for the development of your language skills and, therefore, for your success in this course. **Regular attendance is required.** Absences will be closely monitored and fall into two categories: *excused* absences and *non-excused* absences.

I. Absences may only be excused for an acceptable, verifiable reason. Excused absences are strictly limited to the following: 1) medical emergencies; 2) family emergencies; 3) officially excused university-related absences for athletes, band members, etc.; 4) military orders; 5) jury duty (and such). Original (i.e. not photocopied or scanned) official documentation (such as a note from an emergency department, a university athletic division, government institution, etc.) must be presented to the instructor for the absence to be excused. Such documentation typically provides a phone number that can be called for verification. Personal notes from friends or relatives will not be accepted as official documentation. Documentation should be presented to your instructor as soon as possible. Repeated and/or lengthy, absences will result in the filing of an absence report with your college office and/or advisor.

Notes:

- The falsification of official documents is a serious offense that will be reported to COAM. See the discussion on Academic Misconduct below.
- Should you be absent the day of a **quiz** or an **exam**, you must present official, documented proof of illness or of some other calamity in order to be able to make it up. Otherwise, you will receive a zero!
- The Explanatory Statement for Absence from Class or Absence Excuse Form available on the “Advice Nurse” page of the Student Health Services is **NOT** an acceptable excuse.

II. Over the course of the semester, you will be allowed four (4) **non-excused absences** of 55 minutes (equivalent to one (1) week of class) without the need for official documentation. These days **should not** be interpreted as free days! **Use them wisely!** They should be reserved for foreseeable or unforeseeable events, such as non-emergency medical issues, weddings, job interviews, vacations, car trouble, etc.

Note:

- Homework due or assigned on days you choose to use your four non-excused absences will NOT be excused. Homework is still expected to be turned in on time (through email, for example).
- Participation on days you choose to use your four non-excused absences will NOT be excused.

III. Any non-excused absences beyond four (4) (i.e., beginning with the fifth) **will result in a one-percent deduction from the final grade per absence.** For example, if your overall grade is 92% (A-) and you have seven (7) non-excused absences (three beyond the four allowed), your final assigned course grade will be 89% (B+) [i.e., 92% – 3% = 89%].

IV. Students with more than 16 total absences (excused AND non-excused combined) will not receive a passing grade for the course, regardless of the reasons for the absences, since in-class communicative activities cannot be made up.

V. Tardiness in excess of 5 min. may be treated as an absence, at the discretion of the instructor. Tardiness to class also robs you of your opportunity to learn the language.

The 80% Rule:

Language study is cumulative. **If you do not know what is in Chapter 1, you really cannot go on to Chapter 2** (whereas, by contrast, you can open up a history text in the middle and start reading with relatively full comprehension). Thus, we consider 80% to be the minimum mastery level you should achieve to enable you to continue. Less than that puts you in the "C" range or below; while passing, it is not a very solid foundation to build on. **So, if on a test or a quiz you achieve less than 80%, you must see your instructor at least once, privately during office hours, to go over the mistakes you made on your test. This must be done prior to your taking the next test.**

3- Daily Preparation and homework

It is essential that students come **properly prepared** to each and every class by having thoroughly completed all advance work required for each day's lesson (e.g., listening to the vocabulary and basic text on the DVD several times, studying the grammar sections diligently, carefully preparing vocabulary and grammar drills etc.).

Homework: It is extremely important to consider the following guidelines:

Assignments are divided into 2 categories:

- a- Preparation for class.
- b- Assignments for submission.

Both are essential for your success in this class. Homework is posted weekly on Canvas but it is your responsibility to check after class for any update done to the homework schedule. You should also print out the requested handouts as instructed in the schedule for class use. Students should come to class every day **fully prepared** and with all homework assignments **completed**. Expect to spend an average of two hours on learning new material, writing homework, and reviewing every night. **You are encouraged to seek help from the NELC tutor if you are having trouble with an Assignment.**

When submitting homework:

1. Include your **name in Arabic, the date, lesson, page and drill number**.
2. Assignments must be submitted in class and on time or before class if submission is requested on Canvas.
3. Submit homework in the relevant assignment on Canvas when instructed to do so. You should type in Arabic when completing the assignments online on Al Kitaab companion website. Repeat drills until you get 85-100% correct answers.
4. Assignments could be either typed (font 18, double space) or handwritten (**neatly and clearly**)
5. Homework sheets must be stapled together.
6. Make sure to skip a line and leave some blank margins for comments on your answers.
7. It is important to follow up on comments on your homework. I strongly encourage you to ask me if some comments or suggestions on your homework might be unclear to you.
8. You will also be asked to record homework (mp3 files or similar files only). Familiarize yourself with the recording software on Canvas.
9. You will be graded on the overall quality of your work, not on the number of correct or incorrect answers as long as your homework shows that you are trying your best effort. However, you will lose points on mistakes that you keep making after being corrected in previous homework assignments.

10. Late or incomplete homework will not be counted.
11. Check CANVAS regularly before and after class for updates and for Homework Assignments.

4- Class Participation

This is a **student-centered** class, so participation is a key component of classroom activities. You are expected to come prepared for class activities (this means studying the indicated vocabulary and grammar, doing the assigned readings in the textbook and the preparation homework, and actually participating in pair or group work).

Arabic is the language of our classroom; you are expected to speak in Arabic from the time you enter the classroom. Maintaining our **Arabic speaking learning environment** is beneficial to everyone. Students are required **to use Arabic only at all times** in class. Unwillingness to use Arabic in class will reflect negatively on your grade.

5- Extracurricular activities:

Attending extracurricular activities related to Arabic and Middle Eastern Studies (Arabic conversation tables, Arabic language clubs, Arabic movies, lectures...) will be counted as extra credit in the final grade for up to 3 %. You will have to submit a brief report in MSA to the instructor for every activity that you attend.

6- OSU Requirements and Policies

a- Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

b- Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

c- Mental health statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the afore mentioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by

visiting ccs.osu.edu or calling 614•-292-•5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614•-292-•5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-•800•-273-TALK or at suicidepreventionlifeline.org.

d- Sexual misconduct/relationship violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

e- Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

A,b,c,d,e.,(ASC Syllabus Template approved by the ASC CCI 5/9/08; revised ASCC 4/11/14; revised 11/13/15, Summer 2016 and Summer 2017)

II. GRADING POLICY

a- Grade Breakdown:

Attendance & Participation	15%
Homework	20%
4 Quizzes	20%
Midterm Exam	15%
2 Oral Presentations	15%
Final Exam	15%
Total	100%

b- Grading Scale:

100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	66-60	below 60
A	A-	B+	B	B-	C+	C	C-	D+	D	E

III- Tentative Syllabus (SUBJECT TO MODIFICATION)

Weeks		Lessons	Quizzes/ Exams/Presentations
Week 1	Aug. 25-28	Introduction & <i>Alif Baa</i> Unit 1 & 2 & 3	
Week 2	Sept. 1-4	<i>Alif Baa</i> Units 4 & 5 & 6	
Week 3	Sept. 8-11	<i>Alif Baa</i> Units 7 & 8 & 9 & 10	Quiz 1
Week 4	Sept. 15-18	Al-Kitaab I Lessons 1 & 2	
Week 5	Sept. 22-25	Al-Kitaab I Lessons 3 & 4	
Week 6	Sept. 29-Oct.2	Al-Kitaab I Lessons 5 & 6	Quiz 2
Week 7	Oct. 6-9	Al-Kitaab I Lessons 7 & 8	Oral Presentation I
Week 8	Oct. 13-14 <i>(15-16 Autumn break)</i>		Review & Midterm (Oct 14)
Week 9	Oct. 20-23	Al-Kitaab I Lessons 9 & 10	
Week 10	Oct. 27-30	Al-Kitaab I Lesson 11 & 12	
Week 11	Nov. 3-6	Al-Kitaab I Lesson 13	Quiz 3
Week 12	Nov. 10-13 <i>(November 11 Veterans Day)</i>	Al-Kitaab II Lesson 1	
Week 13	Nov. 17-20	Al-Kitaab II Lesson 1	Quiz 4
Week 14	Nov. 24 <i>(25-27 Thanksgiving/Columbus)</i>	Al-Kitaab II Lesson 2	
Week 15	Dec. 1-4	Al-Kitaab II Lesson 2	
Week 16	Dec. 8-9		Review & Oral Presentations II
Exam Week			Final Exam

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GE Rationale - Foreign Language

Arabic 113 Introductory Arabic for Heritage Learners I

Course objective: This intensive course is intended for heritage speakers and qualified Arabic speakers. It combines three semesters of Modern Standard Arabic into one semester and focuses on the productive skills (speaking and writing). Students will be exposed intensively to grammar and vocabulary of a high register. After successful completion of this course, students will be able to move on to *the second semester in second year Arabic*, Arabic 2104. This course leads to fulfillment of the general education (GE) requirement for the Foreign Language category.

The goal of this course is to increase student's knowledge of the Arabic language with a focus on Modern standard Arabic, reinforce and validate the heritage learner home language and culture through a communicative and interactive approach. In other words, although students will be expected to learn grammatical structures, the emphasis will be on functional use of the language. By the end of this course the student will be able to speak, read, write and listen to Modern Standard Arabic at an *intermediate level*.

Expected Learning Outcomes:

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.

Speaking, listening, reading, and writing activities and tasks that have been chosen for this course will focus on developing the **Modern Standard Arabic** skills of Heritage learners:

In speaking, students will be able to create with the language in various timeframes (past, present, future) , ask and answer basic questions on many familiar topics, give some explanations and excuses, ask and give simple directions and advice, talk about themselves, personal interests, family, residence, likes and dislikes, use more cultural expressions and show more awareness about cultural differences and similarities and areas of study and academic interest.

Interactive activities are used extensively to help students practice the above skill. Students work in pairs or small groups and practice interpersonal communication through various role-play simulations and interviews.

In Listening, students will comprehend information in Modern standard Arabic presented to them in simple discussions and short presentations and lectures by native speakers. Students are expected to be able to comprehend simple statements and questions that relate to their immediate environment, familiar topics and some general topics.

Activities to practice the interpretive listening/viewing of students will be conducted in class in an interactive way so students who work in pairs or small groups listen and watch a variety of authentic audio materials based on daily life situations, weather forecast, social interactions, daily routines, weekly schedules, short biographies, etc.

In reading, Students will be able to recognize and identify all the diacritical marks of Arabic. They will apply a variety of strategies such as using context cues, their own cultural background, familiar vocabulary and expressions and structures, cognates' recognition and roots and patterns to derive meaning from texts on familiar topics and activities with or without visual support. They will be able to scan short authentic texts on familiar topics and some general interest topics (menus, brochures, infographics, TV shows programs, short biographies excerpts, magazine articles, interviews etc.) and extract from them the general idea, and specific details and idiomatic expressions, to be able to comprehend the texts with speed and with minimal use of dictionaries. Reading materials other than the ones in the textbook will come mainly from books, magazines and the internet and will consist of texts of varying length containing factual and biographical information, charts, schedules, narrations, descriptions of people, places, and things, and very short stories on familiar topics and situations, etc. Students' responses will vary and may include multiple choice, true/false, matching, etc. More open-ended responses may be requested. Interactive activities are used extensively to help students practice the above skill. Students work in pairs or small groups.

In writing, students are expected to be able to write simple short narratives in major time frames and describe places, people and things and express basic opinions about them while making simple contrasts and comparisons. Students will start writing simple sentences and structures on a variety of highly familiar topics. Many different types of writing assignments will be assigned regularly, and students are expected to write a composition based on the new learned topic. They are also expected to be able to write, with accurate spelling and structure, compositions of varying short length, dealing with the self or the immediate environment and general interests. In addition, they are expected to be able to write short informal letters, requests and replies related to simple social functions, and fill out application forms, lists, short resumes, and the like.

2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.

Authentic Arabic materials that give insights into the Arab culture used in this course will help heritage learners explore their home culture and build and/or strengthen a positive self-identity and overcome any insecurities about their language abilities in MSA.

Students will acquire a general understanding of aspects of Arab culture connected to everyday life, including culturally important expressions commonly used among friends and acquaintances in different countries of the Arab world. They will be exposed to a variety of topics related to the Arab culture, history, literature, art as well as popular culture and lifestyle such as Family life, marriage, studies, celebrations, traditions, social customs, and habits, etc.

They will develop an awareness of the differences and variations in the Arab culture of the countries of the Arab world and analyze some of their aspects.

They will demonstrate a broad understanding of a variety of topics related to the Arab culture by working on group projects, short essays, and presenting on topics related to the Arab world and the Arab culture.

3. Students compare and contrast the cultures and communities of the language that they are studying with their own.

Varied authentic materials that have a theme of comparing and contrasting elements of the Arab culture and American culture are studied in this course and will present aspects and features related to the Arab culture in the United States and in the Arab world. This will allow students to compare and contrast a variety of topics related to Arabs and the Arab culture, society, and history, to features of their own culture.

The topics will engage students in discussions about various cultural differences and similarities throughout the course such as the clash of cultures and perspectives, negotiating identity, generational differences, etc. Students will reflect and show more awareness about cultural differences and similarities and analyze them.

Discussions, presentations, essays, projects, digital stories will help students to think about these differences and similarities and reflect on them.

The different reading, listening, speaking, and writing tasks and activities assigned during this course will help students develop this cultural awareness and reflect on their own culture.

GE Assessment Plan for Foreign Language
Arabic 113 Introductory Arabic for Heritage Learners I

GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i>	Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i>	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?
<p><u>ELO 1</u></p> <p>Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.</p>	<p><u>Direct:</u> Weekly reading quizzes, short assignments</p> <p><u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years the course is offered. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair of the department, and if needed, the whole faculty.</p>
<p><u>ELO 2</u></p> <p>Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.</p>	<p><u>Direct:</u> Weekly reading quizzes, short assignments</p> <p><u>Indirect:</u> Student opinion survey</p>		
<p><u>ELO 3</u></p> <p>Students compare and contrast the cultures and communities of the language that they are studying with their own.</p>	<p><u>Direct:</u> Weekly reading quizzes, short assignments</p> <p><u>Indirect:</u> Student opinion survey</p>		

Appendix: Assessment Rubric for Arabic 1113 course

Two examples of direct measures:

1. Students will take weekly quizzes on readings and other course materials

a. ELO 1 example question:

Speaking activity: Students will prepare six questions to ask their partners about the things they used to do in the past, still do now and what they began to do recently. The verbs بدأ, ما زال, كان will be useful in formulating these questions. They should think of what they would say in response to these questions and they should use verbs from lessons 12 and 13 to complete this task.

b. ELO 2 example question:

Presentation: Students will prepare a 2-3 minute monologue in Modern standard Arabic about one of the following topics:

- Significant Arab figure/personality/leader and his/her impact on the country (leader, king, prime minister, philosopher, ...)
- An Arab cultural or social tradition (marriage, popular social practices)
- Arab immigration
- Arab Identity/clothes

c. ELO 3 example question:

Lesson 1- Post reading activity: “Marriage in the family home – a Problem or a solution?”

Discussions: Students will post their opinions about the solution presented in this reading: *The newlyweds should live with the extended family for financial reasons.* They will compare and contrast the proposed solution with the wedding traditions and customs in the United States and their home culture.

2. Sample of short assignments used to assess achievement of ELO 1, ELO 2, and ELO 3 These questions will be assessed on a scale of Excellent-Good-Satisfactory-Poor.

a. ELO 1 sample assignment:

Students will participate in the following project: Arabic Letter Writing with Pen Pals: A Correspondence between university students studying Arabic as a foreign language.

The aim of this collaborative project is to exchange friendly letters in Arabic by email with the college students who are learning Arabic (3rd semester) at another university:

When you read your Pen Pal's letters, you can practice reading in MSA. You can also learn about the culture and customs of an Arab country or another state in the United States. When you write a letter to your Pen Pal, you can share information about the culture and customs of your hometown or any Arab

country of your choice that you have visited or you are interested in visiting in the future. In your response letter (second one), you may also share with your pal(s) some information about how you celebrated Thanksgiving.

You will try to use the vocabulary learned in class (Al-Kitaab I & 2, all chapters studied so far) and you will practice your Arabic writing skills. You will also make new friends while using your Arabic skills!

In this project, you will write two letters/emails and send them to your assigned Pen Pal from your OSU email only- Check the guidelines posted on Canvas.

b. ELO 2 example question:

Folk story project: Students will research and write on a legend, fable or popular folk story from an Arab country of their choice (they may collect this information from their community) and then present it to the class.

c. ELO 3 example question:

Speaking Activity: Pair work. Comparing\Contrasting study challenges\habits. Students will prepare a role-play about the difficulties an Arab student may face upon the start of his\her student life at OSU and the advice or suggestions that could help him\her overcome these difficulties and help him\her adapt to the new experience.

Indirect measure:

Opinion Survey

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

Cultures and Ideas ELO 1

1. Students analyze and interpret major forms of human thought, culture, and expression.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Cultures and Ideas ELO 2

2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain: