

**WINONA STATE UNIVERSITY**  
**GENERAL EDUCATION PROGRAM APPROVAL FORM**

Routing form for General Education Program Course approval.

Course ARAB 101

<b>Department Approval</b>		
<u>Yogesh Grover</u> Department Chair	<u>Feb 24</u> Date	<u>ygrover@winona.edu</u> e-mail address
<b>Dean's Recommendation</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*		
<u>[Signature]</u> Dean of College	<u>2-25-14</u> Date	
*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.		
<b>GEPS Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
  _____	  _____	
General Education Program Director	Date	
<b>A2C2 Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
  _____	  _____	
Chair of A2C2	Date	
<b>Faculty Senate Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
  _____	  _____	
President of Faculty Senate	Date	
<b>Academic Vice President Recommendation</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
  _____	  _____	
Academic Vice President	Date	
<b>Decision of President</b> <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved		
  _____	  _____	
President	Date	
Please forward to Registrar.		
Registrar	_____	Please notify department chair via e-mail that curricular change has been recorded.
	Date entered	

WINONA STATE UNIVERSITY  
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department Global Studies & World Languages Date 2/24/2014

ARAB 101 Beginning Arabic I 4  
Course No. Course Name Credits

Prerequisites None

GEP Goal Area(s):\*

CORE GOAL AREAS

- ☐ Goal 1: Communication  
☐ Goal 3: Natural Science  
☐ Goal 4: Mathematics/Logical Reasoning  
☐ Goal 5: History and the Social and Behavioral Sciences  
☒ Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS

- ☐ Goal 7: Human Diversity  
☒ Goal 8: Global Perspective  
☐ Goal 9: Ethical and Civic Responsibility  
☐ Goal 10: People and the Environment

\* Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories:

☐ Intensive:

- ☐ 1. Writing  
☐ 2. Oral Communication  
☐ 3. a. Mathematics/Statistics  
    b. Critical Analysis

☐ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a ***General Education Program Approval Form***.

Department Contact Person for this Proposal:

Dr. Weidong Zhang 454-5790 wzhang@winona.edu  
Name (please print) Phone e-mail address

[Revised 9-6-11]



# GEP Categories Requested

## Goal 6: The Humanities and Fine Arts

Application for ARAB 101, Beginning Arabic I to satisfy Goal 6: The Humanities and Fine Arts.

Note: Course already approved for Goal 8: Global Perspective.

### Course Outline

This course will cover the following topics:

#### I. Letters and Sounds:

The Arabic Alphabet, Special Characteristics of the Arabic Script  
Pronunciation of Arabic  
Formal and Spoken Arabic  
Transliteration System

#### Vocabulary and Conversation: Greeting and Introductions

Egyptian and Levantine Colloquial  
Video Dialogue

#### Culture:

Saying Hello

#### II. Letters and Sounds:

aa , baa, taa, thaa, uu, ii

أ, ب, ت, ث, و, ي

Short Vowels َ, ُ, ِ

#### Vocabulary and Conversation: Meeting people

#### Culture:

Shaking Hands

#### III. Letters and Sounds:

Jiim, Haa, khaa, sukuun, waaw, yaa

ج, ح, خ, و, ي

#### Vocabulary and Conversation: Greeting People

#### Culture:

Expressions *SabaaH il-khayr!* And *al Hamdu li-llaah!*

#### IV. Letters and Sounds:

Hamza, daal, dhaal, raa, zaay

ء, د, ذ, ر, ز

#### Vocabulary and Conversation: Introductions

**Culture:** Introducing Someone, Forms of Address

#### V. Letters and Sounds:

Shadda, siin, shin, Saad, Daad

ّ, س, ش, ص, ض

Roots

**Vocabulary and Conversation: Taking Leave, Being Polite**

**Culture:** Good-buy! , saying “I want”.

#### VI. Letters and Sounds:

Ta marbooTa, Taa, DHaa, ‘ayn, ghayn

ة, ط, ظ, ع, غ

Gender in Arabic

**Vocabulary and Conversation: Coffee Time, and Describing with Adjectives**

**Culture:** At the Coffeehouse, *tishrab ahwa?*

#### VII. Letters and Sounds:

faa , qaaf, kaaf, laam, laam alif

ف, ق, ك, ل, لا

**Vocabulary and Conversation: Everyday Vocabulary**

**Culture:** Expressions with *Allah*, Guests and Hosts Roles

#### VIII. Letters and Sounds:

miim , nuun, haa, and more about hamza

م, ن, ه, ئ, ؤ, ا

Reading Strategies

**Vocabulary and Conversation: How are you? States and Feelings**

**Culture:** *Salamtek/ak* , *Allah ysalleme/ak*

#### IX. Letters and Sounds:

The Definite Article ال, and hazat ulwaSl همزة الوصل

Roots and Patterns

**Vocabulary and Conversation: Describing People**

**Culture:** *ma’lehsh !*

#### X. Letters and Sounds:

Alif maqSuura, alf qaSiira

Formal Arabic: Grammatical endings:- tanwiin َ, ُ, ِ

-definite endings: َ, ُ, ِ

**Culture:** The Development of the Arabic Writing System, Calligraphy

#### XI. Vocabulary:

Vocabulary related to where we live, where we come from

**Grammar:**

Gender: Masculine and Feminine

المذكر و المؤنث

Interrogatives النسبة and السؤال

**Culture:** Names in the Arab World

#### XII. Vocabulary:

Vocabulary related to employment, jobs, being busy,...

**Grammar:**

Subject Pronouns, Plural Verb Conjugation, Nouns Plurals

الضمائر, الفعل في الجمع, جمع الاسماء

**Culture:** House Chores, What does it mean to be lonely, and how we approach it in the Arab World?

### **Cultural Portfolio**

The culture portfolio, which constitutes 5% of your total class grade, is your opportunity to engage with Arab culture outside the classroom in order to improve your knowledge of the cultural and social contexts of Arabic.

This semester you are required to write **four 300-500 word** essays about cultural activities in

which you've participated or researched. Each essay has to be about one of the following types of activities and each of the four types must be used once.

#### ❖ **Overview of the Arab World**

Choose a city in the Arab world and write about it. You can choose between cities in one of the major region of the Arab World: The Gulf Area, The Levant, or North Africa, the Instructor would be able to help you select one. Write about it in general, and try to find similarities and differences between this city and where you live now. Be prepared to share your finding in a presentation with your friends.

#### ❖ **Holidays in the Arab World**

Research a holiday in the a country of your choice in the Arab World ( preferably one that you did not research for your previous portfolio) and write about the celebrations, customs, rituals,... that you find interesting. Try also not to limit yourself to holidays that are stereotypically attributed to the Arab World.

Check with the Instructor, if you need more resources.

#### ❖ **Calligraphy.**

Calligraphy is a highly developed art form. Since the time of the earliest script, called Kufic, artists have continuously developed new style and designs.

Research a style of Arabic calligraphy, how it started and how it was developed, and bring picture of this style, and prepare to discuss it, analyze it and compare it with the findings of your friends in class.

#### **Questions to address in your culture entries**

1. What were your preconceptions about the topic before you began working on it?
2. Describe the topic you're writing about: what is it about? Who is the author/speaker? Who are the main characters of the short story/film? What is it about? How does it end?

3. Were there things you discovered for the first time?
4. Were there things that you changed your mind about after participating in this activity?

**What will your instructor look for in grading?**

1. Does your essay cover the required number of words?
2. How well was the essay written and presented?
3. Did you address all questions?
4. How well thought out were your answers

STUDENTS COMPETENCIES, LEARNING OPPORTUNITIES, &ASSESSMENT PLAN

Student Competencies	Learning Activities & Opportunities	Assessment Plan
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of the scope and variety of works in the arts and humanities.</li> </ul>	<p>Students will identify, describe and react to a wide variety of works of art, architecture and literature from the Arabic Culture.</p> <p>Students will identify and contextualize (period, artist, movement, or important dates, etc.) a wide range of works in the arts and humanities.</p>	<p><b>Assignment:</b> In an oral presentation, students will be asked to identify and contextualize (period, artist, movement, or important dates, etc.) a wide range of works in the arts and humanities.</p> <p><b>Sample Presentation Questions:</b> a) Identify and contextualize an Arabwork of art that is part of the permanent collection of the <i>Cairo Museum of Art</i> in Egypt. In order to contextualize this work of art, you should provide as many details as possible (artist, period, movement, important dates or other relevant information). b) Identify and contextualize a monument or an important building/structure in the <i>Levant: Lebanon, Syria, Jordan</i>. In order to contextualize this monument or important building/structure, you</p>

		should provide as many details as possible (architect or the person responsible for having it built; important dates; location, etc.).
<ul style="list-style-type: none"> <li>Understand those works as expressions of individual and human values within a historical context.</li> </ul>	<p>Students will describe and analyze works of art, architecture and literature from throughout the Arab Culture within the works' historical and cultural contexts.</p> <p>Students will describe and compare works of art, architecture and literature from culturally distinct regions throughout the Arab Culture.</p> <p>Students will explain how 3 different works in the arts and humanities are expressions of individual and human values within diverse historical and social contexts.</p>	<p><b>Assignment:</b> In one section of an oral presentation, students will be asked to explain how 3 different works in the arts and humanities are expressions of individual and human values within diverse historical and social contexts.</p> <p><b>Sample Presentation Questions:</b> a) Identify one Arabic song, film, or literary work and explain how the artist, composer, lyricist, and/or performer used it to express an individual point of view for personal, social, or political reasons. Contextualize the song, film, or literary work within the artist's repertoire or within the social, cultural, and/or political events surrounding the song's release.</p>
	<p>Students will describe and analyze the ideas expressed in works of art, architecture and literature from the Arab Culture.</p> <p>Students analyze diverse linguistic and cultural forms of expression and</p>	<p><b>Assignment:</b> As part of written activity, students will be asked to provide a critique of a work in the arts/humanities. This could be a painting, a piece of calligraphy, a sculpture, a monument/important architectural achievement, a</p>

	<p>communication in the Arab Culture.</p> <p>Students will provide a critique of a work in the arts/humanities.</p> <p>Students will interpret and respond critically to works from various cultures in the arts and humanities.</p>	<p>song, a film, or a literary work. Students will be asked to include two references of previously published critiques (at least one of which must be a print-based source) and a personal critique.</p>
<ul style="list-style-type: none"> <li>Engage in the creative process or interpretive performance.</li> </ul>	<p>Students will write creative compositions and engage in group situational performances, skits, and presentations.</p>	<p><b>Assignment:</b> Students will be asked to write creative composition and perform a skit or presentation</p>
<ul style="list-style-type: none"> <li>Articulate an informed personal reaction to works in the arts and humanities.</li> </ul>	<p>Students will articulate oral and/or written reactions to a variety of works of art, architecture, literature and music from the Arabic Culture.</p> <p>Students will be asked to include 3 ways in which their chosen painting, sculpture, monument/important architectural achievement, song, film, or literary work has influenced a specific culture, group of people, or period.</p>	<p><b>Assignment:</b> As part of an oral presentation, students will be asked to include 3 ways in which their chosen painting, sculpture, monument/important architectural achievement, song, film, or literary work has influenced a specific culture, group of people, or period. These influences could be linked to the time when the chosen work was first created, or they could be linked to present/ongoing influences.</p>