

WINONA STATE UNIVERSITY
GENERAL EDUCATION PROGRAM APPROVAL FORM

Routing form for General Education Program Course approval.

Course ARAB 102

Department Approval <u>Yogesh Grover</u> Department Chair <u>Feb 24</u> Date <u>ygrover@winona.edu</u> e-mail/address	
Dean's Recommendation <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.	
GEPS Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ General Education Program Director _____ Date	
A2C2 Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Chair of A2C2 _____ Date	
Faculty Senate Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ President of Faculty Senate _____ Date	
Academic Vice President Recommendation <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ Academic Vice President _____ Date	
Decision of President <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved _____ President _____ Date Please forward to Registrar.	
Registrar _____ Date entered	Please notify department chair via e-mail that curricular change has been recorded.

WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

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

ARAB 102 Begining Arabic I 4
Course No. Course Name Credits

Prerequisites ARAB 101

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 102, Beginning Arabic II 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. Communication: Extended Family, Paternal side and Maternal side

Grammar: Plural, Feminine Plural

الجمع و جمع المؤنث السالم

The “Of “structure:

الاضافة

Possessive Pronouns:

ضمائر الملكية

Culture: With Friends and Family, The family of the Prophet, University in the Arab World.

II. Communication: More about Family, Names and Relationships

Grammar: The present Tense Verb:

الفعل المضارع و نفي الفعل المضارع

Introduction to the patterns of verbs:

أوزان الافعال

Object Pronouns:

ضمائر النصب

Verbal Sentences, Nominal Sentences:

الجملة الاسمية و الجملة الفعلية

Culture: Arabic Food, Going out with friends and Family, Coffee Shops, Restaurants

III. Communication: The Weather and Vocabulary related to it

Grammar: Definite and Indefinite

المعرفة و النكرة

This: feminine and masculine form

هذه \ هذا

Numbers: 11- 100

Adverbs

تنوين الفتح

Culture: Traveling, Music, Songs of *Fayruz*

IV. Communication: Studying in College, Jobs, Human Interest stories

Grammar: The Double Form

المثنى

Gerund

المصدر

Why, because, because of, for
لماذا! لان, بسبب , ل

Culture: Dream jobs in the Arab World, who is the TA in the Arab World, Hobbies

V. Communication:” May God bless their soul”, Obituary

Grammar: The Superlative:

أفعل التفضيل

Fronted Predicate:

الجملة الاسمية: الخبر المقدم

Culture: High School and educational system in the Arab World, Obituary and expressions related to the loss of beloved ones

VI. Communication: The future: Commerce and Trading

Grammar: Past Tense:

الفعل الماضي

Negation of the Past Tense:

نفي الفعل الماضي

Roots and Patterns:

الجزر و الوزن

دراسة الفعل: الماضي, المضارع, و المصدر

The Arabic Dictionary

Culture: Biography of a famous Arab personality, Applying to a job, Parents involvement in the decision making of their children’s future (what and where to study, marriage,...)

VII. Communication: Waking up in the morning, and daily routine

Grammar: Habitual and recurring actions; classic and colloquial:

المضارع المرفوع و ب + الفعل المضارع

Ordinal Numbers

الاعداد الترتيبية

Culture: Smoking with friends and in front of the elderly in the family, T.V programs, Grand Parents and how to behave around older people.

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.

❖ **Film**

Choose a film in Arabic and write about it. You can choose to checkout a movie from the Public Library, or rent a movie from local Video Stores, or check U Tube and Netflix, the Instructor would be able to help you select one. The Film must be in Arabic with English subtitles.

❖ **Short story**

Read a translated short story and write about it. You can find anthologies of short stories on the internet, or just check with the Instructor, and she can provide resources for you.

❖ **Chat with a native speaker**

This is your opportunity to chat with a native speaker of Arabic and get personal insights about life in Arab societies. While most of the interview will be conducted in English, you should try as much as possible to incorporate the Arabic you've learned in talking to that person.

You can ask him/her about his/her life in the US, his/her home country and native culture, and his/her perceptions about certain topics that you're curious about. If you're related to native speakers of Arabic (grandma, father, mother etc.) try to talk to someone who comes from a different country. For example, if your parents are Palestinian, try to talk to someone from Egypt or North Africa and write in your essay about the differences/similarities between both cultures.

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 Opportunities	Assessment Plan
<p>Students will be able to: - Demonstrate awareness of the scope and variety of works in the art and humanities.</p>	<p>Students will identify, describe and react to a wide variety of works of art, architecture and literature from the Arab 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>Assignment: During the class cultural discussions (held every other week) the 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>Sample Discussion Questions: a-Identify and contextualize a work of art from the Arab World, that we can find in a museum around the world. In order to contextualize, you should be able to provide as many details as possible about this art work (artist, period, movement, etc.). b- Identify and contextualize a monument or building in the Arab Word. Provide as much details as possible about this monument (artist, style, era, historical importance, etc. Example of artists: <i>Lutfi Romhein, and Nadim Karam.</i></p>
<p>- Understand those works as expressions of individual and human values within a historical and social context.</p>	<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 throughoutThe Arab World and Culture.</p> <p>Students will explain how 3 different works in the arts and humanities are expressions of</p>	<p>Assignment: In one section of the Cultural Portfolio Discussion, the 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>Sample Discussion Questions: You were asked for your Cultural Portfolio to read a piece of Arabic Literature, or the lyrics of an Arabic song, or to watch a movie. Explain</p>

	individual and human values within diverse historical and social contexts.	how the artist (writer, lyricist) used it to express an individual point of view within a cultural, social, political, and historical context. Contextualize the song or literary work within the artist repertoire, or the social and political events surrounding the release of this work. The students can use the works of these artist, but if they like, should not be limited to it: <i>Fairuz and the Rahbani, Nadia Toukan , Gibran Khallil Gibran, Toufic Al hakeem, Nageeb Mahfouz, and Attayeb Saleh.</i>
- Respond critically to works in the art and humanities.	<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 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>Assignment: As part of written activity (the Cultural Portfolio), students will be asked to provide a critique of a work in the arts/humanities. This could be a painting, a sculpture, a monument/important architectural achievement, a 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. Students can use, but not limited to: <i>Bahrain Pearling Trail, historic Cairo, The grand Mosque of Damascus, Aleppo, Byblos, The Historic city of San'a, Burj Al Arab in Dubai.</i></p>
- Engage in the process of interpretive performance.	Students will write creative compositions and engage in group situational performances, skits, and presentations.	Assignment: Students will be asked to write creative compositions and perform a skit or presentation.

<p>- Articulate an informed personal reaction to works in the art and humanities.</p>	<p>Students will articulate oral and/or written reactions to a variety of works of art, architecture, literature and music from the Arab 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>Assignment: As part of an oral presentation, students will be asked to include 3 ways in which their chosen painting, sculpture, 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>
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It is important to mention that the students will choose different artists, or works of art to analyze and interpret, and then share their findings with their classmates, sometimes in a class discussion, and sometimes by reading their classmates' reports in the Dropbox on D2L, to ensure the maximum exposure to the Cultural Aspects of the Arab World.

سي سعيد إن شاء الله