CAS/GRS New Course Proposal Form

This form is to be used when proposing a new CAS or GRS course.

This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu. For further information or assistance, contact Associate Dean Susan Jackson (617-353-2410; sjackson@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: World Languages and Literatures

DATE SUBMITTED: March 15, 2017

COURSE NUMBER: CAS LY215

COURSE TITLE: Levantine Arabic II

INSTRUCTOR(S): Giselle Khoury

TO BE FIRST OFFERED: Spring/2018

SHORT TITLE: The “short title” appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.

Advance communicative proficiency in Levantine colloquial Arabic to the intermediate level. Using engaging materials and activities, learn and practice vocabulary and grammar of the Levantine dialect essential for practical everyday communication with Syrians, Lebanese, Palestinians, Jordanians. Prereq: LY214 or equiv.

PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites: LY214 or Intermediate-High proficiency level in Modern Standard Arabic

2. Explain the need for these prerequisites: Students need the novice-level linguistic skills acquired in LY214 before they can take the intermediate-level LY215. Students who have taken LY303 can also take LY215 as they have had sufficient proficiency in Modern Standard Arabic and can catch up on the required novice-level content of LY214 easily.
 Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

The combined instruction and out-of-class work requires at least 12 hours a week of student effort to achieve course objectives. In addition to class meetings and at-home preparation, students are required to meet with a Syrian tutor via Skype once a week for additional speaking practice. These meetings require preparation time and follow-up assignments.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?

☐ Yes. If yes, please indicate which division __________________________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?

☐ Every semester ☐ Once a year, fall ☐ Once a year, spring ☐ Every other year
☐ Other: Explain:

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate comment form if this course is intended to serve students in specific other programs. See FURTHER INFORMATION below about cognate comment.)

The Arabic Program offers courses in Modern Standard Arabic from the Novice to the Advanced proficiency levels as well as one course in Colloquial Arabic LY214 (since Spring 2010) whereby students advance to the novice-high proficiency level in Levantine Arabic. Levantine Arabic is one of the major dialects of Arabic. It is spoken in Lebanon, Syria, Palestine/Israel, and Jordan (the four sub-dialects are mutually intelligible, but our courses focus on the Syrian sub-dialect). Students have requested a continuation of this course which would allow interested students to reach the intermediate proficiency level. This proposed course in spoken Levantine colloquial Arabic will complement and extend our current offerings in modern standard Arabic, allowing students to converse in informal contexts with speakers of Syrian, Lebanese, Jordanian, and/or Palestinian Arabic. Such skills could be useful for a range of purposes including living/studying abroad, communicating with extended family members, and pursuing careers including humanitarian work, anthropology, social service, development, journalism, translation/interpreting, international education,
etc. This course would make it possible for the students to reach the intermediate proficiency level after two years of Arabic study in both the formal register as well as one of the major dialects (informal register).

Note: The form of Arabic taught at Boston University and most other universities in the United States is Modern Standard Arabic (MSA), which is the formal register of the language. MSA is a universal form of Arabic studied in schools across the Arab world and is used for all formal written as well as spoken communication, such as in radio and TV newscasts, newspapers, magazines, documents, books, political speeches, lectures, sermons, etc. Colloquial Arabic, on the other hand, is acquired as a native language and is used in all informal spoken communication among family members, friends, and acquaintances. Colloquial Arabic differs according to region and has many varieties.

The Arabic Minor counts courses over LY 212, and this course will thus fulfill an elective requirement for the minor.

For the MENA major, it will count as a MENA elective, along with other advanced language courses.

ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course? 10-12

CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   - □ No.
   - X Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.
   
   NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

   This course is a continuation of Levantine Arabic (LY214). It is designed to help students reach the intermediate proficiency level in Levantine Arabic.

FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities,
equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

No special facilities needed. The class requires instructional technology that is currently available.

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

The course will be staffed by full-time Arabic language instructors with demonstrated native or near-native fluency in Levantine dialect.

BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

The course does not require new budgetary needs.

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.

FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

- A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Excellence & Innovation in Teaching website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

- Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Susan Jackson (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION: Giselle Khoury, Master Lecturer

DEPARTMENT CONTACT EMAIL AND PHONE: GISELLE@BU.EDU 617-353-6231

DEPARTMENT APPROVAL: ____________________________________________ 4-2-17

Department Chair
Date
DEAN’S OFFICE CURRICULUM ADMINISTRATOR USE ONLY

CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved  Date: _________________
☐ Tabled  Date: _________________
☐ Not Approved  Date: _________________

Divisional Studies Credit:

☐ Endorsed
  ☐ HU
  ☐ MCS
  ☐ NS
  ☐ SS

☐ Not endorsed

_________________________  Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year _________________

_________________________  Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY:  Faculty Meeting Date: _________________  ☐ Approved  ☐ Not Approved

_________________________  Curriculum Administrator Signature and Date

Comments:
Department of World Languages & Literatures

Levant Arabic II: LY215, Section A1
Spring 2018

Instructor: Giselle Khoury
Meetings/location: Mon, Wed, Fri
Office: 718 Commonwealth Ave, room 302A
Office Hrs:
E-mail: giselle@bu.edu

Course Description:
This course focuses on developing speaking and listening skills necessary for everyday situations in the Levant using the Syrian dialect. You will learn and practice vocabulary and grammatical features of the Syrian dialect that are essential for communication. All class activities and assignments are geared towards real-life applications of the language and are designed to enhance your oral and aural skills in everyday interactions.

Course Objective and Outcomes:
The goal of this course is to advance your communicative skills in Levantine (Syrian) colloquial Arabic to the intermediate-low proficiency level. You will be able to use the Syrian dialect to fulfill the following language functions:

- Meeting someone for the first time
- Describing your country
- Exchanging pleasantries
- Asking for and offering things
- Telling the time
- Locating places
- Talking about hotel facilities
- Paying for accommodation
- Talking about your family
- Expressing your feelings
- Comparing things
- Shopping for clothes
- Talking about past events
- Giving reasons and making up excuses
- Making suggestions
- Talking about daily routines
- Talking about hobbies

The course will also introduced you to some cultural aspects of the Syrian and Levant culture through cultural videos, popular proverbs, as well as discussion with your Syrian tutor.
Prerequisite: LY214 or Intermediate-High proficiency level in Modern Standard Arabic

Required Texts:

- Your Mother-in-law Loves You and other Proverbs and Expressions from Syria by Rebecca Joubin. 2014 Available on Amazon.com

- Additional course materials are available on our Blackboard Learn.

Syrian tutor: NaTaKallam
The course requires participation in a tutoring program in which you will have a one-hour practice session once a week with a Syrian tutor for a total of 8 times throughout the semester (week 5-14). The meeting will be conducted via Skype. The program is arranged via the NaTakallam program and is funded by BU to give you a chance to further practice your Shaami skills with a native speaker as well as develop your cultural awareness.

Guidelines for conversation sessions:
- It is important to always be well prepared for each session by reviewing the themes and language functions we cover in class so that you are ready to have an engaging conversation with your tutor. You want to use every minute of this session to practice listening and speaking in Shaami.
- 50 minutes of each session are to be dedicated to practicing Shaami speaking and listening, while the last 10 minutes of each session are to be dedicated to discussing (in English) a cultural aspect of your choice.
- At the end of each session you will have a follow-up writing assignment that is noted on the syllabus.
- Please avoid discussing politics.

Additional resources:
- Five Colleges LangMedia material: [http://langmedia.fivecolleges.edu/arabic](http://langmedia.fivecolleges.edu/arabic)
  - Levantine Arabic Audio and Video Materials
  - CultureTalk Arab Levant

How to do well in this class?
- Attend all classes. It is easy to fall behind when you miss a class.
- Always come to class on time, well prepared, and ready to engage in class activities.
- Listen to the conversations as many times as you can and imitate the speakers.
● Participate. Participate. Participate! The more you participate in class, the more practice you get and the better a speaker you become.
● Get comfortable with talking to yourself for practice.
● Complete all assignments on time.
● Commit to using only Shaami in class. You may use Modern Standard Arabic, if needed.
● Study and review vocabulary and grammar on a daily basis.
● Do not be afraid of making errors. This is part of the process of learning.
● Do not hesitate to ask for help.
● Come to office hours for extra help.
● Keep your phone silent and out of sight during class. No texting!
● Remember that you are in charge of your own learning and that the harder you work, the more you will learn.
● Be well prepared for the Skype meetings with your tutor to maximize practice time. This is your chance to use Shaami with a native speaker.

Requirements & Grades:
Attendance: Attendance is critical to your learning and is mandatory. Only 3 absences may be excused. No exceptions! Additional unexcused absences will be reflected in the course’s final grade: 4 unexcused absences will reduce the grade by one-third of a letter grade (e.g., from a B to a B-); 5 unexcused absences will reduce the final grade by two letter grades (e.g., from a B to a C+), and so on. For an absence to be excused, there has to be a justifiable reason. Please keep in mind that you are responsible for reviewing what was covered in class on the day you were absent and you are responsible for any extra assignments handed in that day.

1. Preparation & Participation: 20%
Your contribution to the class is essential to your success and that of your classmates’. Your preparation and participation grade will reflect both the quantity and the quality of your preparation and participation in class activities including pair- and group-work. Therefore, always be prepared to fully engage in all class activities. You will self-evaluate your preparation and participation using the two forms attached to the end of the syllabus, once midway through the semester, and once at the end of the semester.

2. Daily homework: 10%
You will have about two hours of homework for every class meeting, and you are required to complete all homework assignments on time.

3. Tests: 20%
Two tests will be administered during the semester. Dates and content are noted on the syllabus.

4. Scenarios: 10%
You will prepare and act out two real-life scenarios, one during week 6 and one during week 13.
5. **NaTakallam Conversation: 10%**
Conduct a ½ hour conversation with your Syrian partner discussing topics we have covered in class. Videotape the conversation and submit the video via our Blackboard Learn course site. Write 10 questions in Shaami about the content of your conversation and provide an electronic as well as a hard copy to the instructor. E.g., *Where is the tutor from? What does she do on Saturdays? How many brothers and sisters does she have?*
**This assignment is due on Monday 4/30.**

6. **NaTakallam Listening: 8%**
Listen to a recorded conversation between your classmate and their Syrian tutor, then answer the questions. **This assignment is due in class on Monday 4/30.**

7. **Final Project: 20%**
In groups of four, you will submit a 12-15 minute videotaped conversation, role-play, short film, show, play, movie trailer, etc. on a topic of your choice. The **final project is due on the same day and time as our scheduled final exam.**

8. **Culture Pass: 2%**
BU is a global campus, Boston is an international city, and students in all World Languages & Literatures (WLL) courses can improve language skills and cultural awareness by taking advantage of events across our campus and beyond. As a student in this class, you are expected to attend TWO cultural events or lectures. Eligible events include those organized by the Arabic Society and any of our languages in WLL but also across the campus, and in the Boston area. You can find a list of eligible events on the WLL website here: [http://www.bu.edu/wll/culture-pass-events/](http://www.bu.edu/wll/culture-pass-events/)
Submit a half-page response paper in English describing the event and what you thought of it. Post your response on our Blackboard course, under “Discussions,” under “Culture Pass.” Please observe appropriate etiquette while attending the event. Arrive on time, and refrain from texting or other distracting activities.

To convert percentages to letter grades, follow this chart:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tr>
<td>A</td>
<td>93% - 100%</td>
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<td>A-</td>
<td>90% - 92%</td>
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<td>B</td>
<td>83% - 86%</td>
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<tr>
<td>B-</td>
<td>80% - 82%</td>
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<td>C</td>
<td>73% - 76%</td>
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<tr>
<td>C-</td>
<td>70% - 72%</td>
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<td>D</td>
<td>60% - 69%</td>
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<td>F</td>
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Tutoring:
The BU Educational Resources Center offers free tutorials in Arabic. Ideally you would work with native speakers of Levantine Arabic. For more information: http://www.bu.edu/erc/ The BU Arabic Society also offers tutoring: info.arabicsociety.bu@gmail.com

Academic Conduct Code
You are expected to be familiar with the Academic Conduct Code’s contents and to abide by its provisions. http://www.bu.edu/academics/policies/academic-conduct-code/

Add/drop and credit:
Absence from any class during the first week will be interpreted as your decision to drop this course, creating a vacancy for the next student. Duplication of credit for courses taken at the college level (e.g., if you are receiving transfer credit for a course outside of BU) is not allowed; if you have any questions, you must see the Language Advisor in the College Advising Office before the end of the first week. Students who do not comply with this procedure risk losing credit for the course taken at BU.

PASS/FAIL: Effective January 2017, students may take advantage of the CAS policy on Pass-Fail courses: https://www.bu.edu/academics/cas/policies/grades-and-course-credits/. Boston University permits students to elect up to 8 credits of academic coursework on a Pass/Fail basis. There is more detail on the Policy on Pass/Fail Courses for Undergraduate Students at https://www.bu.edu/academics/policies/policy-on-passfail-courses-for-undergraduate-students/:
“Students may elect P/F grading for up to 4 credits of academic work (normally one course) in a single semester or summer term session. P/F courses may not, however, be used to satisfy general education, language, writing, IUT gateway, or major/minor program requirements. P/F may not be elected for Study Abroad or directed study courses.” Please note that P/F is chosen near the end of the semester or even retroactively, after the semester is over and you have seen your grade. All courses in the WLL department are eligible for P/F, but do not choose this option for courses you plan to use for your major or minor, or LY 212 courses taken to fulfill the CAS language requirement.
Resources for You

**Geddes Language Center:** Much more than a language lab, Geddes provides an extensive humanities resource for the College of Arts and Sciences and the Boston University community. They have a huge collection of foreign language films, educational software, and other useful multimedia material, as well as a helpful and knowledgeable staff.

685 Commonwealth Avenue, Room 540 (Tsai Center elevator)
http://www.bu.edu/geddes/
Phone: 617-353-2640

**Boston University Libraries:** The libraries offer a wealth of online and print resources. Research Librarians will introduce you to the many resources the library offers in any field. They can even work with you to develop a research plan and organize your sources. The Research Center welcomes you for walk-in consultations on the first floor of Mugar Memorial Library or at any other library on campus: http://www.bu.edu/common/request-an-appointment/.

Mugar Memorial Library
771 Commonwealth Avenue
Phone: 617-353-2700
http://www.bu.edu/library

**Educational Resource Center:** They won’t write your paper for you, but they do offer tutoring for all undergraduate students in a range of subjects, including literature and writing. They also provide peer tutoring for several of the language programs.

100 Bay State Rd, 5th floor
Phone: 617-353-7077
http://www.bu.edu/erc

**CAS Academic Advising:** A central resource for all questions concerning academic policy and practice in the College of Arts and Sciences. The office is headed by the Associate Dean for Student Academic Life and has a staff of fifteen faculty advisors and five academic counselors. All students can receive academic advice about and assistance through this office. Students who have not yet declared concentrations can receive pre-registration advising through this office. (If you need help finding the advising office of a BU college other than CAS, please ask.)

100 Bay State Rd. 4th Floor
Phone: 617-353-2400
Email: casadv@bu.edu
http://www.bu.edu/casadvising

**Office of Disability Services:** If you have a disability, you are strongly encouraged to register with this office. You may be entitled to special accommodations in your courses, such as additional time on tests, staggered homework assignments, or note-taking assistance. This office will give you a letter outlining the accommodations to which you are entitled that you can share with your teachers. Your professor is not allowed to offer you any disability accommodation without an official letter from this office.

19 Deerfield Street, 2nd floor
Phone: 617-353-3658
Behavioral Medicine and Mental Health Support
Behavioral Medicine staff, psychiatrists, psychologists, clinical nurse specialists, licensed mental health clinicians, and licensed clinical social workers, are available to address the many psychological and adjustment issues that arise in a university community.

http://www.bu.edu/shs/behavioral/

881 Commonwealth Ave., 1st Floor
Boston, MA 02215
Phone: 617-353-3569
Fax: 617-353-3557
Email: SHS Help
AND also in the same location and contact info as SARP – see below.

Sexual Assault Response Program: If you or a BU student you know has experienced a traumatic incident, SARP provides rapid, confidential, compassionate, supportive, and free-of-charge advocacy and assistance. This includes, but is not limited to, sexual assault, physical assault, interpersonal violence, and other crimes.

930 Commonwealth Ave.
617-353-SARP (7277)
sarp@bu.edu
http://www.bu.edu/sarp/
### Syllabus

**البرنامج الدراسي**

(Tentative: Some adjustments will accommodate class progress)

<table>
<thead>
<tr>
<th>In class</th>
<th>Homework due on</th>
<th>Date</th>
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</table>
| - Welcome to *Shaami* II: Introduction to the course & syllabus  
- Meet & greet: Ask your classmates your 10 questions.  
- Share what you learned about your classmates with your partner.  
- *Shaami* Classroom phrases: Review and practice | - Review the materials covered in LY214 (*Shaami* I) and prepare to meet and greet your classmates in *Shaami*.  
- Prepare 10 questions you would like to ask your classmates to get to know them better. E.g., *where are you from? Where do you work?* | الجمعة  
الاسبوع الأول  

الاثنين  

الاسبوع الثاني  

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<tr>
<th>Unit I: Welcome to Damascus</th>
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</table>
- Ask your partner about the country of origin of the 10 famous people: *Where is X from?*  
- Role-play: At passport control (the dialogue on p. 23): substitute your name and personal information. | - Review *Shaami* classroom phrases  
- Review *Shaami* classroom phrases  
- Listen to the conversation on p. 23 and answer the questions.  
- Review the vocabulary and complete the drills on pp. 24-31.  
- Write the names of 10 famous people from the countries listed on p. 29. | الاثنين  

الاسبوع الثاني  

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<thead>
<tr>
<th>Unit I: Welcome to Damascus</th>
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| - Practice occupations and marital status on pp. 32-38.  
**Describing your country:**  
- Review and practice the vocabulary on pp. 39+40.  
**Exchanging pleasantries:**  
- Review and practice the vocabulary on pp. 41+42.  
- Role-play: You are attending a party for new students in Damascus. Meet and greet everyone: Introduce yourself, ask and answer questions related to country of origin, occupation, marital status, etc.  
**Occupations:**  
- Learn the vocabulary and complete the drills on pp. 32-34.  
- For each occupation, list someone you know who has that job. E.g., *My mother is a doctor.*  
**Marital Status:**  
- Learn the vocabulary and complete the drills on pp. 35-38.  
- Write about the marital status of your family members. E.g., *My uncle is single.*  
- Prepare for the role-play. | | الاربعاء  

الاسبوع الثالث  |
<table>
<thead>
<tr>
<th>In class</th>
<th>Homework due on</th>
<th>Date</th>
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<tbody>
<tr>
<td><strong>Practice counting and using numbers on pp. 43-45</strong></td>
<td><strong>Counting and using numbers:</strong></td>
<td></td>
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<tr>
<td><strong>Asking for and offering things:</strong></td>
<td><strong>Learn the vocabulary and complete the drills on pp. 43-45.</strong></td>
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<tr>
<td>● Practice the vocabulary and drills on pp. 46-48.</td>
<td>● Prepare for the role-play.</td>
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<tr>
<td><strong>Expressing thanks:</strong></td>
<td><strong>Expressing thanks:</strong></td>
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<tr>
<td>● Practice the vocabulary and drills on p. 49.</td>
<td><strong>Expressing thanks:</strong></td>
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<tr>
<td>● <strong>Role-play:</strong> You are at the cafeteria and want to order something to drink for you and your 4 friends.</td>
<td><strong>Role-play:</strong> You and your partner want to set up a time to meet each week. Talk about your schedules and try to find a time that both of you are free. Don’t forget to exchange phone numbers at the end of the conversation.</td>
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<tr>
<td><strong>Telling the time:</strong></td>
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<tr>
<td>● Practice pp. 50-53.</td>
<td>● Learn and practice the vocabulary and drills on pp. 50-53.</td>
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<tr>
<td>● Ask your partner about their schedule. E.g., <em>When is your ...? What do you do on Sunday afternoon? ...</em></td>
<td>● Prepare for 2 the role-plays.</td>
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</tr>
<tr>
<td>● Share your weekend schedule with your partner.</td>
<td><strong>Telling the time:</strong></td>
<td></td>
</tr>
<tr>
<td>● <strong>Role-play:</strong> You and your partner want to set up a time to meet each week. Talk about your schedules and try to find a time that both of you are free. Don’t forget to exchange phone numbers at the end of the conversation.</td>
<td><strong>Proverb #1:</strong> Select a proverb to learn and be ready to share it with your partner.</td>
<td></td>
</tr>
<tr>
<td>● <strong>Role-play:</strong> 2 friends are coming to visit you next week and you want to introduce them to your partner. Tell your partner as much as you can about the two friends.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pair-work: True or false?</strong></td>
<td><strong>Review the vocabulary on pp. 23-49 and write 5 True or False statements using the vocabulary.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Telling the time:</strong></td>
<td><strong>Telling the time:</strong></td>
<td></td>
</tr>
<tr>
<td>● Practice pp. 50-53.</td>
<td>● Learn and practice the vocabulary and drills on pp. 50-53.</td>
<td></td>
</tr>
<tr>
<td>● Ask your partner about their schedule. E.g., <em>When is your ...? What do you do on Sunday afternoon? ...</em></td>
<td>● Prepare for 2 the role-plays.</td>
<td></td>
</tr>
<tr>
<td>● Share your weekend schedule with your partner.</td>
<td><strong>Telling the time:</strong></td>
<td></td>
</tr>
<tr>
<td>● <strong>Role-play:</strong> You and your partner want to set up a time to meet each week. Talk about your schedules and try to find a time that both of you are free. Don’t forget to exchange phone numbers at the end of the conversation.</td>
<td><strong>Proverb #1:</strong> Select a proverb to learn and be ready to share it with your partner.</td>
<td></td>
</tr>
<tr>
<td>● <strong>Role-play:</strong> 2 friends are coming to visit you next week and you want to introduce them to your partner. Tell your partner as much as you can about the two friends.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In class

Review unit I- Speaking & Listening practice:
- Share your audio recording with your partner.
- Ask your partner your 10 questions then share what you learned about them with a new partner.
- CultureTalk videos: Share.
- Listening drill: Listening to the conversation and answer the questions.

Homework due on

- Review all the vocabulary in unit 1.
- Who am I? Audio-record a short biography on your phone telling us as much as you can about yourself. Bring headphone to class.
- Prepare 10 questions you want to ask your partner about their family, friends, city, and schedule.
- Watch the following 2 videos and write down 3 pieces of information mentioned in each:
  - CultureTalk Arab Levant: Places, Damascus, Syria (the first video on the left)
  - CultureTalk Arab Levant: Places, Cities and Towns in Syria (the first video on the left only)

- Discuss proverb #1

Proverb #1: Select a proverb or an expression to learn and be ready to discuss it with your partner.

Unit II: Turn the meter on please

- Learn the vocabulary on pp. 58 + 59 then listen to the conversation on p. 57 3 times.
- Write 3 interesting facts using the new vocabulary.

Mock Skype meeting with your Syrian tutor.
Set up a Skype account, if you don’t have one yet.
Prepare to tell your Syrian tutor about you and prepare 10-15 questions to ask them to get to know them using as many of the vocabulary and structures as possible (from Shaami I and Unit I
At the end of the session, summarize in 10 sentences in *Shaami* what you have learned about your Syrian tutor.

<table>
<thead>
<tr>
<th>In class</th>
<th>Homework due on</th>
<th>Date</th>
</tr>
</thead>
</table>
| **Locating places in Damascus:**  
- Practice pp. 60-63.  
- Practice the question word “Where” and prepositions useful in locating places on pp. 64-68. | **Locating places in Damascus:**  
- Learn the vocabulary and complete the drills on pp. 60-63.  
- Prepare 10 questions to ask your partner using the vocabulary on pp. 60. | الاثنين 2/5 |
| **Catching a taxi & expressing existence on pp. 69-73** | **Catching a taxi & expressing existence:**  
- Learn the vocabulary and complete the drills on pp. 69-73  
- Prepare for the 2 role-plays. | اربيعاء 2/7 |
| **Paying for the taxi on pp. 74+75**  
Ask your partner:  
*Is there a ... in your city?*  
*Where is there a ... in your city?*  
(Use vocabulary on p. 60)  
Role-play: Your partner is visiting your hometown for the first time and is staying with you. They want to know if your hometown has a cinema, a hospital, … (from the list on p. 60) and where.  
Together, look at a map of your hometown online and give them directions to 3 different locations that they want to go to from your home.  
Role-play: A new Syrian student is moving to Boston. Give them directions from the dorm to 5 places (from the list on p. 60). | **Expressing possession in the classroom:**  
- Possession using the Idaafa on pp. 80-82  
- Discuss proverb #2 | الجمعة 2/9 |
| **Expressing possession in the classroom on pp. 76-79** | **Proverb #2:** Select a proverb or an expression to learn and be ready to use. | |
Discuss with your partner:
- *Who is your Syrian tutor?*
- *What cultural aspect did you discuss? (In English)*
- Send a text message in *Shaami* to one of your classmates telling them as much as you can about your new Syrian friend!

### In class

**Meeting #1 with your Syrian tutor.**
In your first meeting with your tutor, be prepared to tell them about you and ask them questions to get to know them using as many of the vocabulary and structures as possible (from *Shaami* I and Unit I of *Shaami II*). Talk to your tutor about their hometown using as many of the vocabulary as possible from units 1 and 2. Tell them about your hometown.

At the end of the session, summarize in 10 sentences in *Shaami* what you have learned about your Syrian tutor. You will share your summary with a classmate.

In the last 10 minutes of the session, discuss (in English) a cultural tradition you would like to learn more about. Be ready to share what you have learned in class.

- Review homework pp. 83-87
- *What it looks like* on p. 88.
- Review unit 2: Describe to your partner your room and all the items in it in as much details as you can using as many of the vocabulary in unit 2 as possible.

**Role-play:** In your new job at a local high school, you and your partner were asked to furnish a classroom. What items do you want to put in the room and where.

**Unit III: A room with a bath**
- Practice the conversation, vocabulary and grammar on pp. 91-96
- **Expressing desire on pp. 96:**
  - *Can I help you...?*
  - *I want ...*

### Homework due on

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>الاثنين</strong> 2/12</td>
</tr>
<tr>
<td><strong>السبع الخامس</strong></td>
</tr>
<tr>
<td><strong>الاربعاء</strong> 2/14</td>
</tr>
</tbody>
</table>
### In class
- Negating adjectives on p. 97
- Terms of address on p. 98
- Asking for quick service on p. 98

### Homework due on

<table>
<thead>
<tr>
<th>Expressing ownership and availability on pp. 99-105</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about hotel facilities on pp. 106-108</td>
</tr>
<tr>
<td>Discuss proverb #3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expressing ownership and availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learn the vocabulary and complete the drills on pp. 99+103.</td>
</tr>
<tr>
<td>• Proverb #3: Select a proverb or an expression to learn and be ready to discuss it with your partner.</td>
</tr>
</tbody>
</table>

### Date
- الجمعة 2/16
- الاثنين 2/19
- الثلاثاء 2/20
- الأربعاء 2/21
- الجمعة 2/23

### Holiday
- الاثنين 2/19
- ليلة الاربعاء 2/19

### Talking about your family
- Review and practice pp. 120-124.
- True of false? Share 10 statements about your family with your partner, some true and some false. Can they guess?
- Reading on p. 125.
- Review: Describe your favorite hotel to your partner.

### Talking about your family
- Learn the vocabulary and complete the drills on pp. 120-124.

### Scenario #1:
- Watch your classmates’ scenarios and answer the questions.
- Discuss proverb #4

### Scenario #1:
- With your partner, prepare and act out a real-life scenario that allows you to use the vocabulary and structures in units 1, 2, and 3.
- Time: 5-6 minutes.
- Share the video on Blackboard.
- Write 3 questions about the scenario to test your classmates’ listening
### In class

**Meeting #2 with your Syrian tutor.**
Practice units 1-3. Talk about family and friends. Talk about your dorm. Ask about hotels in Syria. Ask about prices of items. Discuss a cultural aspect.
Summarize in a paragraph what you have learned about your Syrian tutor in this session. You will share your summary with a classmate.

### Homework due on

<table>
<thead>
<tr>
<th>Date</th>
<th>In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/26</td>
<td>Test #1: Units 1-3</td>
</tr>
<tr>
<td></td>
<td>Review units 1-3 in preparation for Test #1.</td>
</tr>
<tr>
<td>2/28</td>
<td>Unit IV: We’re very hungry</td>
</tr>
<tr>
<td></td>
<td>• Review and practice pp. 127-130</td>
</tr>
<tr>
<td></td>
<td>Counting things</td>
</tr>
<tr>
<td></td>
<td>• Practice counting things on pp. 131-136</td>
</tr>
<tr>
<td>3/2</td>
<td>Unit IV: We’re very hungry</td>
</tr>
<tr>
<td></td>
<td>• Learn the vocabulary and practice the drills on pp. 127-130.</td>
</tr>
<tr>
<td></td>
<td>Counting things</td>
</tr>
<tr>
<td></td>
<td>• Review homework.</td>
</tr>
<tr>
<td></td>
<td>• Proverb #5: Select a proverb or an expression to learn and be ready to</td>
</tr>
<tr>
<td></td>
<td>discuss it with your partner.</td>
</tr>
</tbody>
</table>

### Controlled Practice

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit IV: We’re very hungry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Listening and speaking practice.</td>
</tr>
<tr>
<td></td>
<td>• Share your sentences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Ordering at a restaurant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Review ordering at a restaurant on pp. 140-146.</td>
</tr>
<tr>
<td></td>
<td>• Write 5 sentences using the vocabulary on pp. 140-146.</td>
</tr>
</tbody>
</table>

### Test #1: Units 1-3

- Review units 1-3 in preparation for Test #1.
- Counting things
  - Practice counting things on pp. 131-136.
- Review homework.
- Proverb #5: Select a proverb or an expression to learn and be ready to discuss it with your partner.

### Ordering at a restaurant

- Listening and speaking practice.
- Share your sentences.
- Review ordering at a restaurant on pp. 140-146.
- Write 5 sentences using the vocabulary on pp. 140-146.

### Date

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/3-11</td>
<td>عطلة</td>
</tr>
<tr>
<td>3/12</td>
<td>الاثنين، الربيع 2.</td>
</tr>
<tr>
<td>3/11</td>
<td>الاثنين، الربيع 2.</td>
</tr>
<tr>
<td>In class</td>
<td>Homework due on</td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| ● Practice expressing your feelings on pp. 147-151.  
● *What’s the matter?* on pp. 152.  
● Review: Drills 1 and 2 on pp. 153+154 | **Expressing your feelings**  
Learn the vocabulary and complete the drills on pp. 147-151. | **الأربعاء**  
3/14 |
| In class | Homework due on | Date |
| Review Unit IV.  
● Discuss your food preferences.  
● Role-play: At the restaurant.  
● Food videos.  
Discuss proverb #6 | ● Review Unit IV.  
● You need to buy groceries today.  
What is on your list?  
● Read food culture notes.  

Proverb #6: Select a proverb or an expression to learn and be ready to discuss it with your partner. | **الجمعة**  
3/16 |
| Meeting #3 with your Syrian tutor.  
Practice the themes in units 1-4. Talk about food and restaurants. Talk about feelings.  
Discuss a cultural aspect.  
Summarize in a paragraph what you have learned about your Syrian tutor in this session. You will share your summary with a classmate. | Unit V: *That’s so expensive!*  
● Learn the vocabulary and complete the drills on pp. 155-158.  
● Prepare 10 questions to ask your partner using the new vocabulary on p. 157. | **الأثنين**  
3/19 |
| ● Review and practice pp. 155-158.  
**Comparing things**  
● Practice the drills on pp. 159-164 | **Going to the shops**  
● Learn the vocabulary on p. 165 and complete the drills on pp. 166+167. | **الأربعاء**  
3/21 |
| ● Review the homework.  
**Shopping for food**  
● Practice the drills on pp. 168-174.  
● Pick 10-15 new food words to learn from the lists on pp. 170-173. | ***Shopping for clothes***  
● Pick 10-15 new words from the list on | **الجمعة**  
3/23 |
| ● Passive participle on p. 175  
● Expressing agreement on p. 176 | | |

---

الاستاذة جوزيل
- Shopping for clothes on pp. 177-181.
- Discuss proverb #7

<table>
<thead>
<tr>
<th>In class</th>
<th>Homework due on</th>
<th>Date</th>
</tr>
</thead>
</table>
| **Meeting #4 with your Syrian tutor.**  
Practice the themes in units 1-5.  
Discuss a cultural aspect.  
Summarize in 2 paragraphs what you have learned about your Syrian tutor in this session. You will share your summary with a classmate. | | |

- Review the homework.  
**Saying no**  
Practice pp. 185-187.

- Review unit 5: Listening and conversation drills.

- Review the homework.  
**Describing people**  
- Pick 10-15 words to learn from the list on p. 182.  
- Complete the drills on pp. 183+184.

| **Talk about past events**  
Practice talking about past events on pp. 197-201.  
Share with your partner:  
*What did you do yesterday?*  
*What did you not do yesterday?* | | |
| **Unit VI: When did you arrive?**  
- Pick 15 words to learn from the list on pp. +195.  
- Complete the listening drill on p. 191.  
- Read the conversation on p. 192 and the translation on p. 196. | | |

- Question marker on p. 202  
- Review expressions of time on p. 215.  
- Discuss proverb #8

- Prepare 5 questions to ask your partner about that they did this past week?  
- Proverb #8: Select a proverb or an expression to learn and be ready to discuss it with your partner.
### Meeting #5 with your Syrian tutor.
Practice talking about the past: What did you two do last year? In your childhood? ...
Practice the themes in units 1-6.
Discuss a cultural aspect.
Summarize in 2 paragraphs what you have learned about your Syrian tutor in this session. You will share your summary with a classmate.

<table>
<thead>
<tr>
<th>Expressions of time: Ask 10 questions and report to the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Practice the verb “to buy” on pp. 223-225.</td>
</tr>
<tr>
<td>● Practice “I have never…” on p. 227. What have you never bought?</td>
</tr>
<tr>
<td>● Review expressions of time on p. 215.</td>
</tr>
<tr>
<td>● Write 10 activities you did for 10 of the expressions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Giving reasons and making excuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Practice giving reasons and making excuses.</td>
</tr>
<tr>
<td>● Ask your partner: Why have/haven’t you....?</td>
</tr>
<tr>
<td>● Report to a new partner.</td>
</tr>
<tr>
<td>● Learn the vocabulary and complete the drills on pp. 233+234.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Practice pp. 240-243.</td>
</tr>
<tr>
<td>● Discuss proverb #9</td>
</tr>
<tr>
<td>● Review and practice pp. 235-239.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit VII: What are you doing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Learn 10-15 words from the list on p. 237+238 and complete the drills on pp. 235+236.</td>
</tr>
<tr>
<td>● Proverb #9: Select a proverb or an expression to learn and be ready to discuss it with your partner.</td>
</tr>
</tbody>
</table>

### Meeting #6 with your Syrian tutor.
Practice the themes in units 1-7.
Discuss: What are you doing?
Discuss a cultural aspect.
Summarize in 2 paragraphs what you have learned about your Syrian tutor in this session. You will share your summary with a classmate.
<table>
<thead>
<tr>
<th>Talking about daily routines</th>
<th>Expressing desire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice pp. 260-266.</td>
<td>Complete the drills on pp. 244-248.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In class</th>
<th>Homework due on</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review homework.</td>
<td>Frequency: Learn the vocabulary and practice the drills on pp. 266+267.</td>
<td>الاثنين 4/9</td>
</tr>
<tr>
<td>Describing ongoing activities</td>
<td>Active participles as verbs: Review and practice pp. 273-276.</td>
<td>الاثنين 4/11</td>
</tr>
<tr>
<td>Practice pp. 268-272.</td>
<td>Proverb #10: Select a proverb or an expression to learn and be ready to discuss it with your partner.</td>
<td>الجمعة 4/13</td>
</tr>
</tbody>
</table>

- Discuss proverb #10.

Meeting #7 with your Syrian tutor.
Review: What else would you like to know about your Syrian tutor? Prepare 10 questions to ask them from the themes in units 1-7.

Summarize in 2 paragraphs what you have learned about your Syrian tutor in this session. You will share your summary with a classmate.

<table>
<thead>
<tr>
<th>Holiday</th>
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<tbody>
<tr>
<td>Sunday 4/16</td>
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</tbody>
</table>

Monday schedule
Review homework.

Friends:
Practice on p. 288+289.
Tell your partner about your friends’ hobbies.

Expressing ability:
Practice on pp. 289-290.
*What are you able/not able to do? What are your friends able/not able to do?*

Talking about hobbies
Pick 10-15 words to memorize from the hobbies list on p. 285.
Complete the two drills on pp. 286+287.

Prepare to share with your partner: *What do you like to do? What does your brother/sister like to do?*
<table>
<thead>
<tr>
<th><strong>In class</strong></th>
<th><strong>Homework due on</strong></th>
<th><strong>Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss with your partner your favorite 3 proverbs?</td>
<td>Review unit VII.</td>
<td>الجمعة 4/20</td>
</tr>
<tr>
<td><em>Scenario #2:</em> Watch your classmates’ scenarios and answer the questions.</td>
<td>Review your 10 proverbs. What are your favorite 3 proverbs?</td>
<td></td>
</tr>
<tr>
<td><strong>Scenario #2:</strong> With your partner, prepare and act out a real-life scenario that allows you to use the vocabulary and structures in units 4, 5, 6 and 7. Time: 5-6 minutes. Share the video on Blackboard. Write 3 questions about the scenario to test your classmates’ listening comprehension.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Meeting #8 with your Syrian tutor:**

**Discuss as many of the themes we have covered as possible.**

**Record ½ hour conversation & submit the video.**

**Due date:** 4/30

Review units 1-4. Sharing time: *What did you learn about your partners? What do you have in common?* Be prepared to share your findings with the class.

Listening practice.

Review units 1-7. Sharing time: *What did you learn about your partners’ friends? What do your friends and your partner’s friends have in common?* Be prepared to share your findings with the class.

Review units 1-4 and prepare to tell your partner as much as you can about you/your life/your family using the vocabulary in units 1-4.

**Sharing time:**

Review units 5-7 and prepare to tell your partner as much as you can about your friends using the vocabulary in units 1-7.

**Due date:** 4/30

الاثنين 4/23

الاربعاء 4/25
<table>
<thead>
<tr>
<th><strong>In class</strong></th>
<th><strong>Homework due on</strong></th>
<th><strong>Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening practice.</strong></td>
<td></td>
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<tr>
<td><em>Course evaluations.</em></td>
<td></td>
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</tr>
<tr>
<td><strong>Test #2: Units 4-7 &amp; proverbs 1-10</strong></td>
<td><strong>Review and prepare for Test #2.</strong></td>
<td><strong>الجمعة 4/27</strong></td>
</tr>
<tr>
<td><strong>In class</strong></td>
<td><strong>Date</strong></td>
<td></td>
</tr>
<tr>
<td>Listen to the videotaped Skype conversations with the Syrian tutors and answer the questions.</td>
<td><strong>Submit the videotaped conversation with your Syrian tutor and the 10 questions on Blackboard by 10 am.</strong></td>
<td><strong>الأثنين 4/30</strong></td>
</tr>
<tr>
<td>Role-play</td>
<td>Review all the vocabulary in units 1-7 and prepare a role-play for pairs of students to act out (create a real-life situation where they have to use the vocabulary and themes we have covered). Post the role-play on Blackboard.</td>
<td></td>
</tr>
<tr>
<td>Review &amp; story telling!</td>
<td>Review all the vocabulary in units 1-7 and write a short story about the life of a fictional character. Audio record your short story and upload the audio file onto our Blackboard course.</td>
<td><strong>الاربعاء 5/2</strong></td>
</tr>
</tbody>
</table>

!!عطلة سعيدة!!
Classroom Phrases
MEMORIZE AND USE

1. What is the meaning of ...؟ شو معنى... أو شو يعني ؟...
2. How do we say ...؟ كيف بقول ؟...
3. Teacher! يا أستاذ/ة
4. I have a question. عندي سؤال
5. Do you have a question? عندك سؤال ؟
6. Why? لأيش
7. Translate the sentence. ترجموا الجملة
8. Worksheet ورقة عمل
9. Can you repeat please؟ كمان مرّة إذا بترير ؟
10. Thank you! شكراً!
11. You’re welcome! نكرم عيونك عفواً...
12. Yes. إيه / أيه / آه
13. No./ لا
14. Exercise/ drill تمرين
15. Page صفحة
16. Exam
17. Memorize
18. Homework
19. Let’s get started.
20. Please
21. Go ahead
22. Excellent!
23. Good/
24. Minute(s)
25. I don’t know
26. I don’t remember
27. Grammar
28. Reading
29. Writing
30. Listening
31. Conversation
32. Vocabulary
33. At home في البيت
34. In class في الصف
35. Hello أهلاً
36. Good morning! صباح الخير
37. Good afternoon! مساء الخير
38. How are you? كيفك
39. Goodbye مع السلام
40. Are you done? خلصتموا؟
41. With a partner مع رفيق
42. With the group مع المجموعة
43. Review مراجعة
44. Sorry آسف/ة
# Role-play Grading Rubric:

<table>
<thead>
<tr>
<th><strong>Quantity of information communicated</strong> (relative to level IL-IM)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 / 9</td>
<td>Communicates significantly more information than required to fulfill the task; includes elaboration and detail.</td>
</tr>
<tr>
<td>8</td>
<td>Communicates more information than required to fulfill the task.</td>
</tr>
<tr>
<td>7</td>
<td>Communicates adequate information to fulfill the task.</td>
</tr>
<tr>
<td>6</td>
<td>Communicates some information, but amount is less than adequate.</td>
</tr>
<tr>
<td>5 - 0</td>
<td>Provides almost no information, or there is not enough speech to evaluate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fluency</strong> (relative to level IL-IM)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 / 4.5</td>
<td>Speech is smooth and flowing. No hesitancy or rephrasing.</td>
</tr>
<tr>
<td>4</td>
<td>Speech is smooth for the most part. Occasional hesitancy. Some rephrasing.</td>
</tr>
<tr>
<td>3.5</td>
<td>Speech is generally hesitant and often choppy.</td>
</tr>
<tr>
<td>3</td>
<td>Speech is extremely hesitant and choppy. Frequent pauses and/or unfinished phrases.</td>
</tr>
<tr>
<td>2 - 0</td>
<td>Speech is limited to isolated words or short phrases. No fluency.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Pronunciation</strong> (relative to level IL-IM)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 / 9</td>
<td>No errors in pronunciation that impede comprehension.</td>
</tr>
<tr>
<td>8</td>
<td>A few errors in pronunciation rarely impede comprehension.</td>
</tr>
<tr>
<td>7</td>
<td>Occasional pronunciation errors cause some confusion or misunderstanding.</td>
</tr>
<tr>
<td>6</td>
<td>Frequent pronunciation errors cause consistent confusion or misunderstanding.</td>
</tr>
<tr>
<td>5 - 0</td>
<td>So many pronunciation errors that comprehension is impossible.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Vocabulary</strong> (relative to level IL-IM)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 / 9</td>
<td>Uses a wide range of vocabulary appropriately.</td>
</tr>
<tr>
<td>8</td>
<td>Uses a fairly wide range of vocabulary. Most of vocabulary is used appropriately.</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>7</td>
<td>Uses an adequate range of vocabulary, but sometimes inappropriately.</td>
</tr>
<tr>
<td>6</td>
<td>Uses a limited range of vocabulary. Vocabulary is often used inappropriately.</td>
</tr>
<tr>
<td>5 - 0</td>
<td>Shows no command of vocabulary.</td>
</tr>
</tbody>
</table>

**Grammar (relative to level IL-IM)**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 / 9</td>
<td>No or very few grammatical errors.</td>
</tr>
<tr>
<td>8</td>
<td>Some grammatical errors; however, errors do not impede comprehension.</td>
</tr>
<tr>
<td>7</td>
<td>Several grammatical errors occasionally impede comprehension.</td>
</tr>
<tr>
<td>6</td>
<td>Many grammatical errors frequently impede comprehension.</td>
</tr>
<tr>
<td>5 - 0</td>
<td>Grammatical errors so frequent that comprehension is totally impeded.</td>
</tr>
</tbody>
</table>

**Role plays/skits: Does it sound like a 'real' exchange? (relative to level IL-IM)**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/4.5</td>
<td>Exchange is very well-connected and clear with no hesitations.</td>
</tr>
<tr>
<td>4</td>
<td>Exchange is very well-connected with very few hesitations.</td>
</tr>
<tr>
<td>3.5</td>
<td>Exchange is somewhat choppy due to misunderstandings between participants.</td>
</tr>
<tr>
<td>3</td>
<td>Exchange is unconnected and extremely choppy due to misunderstandings between participants.</td>
</tr>
<tr>
<td>2-0</td>
<td>Speaker unable to maintain her/his end of dialogue. Totally unconnected.</td>
</tr>
</tbody>
</table>
Self-Evaluation of participation & preparation #1  
Name: ____________________

Read each category and mark the box that most closely describes your participation and preparation during the first half of the course. Your professor will collect this sheet and agree or disagree with your self-evaluation.

Class participation – Volunteering/preparation

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>I volunteer frequently (more than once every class) and always have my homework prepared. I am a contributing member of the class. When asked, I am ready to respond to questions.</td>
</tr>
<tr>
<td>24</td>
<td>I volunteer often (at least once every class) I have my homework prepared most of the time. When asked, I know most of the answers and am ready to share my ideas and my group’s ideas.</td>
</tr>
<tr>
<td>23</td>
<td>I seldom volunteer in class. Most of the time, the professor has to call on me. I am often unprepared. When called upon, I can usually answer some of the questions, but I am hesitant at times.</td>
</tr>
<tr>
<td>22</td>
<td>I rarely volunteer to answer. When called upon, I cannot answer some of the questions. I rarely have my homework prepared.</td>
</tr>
<tr>
<td>21</td>
<td>I almost never volunteer; I cannot answer any of the questions and I never have my homework prepared.</td>
</tr>
</tbody>
</table>

Class participation – Group activities

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>I speak mainly Arabic during pair/group activities. I use these activities to practice vocabulary and/or structures presented.</td>
</tr>
<tr>
<td>24</td>
<td>I speak Arabic in class, but also use English on occasion. Overall, I perform well all the tasks that these activities required.</td>
</tr>
<tr>
<td>23</td>
<td>I use as much English as Arabic. At times, my presence in class does not often make a difference in carrying out group activities.</td>
</tr>
<tr>
<td>22</td>
<td>I hardly speak Arabic during class. My presence in class does not make much difference in carrying out activities.</td>
</tr>
<tr>
<td>21</td>
<td>I do not participate in any pair/group activities in class.</td>
</tr>
</tbody>
</table>

Total: _______ / 50

The professor agrees with the self-evaluation.
The professor does not agree with the self-evaluation. The professor’s evaluation is: ________

Remember that:

✓ It is crucial that you are well prepared for class if you want to maximize your learning experience. A lot of our classes will be devoted to oral practice based on your homework. So, be prepared!

✓ Volunteering means that you raise your hand because you want to answer questions and/or share your opinion in ARABIC. This implies that you are able to understand the questions asked and that you are able to formulate an answer fairly spontaneously.

✓ Being ready to share your group’s ideas means that you are ready to report orally in ARABIC what you and your partner(s) talked about as well as the findings of your group.

✓ Participating in group activities means that you are eager to use your ARABIC skills to cover all the tasks that a given activity requires.
Self-Evaluation of participation & preparation #2  
Name: ___________________

Read each category and mark the box that most closely describes your participation and preparation during the second half of the course. Your professor will collect this sheet and agree or disagree with your self-evaluation.

<table>
<thead>
<tr>
<th>Class participation – Volunteering/preparation</th>
<th>Class participation – Group activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>I volunteer frequently (more than once every class) and always have my homework prepared. I am a contributing member of the class. When asked, I am ready to respond to questions.</td>
</tr>
<tr>
<td>24</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>I volunteer often (at least once every class) I have my homework prepared most of the time. When asked, I know most of the answers and am ready to share my ideas and my group’s ideas.</td>
</tr>
<tr>
<td>22</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>I volunteer often (at least once every class) I have my homework prepared. When asked, I am ready to respond to questions.</td>
</tr>
<tr>
<td>19</td>
<td>I seldom volunteer in class. Most of the time, the professor has to call on me. I am often unprepared. When called upon, I can usually answer some of the questions, but I am hesitant at times.</td>
</tr>
<tr>
<td>18</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I rarely volunteer to answer. When called upon, I cannot answer some of the questions. I rarely have my homework prepared.</td>
</tr>
<tr>
<td>15</td>
<td>I rarely volunteer to answer. When called upon, I cannot answer some of the questions. I rarely have my homework prepared.</td>
</tr>
<tr>
<td>10</td>
<td>I never volunteer; I cannot answer any of the questions and I never have my homework prepared.</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Total: _______ / 50

The professor agrees with the self-evaluation.
The professor does not agree with the self-evaluation. The professor’s evaluation is: ________

Remember that:
✓ It is crucial that you are well prepared for class if you want to maximize your learning experience. A lot of our classes will be devoted to oral practice based on your homework. So, be prepared!
✓ volunteering means that you raise your hand because you want to answer questions and/or share your opinion in ARABIC. This implies that you are able to understand the questions asked and that you are able to formulate an answer fairly spontaneously.
✓ being ready to share your group’s ideas means that you are ready to report orally in ARABIC what you and your partner(s) talked about as well as the findings of your group.
✓ participating in group activities means that you are eager to use your ARABIC skills to cover
all the tasks that a given activity requires.