

Language

Arabic (Draft)

ZU graduates will be able to communicate effectively in English and Modern Standard Arabic, using the academic and professional conventions of these languages appropriately.

Indicator	Criteria	L E V E L			
		Beginning	Developing	Accomplished	Exemplary
1. Comprehension of Written Arabic (Reading)	1.1. Comprehension of a range of written text types	Can accurately read and comprehend short texts. Can extract most key information despite limited access to vocabulary and syntax.	Can accurately read and comprehend longer texts. Can analyze specific details and organize a coherent argument with a somewhat complex vocabulary.	Can identify and comprehend key points of profession-specific texts. Can accurately read and comprehend extended texts, classical and modern. Can synthesize and evaluate complex ideas of texts used in the professional field. Can distinguish meaning in complex syntax and vocabulary.	
	1.2. Awareness of source	Can identify bias and judge reliability of non-specialist academic source materials to a limited extent.	Can identify bias and judge reliability of non-specialist academic source materials. Can evaluate bias and reliability in specialist academic texts to a limited extent.	Can identify bias and reliability in the text/source.	
2. Production of Written Arabic (Writing)	2.1. Range of text types	Can write short paragraphs or short academic essays or reports of 200-300 words, and appropriate semi-formal emails to make requests or ask for clarification.	Can summarize and paraphrase text; and write a short essay of 500-800 words, using appropriate referencing style for writing in Modern Standard Arabic.	Can produce most frequently used, non-technical/non-specialist professional texts. Can write descriptive, narrative, and argumentative essays. Can select most appropriate text type for context, purpose, aim, and audience.	

Indicator	Criteria	L E V E L			
		Beginning	Developing	Accomplished	Exemplary
	<p>2.2. Use of sources (appropriate and accurate)</p> <p>2.3. Organization of text (coherence and clarity)</p> <p>2.4. Sentence structure, grammar and punctuation (accuracy)</p>	<p>Can quote source material accurately, and attempt to paraphrase /summarize sources. Referencing style appropriate to Modern Standard Arabic is mostly well-organized and accurate, although it may be overused.</p> <p>Can write a text that is mostly coherent and logical in its organization though it may lack clarity in places.</p> <p>Can write well-controlled simple and compound sentences and attempt complex sentences. Basic grammar structures are reasonably accurate; there are frequent errors with more complex structures.</p>	<p>Can quote source material accurately and paraphrase/summarize with reasonable accuracy. Referencing style appropriate to Modern Standard Arabic is well organized and accurate. Can demonstrate observance of ethics of writing through referencing and citation.</p> <p>Can write an extended text that is mostly coherent and logical in its organization though it may lack clarity in places.</p> <p>Can write well-controlled simple, compound and complex sentences. Basic grammar structures are well-controlled; there are some errors with more complex structures.</p>	<p>Can appropriately use templates, boilerplates, and reference materials.</p> <p>Can use reference style appropriate to Modern Standard Arabic in the professional field, demonstrating observance of ethics of writing.</p> <p>Organizational style used is appropriate/logical for text type, context, purpose, aim, and audience and is accepted in the professional field.</p> <p>Ideas sequenced into a single, logical pattern appropriate for the topic, audience, and text type.</p> <p>Transitions aid coherence and logical flow.</p> <p>Can write neutral and good news messages that are grammatically correct with clear, accurate, and focused purpose and aim that follow the rhetorical style of the text and the professional field. Errors identifiable but do not impede communication.</p> <p>Content is relevant, logical, focused, concise, complete, and accurate.</p>	

Indicator	Criteria	L E V E L			
		Beginning	Developing	Accomplished	Exemplary
3. Comprehension of Spoken Arabic (Listening)	2.5. Vocabulary (accuracy and appropriateness)	Can use a range of basic and academic vocabulary with reasonable accuracy.	Can use a range of basic, academic and subject-specific vocabulary with reasonable accuracy	Can appropriately employ jargon and technical terms of the professional field.	
	2.6. Understanding of audience	Can write texts that demonstrate limited awareness of audience.	Can write texts that demonstrate some awareness of audience.	Shows consideration of contextual factors (cultural, social, chronological, linguistic, physical) impacting intended primary audience. Shows intention of sensitivity to audience through tone Can apply understanding of contextual factors (cultural, social, chronological, linguistic) impacting intended primary audience to manipulate mechanical structures, organization, and vocabulary to assist decoding.	Can rewrite existing text to meet needs of alternate audiences without changing integrity of text (purpose, aim, intention, tone). Tone meets audience needs. Can apply understanding of contextual factors (cultural, social, chronological, linguistic) impacting intended primary audience to manipulate mechanical structures, organization, and vocabulary to ensure achievement of aim(s).
	3.1. Comprehension of a range of spoken text types	Can extract most key information and some of the supporting details from a range of spoken texts designed for an educated non-specialist listener.	Can extract all the key information and most of the supporting details from a spoken text designed for an educated non-specialist listener. Can extract some key information and supporting details from a subject-specific presentation.	Can identify oral text type, and purpose and aim of speaker. Can identify rhetorical devices employed by speaker.	Can ascertain bias, hidden messages/agenda, and tacit information through analysis of context, vocabulary, and vocal elements.

Indicator	Criteria	L E V E L			
		Beginning	Developing	Accomplished	Exemplary
4. Production of Spoken Modern Standard Arabic (Speaking)	3.2. Awareness of speaker's stance	Can identify bias and alternative points of view to a limited extent.	Can identify bias and judge reliability of non-specialist academic source materials. Can evaluate bias and reliability in specialist academic presentations to a limited extent.	Can ascertain relational message through analysis of context, vocabulary and vocal elements. Uses verbal and nonverbal signals to communicate understanding.	Uses verbal and nonverbal signals to communicate respect and understanding.
	4.1 Effective presentation of ideas in different contexts/settings	Can give presentations, participate in group discussions, and convey messages/ideas in a variety of general academic contexts.	Can give presentations, participate in group discussions, and convey messages/ideas in a variety of general academic, and limited subject-specific contexts.	Can employ the rhetorical conventions expected in the professional field and understanding of audience to inform and teach/demonstrate.	
	4.2 Organization of information (coherence and clarity)	Can organize and present basic information, logically, coherently, with reasonable fluency and clarity on a familiar/non-technical topic. Can demonstrate acquaintance with rhetorical norms appropriate to Modern Standard Arabic.	Can organize and present information, logically, coherently, with reasonable fluency and clarity on familiar/non-technical and limited subject-specific topics. Can demonstrate knowledge of rhetorical norms appropriate to Modern Standard Arabic and classical Arabic. Content is relevant, focused, concise, complete, and accurate.	Organizational style used is appropriate/logical for text type, context, purpose, aim, and audience and is accepted in the professional field. Ideas sequenced into a single, logical pattern appropriate for the topic, audience, and text type. Can accurately apply verbal, nonverbal, and rhetorical structures in classical and Modern Standard Arabic to create appropriate tone.	

Indicator	Criteria	L E V E L			
		Beginning	Developing	Accomplished	Exemplary
	4.3 Use of language (accuracy)	Can use basic language effectively to communicate ideas/opinions and convey a message. Can control basic sentence structures well, however, frequent errors may occur when using more complex structures.	Can effectively use basic and more complex language to communicate ideas/opinions and convey a message. Basic sentence structures are fairly well-controlled although some errors still occur.	Errors identifiable but do not impede flow of communication.	
	4.4 Vocabulary (appropriateness)	Can use a range of general vocabulary well in order to discuss familiar topics and can make use of some academic vocabulary.	Can use academic vocabulary well and can make use of some subject-specific vocabulary.	Can appropriately employ jargon and technical terms of the professional field. Can demonstrate symbiosis between classical Arabic and Modern Standard Arabic.	
	4.5 Understanding of audience	Can present and speak in a way that demonstrates limited awareness of audience.	Can present and speak in a way that demonstrates some awareness of audience.	Can apply understanding of contextual factors (cultural, social, chronological, linguistic) impacting intended primary audience to manipulate mechanical structures, organization, and vocabulary to assist decoding.	

English

ZU graduates will be able to communicate effectively in English and Modern Standard Arabic, using the academic and professional conventions of these languages appropriately.

Indicator	Criteria	L E V E L			
		Beginning	Developing	Accomplished	Exemplary
1. Comprehension of Written English (Reading)	1.1. Comprehension of a range of written text types	Can extract most key information and some of the supporting details from a range of written texts designed for an educated non-specialist reader.	Can extract all of the key information and most of the supporting details from a written text designed for an educated non-specialist reader. Can extract some key information and supporting details from a subject-specific text.	Can identify and comprehend key points, supporting points, and make inferences from subject-specific texts. Can identify different subject-specific text types, and understand their purpose and aims Can comprehend graphics most commonly used in the professional field.	Can identify and comprehend key points, supporting points, and make inferences from subject-specific texts of reasonable complexity. Can identify different subject-specific text types of reasonable complexity, understand their purpose and aims, and identify biases. Can comprehend the full range of graphics used in the professional field.
	1.2. Awareness of source	Can identify bias and judge reliability of non-specialist academic source materials to a limited extent.	Can identify bias and judge reliability of non-specialist academic source materials. Can evaluate bias and reliability in specialist academic texts to a limited extent.	Can identify bias and reliability in subject-specific text types.	Can accurately critique quality, reliability, and bias of subject-specific text types of reasonable complexity.
2. Production of Written English (Writing)	2.1. Range of text types	Can write academic essays or reports of 500-800 words, and appropriate semi-formal emails to make requests or ask for clarification.	Can write a simple research paper of 2500-3000 words, using APA referencing style. Can produce reasoned arguments supported by adequate evidence.	Can produce most frequently used professional texts. Can produce well-reasoned arguments supported by quality evidence.	Can produce the full range of professional texts. Can produce very well-reasoned arguments supported by robust evidence.

Indicator	Criteria	L E V E L			
		Beginning	Developing	Accomplished	Exemplary
	2.2. Use of sources (appropriate and accurate)	<p>Can produce minimally-reasoned arguments supported by limited evidence.</p> <p>Can quote source material accurately, and attempt to paraphrase /summarize sources. APA referencing style is mostly well-organized and accurate, although it may be overused.</p>	<p>Can quote source material accurately and paraphrase/summarize with reasonable accuracy. APA reference style is well organized and accurate.</p>	<p>Can select most appropriate text type for context, purpose, aim, and audience.</p> <p>Can appropriately use templates and reference materials.</p> <p>Can use reference style of professional field.</p>	<p>Can use appropriate text types in combination to ensure communicative effectiveness.</p> <p>Can accurately use reference style of professional field and explain structure of reference style.</p>
	2.3. Organization of text (coherence and clarity)	<p>Can write a brief text that is mostly coherent and logical in its organization though it may lack clarity in places.</p>	<p>Can write an extended text that is mostly coherent and logical in its organization though it may lack clarity in places.</p>	<p>Organizational style used is appropriate/logical for text type, context, purpose, aim, and audience and is accepted in the professional field.</p> <p>Ideas sequenced into a single, logical pattern appropriate for the topic, audience, and text type.</p> <p>Transitions aid coherence and logical flow.</p>	<p>Organization employs text and graphic elements that complement each other, are appropriate/logical for text type, context, purpose, aim, and audience, and are accepted in the professional field.</p> <p>Can convert existing text into different organizational style without changing integrity of text (purpose, aim, intention, tone).</p>

Indicator	Criteria	L E V E L			
		Beginning	Developing	Accomplished	Exemplary
	2.4. Sentence structure, grammar and punctuation (accuracy)	Can write well-controlled basic sentences. Basic grammar structures are reasonably accurate; there are frequent errors with more complex structures.	Can write well-controlled basic and slightly more complex sentences. Basic grammar structures are well-controlled; there are some errors with more complex structures.	Can produce academic writing which is grammatically correct with clear, accurate, and focused purpose and aim that follow the rhetorical style of the text and the professional field. Errors identifiable but do not impede communication. Language is relevant, focused, concise, complete, and accurate.	Can produce academic writing which is grammatically correct with clear, accurate, and focused purpose and aim that follow the rhetorical style of the text and the professional field. Errors do not impede communication and may go unnoticed unless sought out. Language is relevant, focused, concise, complete, accurate, and communicated with appropriate tone.
	2.5. Vocabulary (accuracy and appropriateness) 2.6. Understanding of audience	Can use a range of basic and academic vocabulary with reasonable accuracy. Can write texts that demonstrate limited awareness of audience.	Can use a range of basic, academic and subject-specific vocabulary with reasonable accuracy. Can write texts that demonstrate some awareness of audience.	Can use vocabulary and terminology appropriate to the academic or professional discipline Shows consideration of contextual factors (cultural, social, chronological, linguistic, physical) impacting intended primary audience. Shows intention of sensitivity to audience through tone.	Can appropriately and accurately use complex and varied vocabulary and terminology appropriate to the academic or professional discipline to make the written product more concise. Can rewrite existing text to meet needs of alternate audiences without changing integrity of text (purpose, aim, intention, tone). Tone displayed meets audience needs.

Indicator	Criteria	L E V E L			
		Beginning	Developing	Accomplished	Exemplary
3. Comprehension of Spoken English (Listening)	3.1. Comprehension of a range of spoken text types	Can extract most key information and some of the supporting details from a range of spoken texts designed for an educated non-specialist listener.	Can extract all of the key information and most of the supporting details from a spoken text designed for an educated non-specialist listener. Can extract some key information and supporting details from a subject-specific presentation.	Can identify oral text type, purpose, and aim of speaker.	Can identify rhetorical devices employed by speaker. Can predict direction and structure of speaker's presentation.
	3.2. Awareness of speaker's stance	Can identify bias and alternative points of view to a limited extent.	Can identify bias and judge reliability of non-specialist academic source materials. Can evaluate bias and reliability in specialist academic presentations to a limited extent.	Can ascertain relational message through analysis of context, vocabulary and vocal elements. Uses verbal and nonverbal signals to communicate understanding.	Can ascertain bias, hidden messages/agenda, and tacit information through analysis of context, vocabulary, and vocal elements. Uses verbal and nonverbal signals to communicate respect and understanding. Uses appropriate devices (questions, paraphrase, non-verbal communication) to ensure and communicate understanding.

Indicator	Criteria	L E V E L			
		Beginning	Developing	Accomplished	Exemplary
4. Production of Spoken English (Speaking)	4.1. Effective presentation of ideas in different contexts/settings	Can give presentations, participate in group discussions, and convey information and arguments in a variety of general academic contexts.	Can give presentations, participate in group discussions, and convey information and arguments in a variety of general academic, and limited subject-specific contexts.	Can employ the rhetorical conventions expected in the professional field and understanding of audience to inform and teach/demonstrate.	Can employ the rhetorical conventions expected in the field and understanding of audience to convince/persuade.
	4.2. Organization of information (coherence and clarity)	Can organize and present basic information, logically, coherently, with reasonable fluency and clarity on a familiar/non-technical topic.	Can organize and present information, logically, coherently, with reasonable fluency and clarity on familiar/non-technical and limited subject-specific topics.	<p>Can produce most frequently used, non-technical/non-specialist professional texts.</p> <p>Organizational style used is appropriate/logical for text type, context, purpose, aim, and audience and is accepted in the professional field.</p> <p>Ideas sequenced into a single, logical pattern appropriate for the topic, audience, and text type.</p> <p>Transitions aid coherence and logical flow.</p> <p>Content is relevant, focused, concise, complete, and accurate.</p>	<p>Can produce the full range of non-technical/non-specialist professional texts.</p> <p>Organizational style employs text and graphic elements that complement each other, are appropriate/logical for text type, context, purpose, aim, and audience, and is accepted in the professional field.</p> <p>Can convert existing text into different organizational style without changing integrity of text (purpose, aim, intention, tone).</p> <p>Can accurately apply verbal, nonverbal, and rhetorical structures to create appropriate tone.</p>

Indicator	Criteria	L E V E L			
		Beginning	Developing	Accomplished	Exemplary
	<p>4.3. Use of language (accuracy)</p> <p>4.4. Vocabulary (appropriateness)</p>	<p>Can use basic language effectively to communicate ideas/opinions and convey information and arguments. Can control basic sentence structures well, however, frequent errors may occur when using more complex structures.</p> <p>Can use a range of general vocabulary well in order to discuss familiar topics and can make use of some academic vocabulary.</p>	<p>Can use basic and more complex language effectively to communicate information and arguments and convey a message. Basic sentence structures are fairly well-controlled although some errors still occur.</p> <p>Can use academic vocabulary well and can make use of some subject-specific vocabulary.</p>	<p>Errors identifiable but do not impede meaning.</p> <p>Can use vocabulary and terminology appropriate to the academic or professional discipline</p>	<p>Errors do not impede meaning and may go unnoticed unless sought out.</p> <p>Can accurately use complex and varied vocabulary to create appropriate tone.</p>
	4.5. Understanding of audience	Can present and speak in a way that demonstrates limited awareness of audience.	Can present and speak in a way that demonstrates some awareness of audience.	Can apply understanding of contextual factors (cultural, social, chronological, linguistic) impacting intended primary audience to assist decoding.	Can apply understanding of contextual factors (cultural, social, chronological, linguistic) impacting intended primary audience to ensure achievement of aim(s).