School for International Training | 1 Kipling Road, PO Box 676 | Brattleboro, VT 05302-0676 USA
Tel 888 272-7881 | Fax 802 258-3296 | studyabroad.sit.edu

Beginning Modern Standard Arabic

ARAB 1003-1503 (3 credits)

Morocco: Multiculturalism, Human Rights, and Migration

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

This course is designed to develop student proficiency and communication in Modern Standard Arabic. While emphasis is placed primarily on oral comprehension and conversational skills (i.e., listening and speaking), reading and writing are highlighted as crucial to the reinforcement of those skills. Thus, the course is designed not only to help students acquire Arabic, but also to grasp cultural practices in the Arab world. Cultural context is built into the course and introduced through audiovisual materials and experiential activities accompanying the textbook. Beginning Arabic introduces students to pronunciation and writing systems of basic grammar, basic vocabulary, and sentence structure. Emphasis is placed on the functional use of the language to enable students to participate in basic conversational exchanges, understand native speakers of Arabic accustomed to dealing with non-native Arabic speakers, complete written compositions describing daily events or personal experiences, and read basic texts on familiar topics such as weather, seasons, food, family, studies, and friends.

Moroccan Arabic: *Darija*

Immediately after arriving in Rabat and during the first week of orientation, students participate in a total of three hours introduction to Moroccan Colloquial Arabic, *Darija*, which ranges from basic vocabulary and sentence structure to easy dialogues and interactive exercises as well as useful expressions. The objective of these sessions is to provide students with an elementary background and early familiarity with Moroccan Colloquial Arabic in preparation for the homestay experience. After the orientation week, students are introduced to words, expressions, grammar, and structures used frequently in everyday life throughout the program. They will be able to practice them in class once a week before they are given assignments to carry out with native speakers in real situations. Evaluation combines performance in class and successful interaction with Moroccans. By the end of the course, students are able to ask essential questions and understand the responses, express basic facts and opinions in simple sentences, and engage in basic conversations in Moroccan Arabic with native speakers. Living with a Moroccan family provides daily opportunity for practice.

Language Levels and Placement

Copyright © SIT, a program of World Learning

Non-beginning participants are placed into appropriate language course levels based on ACTFL oral proficiency interviews (placement test) conducted during orientation in Morocco.

Course Objectives
Beginning Arabic has an interdisciplinary and experiential focus, its main objectives are:

- To develop proficiency in spoken Arabic;
- To strengthen listening, comprehension, and communication skills;
- To use the language confidently and effectively in everyday situations;
- To acquire insight into the role of Arabic within Moroccan life and culture.

Learning Outcomes
By the end of the program, students will be able to complete the following linguistic tasks:

- Perform greetings and introduce self and others formally and informally
- Identify objects and items in the classroom
- Order entities sequentially and count numbers
- Respond to requests and instructions related to teaching/learning activities
- Respond to requests and instructions appropriately and courteously
- Name days of the week, significant dates, and months
- Identify Arab countries, capital cities, and main cities
- Identify one's nationality and that of others
- Quantify entities in response to questions "How much?" and "How many?"
- Ask and respond to factual questions
- Describe objects
- Ask and answer questions about weather and seasons

In addition, students will be able to ask about and indicate ownership, identify academic disciplines, express feelings, accept/decline invitations, understand street/store signs, narrate texts and conversations explained in class, and converse with classmates about topics discussed and practiced in class, such as journalism in Morocco, using the vocabulary studied in class.

Course Requirements
This Arabic program will focus exclusively on Modern Standard Arabic, *Fus'ha*. This level is designed as a basic introduction to the Arabic language and will focus on vocabulary and basic grammatical structures. Effective communication and participation in daily activities will be emphasized. This course adopts a multi-level methodology integrating the skills of reading, writing, listening, grammar, vocabulary, and conversation. Arabic is the only teaching language used in class, except when it is necessary to facilitate the explanation of a grammatical rule or lexical phrase. The size of classes is also kept small.

In the first part of the course, students will get familiar with the Arabic alphabet (script and sound system). Basic grammatical structures, such as masculine versus feminine, *nisba* adjectives, asking questions, subject pronouns, possessives, plural, etc., will be introduced. We will also learn some basic functions, such as greetings and introducing and talking about oneself and one's family. In addition, we will get acquainted with Maha, one of the central characters of the story in *Al-Kitaab Part I.*

Copyright © SIT, a program of World Learning

For an interactive and creative learning environment, the class will include:

- Useful daily life situations in Moroccan Arabic
- Field trips and exercises involving language practice in *souks*, cafés, restaurants, museums, etc.
- Arabic lecture series and experiential sessions reflecting different aspects about life in Morocco
- Outdoor activities and field assignments related to journalism

To strengthen the following skills, the class will emphasize:

- Conversation: Simulate dialogues about real life situations to produce simple and correct sentences in Standard Arabic
- Writing: Assimilate the letter positions and combine them into words to acquire a set of vocabulary items, form meaningful sentences, and write and read simple texts
- Reading: Be able to master script and focus on articulation and pronunciation of sounds
- Listening: Aurally understand basic texts, conversations, and audio/video materials with expressions acquired in class

Readings

You are responsible for all the required readings and should be prepared to bring them to the Arabic classes.

Required Readings

All students are required to bring the following Arabic textbooks with them to Morocco. These texts are not available in Morocco. Please make sure you have the latest versions of the following items. If you do not have a laptop, you should have a DVD player for your homework.

Brustad, K., Al-Batal, M., & Al-Tonsi, A. (2011 – Third Edition). *Al-Kitaab fii Ta'allum al-Arabiyya with DVDs: A Textbook for Beginning Arabic,* Part One. ISBN-10:1589017366 or 13:978-1589017368

Other Pedagogical Supports

"كراس فصحى مركز تواصل الثقافات" "*Fus'ha Markez Tawasul Athaqafat*" (a series of lessons prepared and adapted by CCCL instructors, first published in 1996 and revised and edited in 2013).
Al Moufid fi alugha alarabiya, Korrassat Al Kitaba, First year in primary school

Besides written materials, CCCL uses audio, video and internet material—some recorded from TV, internet, and radio and others published—in addition to different textbooks edited both in Morocco and internationally.

*Please be aware that course contents, lecturers, and readings may be modified as needed. Should any changes of class topics or lecturers be necessary, students will be promptly notified.

Overview of Course Syllabus*

Copyright © SIT, a program of World Learning

** Please note that the following course topics are to be divided based on the three proficiency levels of Beginner. A detailed schedule of each will be given to you after your placement tests and prior to the beginning of your Arabic classes.*

Content Topics

- Acquaintance
- Jobs
- Nationality and belonging
- Numbers
- Family and friends
- Parts of the house
- Directions
- Food and restaurants
- Clothes and colours
- Weather
- Headlines of Moroccan newspapers
- Describe places
- Describe feelings

Grammar Topics

- Alphabets and vowels
- Personal pronouns
- Feminine and masculine
- Possessive pronouns
- Definite and indefinite articles
- Nominal phrases
- Prepositions
- Affirmative, negative, and interrogative sentences
- Singular, dual, and plural
- Present and past tenses
- Adverbs
- Gerund

Evaluation and Grading Criteria

Description of Assignments:

Homework (25%): Reinforcement exercises are assigned daily, with students expected to spend an average of two hours of homework every day. Exercises will consist of written and oral assignments and may include finding new vocabulary items and expressions and listening to and watching TV programs with the aim of rehearsing strategies of picking up and understanding sounds. Participants are supposed to submit the exercises within the indicated deadlines; otherwise, the exercise is not accepted, which will affect the course grade. Part of

Copyright © SIT, a program of World Learning

the learner's tasks is also to read the grammar section of *Al-Kitaab*, presented in English, outside class time to avoid using the foreign language in class.

Participation (25%): The aim of class participation is to: 1) Express your views; 2) Ask questions; 3) Make suggestions; 4) Read the assigned lessons ahead of class time to familiarize yourself with the specific vocabulary and content of the course and thus be able to follow class discussions and rehearse your vocabulary.

Written Examination (20%): The course includes a mid-term and a final assessment that last one hour and a half each. Each week, around 20 minutes are devoted to reviewing the vocabulary and grammar covered.

Oral Presentation (15%): Two oral presentations are scheduled during the program. Students are given the choice of subjects with total awareness to use vocabulary and linguistic skills acquired in their language class. The time of this presentation ranges from 10 to 20 minutes. The students can have the option to present individually or in a group, where they are free to join students from other levels. Oral presentations are moments of celebration as students perform and engage in creative activities.

Assessment:

Participation	25%
Homework	25%
Oral presentation	15%
Written examination	20%
Quizzes	15%

Grading Scale:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
Below 64%	F

Grading Criteria

An "A" grade for an assignment entails superior (not just "very good") performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and
the provision of factual, numerical, and/or historical evidence. In terms of class participation, an "A" grade refers to full attendance, punctuality, attentive listening, and active engagement in all academic seminar lectures, discussions, field trips, and other activities. It also means polite

Copyright © SIT, a program of World Learning

and respectful behavior. The level, frequency, and quality of student participation will be monitored and taken into account.

Additional Information

Attendance

Class attendance is mandatory and absences are penalized by reducing the language grade, except for illness cases, when the student is expected to provide a medical certificate. In addition, two repetitive and unjustified delays are also counted as an absence and may impact the student's participation grade.

Homestays

As a complement to the language classes, homestays provide students with the opportunity to learn from different people and to use their language skills continually in a multilingual learning environment. Our goal is to help students develop the necessary communication tools which they can use with their host families, neighbors, and Moroccans on the street.

Field Exercises

Once a week, through field assignments, students enrich their classroom learning experience and their ability to function in real life language situations, assimilate to everyday life issues, and immerse in the host culture. Field assignments are done both individually and in groups.

Field assignments may include visits to the following places:

- *Souks*: to practice bargaining skills and interact with community members
- Cafés and restaurants: to experience ordering drinks and food
- Museums and monuments: to learn about historical sites and handicrafts

Office Hours

Office hours are scheduled for one hour per week. The teacher may also have additional office hours for students who need further support. For the most effective and constructive management of the language course, students have the opportunity to give their feedback on course content and methodology through written and oral assessments scheduled throughout the semester.

Written Assessment

First week evaluation: The purpose of this first evaluation is to make sure the students are placed in the appropriate level and that they understand the teaching methodology to be used for the semester.

Mid-term evaluation: This assessment first checks whether the methodology used was effective and helped the participant progress and improve language skills. Second, the purpose is to implement the participants' suggestions and recommendations in the rest of the semester for better quality teaching.

Final evaluation: This evaluation assesses the language program as a whole and checks to what extent it met the intended learning objectives of participants.

Oral Assessment

Copyright © SIT, a program of World Learning

This is based on the students' feedback either in class or during the office hours. It is the teacher's responsibility to maintain a daily channel of communication with students to find out about their needs and concerns.

Student Expectations

Class Participation

Participation in class refers to attendance, punctuality, attentive listening, and active engagement in all lectures, discussions, educational excursions, assignments, and other activities. It also means polite and respectful behavior. An absent student is responsible for contacting the instructor, the tutor, and/or fellow students to be prepared for the assignments s/he missed and the ones scheduled for the next class.

Academic Policies: SIT prides itself on providing students with an experientially based program; we hold ourselves, and our students, to the highest of academic standards. Students are asked to refer to the **SIT Study Abroad Handbook** for policies on academic integrity, ethics, academic warning and probation, diversity and disability, sexual harassment and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at http://studyabroad.sit.edu/disabilityservices.

Copyright © SIT, a program of World Learning