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 upon 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 to read basic texts on familiar topics such as weather, seasons, food, family, studies and friends.

Moroccan Arabic
Immediately after arriving in Rabat and during the first week of orientation, students participate in a 15 hour introduction to Moroccan Colloquial Arabic that ranges from basic vocabulary and sentence structure to easy dialogues and interactive exercises. 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.

Language Levels and Placement
Non-beginning participants are placed into appropriate language course levels based on estimated-ACTFL oral proficiency interviews and written exams (placement tests) conducted during orientation in Morocco.

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Course Objectives
Beginning Arabic has an interdisciplinary and experiential focus, encompassing 90 class hours (6 credits). 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 distinguish and pronounce all Arabic sounds, and write correctly from dictation
- To master the basic grammatical structures and vocabulary to write and express oneself correctly
- To immerse in the host culture via constant use of the space outside class to perform field exercises involving the use of Arabic in daily life situations
- To understand and come up with simple written texts on familiar topics
- To comprehend simple audio/video texts on familiar topics;

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, 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.

For an interactive and creative learning environment, the class will include:
- Survival Moroccan Arabic (additional to the 90 contact hours)
- 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
- Group Discussions with Moroccan university students

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; focus on articulation, and pronunciation of sounds

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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 for 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.


Other Pedagogical Supports

*Al AArabiya almuaassira*, Part I and II, Institute Bourguiba, Tunis

*Fush’a al-Markaz* (a series of lessons prepared and adapted by CCCL instructors, first published in 1996 and revised and edited in 2007). Besides written materials, CCCL uses audio, video and internet material, some recorded from TV, internet, Radio and others published; in addition to different textbooks edited both in Morocco and internationally.

*Al Moufid fi alugha alarabiya*, Korrassat Al Kitaba, First year in primary school

PLEASE NOTE: COURSE CONTENTS, LECTURERS AND READINGS MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS OR LECTURERS BE NECESSARY, STUDENTS WILL BE PROMPTLY NOTIFIED.

Overview of Course Syllabus*

* Please note that the following course topics are to be divided based on the 3 ACTFL 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

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• 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
• Patterns
• Modals
• Quantifiers
• Conditional

Evaluation and Grading Criteria

Grades are assigned by the language instructors based on the following evaluation criteria:

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>25%</td>
</tr>
<tr>
<td>Homework</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Written Examination</td>
<td>15%</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>15%</td>
</tr>
</tbody>
</table>

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.

Homework
Reinforcement exercises are assigned daily, with students expected to spend an average of 2 hours of homework every day. Exercises will consist of written and oral assignments, and may include finding new vocabulary items and expressions, listening and watching TV programs with the aim 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 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
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.

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Written Examination
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 Presentations
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 around 10 to 20 minutes maximum. 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.

Estimated-ACTFL Oral Proficiency Exam: At the end of the course, students will be given an oral proficiency exam to provide a measurement of students’ overall linguistic progress. The exam consists of a brief (25-30 minute) oral interview designed to evaluate student speaking abilities and comprehension of Modern Standard Arabic. Students do not receive a numeric or alphabetical grade for the oral proficiency exam, but are instead described by an estimated ACTFL score: “beginner high,” “intermediate low,” etc. Thus, course grades provide an assessment of students’ performances in meeting the requirements of the language class while estimated ACTFL scores provide an assessment of students’ linguistic competence in the host language. Both the course grade and the estimated ACTFL score are reported on the transcript.

Grading Scale: The grading scale for all classes is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>84-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-83%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>74-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-73%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>64-66%</td>
<td>D</td>
</tr>
<tr>
<td>Below 64</td>
<td>F</td>
</tr>
</tbody>
</table>

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

Additional Information

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.

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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 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 their language skills. Second, the purpose is also to implement the participants’ suggestions and recommendations in the rest of the semester for better quality teaching.

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

**Oral Assessment**

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 their 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.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the program dossier given to you at orientation.

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