**Course Description**
This course is designed to further 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 improve and enhance 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. While the previous levels focus on daily life through an emphasis on conversational and communicative approaches, Advanced Arabic addresses increasingly complex issues related to culture, literature, politics, society, sociological studies, and gender, amongst other topics. The structural and grammatical usages of Arabic are emphasized as necessary linguistic tools for the improvement of the learner's proficiency and fluency. The overall intended learning objective is to enable students to critically analyze Arabic texts and discourses, and express ideas in Arabic at an appropriate level. Advanced Arabic focuses on reading extracts of articles from journals, magazines, and newspapers, while incorporating music, advanced texts, and film/television. Written assignments aim to reinforce the stylistic and structural competences.

**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
Advanced Arabic has an interdisciplinary and experiential focus, encompassing 90 class hours (6 credits). Its main objectives are:

- To gain advanced proficiency in spoken Arabic;
- To use the language confidently and effectively in everyday situations and in addressing a broadening range of specialized topics;
- To explore a variety of media, its representations, and its attendant effects in Morocco;
- To acquire insight into the role and specificities of Arabic within Moroccan life and culture.

Learning Outcomes
Upon completion of Advanced Arabic, students will be able:

- To master the grammatical rules and structures as well as the linguistic functions of clauses and sentences
- To improve students’ proficiency and mastery of the language skills for better academic pursuits in Arabic
- To develop students’ various learning skills to meet the needs and expectations of students in order to address and analyze themes related to advanced levels
- To address the very advanced issues related to abstract topics of culture, literature, politics, society, sociological studies, gender and the like…
- To empower students with an ability and a sense of critical and analytical thinking through the use of different language functions

Course Requirements
This course will focus exclusively on Modern Standard Arabic Fusha and enable students to attain a level of proficiency in all Arabic skills. Students will refine and expand their knowledge of grammar and sentence structure. The course adopts a multi-level methodology that integrates the skills of reading, writing, listening, grammar, vocabulary and conversation. There will be more emphasis on composition and oral discussions. All skills are reinforced at all levels and Arabic is the ONLY teaching language used in class. The size of classes is also kept small.

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:

- To develop communication skills
- To talk about and analyze daily life issues related to the Arab world in general and Morocco particular
- To perform oral presentations on themes of interest
- To present and discuss certain aspects of Moroccan and Arab culture with classmates using Arabic only

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Writing:
- To carry out library and on field research in order to write essays in Arabic
- To master composition techniques
- To summarize texts and express point of views while writing

Reading:
- To understand and master texts on culture and literature
- To read articles from Arabic newspapers and magazines
- To get an insight of how some literary and philosophical issues are tackled in Arabic writings as an advanced introduction to culture and literature

Listening:
- To immerse effectively in Morocco’s society and Arab culture mainly through the assigned field exercises and audio-video materials selected by the instructors.
- To interact linguistically and intellectually (using Arabic only) with the lecturers during the Arabic lecture series

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 II, Institute Bourguiba, Tunis
Articles from newspapers, magazines, authentic texts/audio – video and internet resources.

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 two ACTFL levels of Advanced. 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:
- Islam and politics
- Current events in Morocco
- Moroccan and Arab mass media
- Classical and popular patrimony
- Youth culture in Morocco
- The Arabs and the West
- Poetry in the Arab world

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Progress and development in Arab societies
NGOs in Arab societies
Religion and society
Literature and Arts
Aspect of Arab identities
Feminine perspectives
Notion of nostalgia in the Arab world

Grammar Topics:
- مراجعة القواعد وال نحو
- الاعراب
- اسماء الإشارة بعد المشار إليه
- الفعل الأجوف والمضعف والنائص
- الفعل المبني للمجهول
- كان وكاد وأخواتهما
- استخراج اسم الفاعل و اسم الفعل للمفعول للفعل النائف
- الاستثناء (المستثنى، المستثنى منه، أداة الاستثناء)
- النمو” والأسماء الخصية
- علم الأوردو والأوزان الشعرية
- أوزان المؤنث والمنكر
- الشرط
- الحال

Evaluation and Grading Criteria

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

<table>
<thead>
<tr>
<th>Category</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>
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</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

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specific vocabulary and content of the course and thus be able to follow class discussions and rehearse your vocabulary.

**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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