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.

Course Objectives
Beginning Arabic has an interdisciplinary and experiential focus, encompassing 45 class hours (3 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.

*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.
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 from 1-100
- 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/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 (Units 1-9), and converse with classmates about topics discussed and practiced in class. Students will also be able to master essential linguistic structures such as: feminine/masculine, demonstratives (Singular/Plural, Feminine/Masculine), definite article, Wh-questions, possessive pronouns, plural (regular/irregular), nominal sentences, negation with «laysa» (nouns and adjectives), verbal sentences, present tense (Feminine/Masculine, Singular/Plural pronouns), prepositions + pronouns, verb patterns (Form I, Form II, Form III, Form IV), nunation (adverbs), noun-adjective phrases, verbal nouns, quantification expressions, comparative, superlative, past tense, the dual, Idhaafa «of» and possessive constructions.

Course Requirements

Required readings


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.

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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
- 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

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.

Note:
- Weekly office hours are scheduled. The teacher may also announce office hours for students whom they think 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 which are scheduled through during the semester.

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Evaluation and Grading Criteria

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

**Attendance** 25%
**Homework** 25%
**Participation** 20%
**Written Examination** 15%
**Oral Presentation** 15%

**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 everyday. 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-Kitab*, 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.

**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 Presentation**
Two oral presentations are scheduled during the program. The choice of subjects is open to students to decide about and the time of presentation is limited to 20 minutes maximum. The choice is also the participants’ to present either individually or in groups where it is free for them to join students from other levels. Oral presentations are moments of celebration as students perform and engage in creative activities.

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

- 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+

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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. 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

Student Expectations

Class Participation
Participation in class refers to attendance, punctuality, attentive listening and active engagement in all Arabic language 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.