Intermediate Modern Standard Arabic
ARAB2003-2503 (3 credits)

Tunisia and Italy: Politics and Religious Integration in the Mediterranean

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. Intermediate Arabic provides students a more in-depth background in daily life issues, enabling them to master critical language skills necessary for performing everyday activities. The objective in this level is to review and expand on topics including:

- Traveling
- Relationships
- Ceremonies
- Services (especially public administration)
- Speaking about one’s career (personal achievements)
- Biography/autobiography
- Functions of speech
- Cultural and literary subjects

Intermediate Arabic covers grammar and syntactic structures to teach students how to create correct sentences, enabling them to both discuss and write about various topics of study. The main focus, however, is on vocabulary related to themes of culture, literature, and authentic everyday situations. Students participate in field exercises and other activities to gain confidence in interacting with Tunisians and immersing in society. Students are responsible for finding new vocabulary words and expressions matching the assigned field exercises—by using dictionaries and additional texts including newspapers, magazines, and by conducting interviews.
Learning Outcomes
Upon completion of the course, students will have mastered the following verbal skills in Modern Standard Arabic:

• To explain in detail what they are studying and their life in general in Tunisia and in the USA
• To speak about themselves and about their daily routines, friends, and families and to speak in some detail about personal plans
• To describe places
• To speak briefly about their ISP project
• To ask and understand questions in a simple interaction
• To understand weather reports and newspaper headlines
• To formulate basic requests to SIT staff and members of host families
• To narrate a simple event related to their lives in the host culture
• To narrate the key events of a day in the educational excursions
• To make a short presentation about a topic of their choice

Tunisian Arabic
Immediately after arriving in Tunis and during the first week of orientation, students are offered a two-session introductory course on Tunisian Arabic (totaling fifteen hours) 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 Tunisian 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 Tunisia.

Course Objectives
Intermediate Arabic has an interdisciplinary and experiential focus. The main objectives are to:

• Expand and strengthen proficiency in spoken Arabic;
• Further develop strong oral/written comprehension and writing skills;
• Use the language confidently and effectively in everyday situations and to address a broadening range of topics;
• Acquire insight into the role of Arabic within Tunisian life and culture.

Language of Instruction
Arabic and English

Instructional Methods
SIT’s teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; “knowledge is created through the transformation
of experience” (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a concrete experience, reflective observation, abstract conceptualization, and active experimentation embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Required Texts
Students are responsible for all the required readings and should be prepared to bring them to participate in discussions in class. The readings will help place the classes in their context, challenge and engage lecturers, generate questions for class discussions, and deepen one’s knowledge of particular aspects discussed in class.


Supplementary teaching materials include:
- Textbook designed by instructors for SIT students
- Al-Arabiya Al Muasira
- Audiovisual materials
- Magazines and newspapers

Several films are incorporated into the course. Films are shown in their original Arabic version and are followed by a class discussion in Arabic.

Course Schedule

*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers’ availability, and to respect any changes that would affect student safety. Students will be notified if this occurs*

**Week 1**
This week students will:
- Greetings and introductions
- Review the first part of Alkitaab, Part 1 (Units 1-5)
- Review gender, the definite article, nisba adjective, asking questions, plurals, non-human plural agreement, nominal and verbal sentences, the iDaafa and noun adjective phrases
- Review possessive pronouns,
• Review subject pronouns, verb conjugation in the present tense, negation, adverbs, demonstrative nouns, the dual and plural forms
• Review lists of vocabulary and speaking activities

Week 2
Unit 6: أنا خالد
This week students will:
• Listen to a story and learn vocabulary
• Retell the story and use the vocabulary to make similar stories
• Learn the present tense and the different endings
• Talk about daily routine
• Almasdar
• Cohesion: why, in order to /for, because, because of
• Learn about Arabic food

Week 3
Unit 7: أنا أكبرهم
This week students will:
• Learn the story and vocabulary
• Talk about hobbies
• Learn negation with (ما / ليس)
• Learn the fronted predicate sentence
• Learn the past tense and negation
• How many / how much
• The dual
• Read news articles in class

Class assignment: Mid Term

Week 4
Unit 8: المستقبل للتجارة
This week students will:
• Learn a story and vocabulary
• Retell the story and use the vocabulary for similar stories
• Learn the past tense and its use
• Learn past tense negation
• Learn the root and the pattern
• Learn how to use the dictionary
• Numbers

Week 5
Unit 9: والنصف السادسة في توقظني جدتي

This week students will:

- Learn a story and vocabulary
- Retell the story and use the vocabulary to tell similar stories
- Review the conjugation of كان:
- Learn the present /past tense conjugation of عاد استطاع:
- Learn ordinal numbers
- Learn the time

Week 6

Unit 10: البيت العائلة

This week students will:

- Learn a story and vocabulary
- Speak about family and the different activities during the weekend with friends and family
- Learn he conjugation of يصحو، يجي
- Learn Almasdar and the subjunctive (almudarii al mansub) and the prepositions
- Learn the object pronouns

By the end of the course students will present their Arabic project and have the Arabic Final exam

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 Tunisians 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

Assignments and Evaluation

Assignment Descriptions and Grading Criteria
Assignments include reviews and preparation for the upcoming session and are due at the beginning of class. It is the student’s responsibility to:

- Listen to and learn the vocabulary from the book and the accompanying website or CD so they can practice in class.
- Answer vocabulary exercises.
- Read about grammatical rules and undertake drilling exercises.
- Read about local culture and write sentences about their cultural experiences in the country.

Timely completion of all Arabic assignments is expected. All written homework must be turned in at the beginning of the class. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, depth of understanding, argumentation, and presentation of evidence. Tests will not be repeated for absentees. Only certifiable and verifiable absences from tests will be accepted.

Regular attendance, active class participation, daily homework assignments, four tests, and a final examination are required for the successful completion of the course. 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.

**Assessment**

Regular Tests: 40%
Assignments: 30%
Final examination: 30%

**Late Assignments**

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an ‘F’ for the assignment.

**Grading Scale**

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<thead>
<tr>
<th>Percentage Range</th>
<th>Letter 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>
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</tbody>
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Program 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.

Student Expectations
- **Show up prepared.** Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- **Have assignments completed on schedule, printed, and done according to the specified requirements.** This will help ensure that your assignments are returned in a timely manner.
- **Ask questions in class.** Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- **Comply with academic integrity policies** (no plagiarism or cheating, nothing unethical).
- **Respect differences of opinion** (classmates, lecturers, local constituents we engage with on site visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the Policies section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.
Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as Library resources and research support, Disability Services, Counseling Services, Title IX information, and Equity, Diversity, and Inclusion resources.