

## **Intermediate Modern Standard Arabic** ARAB-2003-2503 (4 credits)

### **Morocco: Migration Practices and Impacts on North Africa and Europe**

*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. 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 Moroccans and immersing in society. Students are responsible for finding new vocabulary words and expressions matching the assigned field exercises by

using dictionaries, using additional texts including newspapers and magazines, and conducting interviews.

### **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**

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

### **Learning Outcomes**

Upon completion of the course, students will be able 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 broad range of topics;
- acquire insight into the role of Arabic within Moroccan life and culture

### **Instructional Methods**

This course serves as a continuation of Beginning Arabic and will focus exclusively on Modern Standard Arabic, Fus'ha. Students in this course will develop an intermediate level competency in reading and aural comprehension skills and increase their abilities to express ideas in writing. They will be able to understand the main ideas in texts dealing with basic personal and social needs. These texts will involve description and narration in different timeframes, including present, past, habitual, and imperfective.

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.

## Required Texts

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 with an integrated disc drive, you should have a compatible disc drive or DVD player for your homework.

Brustad, K., Al-Batal, M., & Al-Tonsi, A. (2013; 3rd ed.). *Al-KitaabfiiTa'allum al-'Arabiyya: A Textbook for Arabic, Part II*. Georgetown University Press, Washington, D.C. ISBN: 978-1589019621

## Other Pedagogical Supports

"تألفاتنا لصاوت زكرم ي حصف سارك" *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).

## Assignments and Evaluation

### Assignment Descriptions and Grading Criteria

#### 1) Attendance (25%)

Class attendance is mandatory and absences are penalized by reducing the language grade, except in cases of illness, 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.

#### 2) 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 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.

#### 3) Written Examination (15%)

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.

#### 4) Oral Examination (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. Presentation length 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.

#### 5) Participation (20%)

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. Participation also includes active involvement in lectures, readings, discussions and excursions using the following criteria:

- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

#### Assessment

Attendance – 25%

Homework – 25%

Participation – 20%

Written Examination – 15%

Oral Examination – 15%

#### Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

#### 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

|          |    |
|----------|----|
| 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  |

### **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 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 Course Assessments

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 Course 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 students to find out about their needs and concerns.

### **Program 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 accordingly 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 engaged with on the 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.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.

## 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](#), [Accessibility Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

## 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*

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
- Group discussions with Moroccan university students

Students will learn how to:

- Explain in detail what they are studying and their life in general in Morocco
- Order in a café or restaurant or take a message on the phone
- Speak about themselves and about their friends and families
- Speak in some detail about personal plans
- Describe their hometowns and their neighbourhood
- Speak about their ISP
- Conduct a simple interview
- Understand weather reports and newspaper headlines
- Formulate basic requests to SIT staff and members of host families
- Narrate a simple event related to their lives in the host culture
- Narrate the key events of a day in the educational excursions

To strengthen language skills, the class will emphasize the following areas:

Conversation:

- To enrich students' linguistic and cultural backgrounds to better talk about daily life issues related to the Arab world in general and Morocco in particular
- To give oral presentations on themes of interest

Discussion topics:

- Studies and hobbies
- National and religious celebrations
- Arab press
- Colleges
- Arabic literature: poets and novelists
- Pioneers of Arab women's movements
- Social history of Arab and Islamic culture
- Multilingualism in the Arab world
- Marriages in the Arab world
- Proverbs

Grammar:

- General review of Arabic grammar
- Dual and plural
- Relative and demonstrative pronouns
- Modals
- Complex sentences
- Composition techniques
- Patterns using the dictionary
- Imperative
- Direct and indirect objects
- Different adverbs and conjunctions: *هيف لوعفملا، لجلأ لوعفملا، ق لطملا لوعفملا*
- Irregular verbs
- Passive voice
- Idiomatic expressions
- Case endings and categorizations of words and sentences

Writing:

- master composition techniques
- To summarize texts and express point of views while writing



### Reading:

- master texts on culture, literature, and authentic real life situations
- gain insight into how some abstract topics are tackled in Arabic writings as a more advanced introduction to culture and literature

### Listening:

- To immerse smoothly and effectively in Morocco's society and culture mainly through the assigned field exercises and audio-video materials selected by the instructors
- To enable the students to develop their listening techniques during the Arabic lecture series