

## **Advanced Modern Standard Arabic** ARAB-3003-3503 (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 further 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 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. 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: *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.

## Learning Outcomes

Upon completion of the course, students will be able to:

- Master the grammatical rules and structures as well as the linguistic functions of clauses and sentences
- Improve proficiency and mastery of the language skills for better academic pursuits in Arabic
- Develop various learning skills to meet their needs and expectations in order to address and analyze themes related to advanced levels
- Address the very advanced issues related to abstract topics of culture, literature, politics, society, sociological studies, and gender
- Be empowered with an ability and a sense of critical and analytical thinking through the use of different language functions
- Read a short story with ease and confidence
- Read and comprehend whole news items from local papers
- Write a personal letter to relatives/host family members
- Write a few paragraphs about one's personal experience in Morocco
- Describe the CCCL neighborhood of Rabat in detail
- Describe the homestay neighborhood in detail
- Comprehend significant proportions of the media news, both written and oral
- Talk about current affairs in the Arab world in detail

## Language Levels and Placement

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

## Instructional Methods

This course will focus exclusively on Modern Standard Arabic, *Fus'ha*, 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.

## 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 separate disc drive or DVD player for your homework.

Brustad, K., Al-Batal, M., & Al-Tonsi, A. (2007). *Al-Kitaab fii Ta'allum al-Arabiyya with DVD and MP3 CD: A Textbook for Arabic, Part III*. Georgetown University Press, Washington, D.C. ISBN: 978-1589011496.

Articles from newspapers, magazines, authentic texts, and audio, video, and internet resources.

## **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 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.

#### 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) Oral presentation (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. The time of this presentation 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.

#### 4) 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.

#### 5) Participation (25%)

This includes active involvement in lectures, readings, discussions and excursions using the following aspects:

- Expressing your views;
- Asking questions;
- Making suggestions;

- Reading 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

### Assessment

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

### 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 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 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 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.

## 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

## **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*

### 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
- 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:

- وحنلوا دعاوقلا تعجرم
- بار علا
- مبلل رشملا دعبر شلا علمسلا
- ص قنلاو فعضملو فوجلا ل عفا
- لو هجملا ي نبللا ل عفا
- لمهتاوخا و دكو نك
- ص قنلا ل عفا لو عفا مبالا و ل عفا مبالا جرختسا
- (عائشلا قادا ،مغمي نشملا ،مئشملا) عائشلا
- "تسمظا علمسلاو" وذ
- تير عثلا نازو لاو ضرعلا طء
- ركتملاو ثنوملا نازو
- طوشلا
- ل لحلا