

## Intermediate Modern Standard Arabic

ARAB-2006-2506 (6 credits)

### Morocco: Human Rights, Social Justice, and Cultural Transformation

*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 includes an introduction to Modern Standard Arabic: both colloquial spoken language and the written script. To become familiar with Arabic, students will learn grammatical rules, vocabulary, structure, and methods of forming sentences. These linguistic rules will be tied to local cultural norms to give students a broader understanding of their everyday lives in Morocco and Moroccan society as a whole. Not only does the course aim to have students use Arabic to express themselves in daily life, but also to develop students' understanding of Arabic culture through different applications of the language.

#### Language Levels and Placement

Students 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:

- Describe in Arabic their present or recent studies and/or activities in detail;
- Give a command or take a message over the phone;
- Speak in depth about themselves;
- Give a brief autobiography and describe personal plans and hopes

Through field study trips and exercises, students enrich their experience and ability to function in real life situations, witness everyday issues, and immerse themselves in the host culture. Field study assignments are done both individually and in groups. Examples may include:

- Souks (Markets): to rehearse bargaining, learn about different items such as clothing, food, etc.
- Cafés and restaurants: to rehearse how to order a drink or meals

Group Discussions: A group discussion will be scheduled during the course. Students discuss a topic in Arabic among the students or with Moroccan locals.

### **Language of Instruction**

The Arabic course adopts a multi-level methodology that integrates the skills of reading, writing, listening, grammar, vocabulary, and conversation. These skills are reinforced at all levels, and Arabic is the only teaching language used in class, except when it is necessary to facilitate the explanation of a grammar rule or lexical phrase to a beginner.

### **Instructional Methods**

Weekly office hours are scheduled. The teachers may also encourage extra office hours for students who they think need further support. In order to attain the maximum effectiveness and construction of the language course, students have the opportunity to give feedback through written and oral assessments. Oral assessments are based on 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 in order to find out about their needs and concerns.

### **Required Texts**

Students are responsible for completing all required readings. Students should be prepared to discuss these in class. Readings enable students to challenge and engage lecturers, to generate questions for class discussions, and to frame their daily experiences outside of class.

K. Brustad, M. Al-Batal, and A. Al-Tonsi. (2011). *Al-Kitab*, Part II (3<sup>rd</sup> edition).

### **Assignments and Evaluation**

#### Assignment Descriptions and Grading Criteria

- First week evaluation: checks to make sure the students are placed in the appropriate level and that they understand the teaching methodology being used
- Mid-term evaluation: checks whether the methodology used was effective and helped the participant progress and improve their language skills while also accepting participants' suggestions for maximizing the quality of instruction.
- Final evaluation: assesses the language program as a whole and checks whether it met the intended learning objectives of participants

#### Description of Assignments:

##### Homework:

- Reinforcement exercises are assigned daily, with students expected to spend an average of one to two hours on 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 of picking up and understanding sounds
- Participants are supposed to submit the exercises by the indicated deadlines. Late assignments are not accepted

#### Attendance and Active Participation: 25%

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 vocabulary with classmates. The aim of class participation is to:

- Ask and answer questions
- Interact with peers and the teacher
- Make suggestions

#### Written examinations: 15%

The course includes 2 written exams that each last 1.5 hours.

#### Oral Presentation: 20%

- 2 oral presentations are scheduled during the program (not including the one of Darija):
- The choice of subject is open to students to decide. The choice is also to the participants to present either individually or in groups where they are free to join students from other levels.
- Oral presentations are moments of celebration as students perform and engage in creative activities through which they express their feelings, reflect on their learning process, and share their experience with peers, NGO advisors, and their Arabic teachers
- The choice of subjects is open to students to decide about, and the time of presentation is limited between 10-20 minutes maximum. The choice is also to 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.
- Students are free to use various aids, whether they are PowerPoints, music, food, posters, etc. However, we discourage students from relying excessively on written notes. Students will be graded on the content, delivery, and creativity of their presentations
- Pronunciation, fluency, width of vocabulary, and appropriate, functional usage of Arabic will be taken into account when grading.
- You are required to use the vocabulary and grammatical structures you have studied thus far.
- The language of your presentation should be accessible to any student of your language level.
- The presentation is open to anyone interested: other professors, other students, even other LZ staff.

#### Quizzes: 15%

Quizzes are scheduled at the end of each week to prepare the students for both the written and the oral assessments

Oral Proficiency Interview: 10%

At the end of the Modern Standard Arabic course, students are administered an oral interview to assess their oral communication abilities.

Assessment:

Attendance/participation 25%  
Homework 15%  
Quizzes 15%  
Written Examinations 15%  
Oral Presentations 20%  
Oral Proficiency Interview 10%

Grading Criteria:

Grades are based on in-class performance, meeting the basic requirements of the course, and through continuous participation and class attendance. Class attendance is mandatory and absences are penalized by reducing the final grade, except for justified illness cases in which the student is expected to provide a medical certificate. Two repeated unjustified delays to class are also counted as an absence and may impact the student's participation grade. Both the course grade and the competence and performance scores are reported on the transcript.

Oral presentation rubric:

	4	3	2	1
<b>Pronunciation</b>	accurate throughout, understandable; near native	Understand able, with very few errors	Some errors, but still understandable	Poor pronunciation; very anglicized
<b>Fluency</b>	Smooth delivery	Fairly smooth	Unnatural pauses	Halting, hesitant, long gaps
<b>Comprehensibility</b>	Easily understood	understood	Difficult to understand	incomprehensible
<b>Vocabulary</b>	Extensive use of targeted vocabulary	Some use of targeted vocabulary	Minimal use of targeted vocabulary	Fails to use targeted vocabulary

<b>Credibility (knowledge of culture)</b>	Credible role play, reflects the culture	Credible role play, somewhat reflects the culture	Limited credibility, little connection to targeted culture	Not credible, no connection to target culture visible
<b>Performance</b>	Lively, enthusiastic, good eye contact, creative	General enthusiasm, some eye contact, some creative	Little enthusiasm, limited eye contact, little creative	Reads from notes/sheets, monotonous, no eye contact

### 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 Reading 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 (those of classmates, lecturers, local constituents engaged with on the visits, etc.). 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](#), [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*

### Week 1:

- تقديم منهجية دروس اللغة العربية

- ميثاق الصف

- مناقشة بعض المشاكل التي يواجهها الطلبة في دراسة اللغة العربية

- مراجعة عامة للفصول السابقة

### **الوحدة 4**

الفصول السابقة - تتمة مراجعة

- واجبات: دراسة مفردات الصفحة 146 / 147
- دراسة مفردات الصفحة 146 / 147
- انجاز تمرين 2 صفحة 150
- مناقشة موضوع باستعمال المفردات المدروسة: الصحف الورقية والالكترونية
- دراسة الأفعال التي تنتهي بـ "و" أو "ي"
- تمرين 7 صفحة 155
- حوار حالة الطقس

## **Week 2:**

- دراسة الأفعال الجديدة صفحة 154 و 155
- قاعدة: حروف الجر صفحة 157
- انجاز تمرين 10 صفحة 157 و 158-
- إعراب الاسم صفحة 170
- تمرين 23 صفحة 176
- الوحدة 5**
- تصحيح الواجب
- تمرين 26 صفحة 185
- استخدام العبارات الجديدة: رغم أن... / على الرغم من ...
- دراسة المفردات الجديدة الصفحة 188 / 189
- انجاز تمرين 1 صفحة 190 / 191
- دراسة المفردات الجديدة
- تمرين 6 صفحة 196
- حوار: عند الطبيب
- قاعدة اسم الفاعل صفحة 197
- تمارين: اسم الفاعل من إعداد الأستاذة
- استخدام العبارات الجديدة "لا يكاد...حتى" صفحة 213

## **الوحدة 6**

- تثبيث المفردات 222 / 223
- تمرين 1 صفحة 224 / 225
- هذان/ هذين + المثنى المرفوع المنصوب والمجزوم
- حوار "في المطار" لمراجعة القواعد السابقة
- دراسة المفردات الجديدة صفحة 227 / 228
- قاعدة الفعل المضعف الصفحة 230
- تثبيث المفردات: تمرين 14 صفحة 236 / 237
- تمرين "ب" صفحة 232
- قاعدة زمن الفعل: الماضي والمضارع صفحة 242
- نص قصير
- تمرين 19 صفحة 243

## **Week :3**

## **الوحدة 7**

- تقديم المفردات الجديدة الصفحة 258 و 259
- تمرين 3 صفحة 262
- دراسة:أوزان الأفعال (الفعل الرباعي العلاقة بين وزن فعل وافتعل)

- تمارين من إعداد الأستاذ
- تمرين 9 صفحة 270
- تمرين 11 صفحة 271
- دراسة المفردات 2 صفحة 263 و 264 و 265
- تمرين 7 صفحة 267
- تمرين 10 صفحة 270
- دراسة العبارات الجديدة الصفحة 278
- تمرين 18 صفحة 278
- دراسة الفعل "المبني للمجهول" في الوزنين "فعل وفعل" صفحة 284
- تمرين 21 صفحة 284
- تمارين من إعداد الأستاذ
- تمرين 12 صفحة 271
- مشاهدة فيلم عن العصور الوسطى ومناقشته

- الاعراب في جمع المؤنث 288
- قراءة قاعدة "جمع المؤنث"
- تمرين 23 صفحة 288

#### **Week 4:**

- الجمع : تمرين 24 صفحة 289
- دراسة قاعدة "اعراب الاسم مع العدد" صفحة 292

#### **الوحدة 8**

- دراسة المفردات الجديدة
- تمرين 3 صفحة 308
- دراسة أوزان الأفعال الجديدة صفحة 312
- مشاهدة فيديو حول المناسبات في المغرب مع مناقشة
- قراءة قاعدة "اسم المفعول" الصفحة 316 / 317
- قراءة "اسم الفاعل" في الحال صفحة 329
- دراسة قاعدة "اسم المفعول"
- دراسة "اسم الفاعل" في الحال صفحة 329
- نص من إعداد الأستاذ مع التمارين
- تمرين 10 صفحة 319
- تمرين 11 صفحة 320
- أجواء رمضان في المغرب مشاهدة فيديوهات مع المناقشة بتوظيف المفردات
- تمرين 18 صفحة 330 و 331
- تقديم عروض البحث الميداني ومناقشته، مع مشاهدة فيديوهات قصيرة
- دراسة الوزنان (فاعل وتفاعل) صفحة 331 و 332



دراسة المفردات 1 و 2 صفحة 344 / 345 / 352 / 353 للوحدة 9

### **Week 5:**

#### **الوحدة 9**

- تصحيح الواجبات
- دراسة المفردات الجديدة
- مناقشة داخل الصف تمرين 3 صفحة 348
- دراسة الأفعال الجديدة من المفردات 1 و 2
- من معاني "ما" (مع الأفعال) / "ما" في الجمل الشرطية
- نص مع التمارين من إعداد الأستاذ
- تمرين 6 صفحة 352
- دراسة القواعد: "(و) و (ي) في جذور الأفعال" صفحة 360
- نص في قسم الشرطة مع التمارين
- مشاهدة فيلم حول الربيع الديمقراطي مع المناقشة بتوظيف المفردات المدروسة
- الواجبات: تمرين 12 صفحة 364
- تمرين 8 صفحة 357
- قراءة القواعد: "كان وأخواتها": توسيع الصفحة 370 و 372
- "الإضافة: مراجعة وتوسيع" الصفحة 378 و 379
- تصفح مواقع مغربية إلكترونية مع مناقشة بعض المقالات
- "كان وأخواتها": توسيع الصفحة 370 و 372
- تمرين 20 صفحة 373
- العبارات الجديدة صفحة 373
- دراسة القواعد: "الإضافة: مراجعة وتوسيع" الصفحة 378 و 379
- مناقشة الانتخابات المغربية والأمريكية ودور الإعلام

#### **الوحدة 10**

- دراسة المفردات 1 و 2 الصفحة 394 / 404 / 405 / 406 / 407
- قراءة الأفعال الجديدة
- دراسة القواعد: "ذا" الصفحة 399 و 400
- تمارين من إعداد الأستاذ
- قراءة قاعدة "الفعل الناقص" في آخر جذره "و" و "ي"

### **Week 6:**

- دراسة قاعدة "الفعل الناقص" في آخر جذره "و" و "ي"
- تمرين 12 الصفحة 412
- تمرين 13 الصفحة 413
- مناقشة حول الصور النمطية بين المغرب وأمريكا
- الواجبات: تمرين 8 و 9 الصفحة 409 و 410
- قراءة القواعد: "إن وأخواتها" صفحة 422
- مشاهدة فيديو: "يوميات طالب مغربي"
- مناقشة: الفرق بين التعليم الأمريكي والتعليم المغربي
- شرح القواعد: "إن وأخواتها" صفحة 422
- تمرين 18 الصفحة 424
- دراسة القواعد: "الفعل المجهول في الماضي والمضارع" الصفحة 452 و 426 و 427 و 428

