

## **Intermediate Modern Standard Arabic**

ARAB 2003-2503 (3 Credits)

### **Jordan: Geopolitics, International Relations, and the Future of the Middle East**

*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 intermediate Arabic course is designed for students who have completed foundational studies in Modern Standard Arabic (MSA) and have initial exposure to Jordanian Colloquial Arabic. The course spans five weeks, with instruction held three days per week, ensuring consistent engagement with the language and supporting steady development of communicative skills within a 45-hour instructional framework.

Aligned with ACTFL Intermediate Low to Mid-level standards, the course enhances students' proficiency in reading, writing, listening, and speaking. Learners refine their phonological accuracy, expand their vocabulary, and strengthen grammatical control while developing fluency in both structured and spontaneous expression.

The course follows a functional-communicative, task-based approach that emphasizes real-world application. Students participate in interactive exercises, role-plays, and guided conversations to navigate more complex social and transactional situations such as expressing opinions, making plans, managing travel logistics, and engaging in cultural discussions. Discourse-level skills and pragmatic awareness are key areas of focus.

Cultural immersion is integral to the learning experience. Students deepen their understanding of Jordanian customs, idiomatic expressions, and sociolinguistic norms through authentic materials and experiential learning. Instruction draws from *Al-Kitaab fii Ta'allum al-'Arabiyya* (3rd ed., 2011), covering Units 5–7 for ARAB 2003 and Units 5–8 for ARAB 2503. Select components of Jordanian Colloquial Arabic are integrated to enhance communicative competence in everyday contexts.

The course includes guest speakers, cultural partners, and site-based activities in Amman and surrounding areas, providing students with meaningful opportunities to apply their language skills and engage with local communities.

#### **Jordanian Arabic**

Immediately after arriving in Amman and during the first week of orientation, students participate in an introduction to Jordanian Colloquial Arabic, which is part of the broader Levantine colloquial dialect. The sessions cover basic vocabulary and sentence structure, in addition to simple dialogues and interactive exercises. The objective of these sessions is to

provide students with an elementary background and early familiarity with Jordanian/Levantine Colloquial Arabic in preparation for the homestay experience and for navigating daily life in Jordan.

### **Learning Outcomes**

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

- Read and write confidently using the Arabic script, including accurate spelling of words, numbers, and calendar terms (e.g., days of the week, months, dates).
- Comprehend and produce spoken and written Arabic at the paragraph level on familiar topics using present tense and selected past-tense structures.
- Navigate everyday situations in Arabic, including shopping, dining, using transportation, and asking for or giving directions, with increased fluency and cultural appropriateness.
- Engage in structured conversations and role-plays involving introductions, biographical information, and social exchanges (e.g., greetings, invitations, expressing preferences).
- Ask and answer questions related to personal background, education, work, family, and leisure activities using appropriate vocabulary and sentence structures.
- Demonstrate understanding of key Jordanian colloquial expressions and apply them in contextually appropriate ways during informal interactions.

### **Language of Instruction**

This course is taught primarily in Arabic. Students are immersed in Modern Standard Arabic and Jordanian Colloquial Arabic from the outset, with English used only for occasional clarification or linguistic comparison. Instruction is delivered through Arabic-language materials, classroom interaction, and experiential learning activities. Students develop their language proficiency through Arabic-based lectures, guided practice, and cultural engagement, enabling them to build confidence and fluency in real-life contexts.

### **Instructional Methods**

This course is grounded in experiential and communicative language teaching methodologies, aligned with ACTFL proficiency guidelines for Intermediate level . It is designed to create an immersive, student-centered environment that fosters meaningful language acquisition through real-world application and cultural engagement.

Instructional methods include:

- **Experiential Learning:** Students engage in authentic communicative tasks—such as navigating transportation, ordering food, and interacting with host families—that connect classroom content to lived experiences.
- **Task-Based and Functional Instruction:** Lessons are structured around real-life functions (e.g., introducing oneself, asking for directions), enabling students to use Arabic purposefully and confidently in daily interactions.
- **Collaborative Learning:** Pair and group activities promote peer interaction, dialogue practice, and cooperative problem-solving, reinforcing both linguistic skills and intercultural awareness.
- **Cultural Activities:** Students participate in hands-on cultural experiences that deepen their understanding of Jordanian society and enhance language use in context. These include preparing traditional meals with host families, learning dabke (Jordanian folk dance), practicing

Arabic calligraphy, and engaging in local customs and rituals such as weddings and family celebrations.

This integrated approach ensures that students not only develop foundational skills in Modern Standard Arabic and Jordanian Colloquial Arabic, but also cultivate the confidence, adaptability, and cultural sensitivity essential for effective communication in Arabic-speaking environments.

## **Required Texts**

Brustad, K., Al-Batal, M., & Al-Tonsi, A. (2011). *Al-Kitaab fii Ta'allum al-'Arabiyya: A Textbook for Beginning Arabic, Part One* (3rd ed.). Georgetown University Press.

Additional instructional materials—including worksheets, audio recordings, and curated vocabulary lists—will be provided by the instructor throughout the course.

Supplementary readings and cultural resources will be assigned based on weekly themes, field activities, and student interests to support deeper engagement with Jordanian society and Arabic language use in context.

## **Assignments and Evaluation**

### **1. Interactive Communicative Tasks and Cultural Engagement (20%)**

Students complete weekly communicative tasks such as role-plays, guided dialogues, short interviews, and cultural interactions. These tasks measure students' ability to use course vocabulary and grammar in practical situations with clarity and cultural awareness.

### **2. Vocabulary and Grammar Quizzes (20%)**

Regular quizzes assess comprehension of new vocabulary and grammar structures from *Al-Kitaab* Units 5–8. These short assessments reinforce learning and support the development of accurate, functional communication.

### **3. Midterm Examination (15%)**

The midterm exam evaluates reading, listening, grammar, and short writing tasks. It measures students' ability to interpret short texts, answer guided questions, complete grammar exercises, and write simple paragraphs.

### **4. Final Arabic Project (10%)**

Students complete a short final project—such as a brief presentation or written paragraph set—demonstrating their ability to communicate about familiar topics using correct vocabulary and structures.

### **5. Final Examination (25%)**

The final exam assesses cumulative skills in reading, listening, writing, and speaking. Students interpret short passages, respond to listening prompts, complete a guided writing task, and participate in a structured oral exchange.

### **6. Attendance and Participation (10%)**

Students are expected to actively participate in class, use Arabic regularly, engage in pair and group work, and demonstrate preparedness and consistent effort in all course activities.

## **Attendance and Participation**

Due to the immersive and experiential nature of SIT Study Abroad language programs, full attendance and active participation in all class sessions, cultural activities, and program excursions are mandatory. Student performance is evaluated not only through academic assignments but also through consistent engagement in all components of the course. Students are expected to contribute meaningfully to classroom discussions, language practice, and cultural interactions.

Participation includes punctuality, respectful behavior, and a willingness to communicate in Arabic to the best of one's ability. Absences—whether from class, field visits, or scheduled cultural events—must be communicated in advance and approved by the academic director or designated staff. Unexcused absences may negatively affect academic standing, final grades, and overall program continuity. Students may not opt out of required activities, as each component is integral to the learning experience and language development.

### **Late Assignments**

SIT Study Abroad language programs combine classroom instruction with experiential learning, cultural immersion, and field-based activities. The curriculum is designed to build sequentially toward key outcomes such as final projects, presentations, and applied language tasks. Timely completion of assignments is essential to ensure students benefit from the cumulative nature of the course and maintain consistent progress in language acquisition. Students may request a justified extension for one assignment during the semester. Requests must be submitted in writing at least 12 hours before the posted deadline. If the reason is accepted, an extension of up to one week may be granted. No additional extensions will be approved. Assignments not submitted within the extension period will receive a failing grade ('F'). Late submissions without prior approval will be penalized and may affect the final course grade

### **Grading Scale:**

94-100%	A	74-76%	C
90-93%	A-	70-73%	C-
87-89%	B+	67-69%	D+
84-86%	B	64-66%	D
80-83%	B-	below 64%	F
77-79%	C+		

### **Program Expectations Program Expectations**

Students enrolled in Beginning Modern Standard Arabic are expected to prepare for class by completing readings, arriving on time, and coming ready to engage thoughtfully. Assignments must be submitted on schedule, and all work must reflect the student's own effort, as plagiarism or any form of unethical behavior will not be tolerated. Active participation in discussions, interactions with guest speakers, and engagement with cultural partners are essential for language development, and students are expected to show respect for diverse perspectives at all times. Personal devices may be used only for class-related purposes, and off-task use will be counted as an absence. All course materials and updates will be posted on OneDrive, which students should check regularly, and any access issues must be reported

promptly. Some topics may involve sensitive or challenging content, and students are encouraged to engage respectfully and seek support if needed.

### **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 note that weekly topics and cultural excursions may shift to accommodate emerging opportunities, guest availability, or safety considerations. Students will be notified of any changes in advance.

This 45-hour intermediate-level course is delivered over 5 weeks and is organized into weekly modules that blend classroom instruction with experiential learning and cultural immersion.

The extended format allows students to deepen their language proficiency through sustained engagement, consistent practice, and contextualized application.

In addition to attending class three times per week, students are expected to engage in regular independent study and language use beyond the classroom. Weekly modules are designed to strengthen core language skills—reading, writing, listening, and speaking—through thematic content, functional tasks, and authentic exposure to Jordanian society.

Instructional activities include guided discussions, collaborative projects, role-plays, and interactive exercises that promote fluency, accuracy, and sociolinguistic awareness. Cultural components—such as field visits, guest speakers, and hands-on experiences—are integrated to enhance learners' ability to navigate real-life situations with confidence and cultural sensitivity.

### **Arabic Course Plan :**

#### **Week 1: Comprehensive Review**

This week, students will:

- Review previous units from Al-Kitaab (up to Unit 4).
- Revisit fundamentals of the Arabic alphabet, sounds, and basic sentence structures.
- Refresh essential vocabulary related to daily life (directions, numbers, core verbs).
- Engage in short dialogues to strengthen fluency.

#### **Week 2: Describing people and professions.**

This week, students will:

- Cover Unit 5 from Alkitaab.

- Study verb conjugations in the past tense.
- Learn how to negate sentences in the past.
- Acquire vocabulary related to daily activities and university life.
- Practice writing short texts using past tense verbs.
- Describing people and professions.

### **Week 3: Daily life and Routine.**

This week, students will:

- Cover Unit 6: Learn advanced question forms, connectors, and vocabulary
- Cover Unit 7: Explore derived verb forms (Forms II, III, IV)
- Practice conversation and writing with new structures
- Daily life and Routine .

### **Week 4: Food and Shopping**

This week, students will cover Unit 8:

- Learn vocabulary related to housing and environment.
- Practice descriptive sentences (adjectives + nouns).
- Learn about food and shopping.
- Engage in dialogues about housing, city life, and environment.

### **Week 5: Review and Final Assessment**

This week is dedicated to:

- Comprehensive review of Units 5–8.
- Intensive practice in speaking, reading, and writing.
- Delivering short oral presentations in Arabic.
- Completing the final exam for the level.

\*At the end of the course, students will present their Final Arabic projects and have Arabic Final Exam.