



ADVANCED ARABIC LANGUAGE

APA Program: Intensive Arabic - Rabat, Morocco

Language of instruction: Arabic

US semester credits: 4.0

Contact hours: 36

Term: Summer (6 weeks)

Course Description

This course addresses advanced issues related to abstract topics such as gender, politics and social issues. Emphasis is placed on the structural and syntactic pursuits of the Modern Standard Arabic language, including a completion and review of previously learned rules. The overall intended learning objective of this course is to endow students with a critical and analytical approach to the utilization of a variety of language functions, such as: expression of opinion, agreement and disagreement, regarding the critical global issues of mobility and justice. To achieve a successful immersive experience, the course relies on the use of authentic materials which consist of extracts from newspaper articles, magazines as well as television programs and news shows. Students engage with a complex content through sophisticated interpretation, analysis, and discussion of related semantic, syntactic, and grammatical meanings and norms.

Course Outcomes

Upon completion of this course, students will develop the skills below:

- **Listening**
 - Comprehend most of the content and intent of a variety of forms and styles of speech.
 - Take organized notes on lectures and listening passages.
 - Understand a range of complex structures in extended discourse and comprehend many distinctions in language tailored for different audiences.
 - Comprehend informal and formal speeches covering editorial material in subject matter areas directed to the general listener.
 - Comprehend fast spoken language and target language variations.
- **Reading**
 - Comprehend a variety of styles and forms pertinent to the topics.
 - Understand and appreciate contemporary expository and technical texts or policy papers.
 - Discuss and respond to the content of the text orally and in writing.
 - Comprehend a considerable range of intentionally complex structures, low frequency idioms, and uncommon connotative intentions.
 - Reflect on and evaluate learning and performance, and set goals for progress.

• **Speaking**

- Use the language to attend to professional needs in a wide range of sophisticated and demanding tasks.
- Discuss and respond to content of reading or listening passages.
- Use communication strategies effectively in group and class discussions.
- Show strategic and organizational abilities and expectations in discourse.
- Exhibit a particular strength in fluency in one of the following areas: breadth of lexicon, including low- and medium-frequency items, especially socio-linguistic/cultural references and nuances of close synonyms; structural precision, with sophisticated features that are readily, accurately and appropriately controlled.

• **Writing**

- Write effective and coherent paragraphs.
- Comprehend the overall and internal organization of media texts, essays, and policy papers.
- Use grammatical structures accurately.
- Critically evaluate media texts and summarize academic articles of various lengths.
- Build advanced vocabulary relates to the areas covered.
- Tailor language to suit the audience.

Materials

The course adopts a student-centered experiential approach that integrates role-play, simulation, and direct interaction with the outside environment through field assignments. Students learn through observation, reflection, and practice. No specific textbook is needed for conducting this course since the focus is on meticulously chosen materials: readings from magazines, newspapers, books, and journals as well as audiovisual podcasts. The students are the center of this course and adjustments are made every time there is need to meet specific interests or expectations.

Support

Weekly office hours are scheduled. Teachers may also encourage extra office hours for students in need of further support.

Teaching and Methodology

The methodology adopted aims at making the learning of the language appreciated, interactive and desirable. To do so, the following actions are considered:

- Arabic is the only language used in the course either for teaching, explaining, asking and answering. In this regard, students are to sign a language pledge that states their commitment to use only the target language both inside and outside the school.
- Expeditionary approach: field work and tasks outside the classroom.

Club Activities

Students participate in several workshops that give them space to reflect on what they have learned inside class and from their study abroad experience. In addition to language tables, Langzone club proposes some highly interactive activities such as Souk Okkad: a cultural activity based on storytelling. Another equally interesting activity is "Al Itjah Al Mouakis" or "The Opposite Direction." During this activity, a political or a social theme is selected and students from two opposing groups debate by providing convincing arguments and counterarguments. "Al Itjah Al Mouakis" was one of

the most popular talk-show programs on al-Jazeera Television Network.

Group Discussion

Language tables with groups of Moroccan university students are scheduled to discuss different topics and to practice the target language. Students can also attend online forums with university students in other countries from the MENA region.

Class Rules

To create an effective learning environment, students are expected to observe the following:

- Come to class on time.
- Stay current on the schedule for the course and complete all assignments on time.
- Notify the instructor and the helpdesk ahead of time and promptly if the student needs to be absent or late for class.
- Students **may** work with fellow classmates to complete the homework assignments, but each student will complete and submit his or her own work.

Schedule

There is a high degree of flexibility regarding the order and selection of topics. The instructor will adjust the syllabus throughout the course based on students' background, interests, work, experiences, future plans, and expectations as well as current events that are unfolding in the target country. Students are encouraged to submit topics to the instructor, if they would like to cover a topic in class that is not listed in the Course Schedule.

• Course Overview

- Cognitive Objectives
 - Know the scope & focus of the course, target proficiency level, and the types of tasks they will be able to perform upon completion
- Samples of Behavior
 - Describe the course objectives
- Affective Objectives
 - Receive course overview
- Samples of Behavior
 - Ask questions about structure and expectations of the course

• Aesthetics and Recreation - Current Sport Events

- Cognitive Objectives
 - Know current sports events in Morocco
 - Comprehend their importance to Arab countries
 - Apply knowledge and language skills to real-life settings
- Samples of Behavior
 - Analyze current national and international sports events featuring Arab countries athletes (e.g. analyze in terms of revenue, participation, TV viewership, etc.)
 - Explain the importance of sports events and athletes' achievements (e.g. gold medal at the Olympics, winning a major trophy, breaking a world record, etc.)
- Affective Objectives
 - Value the information about current sport events in Morocco
 - Respond to above information with voluntary actions that indicate appreciation or attitude change

- Samples of Behavior
 - Actively watch sports shows featuring current sports events in Morocco
 - Voluntarily appreciate the importance of sports in the life of people in Morocco
- **Aesthetics and Recreation - Movies and Documentaries**
 - Cognitive Objectives
 - Analyze popular movies and top documentaries in Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Analyze popular movies in Morocco (e.g. in terms of plot, cast, acting, production, box office and reception, etc.)
 - Discuss a well-known documentary film that documents some aspect of the Moroccan reality and culture
 - Affective Objectives
 - Value the information about movies and documentaries from Morocco
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Actively apply slangs / expressions or cultural nuances from movies in class conversation
 - Voluntarily read articles about movies and documentaries from Morocco
- **Time and Space - Urban Life**
 - Cognitive Objectives
 - Comprehend urban life issues in Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Identify common issues of urban life in Morocco (e.g. overcrowding, ghettoization, etc.)
 - Discuss the society's views on an important issue (e.g. homeless people, ghettos, safety issues in certain areas/neighborhoods in cities of Morocco, etc.)
 - Evaluate the government's measures to address the issue (e.g. law enforcement/control measurements taken in dangerous areas, subsidized housing, etc.)
 - Affective Objectives
 - Value the information about urban life issues in Morocco
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Actively follow the news about issues with urban life in Morocco
 - Voluntarily articulate the pros and cons of living an urban life in Morocco
- **Political and Social Relations - Internal Political Affairs**
 - Cognitive Objectives
 - Analyze an important political affair in Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Summarize an important current political affair in Morocco
 - Analyze its impact on political life
 - Defend a point of view on the issue

- Affective Objectives
 - Receive the information about Morocco's internal political affairs
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
- Samples of Behavior
 - Willingly defend a political viewpoint on an issue
 - Voluntarily read current articles about Morocco's internal political affairs
- **Family and Kinship - Volunteer Work**
 - Cognitive Objectives
 - Comprehend the place of volunteer work in Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Describe how people in Morocco are involved in volunteer work (e.g. church, societies, associations, school, etc.)
 - Identify volunteer opportunities in Arab countries (e.g. volunteer programs for children and youth, Red Cross, etc.)
 - Compare with volunteer work in the US
 - Affective Objectives
 - Value the information about volunteer work in Morocco
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Willingly share volunteer work experience in Morocco or other country
 - Voluntarily express interests in doing volunteer work in Morocco (e.g. research volunteering opportunities in Morocco)
- **Family and Kinship - Divorce**
 - Cognitive Objectives
 - Comprehend the concept of divorce in Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Explain the concept of divorce in Morocco
 - Identify divorce procedures in Morocco
 - Compare divorce statistics in Morocco with the US
 - Discuss issues regarding divorce in Morocco
 - Affective Objectives
 - Receive the information about divorce in Morocco
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Willingly read articles about divorce in Morocco
 - Voluntarily watch a movie from Morocco centered around divorce
- **Integration and Review**
- **Learning and Knowledge - Resume and Cover Letter**
 - Cognitive Objectives
 - Know how to write a resume and cover letter in Arabic

- Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Identify the format, style, and language of a typical Arab countries resume and/or cover letter (organization, information, expressions, etc.)
 - Write a typical resume and/or cover letter in Arabic
 - Affective Objectives
 - Receive the information about resume and cover letter writing in Arabic
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Willingly ask questions about how to write a resume or cover letter in Arabic
 - Voluntarily share experience of applying for jobs in the US
- **Sustenance and Health - Work Dinner**
 - Cognitive Objectives
 - Analyze work dinner customs and etiquette in Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Identify different occasions for work dinners in Morocco (e.g. celebration, farewell, etc.)
 - Describe customs and etiquette at work dinners (e.g. invitation, speech, typical foods and drinks, before or after dinner activities, etc.)
 - [If customary in Morocco] Give a typical speech (e.g. end of project, new partnership, etc.)
 - Affective Objectives
 - Value the information about work dinners in Morocco
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Actively compare customs and etiquette of work dinners in Morocco with situation in the US
- **Sustenance and Health - Health Hazards**
 - Cognitive Objectives
 - Know health hazards in Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Identify potential health hazards in Arab countries (e.g. chemicals, epidemics, food poisoning, pesticides or toxic waste, etc.)
 - Explain causes of health hazards
 - Debate solutions that are implemented or (should be implemented) by Arab countries government or companies
 - Affective Objectives
 - Value the information about health hazards in Morocco
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Actively discuss health hazards in Morocco
 - Voluntarily research information about health hazards in Morocco

- **Sex and Gender - Violence and Discrimination**
 - Cognitive Objectives
 - Comprehend gender-based violence and discrimination in Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Identify forms and environments of gender-based violence and discrimination (prostitution, homosexual relationships, etc.)
 - Describe the society's reception of violence and discrimination against specific gender roles/identities
 - Discuss the government's measures against such violence and discrimination
 - Affective Objectives
 - Value the information about gender-based violence and discrimination in Morocco
 - Respond to instructions and class activities
 - Samples of Behavior
 - Actively advocate against gender-based violence
 - Voluntarily study Morocco legislation and/or grassroots movements related to discrimination against gender roles/identities
- **Integration and Review - Midterm Exam/Feedback**
- **Religion and Spirituality - Religious Architecture**
 - Cognitive Objectives
 - Comprehend religious architecture in Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Identify the different buildings that serve as a place of worship in Morocco (e.g. church, cathedral, chapel, or synagogue, or mosque, etc.)
 - Describe their architectural features and styles
 - Discuss the relation between the architectural features and religion (e.g. separation of women, place for choir, etc.)
 - Affective Objectives
 - Value the information about religious architecture in Morocco
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Actively visit places of worship in Morocco (or another foreign country, if applicable)
 - Voluntarily read books about religious architecture in Morocco
- **Time and Space - Historical Architecture**
 - Cognitive Objectives
 - Know types of historical architecture in Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Identify historical architectural types/buildings in Morocco (e.g. palace, castles, bridges, forts, etc. - not religious buildings)
 - Describe their architectural features
 - Discuss their value to Morocco society (e.g. preservation, tourist or pilgrimage site, etc.)

- Affective Objectives
 - Value the information about historical architecture in Morocco
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
- Samples of Behavior
 - Willingly visit a historical building in Morocco
 - Voluntarily describe the beauty and architectural features of a historical building in Morocco
- **History and Myth - Historical Battles**
 - Cognitive Objectives
 - Know important historical battles in Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Identify major historical battles in Morocco
 - Summarize facts, figures, locations, weapons, etc.
 - Compare battles in Morocco and in the US
 - Affective Objectives
 - Value the information about historical battles in Morocco
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Actively watch historical movies about Morocco
 - Voluntarily read a book about a historical battle in Morocco
- **Political and Social Relations - Involvement in Conflicts**
 - Cognitive Objectives
 - Comprehend the involvement of Morocco in conflicts
 - Analyze the impact of a current conflict on Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Describe a current conflict (political, diplomatic, and/or armed) in which Arab countries is involved (reasons, manner of involvement, timeline, etc.)
 - Relate the conflict to the history of Morocco, to similar conflicts in Arab countries and/or the U.S.
 - Analyze the impact of the conflict on Morocco (e.g. in terms of adverse effects on the population, economy, etc.)
 - Affective Objectives
 - Value the information about Morocco's involvement in conflicts
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Willingly watch a news report on Morocco's involvement in a conflict
- **Integration and Review - Midterm Exam/Feedback**
- **Economics and Resources - National Budget**
 - Cognitive Objectives
 - Comprehend how the national budget in Arab countries is determined, spent, etc.
 - Apply knowledge and language skills to real-life settings

- Samples of Behavior
 - Identify issues faced by Arab countries in determining the national budget
 - Explain graphs about Arab countries' national budget
 - Compare Arab countries' budget situation with the US
- Affective Objectives
 - Receive the information about the national budget in Arab countries
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
- Samples of Behavior
 - Willingly read articles about the Arab countries' voting on national budget.
 - Voluntarily compare the way a national budget is adopted in the Arab countries with the US

Assessment

The course consists of listening, reading, speaking, and writing assignments individually, in pairs, or in groups. Specific course requirements include:

- **Written examinations:**

- There are 4 scheduled written exams, the duration of each is 2 hours maximum.
- Written exams take different forms in which students do the following:
 - Write an essay based on a given problematic or statement
 - Analyze an essay
 - Answer questions after listening to a podcast or watching a video.
- The linguistic accuracy in terms of vocabulary and structure in addition to cognitive performance are highly considered by the instructor when grading.
- Students are informed beforehand about the nature of the exam.

- **Oral Presentations:**

- There are four oral presentations during the term.
- The choice of the subject is open to students to decide on. Participants can choose to present either individually or in groups where they are also free to join students from other levels.
- Oral presentations are moments of self-reflection and experience-sharing 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 and their Arabic teachers
- The choice of subjects is open to students to decide about, and the time of presentation is limited between 20 to 30 minutes maximum.
- Students are free to use various aids including 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.
- Students are required to use the vocabulary and grammatical structures they have covered in class.
- The language used in a presentation should be accessible to any student of the same language level.
- The presentation is open to anyone interested: other professors, other students, even other program staff.

- **Quizzes:**

Quizzes are scheduled in order to prepare the students for both written and oral assessments.

- Written Assessments:
 - 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
- 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

- **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 such as: field exercises, watching news and documentaries and reading or listening to scientific, political, social, economic, religious and cultural reports.
- Students are required to prepare and deliver presentation about a given topic.
- Participants are expected to submit the exercises by the indicated deadlines. Late assignments are not accepted, which will be reflected in the course grade.

- **Attendance and Active Participation:**

- Ask and answer questions
- Interact with peers and teacher
- Make suggestions
- Read, watch and listen to 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.

Grading

- Written exams: 30%
- Oral presentations: 20%
- Quizzes: 15%
- Homework: 15%
- Attendance and participation: 20%

Grading Chart

- A 93% - 100%: Excellent & Outstanding
- A- 90% - 92%: Extremely good work
- B+ 87% - 89%: Very good work
- B 83% - 86%: Good work
- B- 80% - 82%: Quite a bit better than average
- C+ 77% - 79%: Better than average
- C 73% - 76%: Average; satisfactory work
- C- 70% - 72%: Almost satisfactory
- D 60% - 69%: Barely passing
- F 0 - 59%: Failure

This course is administered by our on-site partner, Langzone 