



ADVANCED MOROCCAN DIALECT

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 is designed for advanced students in Moroccan Arabic. The main objective is to enhance the students' oral proficiency in "Darija" and introduce them to more complex aspects of Moroccan culture. The diverse components of the course help participants grasp more cultural practices and skillfully apply what they learn in a variety of daily life contexts. The course is super interactive and student-centered. It is susceptible to some modifications in order to meet the learning objectives.

Course Outcomes

After completing this course, participants will be able to:

- Comfortably and skillfully interact with locals for a better cultural immersion
- Understand and speak a more figurative & complex form of Darija
- Orient their interests towards deep aspects of Moroccan culture and society
- Make themselves familiar with the language of local media and comprehend significant proportion of the stories broadcasted

To help students strengthen the following skills, the course emphasizes

- **Speaking/conversation:**
 - Improve conversational skill
 - Talk about a variety of abstract cultural aspects and daily life issues related to Morocco
 - Fluently ask questions, analyze, debate and use a wide range of lexicon and structures
 - Conduct in-class oral presentations
 - Conduct interviews targeting native speakers
 - Effectively contribute to group discussions
- **Reading:**
 - Comprehend materials written in implicit and explicit forms; columns, stories, jokes, proverbs, idiomatic expressions
- **Writing:**
 - Write essays on studied topics
 - Summarize selected and studied materials
- **Listening:**
 - Audio-visual selected by the instructor targeting the topics studied

Course Requirements

This course will focus thoroughly on Moroccan colloquial “Darija”. It is meant to help students to expand their linguistic skills in terms of vocabulary and grammar and more importantly oral proficiency. More emphasis will be on oral presentations, group discussions and field assignments.

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.

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:

- Darija 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.

Group Discussion

Language tables with groups of Moroccan university students are scheduled to discuss different topics and to practice the target language.

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.

- **Occasions and Moroccan Traditions**
 - Cognitive Objectives
 - Know the main occasions in Morocco and the traditions practiced in each

- Samples of Behavior
 - Moroccan wedding
 - Circumcision
 - Funeral
 - Ramadan & Al Fitr
 - Al Adha feast
 - Almawlid
 - The Amazigh New Year
- Affective Objectives
 - Receive information about religious & cultural events in Morocco
- Samples of Behavior
 - Engage in class activities
 - Actively ask locals about their favorite occasion and the activities they do in it
- **Moroccan Cuisine**
 - Cognitive Objectives
 - Introduction to the history and roots of Moroccan cuisine
 - Samples of Behavior
 - Moroccan Amazighi cuisine
 - Moroccan Jewish cuisine
 - Moroccan Sahrawi cuisine
 - Affective Objectives
 - Receive basic information about Moroccan cuisine
 - Learn the pillar ingredients of some popular Moroccan dishes
 - Samples of Behavior
 - Make a research on Moroccan dishes and their main qualities
 - Talk about your preferred Moroccan food
 - Actively engage in a Moroccan cooking session
- **Moroccan Costumes**
 - Cognitive Objectives
 - History & geography of Moroccan costumes (Arab & Amazighi)
 - Samples of Behavior
 - Post colonial costumes
 - Costumes during occupation and after independence
 - Affective Objectives
 - Receive information about Moroccan clothes and the nature of each costume
 - Know when and where a costume is worn
 - Samples of Behavior
 - Attend an illustrated session on Moroccan costume
 - Try traditional garments and talk about them
- **Multilingualism in Morocco**
 - Cognitive Objectives
 - A scan of the linguistic diversity in Morocco & the variations of Moroccan Arabic
 - Samples of Behavior
 - Northern Darija
 - Marrakshi Darija

- Eastern Darija
 - Variations of Amazighi language
- Affective Objectives
 - Receive information on the accents spoken in Morocco
- Samples of Behavior
 - Listen to materials and tell which accent or linguistic variation it is
 - Practice some accents
- **Moroccan Architecture**
 - Cognitive Objectives
 - The characteristics of Moroccan architecture between the past and the present
 - Samples of Behavior
 - Historical and modern landmarks of Rabat and their architectural style (Oudaya's Kasbah, Chellah, Mohamed IV museum, etc.)
 - Affective Objectives
 - Receive information on the historical context & architectural style of monuments in Rabat or nearby Rabat
 - Samples of Behavior
 - Engage in field work
 - Take photos
 - Talk about your observations
- **Moroccan Arabic & Media**
 - Cognitive Objectives
 - The use of "Darija" in media, social media platforms, and advertisements
 - Samples of Behavior
 - The position of Moroccan Arabic in local or Arab media and social media
 - Affective Objectives
 - Receive information on websites, radio & TV programs that use Darija instead of Fu'sha
 - Samples of Behavior
 - Make research on the most popular media platform that use Darija
 - Engage with local and check what Darija speaking platforms they are familiar with
- **Moroccan Art**
 - Cognitive Objectives
 - Introductions to forms of arts in Morocco
 - Samples of Behavior
 - Types of music and folk dances in Morocco
 - Street art
 - Affective Objectives
 - Receive information on the traditional and modern types of music in Morocco
 - Check forms and situation of street art in Morocco
 - Samples of Behavior
 - Make a presentation about forms of music in Morocco
 - Engage in asking locals about their artists, music, dance, etc.
 - Choose the most appealing form of art to you

- **Moroccan Literature**

- Cognitive Objectives
 - Moroccan Arabic literature
- Samples of Behavior
 - Moroccan poetry (Zajal)
 - Moroccan folk tales
- Affective Objectives
 - Receive information about some Moroccan poetry masterpieces and folk tales
- Samples of Behavior
 - Compare folk tales in Moroccan with folk tales in your region & country
 - Analyze the lessons learned from the folk tales
 - Try to write some poetry in Moroccan Arabic

Assessment

- **Written examinations:**

- There are 2 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 two 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.
- 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 in their host environment
- 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 Darija will be taken into account when grading.
- Students are required to use the vocabulary and grammatical structures they have covered in class.
- The presentation is open to anyone interested: other professors, other students, even other program staff.

- **Quizzes:**

- There are 2 quizzes throughout the term. They are scheduled in order to prepare the students for both written and oral assessments.

- **Homework:**
 - Reinforcement exercises are assigned daily, with students expected to spend an average of 30 minutes on homework every day.
 - Exercises will consist of written and oral assignments.
 - 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: 25%
- Oral presentations: 25%
- Quizzes: 15%
- Homework: 25%
- Attendance and participation: 10%

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

