



INTERMEDIATE 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 intermediate course in Modern Standard Arabic is designed to provide the students with an understanding of identity construction and the creative dimensions of life in Morocco. Areas to be covered will bear on the complex relationship between material and cultural transactions, cultural creativity and the interaction between official and subordinate cultures. The course will also tackle the dynamics of cultural identity in the Moroccan region through an examination of representations of nationality, power, ideology, gender, religion, and ethnicity. Areas of cultural representation to be explored include linguistic and religious diversity, music and youth culture, sexuality, and the role of aesthetic expression in the representation of people's aspirations and influencing public debate. The course will include a workshop on calligraphy and a few artists will be invited to share their experience with the students. Students will be prepared to engage in complex and formal communication tasks such as leading a discussion about cultural identity, religious pluralism and sainthood, and representations of self and otherness. The overall objective is to develop students' skills in independent thinking and ability to communicate ordered and coherent arguments in Modern Standard Arabic.

Course Outcomes

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

- **Listening**
 - Communicate in Modern Standard Arabic effectively about sample important components of cultural identity in Morocco.
 - Understand spoken language containing complex grammar and a broad range of vocabulary, including idiomatic expressions and cultural references.
 - Draw the inferences intended by the speaker and follow discourse patterns such as turn-taking, pauses, and interruptions.
 - Comprehend spoken language across a variety of topics and a range of contexts such as news commentaries, speeches, briefings, panel discussions, academic presentations, and technical discussions in specialized fields.
 - Understand argumentation expressed through supported opinion and hypothesis.
 - Identify main ideas and supporting details in lectures of longer length using authentic vocabulary and presented at a natural pace.

- Synthesize learning acquired to communicate effectively and accurately about a particular field of cultural representation in Morocco.
- **Reading**
 - Read within a normal range of speed and with almost complete comprehension a variety of authentic material on cultural representation in Morocco.
 - Understand the main ideas and important details of almost all material written within their particular professional field or area of primary interest.
 - Interpret material correctly, relate ideas and inferences, and understand meanings that are not directly stated while reading a text.
- **Speaking**
 - Speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social, and professional topics.
 - Use the language as part of normal professional duties such as answering objections, clarifying points, justifying decisions, stating and defending policy, conducting meetings, delivering briefings, or other extended and elaborate informative monologues.
 - Defend personal opinions about social and cultural topics.
 - Can typically discuss particular interests and special fields of competence with reasonable ease. Can reliably elicit information. Can speak on a professional subject without obviously irritating the audience linguistically.
 - Use the language to speculate at length about abstract topics such as identity formation, values, and interpretation of otherness.
 - Combine structure and vocabulary to convey meaning accurately including in professional discussions.
- **Writing**
 - Use the language effectively in most formal and informal written exchanges on practical, social and professional topics.
 - Write reports, summaries, short research papers on issues pertaining to Moroccan identity.
 - Convey a message accurately with adequate control of structure, spelling, and general vocabulary.
 - Employ a full range of structures while showing consistent control of compound (a sentence with more than one subject or predicate) and complex sentences (a sentence containing a subordinate clause or clauses).
 - Demonstrate ability to use conventions of grammar rules when creating paragraphs.

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. In order to attain the maximum effectiveness and construction of the

language course, students have the opportunity to give input on the curriculum through their regular meetings with the academic director, resident director, and the senior advisor.

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 everyday experience. In addition to language tables, the club proposes interactive activities such as Souk Okkad: a cultural activity based on storytelling. Another equally interesting activity is “Al Itijah 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 Itijah Al Mouakis” was one of the most popular talk-show programs on al-Jazeera Television Network.

Group Discussions

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

- **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

- **Sustenance and Health - Cooking**

- Cognitive Objectives
 - Know cooking tools and ingredients
 - Know the measuring system in Morocco
 - Apply knowledge and language skills to real-life settings
- Samples of Behavior
 - Name utensils and tools needed for food preparation
 - Describe food preparation steps
 - Convert measures into US system
- Affective Objectives
 - Receive information about common food preparation tools and process
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
- Samples of Behavior
 - Voluntarily make a Moroccan dish, following an original recipe
 - Willingly create a cooking video, explaining the steps of a favorite recipe

- **Aesthetics and Recreation - Current Popular Cultural Trends**

- Cognitive Objectives
 - Know current popular cultural trends in Morocco
 - Apply knowledge and language skills to real-life settings
- Samples of Behavior
 - Describe current popular cultural trends (e.g., movies, soap operas, reality TV, YouTube, Twitter, Facebook, celebrities, music styles, etc.)
 - Identify most well-known celebrities
 - Identify the characteristics of a specific popular cultural trend
 - Express your personal likes and dislikes regarding pop culture
- Affective Objectives
 - Receive information about current popular cultural trends
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
- Samples of Behavior
 - Willingly follow Moroccan pop culture in the media
 - Voluntarily present your favorite celebrity in class
 - Actively express your opinion of a trend or a celebrity

- **Aesthetics and Recreation - International Travel**

- Cognitive Objectives
 - Comprehend the notion and practices of international travel in Morocco
 - Apply knowledge and language skills to real-life settings
- Samples of Behavior
 - Identify main international destinations (e.g., the Great Wall of China)
 - Identify the list of required documents needed when traveling internationally
 - Understand the major traveling threats and warnings
 - Describe how people from Morocco travel internationally
 - Compare international traveling experience between US and Morocco

- Affective Objectives
 - Receive information about international travelling
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
- Samples of Behavior
 - Eagerly share experience of international traveling
 - Willingly look for information to prepare for travel abroad
 - Voluntarily report a personal international traveling experience
- **History and Myth - National Holidays**
 - Cognitive Objectives
 - Comprehend the historical and cultural meaning of important national holidays
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Describe one or more national holidays (date, celebrations...)
 - Explain their historic background and cultural significance
 - Compare with similar celebrations in the US
 - Affective Objectives
 - Receive information about national holidays in Morocco
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Willingly participate in the celebration of a national holiday of Arabic countries
 - Voluntarily watch videos of Moroccan celebrations
- **History and Myth - Historical Monuments**
 - Cognitive Objectives
 - Know major historical monuments and sites and their significance for the country
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Identify two significant historical locations or monuments in the target country (e.g., Gettysburg, Statue of Liberty)
 - Describe the historical background and significance of the monuments
 - Affective Objectives
 - Receive information about historical monuments and sites in Morocco
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Actively ask questions about historical monuments and sites of Morocco
 - Willingly visit monuments and sites in Morocco (live or virtually)
- **Language and Communication - Social Media**
 - Cognitive Objectives
 - Know different types of social media used in Morocco
 - Comprehend the use and functions of social media in Arabic countries
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Name different types of social media used in Arabic countries (e.g. Twitter, Facebook, Wikipedia, etc.)

- Describe the use and functions of social media in Morocco
- Give examples of the usage of slang/informal languages in social media
- Send a message or post a comment on a social media site
- Affective Objectives
 - Receive instructions about social media
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
- Samples of Behavior
 - Willingly research social media sites in Morocco
- **Integration and Review**
- **Sex and Gender - Image and Appearance of the Human Body**
 - Cognitive Objectives
 - Know how sexuality is perceived in Arabic countries
 - Comprehend the concept of personal appearance and body image in Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Identify current issues about sexuality in Arabic countries
 - Describe how alternative sexualities are perceived
 - Explain predominant beliefs about appearance and body image in Morocco
 - Discuss how genders interact in Morocco
 - Affective Objectives
 - Receive instructions on interpersonal and intimate relationships
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Actively compare taboo aspects in Arabic countries and the US
 - Willingly watch documentaries about the topics in Morocco
- **Time and Space - Life Stages & Traditions**
 - Cognitive Objectives
 - Comprehend the notion of life stages and related to Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Name the life stages as they are categorized in Morocco (e.g., childhood, adolescence, young adulthood, middle age, old age)
 - Describe each life stage including typical experiences, changes, responsibilities, rights, and rituals
 - Given a life-event (e.g. birthday), identify culturally appropriate customs (celebration, gift giving customs, etc.)
 - Affective Objectives
 - Receive information about life stages and related traditions
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Eagerly tell the plot of a book or a movie that illustrates a life stage (e.g. The Old Man and the Sea)
 - Willingly research accounts or stories of people in different life stages

- **Family and Kinship - Family Values and Traditions**
 - Cognitive Objectives
 - Comprehend the concept of inheritance
 - Know basic rules of inheritance in Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Describe the inheritance process as it relates to Morocco
 - Outline three basic rules of inheritance
 - Explain if gender plays a role regarding inheritance (e.g. if inheritance is exclusively patrilineal)
 - Affective Objectives
 - Receive information about inheritance in Morocco
 - Respond to instructions and class activities
 - Samples of Behavior
 - Willingly research websites that explain the process and basic rules of inheritance
- **Learning and Knowledge - Higher Education and Adult Learning**
 - Cognitive Objectives
 - Comprehend traditional and non-traditional forms of education (e.g. classroom vs. web-based)
 - Know how the education system functions in Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Name two famous institutions in Moroccan higher education system
 - Identify the different levels of the educational system, including post-secondary education
 - Describe the typical life of a student in college
 - Affective Objectives
 - Receive information about the educational system
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Actively compare the Moroccan and US education system
 - Willingly answer questions about own educational background
 - Voluntarily research schools' websites and online information about general education system in Morocco
- **Learning and Knowledge - Job Descriptions and Career Aspirations**
 - Cognitive Objectives
 - Know how the job market works in Arabic countries
 - Comprehend the employment search in Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Recognize abilities, skills, and required education for a job or profession
 - Describe employment search (e.g., how to conduct a job search or place a job ad, etc.)
 - Explain your own career or career aspirations
 - Affective Objectives
 - Receive information about jobs and careers

- Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Willingly research job ads on line
 - Actively share an extensive job description
 - Voluntarily outline a dream job
- **Time and Space - Home Improvement**
 - Cognitive Objectives
 - Know common home improvement projects
 - Comprehend the steps involved in common home improvement projects
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - List necessary tools, equipment, and materials for home improvement projects
 - Explain where to purchase or rent these tools, equipment, and materials
 - Describe how to complete a common home improvement project
 - Affective Objectives
 - Receive information about home improvement projects
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Eagerly search information about a home improvement project
 - Willingly watch a home improvement show in Morocco online
 - Eagerly research websites of retailers of home improvement and construction products and services
- **Technology and Material - At the Auto Shop**
 - Cognitive Objectives
 - Know basic auto mechanics terminology
 - Comprehend how to communicate a vehicle problem to an auto mechanic
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Recognize basic auto mechanics terminology (e.g. battery, brake, clutch, engine, transmission, etc.)
 - Describe a vehicle problem to an auto mechanic
 - Discuss a course of action for the repair and a repair estimate
 - Affective Objectives
 - Receive information about basic auto mechanics terminology and car repair in Arabic countries
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Voluntarily watch videos on basic car parts and basic automotive repair
- **Integration and Review - Midterm Exam/Feedback**
- **Political and Social Relations - Districts, Provinces, and Cities**
 - Cognitive Objectives
 - Know the major provinces in Morocco
 - Apply knowledge and language skills to real-life settings

- Samples of Behavior
 - Identify major cities and territorial units/administrative divisions within Morocco
 - Describe the center of power and the powers of individual units
 - Describe how to proceed for specific administrative tasks
- Affective Objectives
 - Receive information about the administrative divisions of the Arabic countries
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
- Samples of Behavior
 - Actively compares with the US system
 - Willingly research online information about administration in Morocco
- **Economics and Resources - Key Economic Activities**
 - Cognitive Objectives
 - Know well-known companies in Morocco
 - Comprehend major domains of activity in Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Identify major companies in Morocco including famous global companies based in Morocco
 - Describe main economic sectors
 - Describe past and current economic trends in the target country
 - Affective Objectives
 - Receive information about key economic activities
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Compare Moroccan and US major companies and their domains of competence
 - Handle many social situations and casual conversations on that topic
- **Religion and Spirituality - Contemporary Spirituality**
 - Cognitive Objectives
 - Know common nondenominational or spiritual groups/organizations in Morocco
 - Comprehend the concept of contemporary spirituality in Morocco
 - Apply knowledge and language skills to real-life settings
 - Samples of Behavior
 - Identify the concept of spirituality in Morocco
 - Give examples of nondenominational or spiritual groups/organizations in Arabic countries
 - Describe one issue related to contemporary spirituality (e.g. increasing popularity, legal status of a group/organization, prosecution of a group/organization, etc.)
 - Affective Objectives
 - Receive information about contemporary spirituality
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
 - Samples of Behavior
 - Willingly research information about a spiritual group/organization in Morocco
 - Voluntarily watch a documentary about a spiritual group/organization in Morocco

- **Sustenance and Health - Home Remedies**

- Cognitive Objectives
 - Know common home remedy practices in Arabic countries
 - Comprehend the extent of home remedy usage in Morocco
 - Apply knowledge and language skills to real-life settings
- Samples of Behavior
 - Describe common home remedies for typical illnesses in Morocco
 - Discuss the cultural aspects of utilizing modern medicine rather than traditional forms of healing in the selected culture (e.g., tribal doctor vs. medically trained/educated medical doctor, herbal remedies vs. prescription medications)
- Affective Objectives
 - Receive information about home remedies
 - Respond to above information with voluntary actions that indicate appreciation or attitude change
- Samples of Behavior
 - Eagerly ask questions about home remedies
 - Willingly research information about home remedies
 - Proactively share personal and/or traditional recipe and remedy (if applicable: make a preparation at home)

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 3 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 three 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 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, and staff at the program center.

- **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 