

# **CENTER FOR ARABIC STUDY ABROAD CASA**



**FINAL REPORT OF THE PROGRAM YEAR  
9/2017 TO 5/2018**

**HEBA SALEM  
EXECUTIVE DIRECTOR**

**DEPARTMENT OF ARABIC LANGUAGE  
INSTRUCTION**

**THE AMERICAN UNIVERSITY IN CAIRO**

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## ACKNOWLEDGMENTS

I wish to thank Ms. Nevenka Korica and Dr. Dalal Aboul Soed, the Director and Co-Director of CASA respectively, for the effort each has exerted on behalf of the Center for Arabic Study Abroad throughout the academic year 2017- 2108, I was fortunate to have the chance to work with Nevenka and have her support. It is not the first time to work with Nevenka, but the first to work with her as CASA Executive Director. Nevenka's advice, help, and support were invaluable and available whenever I needed it, which was almost every day.

Special thanks are due to The American University in Cairo (AUC) President, Mr. Francis Richardone, Dr. Ehab Abdel Rahman, Provost, and Dr. Ghada El Shimi, Dean of The Academy of Liberal Arts, for their continuous care support and guidance. Their appreciation of CASA was a major factor in the success of the program. Using AUC recourses and assets is a major contributor to CASA and one of the best AUC resources is its professors and instructors. So special thanks go to Professor Ferial Ghazoul, Professor of English and Comparative Literature for her great cooperation in allowing CASA students to join the Graduate Student Conference organized by her department. CASA also extends the great appreciation to Professor Samia Mehrez, Director of the Center for Translation for hosting some CASA fellows to the Literary Translation workshop run by Humphry Davies, the great translator of Arabic literature to English and the CASA alumnus. Special thanks go to Dr. Rasha Essam, ALI, who instructs all the faculty to design and develop computer supported collaborative learning (CSCL) activities that match with their teaching objectives and discusses students' outcomes after implementing those activities.

CASA would also like to express its appreciation to the administration at AUC for its support: Dr. Ahmed Tolba, Associate Provost for Strategic Enrollment Management & Associate Professor of Marketing, Department of Management, and to all the Finance, Budget team, Mr. Gordon Handke, Mr. Amir Habib, respectively.

Our Community Based Learning (CBL) project could not have been undertaken the way it did without the efforts of Ms. Amani EL Shimi, AUC's specialist in Community Based Learning and one of the organizers of EURECA Conference: AUC's annual conference for Excellence in Undergraduate Research, Entrepreneurship and Creative Achievement in which students presented their experiences in expanding CASA outside of AUC boundaries (CASA without Borders).

I would also like to extend my thanks to the Arabic Language Institute (ALI) administration and staff. Thanks are due to Mrs. Laila Al Sawi, ALID Director for the great coordination in sharing the instructors in both programs and working on the teaching hours for the faculty in both running programs. Inside the CASA office, I am fortunate to have worked with Ms. Wassima Al-Shafie, CASA Program Coordinator, who unfortunately left us this year, as well as CASA Program's Senior Administrative Assistant & Technical Support Hany Yousry, who took over from her and worked hard with me for running CASA office.

CASA's deepest gratitude goes to AUC scholarships and funds, the CASA Consortium members, the Ford Foundation, and the Mellon Foundation for their support of CASA during this year.

Last but not least, I would like to thank all of the CASA Instructors for their work and for a job done well beyond the call of duty. The faculty of CASA remains the main reason behind CASA's continuing success.

## **1. ADMINISTRATION AND TEACHING STAFF**

Heba Salem started as CASA's Executive Director. Ms. Wassima Al- Shafie continued to serve as CASA Program Coordinator, Mr. Hany Yousry as CASA Program Senior Administrative Assistant & Technical Support. As for the teaching faculty, they were drawn from the teachers at ALI. A list of CASA instructors can be found in Appendix I.

## **2. THE CASA FELLOWS**

13 students are admitted during Fall 2017 and Spring 2018. Fellows came from the following universities: Harvard University, Georgetown, McGill University, New York University, Columbia University, University of Chicago, Hunter College in NY, University of California, Los Angeles (UCLA), University of California, Berkeley (UC Berkeley).

**3. Orientation:** Students attended one full day on Tahrir Campus and another day on the New Campus. The orientation took place on the 28<sup>th</sup> and the 29<sup>th</sup> of August. Students met each other in Tahrir campus, met the admin and the faculty and learned an over view of the whole program in the Fall and in the Spring by the Executive director, and learned more about each course and the expected work. They also sat for their Oral interviews with the Executive Director, who was teaching at that semester the Egyptian Colloquial (ECA) and her colleague, other ECA instructor. Both instructors carried out an informal OPI to place the fellows in ECA classes and to divide them in two sections for teaching purposes.

The second day of the orientation, students commuted to the new campus and attended the general AUC orientation meetings. They attended different sessions about security and wellness then issued their AUC ID cards. (Please see appendix for detailed orientation program)

## **4. THE ACADEMIC PROGRAM (2017- 2018)**

### **A. Fall Semester (6<sup>th</sup> September2017-20<sup>th</sup> December2018):**

The academic program in the fall consisted of 20 contact hours per week. Each fellow was required to take three core courses: Egyptian Colloquial Arabic named 'Egyptian stories' (5 hrs./wk.); Reading, Writing and Vocabulary Building, named 'Issues in the Middle East' (10 hrs./wk.); and Listening and Speaking named 'Scenes from Arab Media (5 hrs./wk.). In addition, fellows were required to attend a series of lectures in Arabic on a variety of topics chosen by the students for their relevance to Arabic studies and Egyptian culture. The lecture series was organized by the Executive Director in consultation with and collaboration of CASA instructors.

The following is a list of the lectures delivered:

Date	Topic	Lecturer
18 <sup>th</sup> September 2017	Attend 40 Rules of Love Play live at the theater قواعد العشق الأربعون	
25 <sup>th</sup> September 2017	Meet the Author / Director series 40 Rules of Love Play قواعد العشق الأربعون	Rahsa Abdel Monem - Dramaturg
25 <sup>th</sup> October 2017	Sculpting Egypt نحت مصر	Emad Abu Ghazi – Mahmoud Mukhtar
30 <sup>th</sup> October 2017	The River People, a story from Al Nuba - ناس النهر	Hajjaj Adul - Author
8 <sup>th</sup> March 2018	Taxi تاكسي – حوادث المشاوير	Khaled Al Khameesi - Author
26 <sup>th</sup> March 2018	Saabe3 Gar, TV series – سابع جار	Aytin Amin - Director
30 <sup>th</sup> April 2018	I Want to Get Married – عايزة أتجوز	Ghada Abdel Aal - author

The “Issues in the Middle East” content class focuses on Reading, Writing and Vocabulary Building. The group of students was divided into two sections. Students were placed in the two classes according to their level of proficiency Reading. The students’ placement was determined by the ACTFL scores for the entrance exam and by the Executive Director in consultation with instructors based on interviews during the orientation day before the classes begin.

This class aimed at improving students’ reading comprehension while also expanding their vocabulary. Emphasis was placed on strengthening language skills, and much attention was given to helping students excel in their knowledge of the derivational system so they could increasingly use it to guess meanings of words and decrease their reliance on a dictionary. Students were further trained in skimming to extract the general sense of a passage, while work on comprehending details through close reading was especially emphasized. As for the weekly written assignments, emphasis was placed on correctness in terms of spelling, grammar, and discourse.

Instructors selected literary works from different Arab countries according to students’ reading levels for the weekend readings, thus addressing the aesthetic elements of the readings. Literary selections, principally novels, short stories and chapters from books were supplemented with newspaper articles and texts on social, cultural, political, and economic issues. Instructors also devoted class time to vocabulary building exercises, and designed quizzes to help students practice and reinforce newly acquired vocabulary.

The ‘Media from Egypt and the Arab World’ class focuses on further developing the Listening and Speaking skills and there were two sections as well. This class aided students in developing their proficiency in both listening to and speaking. The class made significant use of audio and video materials from Egyptian television and radio, as well as from the Arabic programs of the BBC., Al Jazeera, and other sources. Students were required to complete listening exercises at home in addition to oral presentations given in class. These assignments were designed to develop students’ overall understanding of listening passages as well as specific comprehension of particular detailed points.

There were also two levels of the Egyptian Colloquial class. The objective of the Colloquial class was to further develop students' proficiency in Egyptian Arabic through challenging listening selections from audio and videotapes, group discussions, individual presentations, and instruction on increasingly complex grammatical structure.

As obvious from the schedule of the lectures delivered, they were not only focusing on the Scenes of Arab Media course nor the Social Issues course, but also they were related to the colloquial classes where a famous and popular TV series was taught, so one of the directors of the show was invited to speak and discuss. The language of the whole discussion was Egyptian Colloquial. Same with the 'Meet the Author Series, where the authors were asked to carry out the discussion and the short talk in Colloquial.

### **Fall Semestre Courses**

<b>1. Egyptian Colloquial Arabic: (5 hrs. per week)</b>	
a) First Group (Advanced)	Ms. Heba Salem
b) Second Group	Ms. Laila Al-Sawi
<b>2. Social Issues in the Middle East: (10 hrs. per week)</b>	
a) First Group (Advanced)	Ms. Azza Hassanein
b) Second Group	Ms. Mona Kamel Hassan
<b>3. Scenes from Arab and Egyptian Media: (5 hrs. per week)</b>	
a) First Group (Advanced)	Ms. Mona Kamel Hassan
b) Second Group	Mr. Montassir AL Qaffash

### **B. The Spring Semester (31st January 2018 – 20th May 2018):**

In the spring semester, the number of contact hours is reduced to 12 hours per week in order to give fellows more time for independent readings and concentration on areas of special interest. In addition, students were encouraged to interact with Egyptians in order to practice their Arabic more frequently outside of the classroom. Following the practice of previous years, this semester provided fellows with considerable flexibility in selecting their program of study in the framework of content-based instruction. However, this year, all Spring courses were offered as electives and students were required to enroll into four sections each. In mid-October 2017, the Executive Director met with the students, and together they decided upon classes for Spring 2018 semester following the Negotiated Syllabus theory. Starting mid to end of November 2018, the students met with the professors assigned to teach the spring courses and together designed the program of study.

### **Spring Semester Courses offered:**

<b>Course Number</b>	<b>Course Title</b>	<b>Instructor</b>
AIAS 5411-01	Advanced Egyptian Colloquial Arabic	Heba Salem
AIAS 5201-01	Advanced Translation	Shereen El-Ezabi
AIAS 5991-02	History of Egypt in the 20 <sup>th</sup> Century	Emad Abou Ghazi
AIAS 5271-01	From Reading to Writing	Mona Kamel Hassan
AIAS 5991-04	Literary Criticism	Montassir El Qaffash
AIAS 5991-01	Classical Arabic Texts	Mohamad Ibrahim
AIAS 5991-03	Modern Literature	Nadia Harb
AIAS 5601-01	CASA With No Borders	Heba Salem

## 5. THE CULTURAL PROGRAM

The cultural component of the academic program has always been an integral part of the CASA programs. CASA continued to employ two part-time cultural assistants to introduce students to the host culture and to help them interact with Egyptians outside of AUC. With the help of the two cultural assistants and the CASA student assistant, both teachers and fellows were also able to integrate small outings into the curricula of the ECA classes; for example, teachers were encouraged to give assignments based on tasks outside of class ‘Ask Egyptians Activity’. Thus, throughout the semester fellows were better equipped to attend local family celebrations and cultural events.

A Connecting the current students with the two alums they met when the panel was held was very useful in terms of connections and giving them the chance to broaden their network. They went out together more informal information about life in Cairo that actually lead two fellows of that decide to stay in Cairo for one more year for working and more exploration. From that year onward, ‘meet the Alums’ will be an annual activity.

The language clinics were also meant to be informal and tied to culture. So discussing the Quranic verses and the strategies of listening and speaking were discussed in colloquial as a trial to expose the fellows to more colloquial and to further demonstrate and utilize the Educated Spoken Egyptian colloquial.

There were two ALI/CASA parties: an end-of-semester party held in December and an end-of-year party held in May. Several CASA fellows participated in both parties and took part in poetry recitation, acting, and singing. In addition to these celebrations, many CASA students also sang, acted, or otherwise performed at the CASA graduation ceremony in May.

Finally, students were encouraged to participate in a program of organized guided tours. Among them were one-day tours in and around Cairo and eight major excursions to various destinations around Egypt, a detailed listing of which follows:

Date	Activity	Guest(s)
	<b>CASA Alumni Panel</b>	
18 <sup>th</sup> September 2017	Meet two CASA alumni’s who work in Cairo!	Timothy Kaldas (2008 – 2009) & Erick Knecht (2011 – 2012)
28 <sup>th</sup> March 2018	Meet the Dean of Students, Listen and Speak with him in Arabic!	Dr. George Marquis
	<b>Language Clinics</b>	
15 <sup>th</sup> March 2018	Strengthening Listening and Speaking Skills in Egyptian Colloquial Arabic	Dr. Mona Kamel Hassan
17 <sup>th</sup> April 2018	Functional Grammar in Quran – Grammar workshop	Heba Salem & Dr. Sayyed Daifallah
	<b>Cultural Awareness and Food in Egypt/Cairo</b>	
20 <sup>th</sup> September 2017	3ashoura event عاشوراء	Laila Al Sawi & Heba Salem
15 <sup>th</sup> November 2017	Mulid Al Nabi مولد النبي	Laila Al Sawi & Heba Salem
19 <sup>th</sup> March 2018	Mahshi cooking workshop يوم المحشي	Heba Salem

**Excursions that were held by ALI and students were encouraged to join:  
FALL 2017 and Spring 2018:**

**A. Cairo Area Sites:**

- Tour of Saqqara and Memphis (including the step-pyramid of Zoser, the Pyramid and Causeway of Unas, the tombs of Ti and the Serapeum)
- Tour of the Coptic Museum and the old Cairo area (including the churches of Al-Adhra the “Hanging Church” and St. Sergius, and the Synagogue of Ben Ezra)
- Walking tour from Bab il-Futuh to ElHussein (including visits of the Northern Walls, Bayt Suhaymi)
- Walking tour from Bab Wazir to Al–Azhar and a visit to the Mosque of al-Azhar

**B. Outside Cairo Excursions:**

- Trip to Alexandria: visits to Bilbliothecca Alexandria (The revival of the ancient library of Alexandria), some Greco-Roman sites : the Roman Theatre, the Catacomb of Shugafa, the old Roman Theatre of Kom El-Dekka, the Villa of Birds, the Fort of Qaytbay and El-Salalmlek Palace ( Royal Palace at El-Montazah).
- Trip to Sharm Al Shaiek
- Trip to Al Ain Al Sokna

**CASA Graduation Party:**

CASA graduation ceremony and party took place in the Oriental Hall on Tahrir Campus. CASA fellows received their certificates, marking the end of the fiftieth year of CASA studies. The CASA Executive Director, and all the CASA faculty and staff were present at the celebration.

**6. Community Based Learning – CASA with no Borders**

To provide more opportunities for immersion of fellows into the society, CASA started since 2008 – 2009 implementing a Service Learning component as an integral part of the program. This particular course is the most popular during the Spring semester. Students by the Spring are linguistically ready to deal with the people outside the school walls and get the firsthand experience. The purpose of this type of experiential learning is to integrate meaningful community service with instruction and reflection to enrich learning experience and encourage civic engagement of fellows for the common good. However, students’ security is the most important factor, so they should not join areas that can be risky.



Two CASA fellows wanted to volunteer in the Jewish Sha'ar Hashamayim Synagogue in Adly street downtown Cairo and they met the head of the Jewish community in Cairo and she gave them clearance and hope they will work on digitizing the books and the manuscripts in the synagogue. They were both very excited about this kind of work they will do. However, it almost took a month from the semester and they failed to start their project. In the future, students should not think of risky places or should not think of volunteering in places where security can be a problem.

Joining BBC and Mada Masr was a dream for a number of students to join.

Here are the places where the fellows volunteered:

- Woman and Memory Organization – Dr. Hoda Al Sadda
- Saffarni – Ard Ellewa
- Center for Refugees and Migration Studies at AUC
- Researching downtown Cairo Coffee shops
- A lawyer's office
- A Private publishing house

Students at the end of the semester delivered presentations at EURECA conference at AUC. Panels were formed among students who worked at the same place, each one of them talked about a different aspect. Other students delivered individual presentations. Students talked about their cultural and linguistic experiences.

Students of the Media, Script Writing class at AUC were assigned to cover the event and they carried out interviews with the fellows. One of the students in the Script Writing class who was impressed by the students' Arabic invited them to her TV program broadcast on DMC on a Saturday morning and invited the Executive director with them. They talked about their work and life in Cairo on the Egyptian TV.

## **7. External Assessment**

For assessing the proficiency of the students, sat for the ACTFL proficiency exam for reading, writing and listening.

To increase validity and reliability of the final oral proficiency testing, CASA resorted to two external examiners and students carry out the OPI's. The scores on the CASA exit exam show improvement for the majority of the CASA students. Appendix II includes both the initial entrance scores and the final exit scores for every student.

## **8. REFLECTIONS ON THE PROGRAM AND RECOMMENDATIONS**

These reflections are based on information collected through students' evaluations, class observations, and individual interviews with fellows, and review of the existing curriculum.

The students in the program displayed great commitment to learning Arabic and their level of progress and achievement was reflected by their scores on the ACTFL exam administered by CASA at the end of the program. Many fellows wrote in their final evaluations that they hold the program in high esteem largely because of the extent of their own progress during the year, and others wrote about how lucky they consider themselves to have had the chance to spend that academic year in Cairo. By the end of the program, they say that they can easily hold a

conversation on a wide range of topics and speak in both colloquial and formal Arabic. They can write research papers on a computer, understand TV programs, and read newspapers with ease.

The majority of fellows think that the curriculum is rigorous and that they would have loved it to be longer. They report that a typical day in the fall semester involves five hours in the classroom and over four hours of homework, which could be challenging to some. The weekends offered little respite because they are assigned homework that includes long compositions and entire Arabic novels. In general, last year's fellows expressed enthusiastic appreciation of their teachers' work, and many comments found in the evaluation forms reveal that the development of rapport between the faculty and fellows is an important factor for the success of the program. Fellows express their deepest gratitude to their instructors whom they often describe as superb educators who bring extreme measures of dedication and enthusiasm into the classroom.

Some of the concerns expressed in evaluation sheets are of personal nature and they are related to the fact that their specific interests are not reflected in the content of the program. Therefore, and because of the academic nature of the program, fellows spend the majority of their time reading novels, short stories, and articles, and while they recognize the potential value of these exercises for future academics interested in Arabic literature and history and so forth, for students with specific interests, it is very difficult to remain interested; in fact, they find it exhausting and even disempowering to focus the overwhelming majority of their energies on fields that are not their priority.

Some fellows were disappointed by the little amount of Egyptian Colloquial they had in class and wished that it was longer. This is one of the drawbacks of not having the summer session. In the summer the students are exposed to 10 hours of colloquial in class per week in addition of course to the daily immersion in the culture Cairo. The summer session is usually 7 weeks, so they lacked almost 70 hours of instruction in class and the time to adapt and speak with people and so on. This makes a difference. However, the results of their OPI's where they are expected to use both Fusha and Colloquial, most of the fellows performed well and have achieved progress.

All the students commented very positively about the cultural program designed and actually asked for more activities.

Some suggestions to improve the program for next year:

- CASA administration and instructors need to invest more collaborative efforts into developing high quality curriculum that can provide a unifying focus by drawing students' attention to the interactions among form, context and function in all their uses of language.
- Lighten the weekend homework load, either by providing two weeks for each novel or assigning prominent short stories and particularly noteworthy excerpts from longer works rather than those longer works themselves. Some fellows complained that they needed more time to explore and that it had been for the assignments that they did not. However, others were able to make the difficult balance.

- Many students find that it is very difficult to integrate into Egyptian society, and it would be of great benefit to have them mingle more with Egyptians on a more systematic and organized way. The program needs to install the ‘mishwar w dardasha’ activity that had them go out and meet with Egyptians who are the same age group.
- CASA with no Borders is the most popular class and it needs more time and connections for the instructor to organize it. I believe that assigning a reflection paper at the end of the semester in addition to the final presentation can work better with regards to assessment measures. The balance between the work for the class and being really out working is sometimes difficult for both the instructor and the students.
- The program needs to invest in the cultural program and have it expanded in the future, CASA Cinema can be held in the lounge in a relaxed atmosphere and discussions can also be held in the lounge.
- The cooking workshop that turned out to be popular can happen twice a year not only once and the menu can change. Previous arrangements and better use of the University resources can be done.
- Egypt has a unique way of celebrating 3ashoura and Mulid Al Nabi that the students found interesting and very informative. Linking it with what was happening in the streets at the same time was of great use and we program needs to sustain them.
- Re installing the summer will have a better impact on the students’ proficiency.

## **APPENDSES:**

## APPENDIX I Orientation Schedule

أهلاً ومرحباً بكم جميعاً في أسرة برنامج كاسا بالقاهرة



### التعارف والتعريف بالبرنامج

يوم الاثنين 28 أغسطس 2017  
المبنى الرئيسي، التحرير Hill House الدور السادس 602 غرفة

تجمع، شاي وقهوة، وفطور خفيف، تعارف وتوزيع المظاريف	9:00 – 9:30
كلمة ترحيب وتعريف بالبرنامج أ. هبة سالم المديرة التنفيذية لبرنامج كاسا	9:30 : 10:00
امتحان تحديد مستوى العامية، الأستاذة ليلي الصاوي والأستاذة هبة سالم - جولة في مبنى التحرير، صرف المنحة، ملء البيانات المطلوبة والتسجيل	10:00 – 1:20

أهلاً ومرحباً بكم جميعاً في أسرة برنامج كاسا بالقاهرة



## التعارف والتعريف بالبرنامج

يوم الثلاثاء 29 أغسطس 2017  
في حرم القاهرة الجديدة

التحرك بالأوتوبيس من مبنى التحرير	7:20
كلمة ترحيب من رئيس الجامعة الأمريكية بالقاهرة فرانسيس ريتشياردوني	9:30 – 8:30
إفطار	10:00 – 9:30
استخراج بطاقة الهوية	11:30 – 10:00
كلمة ترحيب من مديرة معهد اللغة العربية د. دلال أبو السعود	12:30 -11:30
جولة حول الحرم	1:00-12:30
الأوتوبيس إلى التحرير	1:15

## APPENDIX II

### Teaching Staff

#### I. Instructors in the ALI:

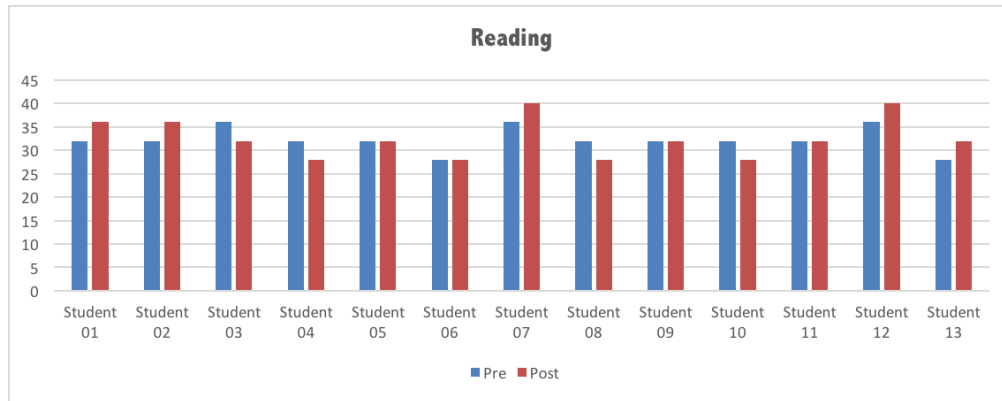
Name of Teacher	Courses Taught (Semester)
Azza Hassanein M.A. in TAFL, AUC	Reading and Vocab Building (Fall)
Mona Kamel Hassan PhD, Linguistics from English Literature, Helwan University M.A. in TAFL, AUC	Reading and Vocab Building (Fall) Listening and Speaking (Fall) From Reading to Writing (Spring)
Nadia Harb M.A. in TAFL, AUC	Modern Literature (Spring)
Hebatalla Salem M.A. in TAFL, AUC	Egyptian Colloquial Arabic (Fall & Spring) CASA with no Borders (Spring)
Laila Al-Sawi M.A. in TAFL, AUC	Egyptian Colloquial Arabic (Fall)
Shereen El Ezabi M.A. in TAFL, AUC	Translation (Spring)
Montassir Al-Qaffash M.A. in Literary Criticism, Van Holland University	Listening and Speaking (Fall) Literary Criticism (Spring)

#### II. Part-Time Instructors in the ALI (Spring Semester)

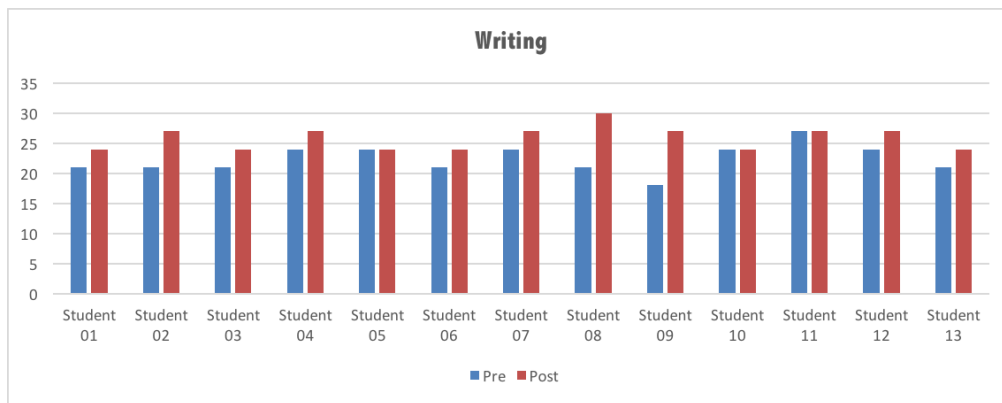
Name of Teacher	Courses Taught (Semester)
Emad B. Abou-Ghazi Ph.D. in the Science of Manuscript, Cairo University	History of Modern Egypt in the 20 <sup>th</sup> Century (Spring)
Mohamed Ibrahim Ph.D Ain Shams University	Classical Texts (Spring)

## APPENDIX III

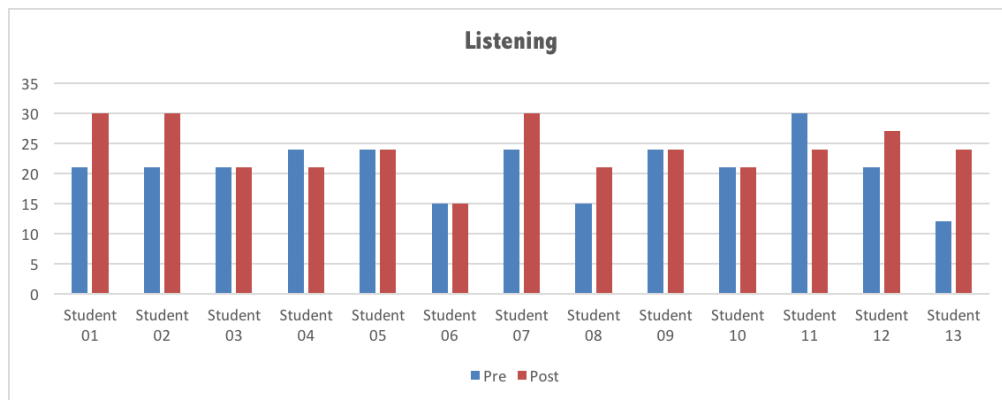
### ACTFL Entrance & Exit Exam – Reading



### ACTFL Entrance & Exit Exam – Writing



### ACTFL Entrance & Exit Exam – Listening



## ACTFL Entrance & Exit Exam – Speaking (OPI)

Students	Pre-OPI (ACTFL Scale)	Post- OPI (ACTFL Equivalence)						
Student 01	AL	S						
Student 02	AL	S						
Student 03	AH	S						
Student 04	AL	S						
Student 05	AH	AH						
Student 06	AL	AL-AM						
Student 07	AM	S						
Student 08	IH	AH						
Student 09	AL	AH						
Student 10	IH	AH						
Student 11	S (basic)	S (strong)						
Student 12	AH	S						
Student 13	AL	AH						
Rating					<b>Reading (40 pts)</b>		<b>Writing/ Listening (30 pts)</b>	<b>Total</b>
novice low	NL			1	4		3	7
novice mid	NM			2	8		6	14
novice high	NH			3	12		9	21
intermediate low	IL			4	16		12	28
intermediate mid	IM			5	20		15	35
intermediate high	IH			6	24		18	42
advanced low	AL			7	28		21	49
advanced mid	AM			8	32		24	56
advanced high	AH			9	36		27	63
superior	S			10	40		30	70



## APPENDIX IV

### CASA Fellows' Biographies 2017-2018

**Sam Dinger** graduated from Georgetown University in 2011 with a BS in International Politics and Arab Studies and is currently a PhD student in the Department of Sociology at New York University. His dissertation research is an ethnographic study of the relationships among humanitarian aid, infrastructures, and local governance in the management of the Syrian refugee crisis in Lebanon's Beqaa valley. He previously studied Arabic at Georgetown, NYU, and the University of Alexandria in Egypt.

**Alice Duesdieker** completed her MA in Middle Eastern Studies at Harvard University in 2017. In her master's program, she focused on education in the Middle East – from colonialism to the role that gender and refugee status plays in contemporary educational opportunities. Professionally, she is also interested in the intersection of technology and international development. Alice received her BA in Middle Eastern History from UC Berkeley.

**Eleanor Ellis** is a Master's student in Middle Eastern Studies at Harvard University. Her research interests include collective memory, gender, environmental history, and urban space. She previously studied and lived in Cairo. Additionally, she studied Arabic at summer programs in the American University of Beirut and Middlebury Institute of International Studies at Monterey. Eleanor is interested in Arabic-English translation, and she hopes to pursue a Ph.D. in history and Middle Eastern studies.

**Danna Elmasry** graduated from the University of Chicago with a BA in Fundamentals: Issues and Texts, an interdisciplinary program. She hopes to explain her interdisciplinary program in Arabic by the end of her year in Cairo. After becoming a *koshari* connoisseur, she plans to attend law school.

**Ellie Freeman** received her Master of International Affairs degree from the Bush School of Government and Public Service at Texas A&M University, where she specialized in Middle Eastern Studies. She received her undergraduate degrees, also from Texas A&M University, in International Studies and Spanish. She is proficient in Spanish and has studied Arabic in Egypt and at the University of Texas at Austin. After CASA, she plans to pursue a JD in international human rights and refugee law.

**Iloná Gerbakher** is currently a second year PhD Student in Islamic Studies at Columbia University in New York City. After completing her Master's of Theological Studies in Islam as a Presidential Scholar at the Harvard Divinity School, she lived and worked in Morocco and Qatar. She also received a FLAS award to study in Jordan. She hopes to use her time as a CASA Fellow to deepen her knowledge of Medieval Islamic manuscripts.

**Jenna Henderson** is a PhD student in anthropology at the University of Chicago. While completing two MA degrees, she wrote about Palestinian women's organizations and Syrian activism in Chicago. After completing CASA, she plans to conduct fieldwork with Syrian artists living in the diaspora.

**David Kanbergs** recently obtained his bachelor's degree from Hunter College in New York City. After CASA, he will be entering a doctoral program in the department of Middle Eastern and Islamic Studies at New York University, where he plans to study modern and contemporary Arabic literature.

**Antonio Musto** is currently a PhD student in the Middle Eastern and Islamic Studies department at New York University. His work is primarily philological, and his research interests include early Islamic intellectual history—specifically the intersection of theology, law, and Sufism in the 9<sup>th</sup>-12<sup>th</sup> centuries—as well as early forms of Islamic piety, both renunciation and mysticism. He is also fond of translating classical Arabic texts and is interested in Arabic language pedagogy.

**Natasha Pesaran** is a PhD candidate at Columbia University in the history of the modern Middle East. Her research interests revolve around the history of oil development in the twentieth century and its impact on Arab societies and politics. She intends to write her dissertation on the political and social history of the oil pipelines that were built to transport Iraq's oil to the Mediterranean.

**Jennifer Pineo-Dunn** is a PhD candidate at New York University. She received her MA in Islamic Studies from McGill University and is currently pursuing an MA in Arabic Pedagogy at Middlebury College. Her dissertation research examines the transnational translation and reception of contemporary Arabic literature.

**Shazeb Qadir** is a PhD student in Near Eastern Languages and Cultures at UCLA. His interests include classical Arabic literature, Islamic Studies, Arabic pedagogy, and digital humanities.

**Betty Rosen** is a PhD student in Near Eastern Studies at UC Berkeley, where she focuses on classical and modern Arabic literature and literary theory. She earned a BA in Comparative Literature from Harvard College in 2012 and an MA in Arabic Literature from the School of Oriental and African Studies in 2013.

**Melissa Scott** received her BA in music from the University of Chicago and is currently a doctoral student in ethnomusicology at UC Berkeley. Her research focuses on how political conceptions of place are articulated and negotiated in classical Arabic music pedagogy in Jordan. She is also an *oudist* and an oud enthusiast.

## APPENDIX V

### فصول الخريف 2017

المادة	قضايا عربية معاصرة		حكايات مصرية		مشاهد من الإعلام العربي المعاصر	
Co. #	AIAS 5121-01	AIAS 5121-02	AIAS 5301-01	AIAS 5301-02	AIAS 5151-01	AIAS 5151-02
الغرفة	١٠٦	١٠٩	١٠٦	١٠٩	١٠٦	١٠٩
الأستاذ	أ. عزة حسنين	د. منى حسن	أ. هبة سالم	أ. ليلي الصاوي	أ. منتصر القفاش	د. منى حسن
اليوم	الأثنين - الثلاثاء - الأربعاء - الخميس	الأثنين - الثلاثاء - الأربعاء - الخميس	الأثنين - الثلاثاء - الأربعاء - الخميس	الأثنين - الثلاثاء - الأربعاء - الخميس	الأثنين - الثلاثاء - الأربعاء - الخميس	الأثنين - الثلاثاء - الأربعاء - الخميس
الوقت	٩:٠٠ - ١١:٠٥	٩:٠٠ - ١١:٠٥	١١:٣٠ - ١٢:٥٥	١١:٣٠ - ١٢:٥٥	١:٣٠ - ٢:٥٥	١:٣٠ - ٢:٥٥
1	إلونا غرباكير	إلونا غرباكير	إلونا غرباكير	إلونا غرباكير	إلونا غرباكير	إلونا غرباكير
2	أنطونيو موستو	إيلى فريمان	إيلى فريمان	أنطونيو موستو	بيتي روزن	بيتي روزن
3	بيتي روزن	بوب اوفر ويستورت	بوب اوفر ويستورت	بيتي روزن	بوب اوفر ويستورت	بوب اوفر ويستورت
4	جنفر بينيو دون	دانا المصري	داوود كانبرغس	جينا هينديرسون	جنفر بينيو دون	دانا المصري
5	جينا هينديرسون	سام دنجر	سام دنجر	دانا المصري	داوود كانبرغس	داوود كانبرغس
6	داوود كانبرغس	سينتيا باير	ناتاشا بيساران	سينتيا باير	سام دنجر	سينتيا باير
7	ناتاشا بيساران	شاذيب قادير	نور اليس	ميليسا سكوت	شاذيب قادير	شاذيب قادير
8	نور اليس	ميليسا سكوت	جنفر بينيو دون	شاذيب قادير	نور اليس	ناتاشا بيساران

## 2018 فصول ربيع

رقم المادة	AIAS 5601-01	AIAS 5201-01	AIAS 5991-02	AIAS 5991-04	AIAS 5271-01	AIAS 5991-01	AIAS 5411-01	AIAS 5991-03	اسم المادة
1	كفسيون بلا حدود	ترجمة	تاريخ	التقد	من القراءة إلى الكتابة	نصوص قديمة	علمية	أدب	أدب
2	أ. هبة سالم	أ. شويين العزي	د. عواد أبو غزالي	أ. منتصر القفاص	د. منى حسن	د. محمد إبراهيم	أ. هبة سالم	أ. نادية حرب	أ. نادية حرب
3	الأربعاء	الأربعاء	الأربعاء	الثلاثاء - الخميس	الثلاثاء	الثلاثاء	الثلاثاء - الخميس	الثلاثاء - الخميس	الثلاثاء - الخميس
4	٣:٠٠ - ٨:٣٠	٣:٣٠ - ١٢:٣٠	١٢:٠٠ - ٩:٠٠	١:٥٠ - ١٢:٣٠	١٢:٠٠ - ٩:٠٠	١٢:٠٠ - ٩:٠٠	١١:٥٠ - ١٠:٣٠	١٠:٢٠ - ٩:٠٠	١٠:٢٠ - ٩:٠٠
5	نصف ساعة لكل طالب كل أسبوعين	٢٠ دقيقة خلال الفصل	٢٠ دقيقة خلال الفصل		٢٠ دقيقة خلال الفصل	٢٠ دقيقة خلال الفصل			
6	مكتب أ. هبة سالم	106	106	106	109	106	106	106	106
7	نور اليم	ديفيد كاترغس	ناتاشا بيساران	جنفر بيبو نون	اليم ديسديكير	شازب قادر	ميليسا سكوت	سام دنجر	سام دنجر
8	ناتاشا بيساران	إلونا غريباكير	أنطونيو موستو	بيتي روزن	ناتاشا بيساران	بيتي روزن	ناتاشا بيساران	بيتي روزن	بيتي روزن
9	إلونا غريباكير	نور اليم	سينثيا باير	إلونا غريباكير	جنتا هندرسون	أنطونيو موستو	نور اليم	نور اليم	بيتي روزن
10	اليم ديسديكير	اليم ديسديكير	دانة المصري	أنطونيو موستو	دانة المصري	إلونا غريباكير	بيتي روزن	بيتي روزن	بيتي روزن
11	جنفر بيبو نون	شازب قادر	جنتا هندرسون	شازب قادر	ديفيد كاترغس	جنفر بيبو نون	سام دنجر	سام دنجر	سام دنجر
12	جنتا هندرسون	جنفر بيبو نون	شازب قادر		سام دنجر				دانة المصري
13	دانة المصري	جنتا هندرسون			سينثيا باير				ديفيد كاترغس
14	سام دنجر				ميليسا سكوت				نور اليم
15	ميليسا سكوت								
16	ديفيد كاترغس								
17	أنطونيو موستو								
18	سينثيا باير								