

CENTER FOR ARABIC STUDY ABROAD

Program Report: Fall 2013 & Spring 2014

Qasid Arabic Institute

KHALED H. ABUAMSHA
CASA EXECUTIVE DIRECTOR



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ACKNOWLEDGEMENTS

I wish give our special thanks to Dr. Mahmoud Al-Batal for supervising this year's program. We would not have been able to institute the CASA program at Qasid without his leadership. We worked under his direct supervision in order to apply CASA's vision and philosophy of content based.

Our deepest gratitude goes to Iman A. Soliman, CASA's Executive Director at the American University in Cairo, for her diligent and determined work. Her experience and training were vital in getting the program on its feet in Jordan.

Special thanks Marissa A. Canales, CASA's Stateside Coordinator at the UT Austin. Her professionalism and attention to detail were remarkable.

My deepest gratitude goes out to Omar Matadar, Director of Qasid Arabic Institute, and his Assistant Director, Du'aa Abdelhadi who did their utmost to make sure that the program was successful. Their advice and assistance was invaluable and available whenever I needed it.

Special thanks to the US Department of Education and the CASA consortium for their continuous support of CASA. Last, but not least, I want the CASA instructors (Appendix I) for their hard work, boundless energy, and readiness to do whatever it takes.

I want to give my special thanks to Bannan Ammar for her unstinting efforts in every aspect of the CASA program. Her energy and enthusiasm were significant factors in CASA's success.



ADMINISTRATION AND STAFF

In Amman, Dr. Khaled AbuAmsha serves as the program's executive Director with Omar Matadar, Director of Qasid and Du'aa Abdelhadi, assistant Director. Likewise Aymen Aderbeh for providing student services, Waleed Ramadan for technical support and Sami Abu Alia for financial services.

CASA I FELLOWS

There were 18 fellows during the fall semester. Fellows came from the following universities:

NAME	UNIVERSITY
Jordan Fall 2013	
Balboni, Margo Anne	UNC-Chapel Hill
Bernstein, Molly Rebecca PYOW	Brown Univ.
Brekelmans, Nina PYOW (BOREN)	Georgetown
Brill, Michael Patrick	Not Enrolled
Butts, Kevin Austin	University of Maryland
Casey, James PYOW (BOREN)	Princeton
Gissinger, Alice Juliette	Princeton
Leidy, Joseph	Williams College
Lennington, David Kent	Princeton
Maggard, Joanna Lynne PYOW (BOREN)	Middlebury
Moser, Janelle Nicole	University of Arizona
Rasgon, Adam PYOW (FULBRIGHT)	Bowdoin College
Rosenfeld Barnhard, Gavi	Princeton
Sills, Joseph	Not Enrolled
Wilkofsky, Daniel	Brown Univ.
Wray, Samantha	Western Washington University
Yeaw, Katrina Elizabeth Anderson	Georgetown
Zarate, Arthur	Columbia

ARRIVAL OF STUDENTS AND ORIENTATION

The student orientation took place after the students arrived during the last week of August. Duaa Abdelhadi, spoke about various aspects of living in Amman. She discussed transportation, clothing, shopping, phones, internet, money matters, water consumption, health, hospitals, visa procedures and safety procedures. Additionally, Khaled Abu Amsha conducted an academic orientation and spoke about the program, its philosophy, goals, and various components – the academic program, cultural program and intern program. The orientation ended with an open discussion to answer questions and discuss any issues.

Then, lunch was served and the CASA fellows had the opportunity to become acquainted with one another, as well as with the Qasid faculty and members of the administration.

FALL 2013 PROGRAM

The CASA I Fall Program provides intensive language and culture education through the following components: the Academic Program, Service Learning, the Cultural Program, and the Language Pledge.

The Fall academic program aimed to provide the fellows with opportunities to explore Jordan and to immerse themselves in their new environments both linguistically and culturally. The program offered about 20 hours per week of in-class instruction. Each fellow was required to take 5 core courses and they were expected to spend between 4-5 hours daily doing homework and preparing for class activities for the following day.

The following courses were offered:

1. Scenes from the Arabic Media
2. Issues from the Arabic Culture
3. Writing Workshop
4. Introduction to the Jordanian Culture
5. The Round Table

SERVICE LEARNING

“Casa Without Borders” was a practical subject that was established to fit the criteria and goals of the CASA program. There was a big need for immersion and to start practicing all what was being learned in the class with locals from different backgrounds, ages and interests.

As such, Qasid facilitated this program by finding volunteering/training opportunities at NGOs, ministries, national initiatives and governmental institutions. This program was administered by one of our most active faculty members: Ustadha Zainab Haj Hasan, whose role wasn't limited to secure spots for the students - with all the Bureaucracy and excessive paperwork and tedious procedures that took place to secure those spots- but also she evaluated the students' progress and assessed their work by requesting a weekly report from each students and also, conducting a one-on-one meeting every month.

The places were chosen based on student interest. A table with the places the students served at and a brief description on each one of the host organization can be found in Appendix V

CULTURAL PROGRAM

This summer, students learned many words throughout the day, whether in their classes or on the street. But are they really using them properly; with the right person and at the right time? This program aims at providing diverse situations in which students can have a better understanding of context, culture and language. By talking to language partners or facilitators, they use listening and speaking. In addition, they learn “Amiyyah” from its original source: the people. Even writing and reading are enriched by visits to bookshops and libraries, intellectual conversations, book recommendations or even reviews.

Cultural facilitators focused not only on interacting with students, but also on starting conversations with Jordanians from different professions, backgrounds, ideologies and interests. Whether it was the salesperson of a “Kunafa” shop, the little boy who sold water bottles on the street or the woman responsible for an art gallery, they were encouraged to engage in a conversation, ask and learn more.

Activities

- Visits to popular places including attractions such as Downtown, Roman Amphitheatre and Citadel. Although these activities might be planned ahead of time, but cultural facilitators are smart enough to stir discussion and engage more people.
- Through Housing speakers at Qasid, students were able to meet prominent or famous figures in Jordan; and of course, having follow-up discussion with them.
- Sharing a meal with the locals. Cultural facilitators invited students to a traditional lunch or breakfast at home; it helped them to understand the concept of ‘Arab’ family. Plus, students were establishing a personal connection with their facilitator and listening to people from different age groups and generations, possibly views and backgrounds.
- Visited art galleries and exhibitions featuring works of Arab artists.
- Book signing and intellectual meetings.
 - Students were thrilled as they listened to satirist Yusef Ghishan. After talking about his new book, he even spoke with the students and welcomed them to meeting with him for any questions.
 - Attended a talk about “The History of Architecture in Jerusalem”, held at Abdulhamid Shoman Foundation
- Visiting popular restaurants, cafes and stands; this was a good chance to try traditional food get to know more about the cuisine and traditions in a culture that cherishes food as a very significant and social activity.
- Birthday parties or celebrations. The best way to introduce someone to a cultural context is letting them be a part of it.



LANGUAGE PLEDGE

To ensure the fellows are speaking Arabic inside and outside the campus, the program has an **Arabic-Only Speaking Policy**. CASA expects all its fellows to follow these rules and we hope it will help create opportunities for speaking. The text of the pledge can be found in Appendix VI.

PROGRAM AND INSTRUCTOR EVALUATION

The Qasid Institute is committed to providing an exceptional, Arabic learning experience for each of its students. Accordingly, we have adopted a “360 degree review culture”, meaning that we are constantly giving and looking for thoughtful feedback, properly channeled, this was highly important with the CASA students as that helped us to assess the effectiveness of the program for both current and future CASA students, and helped us know which aspects to keep and expand, and which parts of the program could be improved.

We obtained- shared feedback through several channels and ways:

- 1- Online form filled out by the students around mid-term (See Appendix IV)
- 2- Open Door policy: Students could meet with Qasid Director, Our Academic director, Director Assistant at any time and without a prior appointment.
- 3- Emails from students regarding any concern in their classes, these concerns were taken into consideration

Dedicated Office Hours for the students: Students could share with their teachers any issues or concerns that faced them in their classes. Teachers were always open to adjusting the ways of teaching to meet the students' needs.

SPRING 2014 PROGRAM

The Spring Program was designed to provide an intensive language and cultural education in order to develop the overall proficiency of the fellows in Arabic and their cultural competence of the Arab Culture in order to move them to the superior level.

The program in the spring aimed at developing the four skills (speaking, listening, reading and writing) in a way by providing detailed and sophisticated texts.

We also aimed at widening the students' vocabulary in expressions, phrases and proverbs which allowed them reach the highest level of speech with flow of ease and comfort with accuracy. This was done by immersing them in the society and helping them understand the deep cultural Arab issues. We wanted students to express themselves clearly and smoothly in various academic and professional settings. In a nutshell, we wanted to push them to the limits.

THE CASA I FELLOWS

There were 18 summer-only fellows during the fall, and 1 additional fellow joined in the current Spring Term. Fellows came from the following universities:

NAME	UNIVERSITY
Spring 2014	
Balboni, Margo Anne	UNC-Chapel Hill
Bernstein, Molly Rebecca PYOW	Brown Univ.
Brekelmans, Nina PYOW (BOREN)	Georgetown
Brill, Michael Patrick	Not Enrolled
Butts, Kevin Austin	University of Maryland
Casey, James PYOW (BOREN)	Princeton
Gissinger, Alice Juliette	Princeton
Leidy, Joseph	Williams College
Lennington, David Kent	Princeton
Maggard, Joanna Lynne PYOW (BOREN)	Middlebury
Moser, Janelle Nicole	University of Arizona
Rasgon, Adam PYOW (FULBRIGHT)	Bowdoin College
Rosenfeld Barnhard, Gavi	Princeton
Sills, Joseph	Not Enrolled
Wilkofsky, Daniel	Brown Univ.
Wray, Samantha	Western Washington University
Yeaw, Katrina Elizabeth Anderson	Georgetown

Zarate, Arthur	Columbia
Shahrani, Shahreena	Ohio State Univ.

COMPONENTS OF THE SPRING PROGRAM

The CASA I Spring Program provides intensive language and culture education through the following components: the Academic Program, Service Learning, The Cultural Program, and the Language Pledge.

ACADEMIC PROGRAM

The academic program in the spring consisted of 20 contact hours per week. Each fellow was required to take four courses or 3 courses and participate in an internship/volunteer. Also, many fellows chose to attend extra courses as audients although they had huge load of classes and homework. This was a clear indication that the students felt that the content courses were beneficial and worth-attending.

All of the content-courses were created from scratch specifically for the CASA students. Many meetings were held with students in order to choose the main topics they wanted to cover and a continuous review-strategy and open-door policy were adopted to assess the effectiveness of the program for both current and future CASA students.

The courses offered were:

- 1- History of the Levant in the Cinema
- 2- Bedouin and its culture in Jordan
- 3- Civil War in Syria
- 4- Amman, History, culture, politics in Ammiya
- 5- Studies in Quran, Hadith and the 4 schools of Fiqh
- 6- Arabic Linguistics
- 7- Modern Literature
- 8- Classical Literature
- 9- Advanced Dialect
- 10- Primitive and Authentic Readings
- 11- Modern Feminism Literature
- 12- Readings in the history of the Levant area

Please see Appendix IX for a list of guest lecturers and discussion topics.

REFLECTIONS ON THE PROGRAM AND PLANS FOR IMPROVEMENT

Hosting a prestigious program like CASA for the first time was an enormous task that we were excited to accept. We tried to make our first year as successful as possible; however, we faced a few challenges.

One of the biggest challenges we faced last year was with the Jordanian Dialect courses. The curricula available were not sufficient to meet the needs of students as advanced and dedicated as those represented in the CASA program. As such, a significant amount of time was dedicated towards creating appropriate material throughout the academic year. Although these efforts were helpful in creating a baseline for future courses and assisting students in their language studies, they were in not, in and of themselves, adequate. With the benefit of this experience, our academic staff began working on a much more sophisticated dialect curriculum early last year.

A short time into the Fall Term, students expressed their desire for more regular feedback and a faster turnaround in providing comments on their written work. The administration and faculty agreed that consistent feedback and suggestions on written assignments are an integral part of any educational experience, especially when they relate to language learning and cultural immersion. As such, additional office hours were arranged for students in order to give them more opportunities for personal feedback. Also, the teachers and students agreed that all written homework would be returned, along with relevant comments and suggestions, within 24 hours of its submission.

An additional challenge came in helping students transition from Cairo to Amman. We understand that Cairo, a place of language, culture and activity, was dear to CASA students. Many students were disappointed that they were unable to complete their studies in Cairo. In the end, we did our best to make the transition as smooth as possible as we did not want the students to lose sight of their personal and academic goals.

Thankfully, it is possible for me to say that after 2 months of students' experiments with the society around them, students were able to reach their goals. See Appendix VIII for student results.

The fruits of this project have been obvious from the feedback of both students and instructors. Even so, we are determined to continue our work on this new curriculum, learning from our mistakes and implementing feedback so as to make it a project that is well-grounded in its research and flexible in its outlook.

APPENDIX I

ADMINISTRATION AND TEACHING STAFF

I. Administration

Dr. Khaled AbuAmsha	CASA Executive Director, Qasid Institute
Omar Matadar	Director, Qasid Institute
Duaa AbdulHadi	Assistant Director, Qasid Institute
Bannan Ammar	CASA Coordinator, Qasid Institute
Ayman Adarbeh	Secretary, Qasid Institute

II. CASA Full-Time Teachers

Teacher

Courses Taught

Manal Odeh (PhD Candidate)	Modern Standard Arabic
Bannan Ammar (M.A.)	Jordanian Colloquial Arabic
Fadi Ali (PhD Candidate)	Modern Standard Arabic
Khaled Sanober (M.A Candidate)	Modern Standard Arabic
Amer Al-Sheikh (M.A. Candidate)	Modern Standard Arabic
Fatima Affif (PhD Candidate)	Modern Standard Arabic
Yasmine AbuTarboush (M.A.)	Jordanian Colloquial Arabic
Asma Hammad (PhD Candidate)	Classical Arabic
Khaled H. Abu Amsha	Round Table

APPENDIX II

BIOGRAPHIES: 2013-2014 CASA FELLOWS

Nina Brekelmans graduated summa cum laude from Dartmouth College in 2012 with a B.A. in Arabic Language & Literature. She has studied Arabic at Middlebury's Summer Language School and its program in Alexandria, Egypt, and is currently pursuing an M.A. in Arab Studies at Georgetown University.

Michael Brill graduated from Westfield State University in Massachusetts where he majored in history and political science. He has previously studied Arabic in Muscat, Oman and Amman, Jordan through the CLS program. Michael is interested in the modern political and social histories of Iraq and Syria. After CASA, he plans to pursue a Ph.D. in Middle Eastern History.

Kevin Butts graduated May 2013 with a double B.A. in Arabic and Spanish from the University of Maryland. He studied Arabic in Tunisia summer 2011. After CASA he hopes to pursue graduate studies in Arabic: areas of interest include everything but particularly linguistics, history, art, politics, and culture.

James Casey is a Ph.D. student in the History Department at Princeton University specializing in history of European colonialism in Greater Syria in the twentieth century, especially the role of waqf in colonial relationships. Before beginning studies in history at Princeton, he graduated from the University of Texas at Austin in the Middle Eastern Studies M.A. program. He was previously a Fulbright student in Damascus from 2008-09 and undertook research on the matter of language and Arab nationalism in nationalist press in Syria and Lebanon during the French Mandate (1920-46).

He was born in San Francisco, California and lived in Northern California for most of his life before graduating from the University of California, Santa Cruz. Besides his mother and father, he has a sister, two brothers and a cat named Ghadanfar who returned from Damascus with him. In addition to Syria, he has lived in Cairo, the Sultanate of Oman, Lebanon, France, and England.

Alice Gissinger is graduate student in the Near Eastern Studies department at Princeton University. Her undergraduate work focused on European intellectual history and Arabic. Her academic interests include hadith studies, the transmission of the Qur'an, and church-state relations in 19th and 20th century France.

Joseph Leidy graduated in 2013 from Williams College majoring in Political Science and Arabic Studies. His interests include identity, comparative politics, and music in the Middle East. After CASA, Joe hopes to pursue graduate studies in Middle Eastern politics or history.

David Lenington graduated from The University of Texas at Austin with a B.A. in English, Spanish, and Classics, and he is currently working towards his Ph.D. in English at Princeton

University. He has studied Arabic in Morocco, Lebanon, Egypt, and Saudi Arabia. He is interested in the comparative literature of the Middle Ages.

Joanna Maggard graduated from Miami University with a BA in History and Political Science. She is currently pursuing a M.A. in Arabic at Middlebury College. Her academic interests focus on colloquial Arabic dialects, and in the future she plans to continue her studies eventually achieving a Ph.D. in Arabic. Janelle Moser will graduate in May 2013 from the University of Arizona with a Master's degree in Middle Eastern and North African Studies and Linguistics of the Middle East. Her research interests include Teaching Arabic as a Foreign Language and Applied Linguistics. She graduated from the George Washington University in 2010 with a Bachelor's degree in International Affairs and Middle East Studies. She has studied Arabic in Beirut, Lebanon (The American University in Beirut) and Irbid, Jordan (Yarmouk University). After completing the CASA program, she will begin a Ph.D. focused on Applied Linguistics and Teaching Arabic as a Foreign Language in fall 2014.

Gavriel Rosenfeld-Barnhard graduated from Princeton University in 2013 with a B.A. in Near Eastern Studies and a Certificate in Arabic Studies. He has previously studied Arabic in Tunisia (CLS) and Egypt (ALI). He is interested in Islamic jurisprudence and religious authority in the Muslim world. Though the immediate years after CASA are, as of yet, wide open, he would like to eventually pursue a Ph.D. in Islamic Studies.

Samantha Wray graduated with her M.S. in Human Language Technology from the University of Arizona in 2013. She is currently a Ph.D. candidate in Linguistics. She previously studied Arabic in Yemen and Morocco. She is interested in psycholinguistics, lexicography, corpus linguistics, Yemeni Arabic, and language games."

APPENDIX IV: FINAL EVALUATION

Assessment of Instruction: CASA Program

#2

1. Overall, how satisfied are you thus far with the CASA program in Amman? * Very satisfied

Please explain the reasons for your satisfaction/dissatisfaction.* I'm very happy with the classes, which I feel are challenging without being overwhelming. Everyone at Qasid has been very helpful. My language abilities, with some fixes here and there, are steadily improving.

2. How has your experience with living in Amman been thus far? (housing, stipend, interacting with Jordanians, etc.) Good! So far, all is well. Jordanians have been very nice, though I definitely need to get out there a bit more to practice my 3amiyya and meet people. My housing situation is very good – Qasid was very helpful in finding our apartment, which is new. It was a bit of a hassle getting it furnished, but now that it almost entirely done and I'm very happy with the place.

3. In your opinion, what aspects of the program are the most interesting/valuable? I really like the amount of reading we do, the freedom we have in coming up with our own vocabulary lists, the way we work with real language sources for listening and 3amiyya classes, etc. The weekly office hours have turned out to be really great as well, as I can get some advice specifically related to me at those times.

4. In your opinion, what aspects of the program are the least interesting/valuable? I think the language partner program would be improved – right now, the language partner I'm with is a teacher at Qasid, so he's very good at speaking in a way we understand, mixes in fusha with 3amiyya so that we understand, etc. I have a lot of fun on our outings, but I'm not sure how much I get linguistically. To be clear though, I believe it's my responsibility, and not the program's, to get out into the Jordanian community and talk with people.

5. What can be done to improve the I don't know exactly! My one suggestion was going

program and classes during the second half of the semester? Please be as specific as you can refer to specific classes and instructors.

to be that we have a chance to pick our own sources and bring them to class in some way, i.e. an interview, an article, a part of a book, etc, so that we are motivated to speak in depth or write in depth about a topic of our own choice. I do know that we are leading our own classes at some point later in the semester though, so I think that might provide just that opportunity.

APPENDIX V: CASA WITHOUT BORDERS

Organization	About	The students main tasks/ Skills to improved
Talal Abu Ghazalah	The (TAG-Org) is the largest global group of professional service firms in the fields of Accounting External Audit, Corporate Governance, Taxation, Educational Consultancy, Economic and Strategic Studies, Management Advisory Services, Professional and Technical Training, Project Management, Services, Human Resources services..etc	Translation (English↔Arabic) Business Writing in Arabic
Ministry of Social Development	The Ministry of Social Development (MOSD) administers a range of social assistance services. The main beneficiaries of the programmes are the poor, disabled, unemployed, elderly, abused women and children, orphans and children of broken families, babies in nursery care and juvenile offenders.	Administration and office management Translation Writing reports of cases they handled during the day
Orphanage- Baqaa Refugee Camp	Houses for taking care of orphaned and abandoned children	Arabic courses for the orphans Support and coordinate activities for the orphans
Zaatry Refugee Camp	Zaatari is a refugee camp in Jordan , located 10 km east of Mafraq . It was first opened in 2012 to host Syrians fleeing the violence in the ongoing Syrian civil war that erupted in 2011.	Participating in charity work like distributing basic needs for the refugees coordinate activities for the kids at the camp.
Injaz	INJAZ was established in 1999 as a project under the USAID-funded organization, Save the Children. In 2001, it was re-launched as an independent, non-profit, Jordanian organization under the patronage of Queen Rania Al Abdullah with the mission of inspiring and preparing youth to become productive members of their society and accelerate the development of	Educational activities for the children Translation and office work

	the national economy.	
Families Development Association- Hashmi Shamali	FDA is a non-governmental organization in Hashmi Shamali in East Amman. Its goal to offer support and educational services to disadvantaged families.	Arabic courses for the orphans and poor children
Jordan Volunteers Program	A national NGO that works on environmental and development projects.	Participated in environmental activities and social events
Biotechnology Research program at NCRD	It was established in December 2003 by decree of the Higher Council for Science and Technology The main purpose behind the establishment of the Virtual Center for Biotechnology is to stimulate interaction and the sharing of knowledge between Jordanian and Arab scientists working in the various fields of biotechnology, with the ultimate aim of nurturing cooperation that leads to practical results.	Environmental activities inside and outside Amman
Sharek	A social initiative aimed to spread the culture of social volunteer work in our community.	Social activities and educational events for the orphans and elders.
Reclaim Childhood	RC is a non-profit based in Amman, Jordan which offers sports programs to Arab girls and women from at risk refugee communities.	Offer Sports Training programs for some Syrian and Iraqi refugees in Amman.

APPENDIX VI

Language Pledge

The following is the text of the statement required to be signed by each CASA fellow:

I, _____, agree to use Arabic as my medium of communication during my time as a fellow in the Center for Arabic Study Abroad (CASA) Program at Qasid Institute at Amman, Jordan.

By signing this statement of commitment I agree to uphold the following as part of the CASA Honor Code:

- I commit to speaking Arabic exclusively while on the campus of Qasid Institute. I will also strive to use Arabic as much as possible when I am not on campus.*
- I understand that using a language other than Arabic with other CASA fellows while on campus is a violation of CASA's Arabic Speaking Policy and should be avoided at all times.*
- I will make an effort to remind any fellow who breaks this policy at any time of their commitment to it in a friendly and non-confrontational manner.*
- I understand that observance of the Arabic-Only Speaking Policy can be suspended with permission from the CASA administrators or in case of emergency.*
- I understand that if I break this policy I will receive a written warning. If I receive more than two such warnings, CASA has the right to terminate my fellowship.*

Signature: _____ Date: _____

APPENDIX VII: ACADEMIC PROGRAM SCHEDULE

CASA Weekly Schedule- Section A*						
4:00– 2:30	2:30 – 1:00	– 12:30 1:00	12:30 – 11:00	11:00 – 9:30	9:30 – 8:00	
	Round Table (Minutes 75)		Scenes from the Arabic Media (Minutes 75)	(Minutes 75)		Sun
No class/ Speaking partner, volunteer work, office hours	Introduction to the Jordanian culture, Dialect		Writing workshop (Minutes 90)	Issues from the Arabic Culture (Minutes 75)	No class/ Speaking partner, volunteer work, office hours	Mon
No class/ Speaking partner, volunteer work, office hours	No class/ Speaking partner, volunteer work, office hours		No class/ Speaking partner, volunteer work, office hours	No class/ Speaking partner, volunteer work, office hours		Tue
	Introduction to the Jordanian culture, Dialect (Minutes 75)		Scenes from the Arabic Media (Minutes 75)	Issues from the Arabic Culture (Minutes 75)		Wed
	أردنيّات: مدخل الى Introduction to the Jordanian culture, Dialect (75)Minutes(Scenes from the Arabic Media (75) Minutes(Issues from the Arabic Culture (Minutes 75)		Thu

Appendix VIII: Student Results

* The post OPI results are yet to be determined by Dr. Mahmoud Batal

NAME	PRE OPI RESULTS	POST OPI RESULTS
Spring 2014		
Balboni, Margo Anne	AL	TBD
Bernstein, Molly Rebecca PYOW	AH	TBD
Brekelmans, Nina PYOW (BOREN)	Taking through Boren	TBD
Brill, Michael Patrick	AH-	TBD
Butts, Kevin Austin	Superior (Score from Flagship- 10/08/2012)	TBD
Casey, James PYOW (BOREN)	Score through Boren: L3 (S)	TBD
Gissingner, Alice Juliette	AH	TBD
Leidy, Joseph	AL-	TBD
Lennington, David Kent	AH	TBD
Maggard, Joanna Lynne PYOW (BOREN)	Score through Boren: 2+ (AH)	TBD
Moser, Janelle Nicole	AL	TBD
Rasgon, Adam PYOW (FULBRIGHT)	AM	TBD
Rosenfeld Barnhard, Gavi	AH	TBD
Sills, Joseph	AL	TBD
Wilkofsky, Daniel	AM	TBD
Wray, Samantha	AL	TBD
Yeaw, Katrina Elizabeth Anderson	AL (Low)	TBD
Zarate, Arthur	AL (Low)	TBD
Shahrani, Shahreena	AL	TBD

APPENDIX IX: SPEAKER LECTURES

Guest	Profession/ Organization	Subject of the Lecture	Qasid Related subject
Dr. Taleb Abu Awad	Specialist in Islamic Economy	The lecture talked about the fundamentals of the Islamic economy and the Islamic banks and comparing them to the , capitalism and market socialism.	This was after reading Syed Qutub’s book (The Battle Between Islam and Capitalism
Ms. Hanan Kamel Al-Shiekj	Jordanian Journalist	The lecture talked about early marriage and honor killing, women’s rights in Jordan and Arab world	The lectures were part of the “My body is mine” week. In this week, we talked about the prostitution and its obstacles in the arab world. Some students met with her after the lecture to elaborate more on the topic
Mr. Mofeed Al-Sarhan	Al afaf Charitable Organization	Mr. Sarhan talked about the organization and its role in facilitating marriage for young men and women who find it difficult to secure the financial wedding/marriage demands.	This lecture was part of the Marriage week.
Ms. Julliette Awad	Jordanian Actress	She spoke about women is presence in Drama. Also, she spoke about the Palestinian- Israeli conflict and how it affected the drama and art.	
Mr. Ashraf Tilfah	Jordanian actor participated in “Zero Dark Thirty”	The challenges that face the Jordanian actor and its role in this Hollywood movie and how the producers of this movie chose him for the role of the Kuwaiti agent.	This was part of the Levant subject
Ms. Rania Ja’bari	Journalist in Alarab	The history of Election	

	Alyoum and Aramram website	in Jordan and the latest news about the parliament election.	
Mr. Mohammad Abu Zeid	Spokesperson of the Houran revolutionaries	He talked about the Syrian revolution, its start and the expected scenarios.	The civil war in Syria
Mr. Nicholas Khouri	Jordanian comedian	He talked about the Jordan's comedy trend lead by a youth movement and Online marketing of their sketches and work	
Ms. Gada Saba	Journalist, show presenter and director in Roya's TV Channel	She made a report about the CASA students in Amman and interviewed the students and talked about their experience in Amman	Her short reports about Amman were the main resource used in the "Amman City" subject.
Mr. Mua Al-Khalylah	A parliament member in Jordan	As a son of one of the biggest tribes in Jordan, Mr. Khlayleh spoke about the traditions and customs of the Bedwin society in Jordan and tribal laws.	The Bedouin and its culture in the Jordanian society.
Mr. Ibrahim Garaybeh	Journalist in Al-Ghad newspaper and an Author	Talked about the history of the old Amman and the modern Amman	
Mr. Hussien Alozbaki	Founder of the Ozbai Library and the Reading Club		
Dr. Hana Hijazi	Instructor at the The College of Architecture & Islamic Art in Amman	She spoke about the Islamic arts.	
Dr. Samira Fayyad	Professor at the University of Jordan	The womens rights in Islam	
Dr. Deema Tahboub	Journalist in AlJazeera talk, Islamic Activist	The Jordanian women's rights	

Guest	Profession/ Organization	Topic of Discussion
Mr. Yaser Abu Hilala	Al Jazeera's Amman bureau chief	The main topic was about Aljazeera and its relations with Jordan and other Arab countries.
Dr. Kamal Jalloqa	The New Circassians Generation Club	Mr. Jalloqa spoke about Circassians' history in Jordan, their traditions, identity and history. Students watched a documentary about the Circassians and had a discussion with director. Also, some traditional food was served
Mr. Samih Almayteh	Former Minister of State for Media Affairs and Telecommunication, Editor in Chief of the oldest newspaper in Jordan	A discussion about “ Where does Jordan stand on the Syrian Crisis? “