

CENTER FOR ARABIC STUDY ABROAD

2022 – 2023 CASA Program Report

Qasid Arabic Institute

KHALED H. ABUAMSHA
CASA EXECUTIVE DIRECTOR



Table of Contents

ADMINISTRATION AND STAFF	6
PRELIMINARY PLANNING	6
ARRIVAL OF STUDENTS AND ORIENTATION	7
Cultural Assistant(s)	8
THE CASA I FELLOWS	9
COMPONENTS OF THE FALL PROGRAM	10
FALL 2022 PROGRAM	10
ACADEMIC PROGRAM (Fall Part I)	10
Jordanian Colloquial Arabic.....	10
Modern Standard Arabic: Introduction to Arab Contemporary Culture and Societal Issues.....	11
Office Hours & Extra Help Meetings	11
ACADEMIC PROGRAM (Fall Part II)	11
CASA Without Borders SERVICE LEARNING	12
Preparation for the Spring 2023 Term	12
SPRING 2023 CASA PROGRAM	12
ACADEMIC PROGRAM	13
CASA Without Borders SERVICE LEARNING	13
Express Yourself (Abbir bil-Arabi) Program	14
Farewell Gathering.....	14
CULTURAL PROGRAM	15
Labor Rights for Non- Jordanian Workers.....	15
Jabal Al-Webdeh, History, Importance & Contradictory Characteristics.....	15
Introduction to the Oral Proficiency Interview Standards.....	15
The Palestinian -Israeli Conflict.....	15
2022-2023 CASA Program Results	18
Reading.....	18
Writing.....	19
Listening.....	20
Speaking	21

CHALLENGES AND SOLUTIONS FROM THE 2022-2023 CASA PROGRAM.....	22
REFLECTIONS ON THE PROGRAM AND PLANS FOR IMPROVEMENT	22
PRELIMINARY PLANNING.....	24
ARRIVAL OF STUDENTS AND ORIENTATION	24
Cultural Assistant(s)	26
COMPONENTS OF THE FALL PROGRAM.....	27
FALL 2023 PROGRAM	27
THE CASA I FELLOWS	27
ACADEMIC PROGRAM (Fall Part I)	28
Jordanian Colloquial Arabic.....	28
Modern Standard Arabic: Introduction to Arab Contemporary Culture and Societal Issues.....	28
Office Hours & Extra Help Meetings	29
ACADEMIC PROGRAM (Fall Part II)	29
CULTURAL PROGRAM	29
CASA Without Borders SERVICE LEARNING (2023)	30
ADMINISTRATION AND TEACHING STAFF	32
I. Administration.....	32
II. CASA Teachers	32
BIOGRAPHIES 2022-2023 CASA FELLOWS.....	34
CULTURAL EVENTS 2022-2023.....	39
CASA Orientation	39
Book Fair Visit	41
Social and Psychological Support Center (Zain Al-Sharaf Center)	43
Amman from Inside Tour	45
Guest Speaker: Sohail Bqaen Jabal Al-Webdeh, History, Importance & contradictory characteristics	46
Guest Speaker: Journalist Mohammad Shamma Labor rights for non- Jordanian workers	47
Guest Speaker Lawyer Lina Khaiaat: ابناء الاردن.....	48
Guest Speaker Journalist Daoud Kuttah Palestinian- Israeli Conflict	49
Olive Harvesting Trip & Meeting with a local mayor	49
Baraka Wheat & Rawabi Farah	52
Ajloun Forest Reserve	53

Oral Proficiency Interviews Standards	54
Fall 2022 Farwell Dinner	54
Abir Bil Arabi	56
APPENDIX III CASA Without Borders Assignments.....	57
EVALUATION 2022-2023.....	58
CASA Group 1 Fall II	58
CASA Group 2 Fall II	59
CASA Group 3 Fall II	66
Contemporary Arab Literature 2	72
Nahda Class	74
Translation Section 1.....	76
Translation Section 2.....	79
Advanced Ammiyah Group 2	83
Islamic Studies	86
Cinema of Bilad Asham.....	88

ACKNOWLEDGEMENTS

I wish to express our sincere gratitude to Dr. Sonia Shiri, the CASA's Stateside Director at the University of Arizona, for the effort she has exerted on behalf of the Center for Arabic Study Abroad throughout the years. Dr. Shiri's knowledge, ambition, and enthusiasm have always inspired me. Her tireless work on every aspect of the program and her commitment to always 'raising the bar' are the cornerstones of the CASA program.

Special thanks to Sarah Stoll, Stateside Program Coordinator at the University of Arizona for her continuous support throughout the years. Her vast experience with the CASA program, was shown every time we and the students needed her help and support.

My deepest gratitude goes out to Ustadha Banan Ammar, the CASA coordinator at Qasid, for her genuine care and tireless work on every aspect of the CASA program since it moved to Qasid. Unfortunately, we had to say farewell to Ustadha Banan at the end of 2021 as she had to move to Qatar with her family. Although it was sad to lose her and a big loss to us, but we wish her the best in her new chapter.

I also want to extend my thanks to Ustadh Khaled Snobar who was able -at a short period of time- to fill in the CASA coordination position. His boundless energy and experience with the CASA program were very helpful and significant to the success of the program.

I also want to thank Omar Matadar, Director of Qasid Arabic Institute, and Duaa Abdelhadi, Assistant Director, who did their utmost to make sure that the program was successful. Their advice and assistance were invaluable and available whenever I needed it.

Last but not least, I would like to thank all of the CASA teachers 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.

ADMINISTRATION AND STAFF

Below is a list of our administration and staff in Amman that made the CASA program possible:

Omar Matadar	Director
Duaa AbdulHadi	Assistant Director
Khaled Abu Amsha	CASA Executive Director
Banan Ammar	Fall 2021 CASA Coordinator
Khaled Snobar	Spring 2022 CASA Coordinator
Ghadir Abu Al-Haj	CASA without Borders Coordinator
Ayman Adarbeh	Senior Administrator-Student Services
Waleed Ramadan	Senior IT Support
Mahmoud Shraim	Publishing Services
Sami Abu Alia	Senior Accountant
Hamza Jaber	IT Support

PRELIMINARY PLANNING

Planning for the students' arrival began in mid July. This included getting flight information from the students, organizing airport pickups, fall orientation, class schedules and major tours.

Dr. Khaled Abu Amsha and Banan Ammar conducted a general meeting to discuss the activities for this year's CASA.

The instructors worked together on distributing students into different groups based on their proficiency levels and made a primary list of cultural activities for the program.

Prior to the student's arrival, an online town hall meeting was held on August 1st. The meeting was the first live introduction between the students, the Qasid key administration members and the cultural assistants. During the town hall, we covered many aspects of the program in addition to other topics that might help the students with their transition, i.e health, travel and housing.

During the process of admission, all students were requested to give us their housing preferences.

ARRIVAL OF STUDENTS AND ORIENTATION

The students arrived in Amman between August 29th – August 31st. The Qasid Transportation Department met the fellows at the Queen Alia International airport.

Qasid transported the students from the airport to their preferred housing locations based on prior student requests.

The student orientation took place on the 1st of September at the Movenpick Hotel, Amman Jordan. The fellows were officially welcome to the program by Omar Matadar, Qasid's director, who conducted the general orientation, he spoke about various aspects of living in Amman. He discussed transportation, clothing, shopping, phones, internet, money matters, water consumption, health, hospitals, visa procedures and safety procedures.

Additionally, Dr. Khaled Abu Amsha, CASA executive director, and Banan Ammar, CASA coordinator, 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. Students were also requested to sign the language pledge during the orientation.

Thereafter, 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.





On September 3rd, CASA fellows had an opportunity to go on a field trip to Ajloun castle with some of the instructors.

Cultural Assistant(s)

This year two cultural assistants were hired, Shivonne Logan and Jackie Salzinger, who Luckily has been taking part of this role for 3 times. Prior to the start of the program, they both met students via zoom to introduce them to the program and shared with them some tips and tricks about living in Amman, identifying the right neighborhood, budgeting, and living expenses. They also gave students practical advice on how succeed with their studies, how to make the most of the program and how to take advantage of being in an Arab country.

They were available for the first month of the program to assist student to transition into their program and in Amman. They prepared weekly activities for CASA fellows based on weekly cultural activities taking place in Amman. They went to various events with the fellows and provided them with assistance with what to do in Amman and where to find things.

THE CASA I FELLOWS

There were 26 fellows during the current Fall Semester. Fellows came from the following universities:

	Name (Last/First)	University
1	Barna, Alexander	Northwestern University
2	Buckley, Caitlin	Columbia
3	Crass, William	Tufts
4	Curley, Cheyenne	Wellesley College
5	Dunham, Samuel	Yale
6	Ellis, Ryan	Dartmouth U
7	Estrada, Ana	Washington and Lee U
8	Fisher, Madison	Yale
9	Greene, Miller	Georgetown
10	Harrod, Richard	Washington University, STL
11	Hassein, Nabil	NYU
12	Hassel, Christopher	unenrolled
13	Javaid, Sibgha	Harvard
14	Judge, Lillian	U Chicago
15	Leslie, Rachel	US State Dept, U Maryland, AUC
16	Loy, Benjamin	University of Oregon
17	Moses, Nathaniel	Harvard
18	Nordhoff, Dillon	BYU
19	Odell, Olivia	U Arizona
20	Rapone, Spenser	U Texas, Austin
21	Rossi, Theodosia	Middlebury / Cambridge
22	Saleh, Rashad	unenrolled after he started the program
23	Schwartz, Julia	University of Michigan
24	Smith, Sofia	University of Chicago
25	Sones, Stuart Ahn	Indiana University
26	Pettiwala, Abir	CUNY / Hunter College

COMPONENTS OF THE FALL PROGRAM

FALL 2022 PROGRAM

Qasid Institute offered the **CASA I** program, which is designed to provide an intensive language, and cultural education program in order to move fellows from their current proficiency of Arabic to the superior level according to ACTFL standards.

After shortening the CASA program, the fall term has been considered as two terms instead of two.

With that in mind, we divided the Fall program into two parts: part one was delivered in the first month where students were introduced Jordanian culture and society and their main focus was Modern Standard Arabic and Ammiya. During this month students had classes only four days a week with one day off. Giving students the ability to ease into the program and get settled into the country.

After the first month, students transitioned to the normal schedule of classes five days a week. Students focused on Jordanian Dialect, and reading, writing, and listening to authentic materials in Modern Standard Arabic.

ACADEMIC PROGRAM (Fall Part I)

Part one of the term began on September 4th with last day being September 29th.

The academic program consisted of 16 contact hours per week. Each fellow was required to take two core courses: Jordanian Colloquial Arabic (8 hrs./wk.) and Modern Standard Arabic (8 hrs./wk.).

Students were divided into Three sections based on their proficiency levels. These levels were determined based on OPIs conducted by our ACTFL accredited instructors.

It is important to note that some students who entered the program came with different levels of Arabic proficiency. In order to ensure students levels were leveled throughout the program, we provided students with private 1-on-1 classes to catch-up to students with higher levels.

Jordanian Colloquial Arabic

CASA fellows met with their teachers for 2 hours per day from Sunday through Wednesday, for a total of 8 classroom hours per week.

In order to give CASA fellows a skillset in Jordanian Colloquial Arabic that takes them to the highest level of proficiency, we developed a custom curriculum for CASA fellows that incorporated ACTFL guidelines and follows the theory of content-based instruction.

The materials used for this program consisted of authentic texts from Jordanian newspapers, videos, TV series, movies, advertising and social media networks.

Modern Standard Arabic: Introduction to Arab Contemporary Culture and Societal Issues

MSA classes met for 2 hours per day from Sunday to Wednesday, for a total of 8 classroom hours per week.

This year, we continued our philosophy of not depending on a textbook. Studies prove that second language acquisition increases with content-based language instruction. That is because students learn best when there is an emphasis on relevant, meaningful content rather than on the language itself. Therefore, we introduced multiple genres, topics and ideas in order that students be exposed to a variety of authors, backgrounds, and philosophies. We found it gave teachers the freedom to bring in complicated texts that suit the proficiency levels of the CASA fellows. By not depending on a textbook, we were able to achieve two goals: firstly, to push the student beyond their level of proficiency and secondly to expose them to authentic situations.

We sought to improve cultural awareness and sensitivity in all aspects of fellows' lives, whether inside the classroom or out. Among the things that our instructors tried to build and equip the students with was a love of reading in Arabic. This helped students to produce writings that even impressed their local Jordanians colleagues.

Office Hours & Extra Help Meetings

In addition to the regular mandatory (1:1 Meetings) office hours that the students are requested to attend individually with their instructors, we made the instructors available for additional hours in case the students have any academic questions or concerns that they might have.

Also, Qasid dedicated hours with teacher assistants to meet with the students for tutoring. These assistants provide regular support for students throughout the academic year and were readily available outside of class hours.

ACADEMIC PROGRAM (Fall Part II)

The part two of the term began on the 2nd of October and ran until 8th of December.

The academic program in the second part of the fall term consisted of 24.5 contact hours per week. Each fellow was required to take four core courses:

- Jordanian Colloquial Arabic | Introduction to Jordanian Society & Culture (6 hours/week)
- Modern Standard Arabic | Contemporary Arabic and International Issues (7.5 hours/week)
- Modern Standard Arabic | Scenes from Current Arab Media (6 hours/week)
- Writing Workshop (3 hours/week)
- Grammar Intensive Course (2 hours/week)

In this second part of the fall term we aimed to widen the students' vocabulary in expressions, phrases and proverbs thereby helping them improve their spoken fluency and accuracy. This was done by immersing them in Jordanian society and helping them understand deep cultural Arab issues. We wanted students to express themselves clearly and smoothly in various academic and professional settings.

In the second part of the Fall CASA program, students were paired with language partners. For every 3 students, a language partner who is a native Jordanian was assigned to them. Every week the students and the language partner went out for cultural activities. Students were expected to spend at least three hours with them weekly to practice their spoken Arabic.

CASA Without Borders | SERVICE LEARNING

This part of the program has been having a great value for the students throughout the year. Students were looking forward to starting their internships in the Spring term. Ustadha Ghadeer Abu Alhaj – the internship program coordinator has managed to connect all the students with NGOs and organizations. This is done through a wide network we have with many NGOs, Organizations and entities.

Preparation for the Spring 2023 Term

To prepare for the Spring 2023 term, Ustadha Banan Ammar met with the students to discuss their goals and needs in order to determine what courses they benefited from and what courses we could potentially offer. We then arranged private meetings between the teachers of these courses and the fellows to get a deeper understanding of their needs.

Thereafter, we opened official registration for the courses. Any course that had 4 students registered in, was offered

We had spoken with students about the CASA without Borders program at the end of the fall program. Ustadha Ghadeer had met with the students twice before the end of the Fall term to share with the students the goals of this component of the program, the process of placing the students and the expectations. Ustadha Ghadeer Abu Haj started the placement process after receiving the students' resumes and preferences.

SPRING 2023 CASA PROGRAM

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

ACADEMIC PROGRAM

During the spring academic program, each fellow was required to take 3 courses and participate in an internship. Students who participated in internships were required to have fulfilled a minimum of 6-7 hours per week. Despite the huge course load, many fellows chose to audit additional courses. This was a clear indication that students felt the content courses were beneficial and worth attending.

New courses were designed to meet the specific goals and needs of students, and where relevant were built upon previous curricula. 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 in the spring term were:

1. Classical Islamic Studies
2. Contemporary Arab Literature- 2 sections
3. Contemporary Levantine Cinema – 2 sections
4. History of Modern Arab Thought: From the Nahda to the Present | 2 sections
5. Into the Archive: Paleography and Reading 19 and 20 Century
6. Translation-2 sections

CASA Without Borders | SERVICE LEARNING

The service-learning component in the spring term was mandatory for students. Each of the students was required to spend 6-7 hours per week at their internship posts for a total of 100 hours over two terms.

Qasid has as appointed Ustadha Ghadeer Abu Haj, to supervise the program, she played a vital role in ensuring rewarding assignments that helped the students in achieving their goals from the program. In order to make sure that the students were getting the most out of their time at their assignments, a bimonthly meeting with Ustadha Ghadeer was mandatory for each student. During the meeting, the student shared with Ustadha Ghadeer a summary on their internship, and how it was going. The names of students and the organizations they volunteered at are listed in Appendix II.

At the end of the program, as a reflection on their volunteering experience, each student gave a presentation talking about the organization they volunteered at and how it benefited them. Also, we asked them to provide us with their feedback about these organizations and whether they would recommend it to other students to volunteer at.

One important success for this program was the fact that many students spent more time than it was required to as they felt that this immersion opportunity helped them with their language skills. Additionally, one student was able to get a job at the end of the program with the same organization at which he volunteered.

Express Yourself (Abbir bil-Arabi) Program

In the spring program, we conducted our own version of TED talks called *Abbir Bil-Arabi*. The purpose of which was to give students the creative freedom to express their thoughts and ideas in Arabic. We announced the program a month before the event took place to give students an opportunity to prepare. We created advertising materials and placed them around campus.

Each student was given an opportunity to give an influential speech over the course of a day. After which the instructors got together and gave students feedback on their speeches.

The talks were recorded and have been kept as part of students' portfolio.

Farewell Gathering

We have made it a part of the CASA program that we host a farewell dinner for all the CASA fellows and instructors at the end of the program. The farewell dinner was an opportunity for all the students and instructors from the beginning of the program to get together and recall and review their experiences. During the dinner, the instructors and students gave a short presentation sharing their memories, jokes and special moments throughout the program. At the end of the dinner, certificates were distributed to each of the students.



CULTURAL PROGRAM

The cultural program aimed at improving the cultural competency and sensitivity of students by getting them acquainted with the historical, political, and societal aspects of Jordanian society. The main learning goal behind the program was to give students the cultural and cognitive frameworks needed to reach a superior level according to ACTFL guidelines.

One of the main strategies we employed to improve the cultural competency of the students was guest lectures and academic-oriented field trips throughout the year. In the guest lectures, we aimed to invite speakers that had a direct relationship between what students were learning and their subject matter expertise.

Topics	Speakers
Labor Rights for Non- Jordanian Workers	Journalist Mohammad Shamma
Rights of children of Jordanian women married to non-Jordanian)	Laywer Leen Khaait
Jabal Al-Webdeh, History, Importance & Contradictory Characteristics	Mr. Sohail Bqaen
Introduction to the Oral Proficiency Interview Standards	Dr. Nawal Musa
The Palestinian -Israeli Conflict	Journalist Daoud Kuttab

As for the Field cultural tours/trips/events, students visited the annual Jordanian book fair where they were given a tour and attended a short lecture there. A tour to the old part of Amman was arranged. Through the tour, students got to hear more interesting information about the history of the old neighborhoods of Amman.



Also a visit to The Princess Zain Al-Sharaf Institute which implements development projects to the benefit of many sectors, groups, and marginalized people in less privileged areas and poverty pockets in the Kingdom. Students had the chance to spend quality time with a group of elderly locals where they spoke, competed, and played music together.

Students also got to harvest olives, which is one of autumn's most important agricultural activities for many Jordanians. During the visit to one of the farms, students had the chance to meet with the mayor of the area. At the end of the term, students enjoyed having a meal that they cooked at Qasid together.

Additionally, students visited two inspiring intuitives, Al-Barakah, which is a grassroots initiative promoting collective farming and growing the thousands-year-old Jordanian wheat. And Rawabi Al-Farah Intuitive, which is the first bank of seeds in the region.



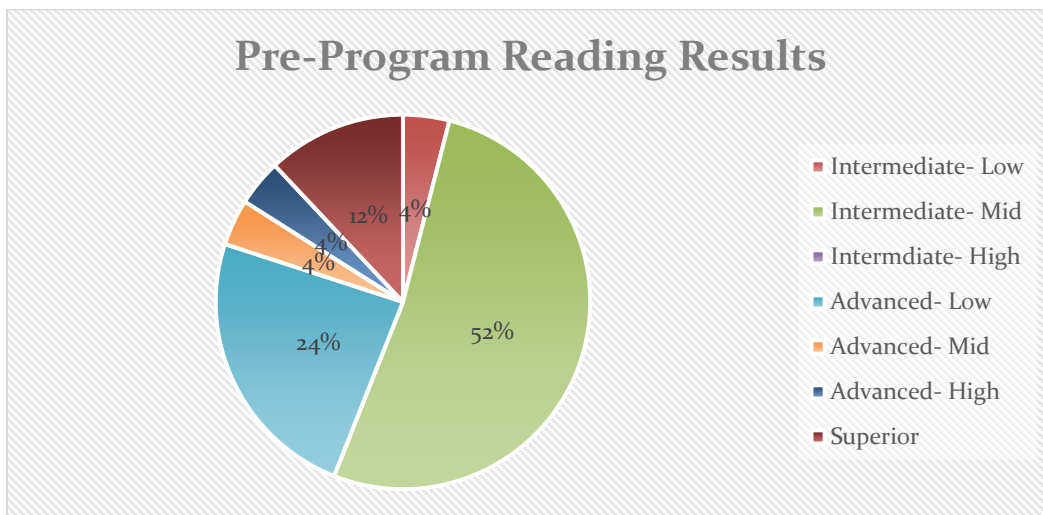
Students also visited the Jordanian Parliament and the Museum of Parliamentary Life. Other events included Iftar for Ramadan and a trip to Dibeen reserve.

2022-2023 CASA Program Results

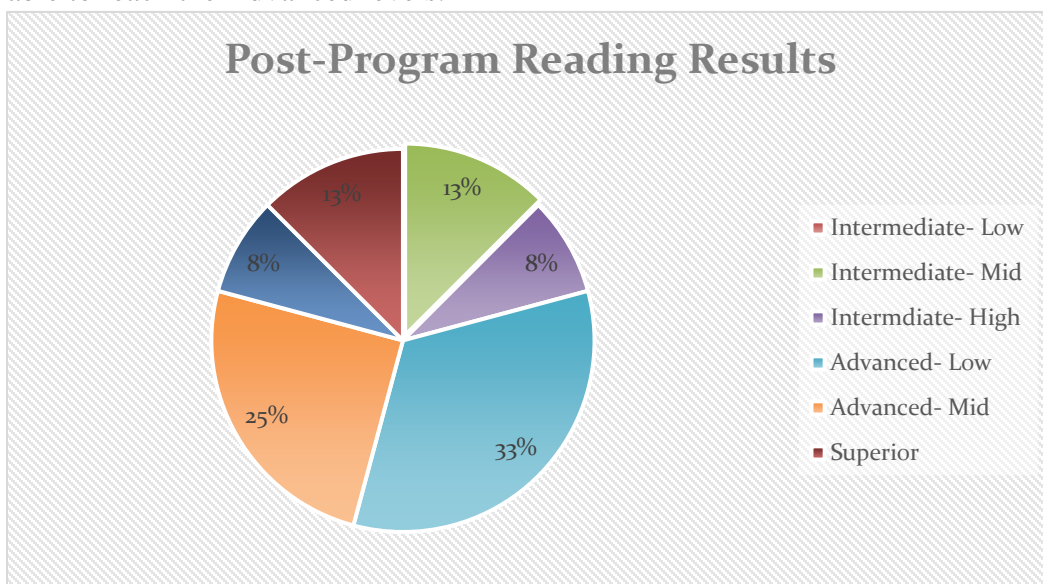
Our fellows showed significant improvement in their speaking proficiency level, while we had only 12 students at the Advanced-Mid, Advanced- High, and Superior levels at the beginning of the program. We ended up having 23 students out of 25 at the Advanced-Mid, Advanced- High, and Superior levels.

More about the results can be found below. The following graphs are divided according to the 4 language skills and proficiency levels according to the ACTFL standards.

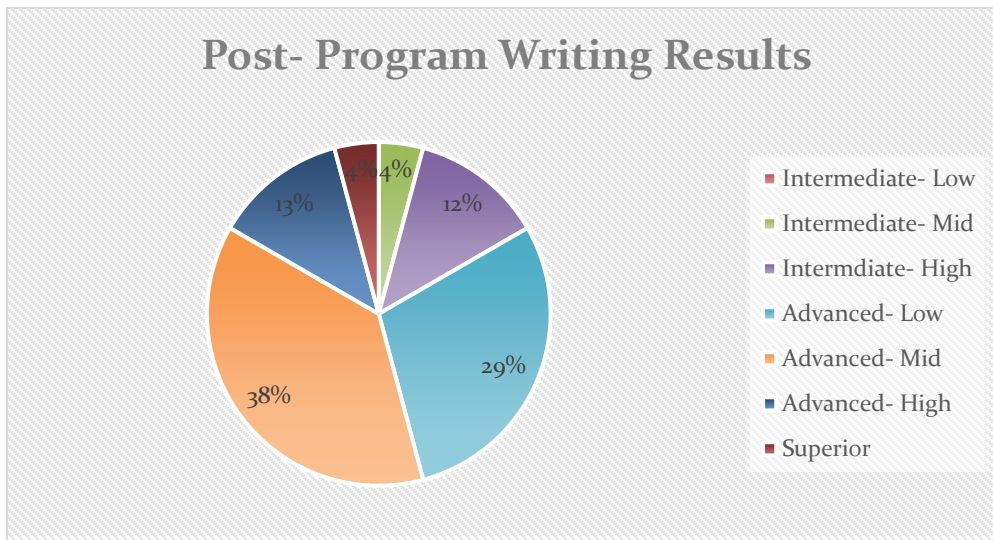
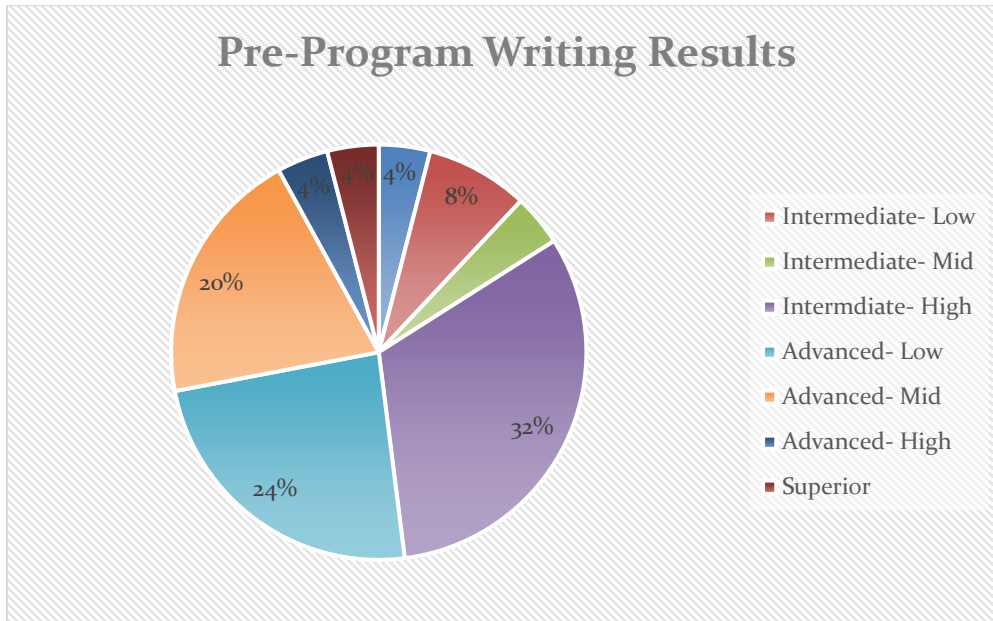
Reading



At the beginning of the program, we had 14 students at the IL and IM levels. At the end of the program, 11 of were able to move up to IH and above levels. The majority of the students were able to reach the Advanced levels.

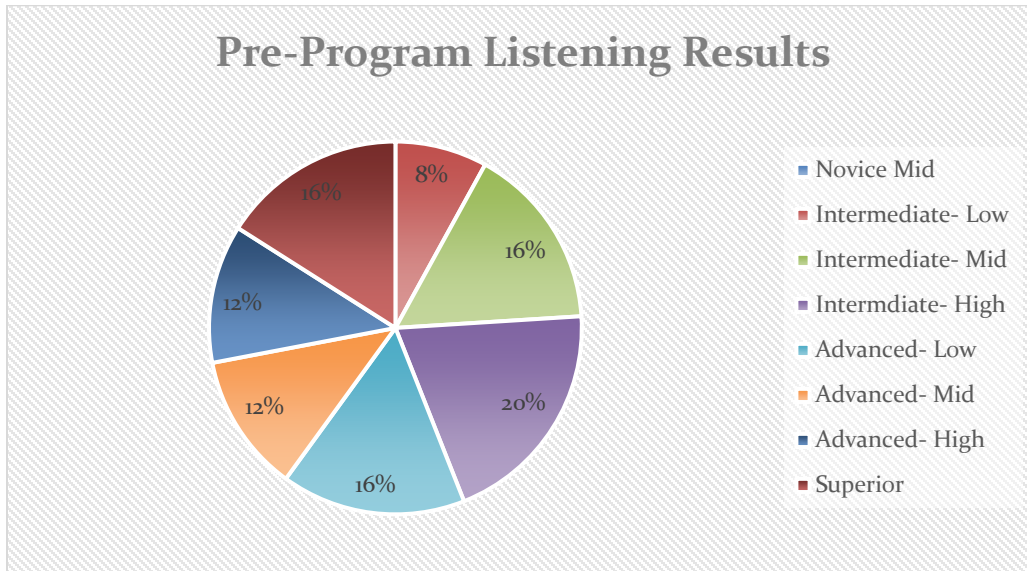


Writing

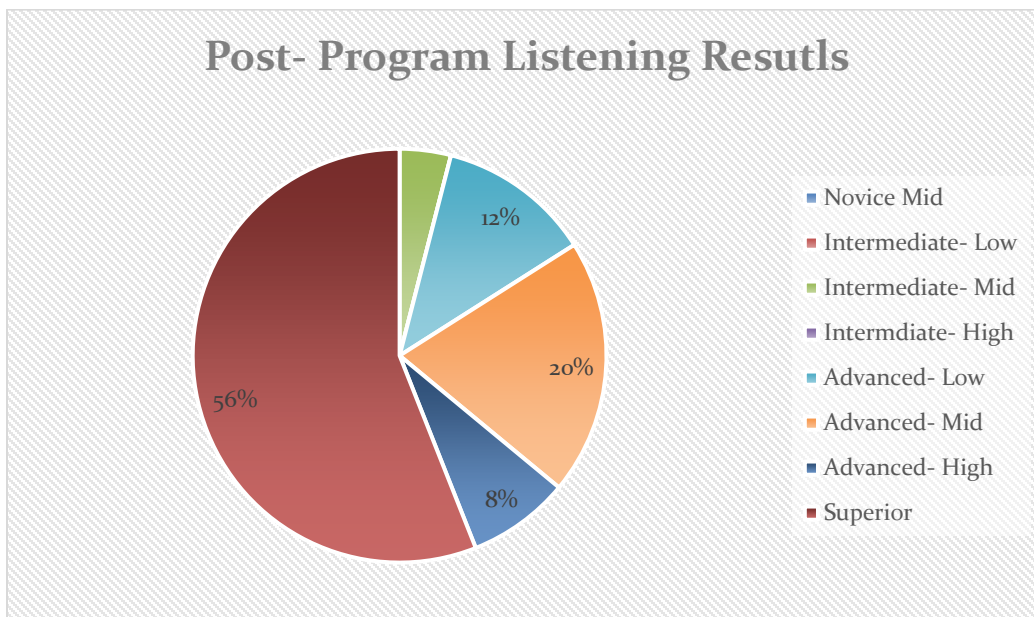


In the beginning of our program, we had 12 students who were at the Novice Or Intermediate levels, at the end of the program, we had 20 students at the Advanced and Superior levels, 3 students at the IH level and 1 student at the IM level.

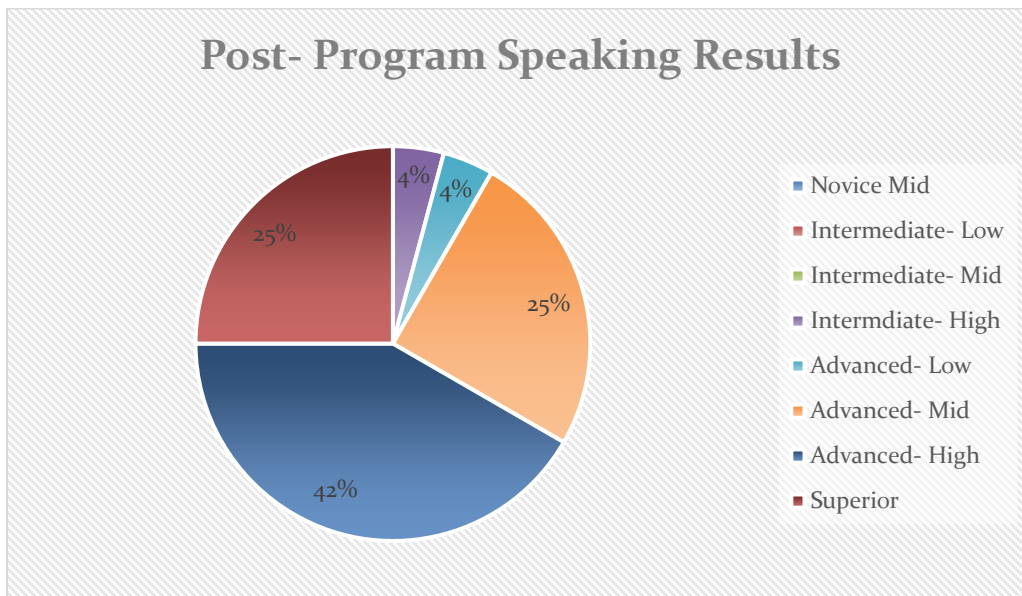
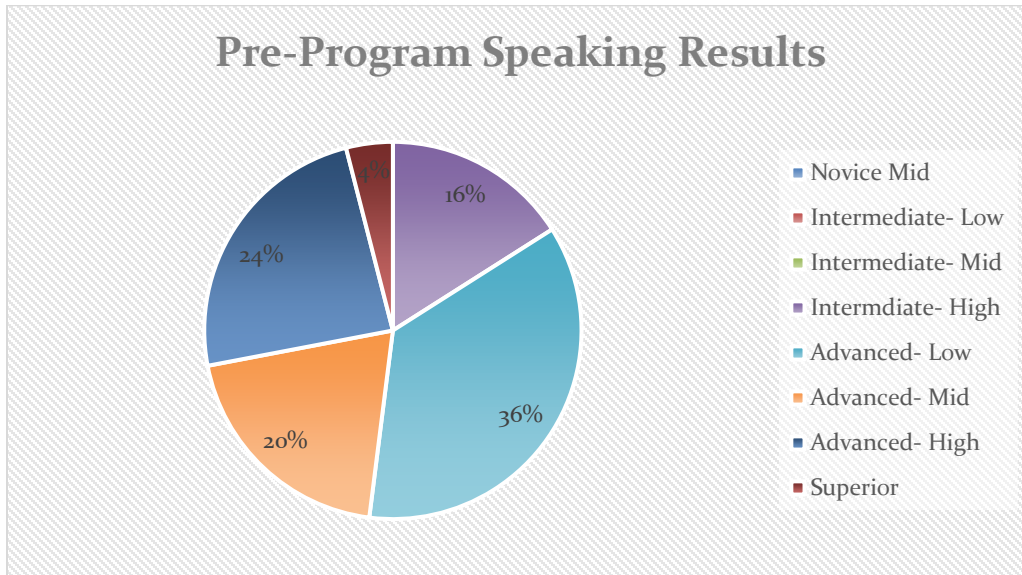
Listening



We made a huge improvement in terms of the fellow’s listening skills as 15 students were at the Advanced- Low or lower levels when they started the program. At the end of the program, 96% of the students ended up in the Advanced & Superior levels. Although we started off the year with only 4 students at the Superior level, we ended up having 14 students at Superior level with many students moving up by 2-3 sublevels.



Speaking



The speaking skill is always a challenge to students, especially with students at high- levels as moving to next level up, takes a lot of effort and accuracy. In the beginning of our program, we had 4 students at Intermediate levels, 14 at the Advanced-Low/Mid levels, 6 at the Advanced-high levels and one student at the Superior level.

At the end of the program, we had 17 students at the Superior | Advanced High Levels, 6 at the Advanced- Mid Level.

CHALLENGES AND SOLUTIONS FROM THE 2022-2023 CASA PROGRAM

I would humbly say that the fact Qasid hosted CASA program for 9 years, we became more familiar with how to meet the program requirements and the students' expectations and how to be able to deal with any new issues. The only challenge that comes to my mind is the fact that the Qasid-CASA coordinator, Ustadha Banan Ammar, had to travel to Qatar with her family. Although this was a big loss for Qasid as Ustadha Banan was the coordinator of the CASA program from day one for CASA at Qasid. Ustadh Khaled Snobar, was able to take over easily as he has been work closely with Banan for the past few years and he got all the support needed from Ustadha Banan Ammar and the Qasid administration to have a smooth transition.

Additionally, as this was the first year that ran after all the restrictions had been left, students were looking forward to getting the most out of their time. As such, this year was packed with cultural immersion events to give the students the real meaning of being in an Arab country. This also means that the CASA without borders was back to its full capacity where we were able to secure the 25 students in volunteering assignments.

REFLECTIONS ON THE PROGRAM AND PLANS FOR IMPROVEMENT

As with previous years, it has always been wonderful to host the CASA program in Amman.

In the mid-year evaluation done by casa, CASA fellows expressed a high level of satisfaction with the overall program. Here are some of their feedback from this year:

"The program is very demanding, and the QASID teachers are dedicated and available want to help see us improve"

"Professors were incredible and deeply invested in our comfort and success."

"The instructors are outstanding. they are some of the best "explainers" and most effective at using class time I've ever had. "

"The Qasid teachers are incredibly professional and wonderful individuals. Their continued support creates a productive environment"

" Usteza Lena and Ustez Khalid have been amazing. They are encouraging but tough in a way that pushes me to improve while also making me feel capable. "

" Instructors are great!!! Banan is hands down the most effective Ammiyya teacher I've ever had. Detailed and structured explanations of how Ammiyya differs from Fusha and getting us to apply those shifts was hugely helpful. "

With all these positive feedback and achievements, we had one special achievement by one of CASA students. Christopher Haseel was the winner of the prestigious award “**Waheed Samy Award for Excellence in Arabic Writing**”.

As part of our institutional philosophy, we are continuously working on making our program effective and engaging. To that end, we’ve taken various steps to improve the program such as adding a variety of authentic texts and unique course work to take students to the next level. In addition, using canvas in our onsite program, which was a great addition to the academic program and created a better sense of structure in class .

Based on the feedback of students and instructors, the overall results of the program have been successful. We are determined to continue our work on our curriculum and teaching methodology, learning from our mistakes and implementing feedback to make it a project that is well-grounded in its research and flexible in its outlook.

CASA: 2023 Program

PRELIMINARY PLANNING

Planning for the students' arrival began in beginning of July. Students got a thorough email containing all the pre-arrival details, including registration, airport shuttle services, housing process and the dates for the orientation and the online town hall.

Prior to the student's arrival, an online town hall meeting was held on August 4th. The meeting was the first live introduction between the students, the Qasid key administration members and the cultural assistants. During the town hall, we covered many aspects of the program in addition to other topics that might help the students with their transition, i.e health, travel and housing.

Dr. Sonia Shiri, Dr. Khaled Abu Amsha, Mr. Omar Matadar, and Ustadh Khaled Snobar conducted several meetings to plan for the year.

Prior to the start of the program the students were asked to attend an online OPI to place them correctly in the levels.

Before the fellows' arrival, all students were requested to give us their housing preferences.

ARRIVAL OF STUDENTS AND ORIENTATION

The students arrived in Amman between August 27th – August 31st. The Qasid Transportation Department met the fellows at the Queen Alia International airport.

Qasid transported the students from the airport to their preferred housing locations based on prior student requests.

On August 27th, we had arranged a brief housing orientation presented by Qasid's assistant director, Duaa Abdelhadi, prior to the general orientation, this meeting aimed to share with the students guidance on how to get settled in their housing. We made it optional as CASA students usually have prior experience in travelling/living in the region.

On August 29th, The fellows were officially welcomed to the program by Dr. Khaled Abu Amsha, CASA executive director and Khaled Snobar, CASA, conducted an academic orientation and spoke about the program, its philosophy, goals, and various components – the academic program, cultural program and internship program.



Thereafter, 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.

For this year, the general orientation has been adopted differently to avoid repetition of information. It was an open discussion to answer non-academic questions the students might have this includes (Residency Extension, transportation, health sector .etc). Students were also requested to sign the language pledge during the orientation.



During the week of Orientation, the students were taken by the cultural assistant Cheyenne Curely in a tour in the neighborhood around Qasid and had shown how to use the BRT bus system.

CASA fellows had an opportunity to go on a field trip to Ajloun castle with some of the instructors.



Cultural Assistant(s)

This year we hired two cultural assistants, Cheyanne Curley & Stuart Sones. They both spoke about the CASA program and gave students an overview of their experiences. They also gave students practical advice on how to succeed with their studies, how to make the most of the program and how to take advantage of being in an Arab country.

They were available for the first month of the program to assist students to transition into their program and in Amman. They prepared weekly activities for CASA fellows based on weekly cultural activities taking place in Amman. They went to various events with the fellows and provided them with assistance with what to do in Amman and where to find things.

COMPONENTS OF THE FALL PROGRAM

FALL 2023 PROGRAM

Qasid Institute offered the **CASA I** program, which is designed to provide an intensive language, and cultural education program in order to move fellows from their current proficiency of Arabic to the superior level according to ACTFL standards.

After shortening the CASA program, the fall term has been considered as two terms instead of two. With that in mind, we divided the Fall program into two parts: part one was delivered in the first month where students were given an introduction to Jordanian culture and society and their main focus was Modern Standard Arabic and Ammiya. During this month students had classes five days a week. This year, we increased the number of hours taken in the first half to be 20 hours instead of 16 hours.

THE CASA I FELLOWS

There are 21 fellows during the current Fall term. Fellows came from the following universities:

Name	University
Abdulla Ahmed	CUNY Hunter College
Kobe Spells	University of North Carolina
George Rivas	University of Arizona
Emma Lane	University of Mississippi
Ali Hassani	Yale University
Ivana Gabriele-Smith	University of Oxford
Zachariah Qureshi	Brigham Young University
Emre Benoit-Savci	University of Texas
Elisabeth Morse	Brigham Young University
Laila Haddad	Swarthmore College
Zeinab Hussen	-
Bridget Peak	Wellesley College
Dikla Taylor-Sheinman	University of Chicago
Lillian Flick	UCLA
Audrey Kost	Columbia University
Mackenzie Poust	Georgetown University
Ryan Geitner	Duke University
Alika Zangieva	Princeton University
Calista Boyd	University of Tennessee
Lena Maghraoui	University of Chicago
Emily Atieh	Brandeis University

ACADEMIC PROGRAM (Fall Part I)

Part one of the term began on August 30th with last day being September 28th.

The academic program consisted of 20 contact hours per week. Each fellow was required to take two core courses: Jordanian Colloquial Arabic (10 hrs./wk.) and Modern Standard Arabic (10 hrs./wk.).

Students were divided into Three sections based on their proficiency levels. These levels were determined based on interviews conducted by our instructors.

It is important to note that some students who entered the program came with different levels of Arabic proficiency. In order to ensure students levels were leveled throughout the program, we provided students with private 1-on-1 classes.

Jordanian Colloquial Arabic

CASA fellows met with their teachers for 2 hours per day from Sunday through Thursday, for a total of 10 classroom hours per week.

In order to give CASA fellows a skillset in Jordanian Colloquial Arabic that takes them to the highest level of proficiency, we developed a custom curriculum for CASA fellows that incorporated ACTFL guidelines and that follows the theory of content-based instruction.

The materials used for this program consisted of authentic texts from Jordanian newspapers, videos, TV series, movies, advertising and social media networks.

Modern Standard Arabic: Introduction to Arab Contemporary Culture and Societal Issues

MSA classes met for 2 hours per day from Sunday to Thursday, for a total of 10 classroom hours per week.

This year, we continued our philosophy of not depending on a textbook. Studies prove that second language acquisition increases with content-based language instruction. That is because students learn best when there is an emphasis on relevant, meaningful content rather than on the language itself. Therefore, we introduced multiple genres, topics and ideas in order that students be exposed to a variety of authors, backgrounds, and philosophies. We found it gave teachers the freedom to bring in complicated texts that suit the proficiency levels of the CASA fellows. By not depending on a textbook, we were able to achieve two goals: firstly, to push the student beyond their level of proficiency and secondly to expose them to authentic situations.

We sought to improve cultural awareness and sensitivity in all aspects of fellows' lives, whether inside the classroom or out. Among the things that our instructors tried to build and equip the students with was a love of reading in Arabic. This helped students to produce writings that even impressed their local Jordanians colleagues.

Office Hours & Extra Help Meetings

In addition to the regular mandatory (1:1 Meetings-) office hours that the students are requested to attend individually with their instructors, we made the instructors available for additional hours in case the students have any academic questions or concerns that they might have.

Also, Qasid dedicated hours with teacher assistants to meet with the students for tutoring. These assistants provide regular support for students throughout the academic year and were readily available outside of class hours.

ACADEMIC PROGRAM (Fall Part II)

The part two of the term began on the 1st of October and will run until 8th of December.

The academic program in the second part of the fall term consisted of 21 contact hours per week. Each fellow was required to take four core courses:

- Introduction to Jordanian Society & Culture (4.5 hours/week)
- Contemporary Arabic and International Issues (7.5 hours/week)
- Scenes from Current Arab Media (Listening) (6 hours/week)
- Writing Workshop (3 hours/week)

In this second part of the fall term we aimed to widen the students' vocabulary in expressions, phrases and proverbs thereby helping them improve their spoken fluency and accuracy. This was done by immersing them in Jordanian society and helping them understand deep cultural Arab issues. We wanted students to express themselves clearly and smoothly in various academic and professional settings.

CULTURAL PROGRAM

The cultural program is aimed at improving the cultural competency and sensitivity of students by getting them acquainted with the historical, political, and societal aspects of Jordanian society. The main learning goal behind the program was to give students the cultural and cognitive frameworks needed to reach a superior level according to ACTFL guidelines.

The first visit for this year was to the annual Jordanian book fair where students were given a tour and they purchased a book that they were going to discuss in class.-The 2nd trip is taking place at the time of writing this report 😊 students are heading out to a tour in the old city of Amman and its main cultural sites.

Additionally, Qasid hosted two guest speakers so far, the first one was Ms. Leena Shannak, the author of "قاع المدينة" which is the same book the students were using in class. Also we hosted Ms. Dana Jibreel to talk about the in-equality in the health insurance system in Jordan.

Language partners program for this year is offered in 1:1 set-up. For each student, a language partner who is a native Jordanian is assigned. Students are expected to spend at least 2 hours with their partner weekly to practice their spoken Arabic.

Dr. Khaled Abu Amsha and Ustadh Khaled Snobar have already started working on the spring term program preparations. The preparations include getting the students' preferences of the content courses that they wish to take and contacting professors who are specialized in these courses and might be able to deliver the courses to the CASA students. Work still in PROGRESS...



CASA Without Borders | SERVICE LEARNING (2023)

This part of the program has been having a great value for the students who are looking forward to starting in the Spring term. Ustadha Ghadeer Abu Alhaj – the internship program coordinator has had the first meeting with the student on October 1st to introduce the program to the students and share with them its details and requirements. She asked the students to send her their CVs and preferences. A follow-up meeting is scheduled on November 5th.

Fellows are expected to start their internships on January 25, 2024

APPENDICES

APPENDIX I

ADMINISTRATION AND TEACHING STAFF

I. Administration

Professor Sonia Shiri	CASA Executive Director, University of Arizona
Dr. Khaled AbuAmsha	CASA Executive Director, Qasid Institute
Omar Matadar	Director, Qasid Institute
Duaa AbdulHadi	Assistant Director, Qasid Institute
Banan Ammar	CASA Coordinator, Qasid Institute
Khalid Snobar	CASA Coordinator, Qasid Institute
Ayman Adarbeh	Senior Administration Assistant, Qasid Institute
Ghadeer Abu Alhaj	CASA without Borders Coordinator, Qasid Institute

II. CASA Teachers

Teacher	Courses Taught
Banan Ammar	Jordanian Colloquial Arabic
Khaled Sanober (M.A)	Reading (Contemporary Arabic and International Issues) The Nahdah Contemporary Arabic Literature
Manal Odeh (PhD)	Writing Workshop
Hanan Qudan (PhD)	Islamic Studies
Noor Omian (PhD)	Introduction to Translation Theories and Application
Zaid Abu Al-Haj (PhD)	Into the Archive: Paleography and Reading 19 th & 20 th Centuries
Rand Qaddoumi (M.A)	Listening (Scenes from Current Arab Media)
Nadeen Hamada (M.A)	Introduction to Translation Theories and Application
Rawia Bakri (M.A)	Writing Workshop Contemporary Levantine Cinema

Iman Khaled (B. A)	Listening (Scenes from Current Arab Media)
Leena AbdelRahim (B. A)	Advanced Jordanian Colloquial Arabic
Arwa Dabban (B.A)	Reading (Contemporary Arabic and International Issues)
Ghadeer Abu Alhaj	Listening (Scenes from Current Arab Media)

APPENDIX II

BIOGRAPHIES 2022-2023 CASA FELLOWS

Alexander Barna is a Ph.D. student in the Department of History at Northwestern University where he specializes in Arab and Ottoman intellectual history of the nineteenth and early twentieth centuries. Prior to his doctoral studies, Alex directed the educational outreach program at the University of Chicago's Center for Middle Eastern Studies. He holds an MA in Middle Eastern studies from Harvard University and a BS in biology from Duke University with a second major in the study of religion.

Caitlin Buckley recently graduated with bachelor's degrees in comparative literature and history from the Dual BA program between Columbia University and Sciences Po Paris. Following CASA, she hopes to pursue graduate studies that draw upon her interests in religion, literature, and history.

Will Crass graduated with an MA from The Fletcher School of Law and Diplomacy at Tufts University, where he concentrated on the Middle East and U.S. foreign policy. He completed his BA in international studies and Arabic at Dickinson College and previously worked as a presidential associate at The American University in Cairo. He is interested in political affairs in Iraq and the Levant and hopes to pursue a career in diplomacy in the future.

Cheyenne Curley graduated from Wellesley College as a double major in Middle Eastern studies and comparative literature. During her undergraduate program she was awarded the Critical Language Scholarship for Arabic language and spent her senior year at Middlebury's language school in Amman, Jordan. Cheyenne is very excited to return to Amman for an additional year and hopes to one day combine her knowledge of Arabic with her interest in legal studies.

Sam Dunham is a PhD candidate in political science at Yale University. His work investigates the colonial roots of state capacity in the Middle East and North Africa. He also studies the connections between religion and political attitudes. In 2015, he received a BA in government and economics from the College of William and Mary.

Ryan Ellis recently graduated from Dartmouth College with a BA in comparative literature and Middle Eastern studies. Having studied Spanish and Arabic, his interests include migrant literature, utopian studies, and literatures of the global south. He has also interned with the International Organization for Migration's Iraq mission. After CASA, Ryan hopes to pursue a PhD in comparative literature.

Ana Estrada Hamm graduated from Washington and Lee University with a BA in politics and computer science and a minor in Middle East South Asia studies. She previously studied Arabic through a Critical Language scholarship in 2021 and 2022 in Tangier, Morocco. Her interests include art history, political economy, religious studies, and hiking. After the CASA program, she hopes to complete a PhD in international development.

Maddie Fisher graduated in August 2022 from Georgetown University's Walsh School of Foreign Service with an MA in Arab studies where her research focused on the development-security nexus and religious, gender, and generational inclusion in peacebuilding in the MENA region. After finishing an undergraduate degree in Arabic from Georgetown in 2017, Maddie was a Fulbright ETA grantee and later went on to do the MENAR fellowship doing peacebuilding work at an international school in Israel-Palestine. For the past three years, Maddie has worked as the event and program manager for Georgetown's Center for Contemporary Arab Studies.

Miller Greene is a recent graduate of the University of Mississippi, where he majored in Arabic and international studies. As part of the Arabic Flagship Program with the University of Arizona, he spent the last six months in Meknes, Morocco. His academic interests center around Muslim-Jewish relations in the Middle East and North Africa, especially in light of normalization efforts between Israel and numerous Arab nations.

Richard Harrod is a PhD candidate in history at Washington University in St. Louis where he focuses on the transnational political, social, and economic history of the Arabian Peninsula –particularly Yemen and Oman. He received his BA from Monmouth College (Illinois) in history and classics and an MA in Middle Eastern studies from the University of Chicago. He previously studied Arabic at the UChicago Summer Language Institute, the Middlebury College Arabic School, and the Sultan Qaboos College for the Teaching of Arabic to Non-Native Speakers in Manah, Oman. After CASA, he will continue dissertation research and hopes to become a professor of modern Middle Eastern history.

Nabil Hassein is a PhD candidate in NYU's Department of Media, Culture, and Communication studying Arabic-based programming languages and communities. Nabil holds a BA in mathematics and computer science and previously worked as a high school teacher, software developer, and tech freelancer.

Christopher Hassel graduated from Duke University with a BA in Asian and Middle Eastern studies with a concentration in Arabic, along with minors in cultural anthropology and economics. He has studied Arabic in Amman, Jordan, as well as studying for one semester in the Anthropology Department at Yarmouk University in Irbid, Jordan. His interests include languages, translation, novels, history, running, and really good plant-based food.

Sibgha Javaid graduated from the College of the Holy Cross in 2020 with a BA in religious studies and Middle Eastern studies. In May 2022, she received her MA from Harvard Divinity School, where she focused on Islamic studies. Her interests include Sufi literature, Islamic philosophy, virtue ethics, and Persian poetry. After CASA, she hopes to pursue a PhD in religious studies.

Rachel Leslie received a master's in public policy from the University of Maryland-College Park and a graduate diploma in Middle East politics from the American University in Cairo. She studied Arabic in Tunisia and previously lived and worked in Syria, Saudi Arabia, Bahrain, Jerusalem, and Egypt. Her interests include religious literacy/interreligious dialogue, global history, and foreign policy.

Benjamin Loy is a graduate of the University of Oregon with a BA in religious studies and linguistics with a Second Language Acquisition Teaching certificate. He self-studies a variety of languages, including Arabic, Mandarin, and Turkish. He has done some research in Shia studies but is interested generally in all things related to religion, literature, history, and understanding the human condition. He enjoys tutoring people in Arabic.

Nathaniel Moses is a PhD student in history at Harvard University, focusing on Ottoman and Middle Eastern history. He received a Master of Philosophy at the University of Cambridge and his AB from Princeton University. His main research areas include the history of science and the environment as well as social and intellectual history.

Lillian Massoud-Judge is a PhD student in political science at the University of Chicago. Her research centers around the discursive construction of state and economy in the broader Middle East; collective action and institutional change during civil war; and finance and capital accumulation in the Islamic world.

Dillon Nordhoff is a graduate from Brigham Young University, with a double major in Arabic and Spanish translation. As an undergraduate student, he worked as a Spanish medical interpreter and has studied Arabic in Jordan at Qasid as well as in Morocco in the Flagship program. His experience abroad, coupled with his exposure to Levantine Arabic at a young age, sparked his research interests which center on mutual intelligibility of Arabic dialects, sociolinguistics, and dialectology.

Olivia Odell graduated from Northern Arizona University with a BA in international relations. She then worked with various non-profit organizations in Utah and California through AmeriCorps, followed by six months in Morocco as a Peace Corps volunteer. Most recently, Olivia completed her MA in MENA studies at the University of Arizona, with a focus on migration scholarship and human rights. She hopes to use Arabic in her future career working for international NGOs or in diplomacy.

Abir Petiwala graduated from Macaulay Honors College at CUNY, where she majored in French Language and Literature and Middle Eastern Studies. Since then, she has worked at several agencies within NYC government, including the Mayor's Office of Immigrant Affairs and a local non-profit organization.

Spenser Rapone is a PhD student at the University of Texas at Austin, where he studies modern Arab intellectual history. His current research project focuses on the question of violence and its relationship with the self, soul, and spirit in modern Arab thought. In general, Spenser is interested in the universal significance of Arab intellectual history as it manifests within a particular context.

Theo J. Rossi is a doctoral student at the University of Cambridge, where she researches the history of mental healthcare in 19th-century Egypt. She is also pursuing a master's in Arabic pedagogy at Middlebury College. Theo previously lived in Doha and Cairo, where she worked for the Brookings Institution and the United Nations.

Rashad Saleh is a Palestinian-American filmmaker. After graduating from Oberlin College, he worked as a video and marketing associate at the American University in Cairo. Rashad returned to the United States during COVID where he has since worked as a freelance video producer while continuing his Arabic studies virtually. Currently serving in the video department at Doctors Without Borders, Rashad plans to combine his film and MENA studies background to produce documentary and narrative films in the Arab world.

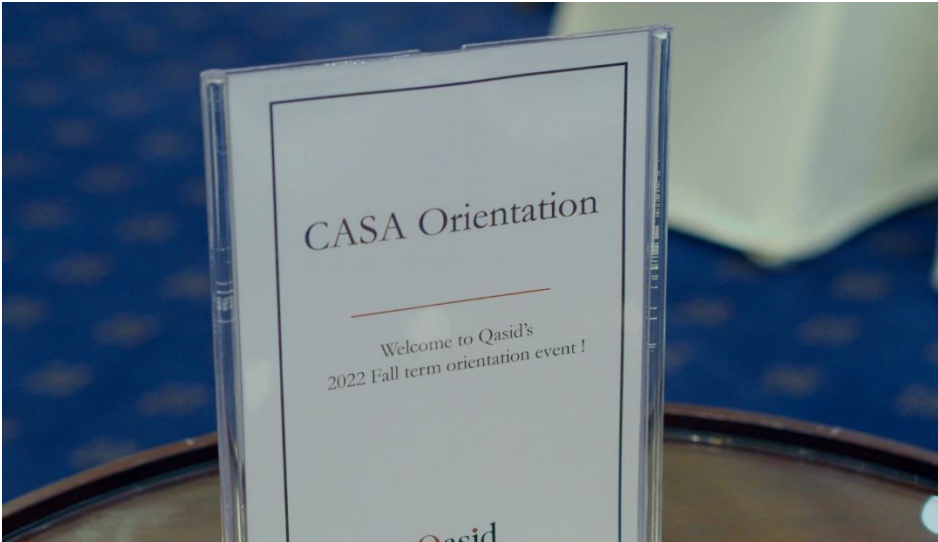
Julia Schwartz graduated from Grinnell College with a BA in French literature in 2014 and completed her MA in Arabic at the University of Michigan in 2022. Julia worked in early childhood education after college, and then spent three years teaching English in Morocco before returning to the US for her master's program. She is looking forward to immersing herself in the Jordanian dialect and learning more about Arabic literature during her time in CASA, and afterward hopes to work as an interpreter or translator.

Sofia Smith is a PhD student at the University of Chicago in political science focusing on gender, media, and exemplarity. Previously, she worked on cultural heritage and development projects in Jordan. Sofia holds a MA in international economics and Middle East studies from Johns Hopkins SAIS, and a BA in politics, philosophy, and economics from Denison University.

Stuart Ahn Sones recently graduated from Indiana University, where he received his BA in anthropology and Middle Eastern languages and cultures. His undergraduate experience culminated in a year of Arabic study in Meknes, Morocco through the Arabic Flagship program as a Boren Scholar. After CASA, he hopes to pursue a PhD in anthropology exploring affect, sound, and performance in social and religious movements in North Africa. In his free time, Stuart enjoys listening to music of different cultural traditions and playing oud, guitar, and Korean percussion.

CULTURAL EVENTS | 2022-2023

CASA Orientation





Book Fair Visit





Social and Psychological Support Center (Zain Al-Sharaf Center)





Amman from Inside Tour



Guest Speaker: Sohail Bqaen | Jabal Al-Webdeh, History, Importance & contradictory characteristics



Guest Speaker: Journalist Mohammad Shamma | Labor rights for non-Jordanian workers



Guest Speaker | Lawyer Lina Khaiaat: **ابناء الاردنيات**



Guest Speaker | Journalist Daoud Kuttab | Palestinian- Israeli Conflict



Olive Harvesting Trip & Meeting with a local mayor





The Jordanian Parliament and the Museum of Parliamentary Life.





Baraka Wheat & Rawabi Farah



Ajloun Forest Reserve



Oral Proficiency Interviews Standards



Fall 2022 Farwell Dinner





APPENDIX III | CASA Without Borders Assignments

Organization	Students
<u>Queen Zein Al Sharaf Institute for Development JOUHD</u>	Julia Schwartz Abir Pettiwala Cheyenne Curley
<u>Albalad Radio Station</u>	Nathaniel Moses Sofia Smith Lillian Judge
<u>تالعة (مكتبة الطليعة) (من أقدم أماكن بيع الكتب بعمان Tale'a Bookstore</u>	Benjamin Loy Spenser Rapone
<u>Queen Zein Al Sharaf Institute for Development JOUHD</u>	Dillon Nordhoff Caitlin Buckley
<u>تمكين المرأة</u>	Theodosia Rossi
<u>CBRL Amman Institute</u>	Alexander Barna
<u>Souriyat Across Borders</u>	Madison Fisher
<u>عر مرم Aramram Podcast</u>	Miller Green Ana Estrada Stuart Ahn Sones
<u>The Jordan National Gallery of Fine Arts</u>	Richard Harrod Ryan Ellis
<u>Al-Quds Center for Political Studies</u>	Samuel Dunham William Crass
<u>Aramram & I learn</u>	Christopher Hassel
<u>The Royal Center for Inter-faith studies</u>	Sibgha Javaid
<u>Souriyat Across Borders</u>	Nabil Hassein
<u>Phenix Center for Economic & Informatics Studies</u>	Olivia Odell

EVALUATION | 2022-2023

CASA Group 1 | Fall II

Class starts on time - يُبدأُ الدرس على الوقت تماما -	Strongly agree (أُتفق تماما)
Class ends on time - يُنتهي الدرس على الوقت تماما -	Strongly agree (أُتفق تماما)
Additional Comments for Section A (Organization and Logistics) أي تعليقات إضافية تتعلق بأسئلة القسم ب (والتي تتعلق بالتنظيم (والأمور اللوجستية	
The instructor engages me throughout most of the class - المدرس يشرك الطالب في كل النشاطات الصفية معظم الوقت	Strongly agree (أُتفق تماما)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أُتفق تماما)
The instructor encourages questions - المدرس يحفز الأسئلة -	Strongly agree (أُتفق تماما)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب ويصلب هذه المواضيع	Strongly agree (أُتفق تماما)
Material is presented in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة	Strongly agree (أُتفق تماما)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف، صف البيئة الصفية -	Strongly agree (أُتفق تماما)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع -	Strongly agree (أُتفق تماما)
I enjoyed the tag-team teaching format - أنا أحب التدريس بطريقة الفريق الجماعي	Strongly agree (أُتفق تماما)
Describe the teacher student relationship. With the class in general, and with you specifically صف العلاقة بين المدرس والطالب بشكل عام بالصف وعلاقة المدرس بك بشكل خاص	Instructor is professional, organized, and in control of the class. At the same time, there is a light-hearted, joking manner that encourages participation.

Please describe the instructor's areas of strength. What specifically did you like about the instructor? صف نقاط القوة في المدرس, وما الأشياء المفضلة لك في المدرس	
Please remark on the instructor's areas to be improved. What specifically did you think the instructor could have done to enhance your educational experience? أذكر النقاط التي تحتاج إلى التطوير في المدرس. ما هي بالتحديد الأمور التي تعتقد أن المدرس بحاجة أن يفعلها لتحسين تجربتك التعليمية؟	
Your overall, numerical rating of the instructor (0-10) برأيك (10-0) الشخصية ما هي الدرجة التي تعطيه للمدرس بشكل عام من	10
Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب	
The pace of teaching was just right - سرعة سير الدرس (تغطية) المادة الدراسية بشكل مناسب للفهم والإستيعاب	Strongly agree (أتفق تماما)
Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس الخلاقة والأدوات تستعمل بالدرس	Strongly agree (أتفق تماما)
Date Created	2022-10-25 09:49:43
Created By	public

CASA Group 2 | Fall II

Class starts on time - يُبدأ الدرس على الوقت تماما	Strongly agree (أتفق تماما)
Class ends on time - يَنتهي الدرس على الوقت تماما	Strongly agree (أتفق تماما)
Additional Comments for Section A (Organization and Logistics) أي تعليقات إضافية تتعلق بأسئلة القسم ب (والتي تتعلق بالتنظيم والأمور اللوجستية)	
The instructor engages me throughout most of the class - المدرس يشرك الطالب في كل النشاطات - الصفية معظم الوقت	Strongly agree (أتفق تماما)

The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أُتفق تماماً)
The instructor encourages questions - يحفز الأسئلة	Strongly agree (أُتفق تماماً)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب وبصلب هذه المواضيع	Strongly agree (أُتفق تماماً)
Material is presented in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة	Strongly agree (أُتفق تماماً)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف, صف البيئة الصفية	Strongly agree (أُتفق تماماً)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع	Strongly agree (أُتفق تماماً)
I enjoyed the tag-team teaching format - التدريس بطريقة الفريق الجماعي	No opinion (لا تعليق)
Describe the teacher student relationship. With the class in general, and with you specifically صف العلاقة بين المدرس والطالب بشكل عام بالصف وعلاقة المدرس بك بشكل خاص	Ustadha Banan does an excellent job of maintaining a professional relationship with the class while also making students feel comfortable and at ease. Her patience and use of humor create an environment that both engages student interests and allows us to feel confident as we practice and make mistakes with Arabic. On a personal level, I feel comfortable reaching out to Ustadha Banan when I have individual needs, and she has always been available in such instances. Her feedback in office hours is constructive and supportive.
Please describe the instructor's areas of strength. What specifically did you like about	Ustadha Banan does an excellent job of directing class lessons and discussions in a way that both covers the target course material and feels organic/guided by student interests and input.

<p>the instructor? صف نقاط القوة في المدرس, وما الأشياء المفضلة لك في المدرس</p>	<p>She conducts the class with ease and comfort and projects those same feelings onto students. I feel that this has really benefited me, as attempting to learn and communicate in a second language can often be strenuous. Ustadha Banan also explains grammar clearly and simply. She takes care to make sure each student receives the appropriate amount of attention in class to ensure everyone has a comprehensive understanding of each concept.</p>
<p>Please remark on the instructor's areas to be improved. What specifically did you think the instructor could have done to enhance your educational experience? أذكر النقاط التي تحتاج إلى التطوير في المدرس. ما هي بالتحديد الأمور التي تعتقد أن المدرس بحاجة أن يفعلها لتحسين تجربتك التعليمية؟</p>	
<p>Your overall, numerical rating of the instructor برأيك الشخصي ما هي الدرجة التي تعطيها (0-10) للمدرس بشكل عام من (10-0)</p>	10
<p>Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب</p>	
<p>The pace of teaching was just right - سير الدرس (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب) سرعة</p>	Strongly agree (أتفق تماما)
<p>Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس الخلاقة والأدوات تستعمل بالدرس</p>	Strongly agree (أتفق تماما)

Class starts on time - يُبدأُ الدرس على الوقت تماما -	Strongly agree (أُتفقُ تماما)
Class ends on time - يُنتهي الدرس على الوقت تماما -	Strongly agree (أُتفقُ تماما)
Additional Comments for Section A (Organization and Logistics) أي تعليقات إضافية تتعلق بأسئلة القسم ب ((والتي تتعلق بالتنظيم والأمر اللوجستية))	
The instructor engages me throughout most of the class - المدرس يشرك الطالب في كل النشاطات الصفية معظم الوقت	Strongly agree (أُتفقُ تماما)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أُتفقُ تماما)
The instructor encourages questions - المدرس يحفز الأسئلة	Strongly agree (أُتفقُ تماما)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب وبصلب هذه المواضيع	Strongly agree (أُتفقُ تماما)
Material is presented in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة -	Strongly agree (أُتفقُ تماما)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف, صف البيئة الصفية	Strongly agree (أُتفقُ تماما)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع	Strongly agree (أُتفقُ تماما)
I enjoyed the tag-team teaching format - أنا أحب التدريس بطريقة الفريق الجماعي	Strongly agree (أُتفقُ تماما)
Describe the teacher student relationship. With the class in general, and with you specifically صف العلاقة بين المدرس والطالب بشكل عام بالصف وعلاقة المدرس بك بشكل خاص	I think that Ustadha Rand has a great relationship with the class, as she feels like a friend and teacher at the same time. I feel that our class trusts her and that we genuinely enjoy our time with her since each class is actually fun and informative at the same time.

<p>Please describe the instructor's areas of strength. What specifically did you like about the instructor? صف نقاط القوة في المدرس, وما الأشياء المفضلة لك في المدرس</p>	<p>Rand is able to capture the attention of the students and make class enjoyable. I also really appreciate how she shares additional material in class regarding the videos that we watch for homework since this really enhances the experience.</p>
<p>Please remark on the instructor's areas to be improved. What specifically did you think the instructor could have done to enhance your educational experience? أذكر النقاط التي تحتاج إلى التطوير في المدرس. ما هي بالتحديد الأمور التي تعتقد أن المدرس ؟.بحاجة أن يفعلها لتحسين تجربتك التعليمية</p>	<p>n/a</p>
<p>Your overall, numerical rating of the instructor (0-10) برأيك الشخصي ما هي الدرجة التي تعطيها للمدرس بشكل (10-0) عام من</p>	<p>10</p>
<p>Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب</p>	<p>Rand is an excellent teacher, perhaps the best teacher I have ever had the pleasure of having a class with here at Qasid.</p>
<p>The pace of teaching was just right - الدرس (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب</p>	<p>Strongly agree (أتفق تماما)</p>
<p>Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس الخلاقه والأدوات تستعمل بالدرس</p>	<p>Strongly agree (أتفق تماما)</p>
<p>The homework that was given was appropriate and helpful in my Arabic learning - الواجبات التي تعطى بالصف مناسبة ومفيدة في دراسة العربية</p>	<p>Strongly agree (أتفق تماما)</p>
<p>Speaking - الكلام</p>	<p>5</p>
<p>Listening - الإستماع</p>	<p>5</p>
<p>Writing - الكتابة</p>	<p>4</p>
<p>Reading - القراءة</p>	<p>4</p>

Any additional comments, thoughts, or suggestions about the program's instruction? أذكر أي تعليقات إضافية أو أفكار أو اقتراحات تتعلق بالبرنامج التدريسي	
Date Created	2022-11-21 10:06:11
Created By	public
Class starts on time - يُبدأ الدرس على الوقت تماما	Strongly agree (أُتفق تماما)
Class ends on time - يُنتهي الدرس على الوقت تماما	Strongly agree (أُتفق تماما)
Additional Comments for Section A (Organization and Logistics) أي تعليقات إضافية تتعلق بأسئلة القسم ب ((والتي تتعلق بالتنظيم والأمور اللوجستية))	Ustadha Manal is well organized!
The instructor engages me throughout most of the class - المدرس يشرك الطالب في كل النشاطات الصفية معظم الوقت	Strongly agree (أُتفق تماما)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أُتفق تماما)
The instructor encourages questions - المدرس يحفز الأسئلة	Strongly agree (أُتفق تماما)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب وبصلب هذه المواضيع	Strongly agree (أُتفق تماما)
Material is presented in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة	Strongly agree (أُتفق تماما)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف, صف البيئة الصفية	Strongly agree (أُتفق تماما)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع	Strongly agree (أُتفق تماما)

I enjoyed the tag-team teaching format - أنا أحب التدريس بطريقة الفريق الجماعي	Strongly agree (أُتفق تماما)
Describe the teacher student relationship. With the class in general, and with you specifically صف العلاقة بين المدرس والطالب بشكل عام بالصف وعلاقة المدرس بك بشكل خاص	I think that Ustadha Manal does a good job of engaging students during class and makes us all feel comfortable during the session.
Please describe the instructor's areas of strength. What specifically did you like about the instructor? صف نقاط القوة في المدرس, وما الأشياء المفضلة لك في المدرس	Ustadha Manal's classes are well structured and have a great balance between presentation of the new material and group work and activities to check comprehension. I really appreciate her attention to detail during her mini-lectures and her group work activities.
Please remark on the instructor's areas to be improved. What specifically did you think the instructor could have done to enhance your educational experience? أذكر النقاط التي تحتاج إلى التطوير في المدرس. ما هي بالتحديد الأمور التي تعتقد أن المدرس بحاجة أن يفعلها لتحسين تجربتك التعليمية؟.	
Your overall, numerical rating of the instructor (0-10) برأيك الشخصي ما هي الدرجة التي تعطيتها للمدرس بشكل عام من (10-0)	10
Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب	
The pace of teaching was just right - سرعة سير (الدرس) (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب)	Strongly agree (أُتفق تماما)
Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس الخلاقة والأدوات تستعمل بالدرس	Strongly agree (أُتفق تماما)

CASA Group 3 | Fall II

Class starts on time - يُبدأُ الدرس على الوقت تماما -	Strongly agree (أُتفق تماما)
Class ends on time - يُنتهي الدرس على الوقت تماما -	Strongly agree (أُتفق تماما)
Additional Comments for Section A (Organization and Logistics) (والتى تتعلق (بالتنظيم والأمور اللوجستية	
The instructor engages me throughout most of the class - المدرس يشرك الطالب في كل النشاطات الصفية معظم الوقت -	Strongly agree (أُتفق تماما)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أُتفق تماما)
The instructor encourages questions - المدرس يحفز الأسئلة -	Strongly agree (أُتفق تماما)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب - وبصلب هذه المواضيع	Strongly agree (أُتفق تماما)
Material is presented in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة	Agree (أُتفق)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف، صف البيئة الصفية -	Strongly agree (أُتفق تماما)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع -	Strongly agree (أُتفق تماما)
I enjoyed the tag-team teaching format - أنا أحب التدريس بطريقة الفريق الجماعي	Strongly agree (أُتفق تماما)
Describe the teacher student relationship. With the class in general, and with you specifically صف العلاقة بين المدرس والطالب بشكل عام بالصف وعلاقة المدرس بك بشكل خاص	Ustaadh Khalid has created a fantastic class atmosphere and relationship with us. This has led to excellent discussions and lots of motivation.

Please describe the instructor's areas of strength. What specifically did you like about the instructor? صف نقاط القوة في المدرس, وما الأشياء المفضلة لك في المدرس	Ustaadh Khalid is an extremely talented discussion facilitator, one of the best I've seen in any educational context. He also is very skilled at explaining difficult linguistic and content topics especially when students are confused.
Please remark on the instructor's areas to be improved. What specifically did you think the instructor could have done to enhance your educational experience? أذكر النقاط التي تحتاج إلى التطوير في المدرس. ما هي بالتحديد الأمور التي تعتقد أن المدرس بحاجة أن يفعلها لتحسين تجربتك التعليمية؟.	
Your overall, numerical rating of the instructor (0-10) برأيك الشخصي ما هي الدرجة التي تعطيه للمدرس بشكل عام من (10-0)	10
Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب	
The pace of teaching was just right - (سرعة سير الدرس) (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب)	Strongly agree (أُتفق تماما)
Games, activities, and other creative teaching methods and tools were used in the class - (الألعاب والنشاطات وبعض طرق التدريس الخلاقة والأدوات تستعمل بالدرس)	Strongly agree (أُتفق تماما)

Class starts on time - يُبدأ الدرس على الوقت تماما	Strongly agree (أُتفق تماما)
Class ends on time - يُنتهي الدرس على الوقت تماما	Strongly agree (أُتفق تماما)
Additional Comments for Section A (Organization and Logistics) (أي تعليقات إضافية تتعلق بأسئلة القسم ب (والتي تتعلق بالتنظيم والأمور اللوجستية)	
The instructor engages me throughout most of the class - (المدرس يشرك الطالب في كل النشاطات الصفية معظم الوقت)	Strongly agree (أُتفق تماما)
The instructor assesses my comprehension - (المدرس يقيم عملية الفهم والإستيعاب)	Strongly agree (أُتفق تماما)

The instructor encourages questions - المدرس يحفز الأسئلة -	Strongly agree (أُتفق تماما)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب وبصلب هذه المواضيع	Strongly agree (أُتفق تماما)
Material is presented in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة	Strongly agree (أُتفق تماما)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف, صف البيئة الصفية	Strongly agree (أُتفق تماما)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع	Strongly agree (أُتفق تماما)
I enjoyed the tag-team teaching format - أنا أحب التدريس بطريقة الفريق الجماعي	Strongly agree (أُتفق تماما)
Describe the teacher student relationship. With the class in general, and with you specifically صف العلاقة بين المدرس والطالب بشكل عام بالصف وعلاقة المدرس بك بشكل خاص	Ustaaza Leena is an outstanding instructor who sets the example and facilitates an engaging learning environment.
Please describe the instructor's areas of strength. What specifically did you like about the instructor? صف نقاط القوة في المدرس, وما الأشياء المفضلة لك في المدرس	Ustaaza Leena always provides helpful feedback and is very encouraging whenever there is a difficult subject.
Please remark on the instructor's areas to be improved. What specifically did you think the instructor could have done to enhance your educational experience? أذكر النقاط التي تحتاج إلى التطوير في المدرس. ما هي بالتحديد الأمور التي تعتقد أن المدرس بحاجة أن يفعلها لتحسين تجربتك التعليمية؟	
Your overall, numerical rating of the instructor (0-10) برأيك (10-0) الشخصي ما هي الدرجة التي تعطيتها للمدرس بشكل عام من	10
Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب	

The pace of teaching was just right - (تغطية المادة) سرعة سير الدرس الدراسية بشكل مناسب للفهم والإستيعاب	Strongly agree (أُتفق تماما)
Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس الخلاقة والأدوات تستعمل بالدرس	Strongly agree (أُتفق تماما)

Class starts on time - يُبدأ الدرس على الوقت تماما	Strongly agree (أُتفق تماما)
Class ends on time - يُنتهي الدرس على الوقت تماما	Strongly agree (أُتفق تماما)
Additional Comments for Section A (Organization and Logistics) أي تعليقات إضافية تتعلق بالتنظيم والأمور اللوجستية	
The instructor engages me throughout most of the class - المدرس يشرك الطالب في كل النشاطات الصفية معظم الوقت	Strongly agree (أُتفق تماما)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أُتفق تماما)
The instructor encourages questions - المدرس يحفز الأسئلة	Strongly agree (أُتفق تماما)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب وبصلب هذه المواضيع	Strongly agree (أُتفق تماما)
Material is presented in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة	Strongly agree (أُتفق تماما)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف، صف البيئة الصفية	Strongly agree (أُتفق تماما)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع	Strongly agree (أُتفق تماما)

<p>I enjoyed the tag-team teaching format - أنا أحب - التدريس بطريقة الفريق الجماعي</p>	<p>No opinion (لا تعليق)</p>
<p>Describe the teacher student relationship. With the class in general, and with you specifically صف العلاقة بين المدرس والطالب بشكل عام بالصف وعلاقة المدرس بك بشكل خاص</p>	<p>Ustez Khaled is fantastic! He works hard to meet me where I am and goes above and beyond to provide opportunities to engage further with various activities. Ustez Khaled ensures that we understand content and linguistics while also pointing out the funny or strange things that appear in texts, this balance between fun and functionalism has made it a great experience for me. I'm not a confident reader but I am excited to come to class because I feel that Ustez Khaled is genuinely invested in helping me improve and wants all of us to appreciate and enjoy Arabic. I can come to him with questions that range from basic "dumb" questions to philosophical ones and know that he will engage with both. Ustez Khaled also clearly cares about class dynamics and ensuring that everyone is comfortable and engaged.</p>
<p>Please describe the instructor's areas of strength. What specifically did you like about the instructor? صف نقاط القوة في المدرس، وما الأشياء المفضلة لك في المدرس</p>	<p>His passion for the subject is evident every day and it is infectious. He works to improve my skills as well as enthusiasm to keep studying by toggling between and understanding that sometimes we're tired and just trying to get through and other times we want to dig deep. I feel incredibly lucky he's my instructor.</p>
<p>Please remark on the instructor's areas to be improved. What specifically did you think the instructor could have done to enhance your educational experience? أذكر النقاط التي تحتاج إلى التطوير في المدرس. ما هي بالتحديد الأمور التي تعتقد أن المدرس بحاجة أن يفعلها لتحسين تجربتك التعليمية؟</p>	<p>Especially at the very beginning I was overwhelmed and he spoke quickly and using rich language. With time I've come to appreciate that but it was intimidating in the beginning.</p>

Your overall, numerical rating of the instructor (0-10) برأيك الشخصي ما هي الدرجة التي تعطيها للمدرس (0-10) بشكل عام من	10
Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب	
The pace of teaching was just right - (سرعة سير) الدرس (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب	Somewhat agree (أنتفق نوعاً ما)
Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس الخلاقة والأدوات تستعمل بالدرس	Agree (أنتفق)

Contemporary Arab Literature 2

Class starts on time - يُبدأُ الدرس على الوقت تماما -	Strongly agree (أُتفق تماما)
Class ends on time - يُنتهي الدرس على الوقت تماما -	Strongly agree (أُتفق تماما)
The instructor engages me throughout most of the class - المدرس يبقيني في جو الدرس معظم الوقت	Strongly agree (أُتفق تماما)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم - والإستيعاب	Strongly agree (أُتفق تماما)
The instructor encourages questions - المدرس يحفز الأسئلة -	Strongly agree (أُتفق تماما)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب ويصلب هذه المواضيع	Strongly agree (أُتفق تماما)
Material is explained in an easily understood manner - تقدم المادة - بطريقة سهله ومفهومة	Strongly agree (أُتفق تماما)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف, صف البيئة الصفية	Strongly agree (أُتفق تماما)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع	Strongly agree (أُتفق تماما)
The teacher assesses my homeworks and assignments promptly	Strongly agree (أُتفق تماما)
Please describe the instructor's areas of strength. What specifically did you like about the instructor? صف نقاط القوة في المدرس, وما الأشياء المفضلة لك في المدرس	Khaled is excellent at stimulating discussion and pushing our language skills with hard questions.
Please remark on the instructor's areas to be improved. What specifically did you think the instructor could have done to enhance your educational experience? أذكر النقاط التي تحتاج إلى التطوير في المدرس. ما هي بالتحديد الأمور التي تعتقد أن المدرس بحاجة أن يفعلها لتحسين تجربتك التعليمية	
Your overall, numerical rating of the instructor (0-10) ما برأيك الشخصي ما (10-0) هي الدرجة التي تعطيتها للمدرس بشكل عام من	10

Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب	
The pace of teaching was just right - سرعة سير الدرس (تغطية المادة) الدراسية بشكل مناسب للفهم والإستيعاب	Strongly agree (أنتفق تماما)
Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس الخلاقة والأدوات تستعمل بالدرس	No opinion (لا تعليق)

Nahda Class

Class starts on time - يُبدأُ الدرس على الوقت تماما -	Strongly agree (أُتفقُ تماما)
Class ends on time - يَنتهي الدرس على الوقت تماما -	Strongly agree (أُتفقُ تماما)
The instructor engages me throughout most of the class - المدرس يبقيني في جو الدرس معظم الوقت	Strongly agree (أُتفقُ تماما)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم - والإستيعاب	Strongly agree (أُتفقُ تماما)
The instructor encourages questions - المدرس يحفز الأسئلة -	Strongly agree (أُتفقُ تماما)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب وبصلب هذه المواضيع	Strongly agree (أُتفقُ تماما)
Material is explained in an easily understood manner - تقدم المادة - بطريقة سهلة ومفهومة	Strongly agree (أُتفقُ تماما)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف, صف البيئة الصفية	Strongly agree (أُتفقُ تماما)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع	Strongly agree (أُتفقُ تماما)
The teacher assesses my homeworks and assignments promptly	Strongly agree (أُتفقُ تماما)
Please describe the instructor's areas of strength. What specifically did you like about the instructor? صف نقاط القوة في المدرس, وما الأشياء المفضلة لك في المدرس	Excellent all around. Connects well with the students, obviously loves the process of teaching, extremely skilled.
Please remark on the instructor's areas to be improved. What specifically did you think the instructor could have done to enhance your educational experience? أذكر النقاط التي تحتاج إلى التطوير في المدرس. ما هي بالتحديد الأمور التي تعتقد أن المدرس بحاجة أن يفعلها لتحسين تجربتك التعليمية؟	
Your overall, numerical rating of the instructor (0-10) برأيك الشخصي (0-10) ما هي الدرجة التي تعطيتها للمدرس بشكل عام من (10-0)	9.5

Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب	
The pace of teaching was just right - سرعة سير الدرس (تغطية المادة) الدراسية بشكل مناسب للفهم والإستيعاب	Strongly agree (أُتفق تماماً)
Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس الخلاقة والأدوات تستعمل بالدرس	Strongly agree (أُتفق تماماً)

Translation Section 1

Class starts on time - يُبدأُ الدرس على الوقت تماما -	Strongly agree (أُتفق تماما)
Class ends on time - يَنتهي الدرس على الوقت تماما -	Strongly agree (أُتفق تماما)
Additional Comments for Section A (Organization and Logistics) أي تعليقات إضافية تتعلق بأسئلة القسم ب (والتي تتعلق بالتنظيم والأمر اللوجستية)	
The instructor engages me throughout most of the class - المدرس يشارك الطالب في كل النشاطات الصفية معظم الوقت	Strongly agree (أُتفق تماما)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Agree (أُتفق)
The instructor encourages questions - المدرس يحفز الأسئلة	Strongly agree (أُتفق تماما)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب ويصلب هذه المواضيع	Agree (أُتفق)
Material is presented in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة -	Strongly agree (أُتفق تماما)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف, صف البيئة الصفية -	Agree (أُتفق)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع	Strongly agree (أُتفق تماما)
I enjoyed the tag-team teaching format - أنا أحب التدريس بطريقة الفريق الجماعي	No opinion (لا تعليق)
Describe the teacher/student relationship. With the class in general, and with you specifically صف العلاقة بين المدرس والطالب بشكل عام بالصف وعلاقة المدرس بك بشكل خاص	I think Estaaza Noor has a good rapport with the students, but she gives us way too many choices. I want the professors to pick what they think would be best to help us develop as translators.

<p>Please describe the instructor's areas of strength. What specifically did you like about the instructor? صف نقاط القوة في المدرس, وما الأشياء المفضلة لك في المدرس</p>	<p>I like that she helps us understand the deeper meaning behind word choice. That one verb has a negative connotation and one is more neutral. I feel like this has not only helped me in translating, but also writing and speaking.</p>
<p>Please remark on the instructor's areas to be improved. What specifically did you think the instructor could have done to enhance your educational experience? أذكر النقاط التي تحتاج إلى التطوير في المدرس. ما هي بالتحديد الأمور التي تعتقد أن المدرس بحاجة أن يفعلها لتحسين تجربتك التعليمية؟</p>	<p>I think just not giving us so many choices. I think that the final project should have been many more pages a week.</p>
<p>Your overall, numerical rating of the instructor (0-10) برأيك الشخصي ما هي الدرجة التي تعطيتها للمدرس بشكل عام (0-10) من (10-0)</p>	<p>9</p>
<p>Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب</p>	
<p>The pace of teaching was just right - الدرس (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب سرعة سير)</p>	<p>Strongly agree (أنتفق تماما)</p>
<p>Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس الخلاقة والأدوات تستعمل بالدرس</p>	<p>Agree (أنتفق)</p>

<p>Class starts on time - يبدأ الدرس على الوقت تماما -</p>	<p>Agree (أنتفق)</p>
--	----------------------

Class ends on time - يَنْتَهِي الدرس على الوقت تماما -	Strongly agree (أُتَّفِقُ تماما)
Additional Comments for Section A (Organization and Logistics) أي تعليقات إضافية تتعلق بأسئلة القسم ب (والتي تتعلق بالتنظيم والأمور اللوجستية)	well organized class structure
The instructor engages me throughout most of the class - المدرس يشرك الطالب في كل النشاطات - الصفية معظم الوقت	Strongly agree (أُتَّفِقُ تماما)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أُتَّفِقُ تماما)
The instructor encourages questions - المدرس يحفز الأسئلة	Strongly agree (أُتَّفِقُ تماما)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب ويصلب هذه المواضيع	Agree (أُتَّفِقُ)
Material is presented in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة -	Agree (أُتَّفِقُ)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة - بالصف, صف البيئة الصفية	Agree (أُتَّفِقُ)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية - عن الموضوع	Strongly agree (أُتَّفِقُ تماما)
I enjoyed the tag-team teaching format - أنا أحب التدريس بطريقة الفريق الجماعي	No opinion (لا تعليق)
Describe the teacher student relationship. With the class in general, and with you specifically صف العلاقة بين المدرس والطالب بشكل عام بالصف وعلاقة المدرس بك بشكل خاص	I think that Ustadha Noor structures the class well, and I like the groupwork setting and then coming back together as a whole class to discuss the different translations we came up with. I think that sometimes students have a strong opinion about translation styles and techniques, but I think that

	Ustadha Noor does a good job of responding to such opinions and offering her take.
Please describe the instructor's areas of strength. What specifically did you like about the instructor? صف نقاط القوة في المدرس, وما الأشياء المفضلة لك في المدرس	Open to feedback and genuinely interested in pushing us to think more carefully about how we approach translation! I really like how she values our input regarding translations or even the structure of the class.
Please remark on the instructor's areas to be improved. What specifically did you think the instructor could have done to enhance your educational experience? أذكر النقاط التي تحتاج إلى التطوير في المدرس. ما هي بالتحديد الأمور التي تعتقد أن المدرس بحاجة أن يفعلها لتحسين تجربتك التعليمية؟	I was a little confused when we began the translation of the novel in our class and began discussing this in office hours, since that meant we now had a bi-weekly novel translation to do in addition to our weekly office hour homework and the usual preparation for class. I think that with the shift to the novel we should have just focused on weekly translations of the novel so we could have gotten through more of it.
Your overall, numerical rating of the instructor (0-10) برأيك الشخصي ما هي الدرجة التي (0-10) تعطيتها للمدرس بشكل عام من (10-0)	9
Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب	
The pace of teaching was just right - سير الدرس (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب) (سرعة)	Agree (أنتفق)
Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس الخلاقة والأدوات تستعمل بالدرس	Agree (أنتفق)

Translation Section 2

Class starts on time - يُبدأ الدرس على الوقت تماما -	Strongly agree (أنتفق تماما)
Class ends on time - ينتهي الدرس على الوقت تماما -	Strongly agree (أنتفق تماما)

Additional Comments for Section A (Organization and Logistics) أي تعليقات إضافية تتعلق بأسئلة القسم ب (والتي تتعلق بالتنظيم والأمور اللوجستية)	
The instructor engages me throughout most of the class - المدرس يشرك الطالب في كل النشاطات - الصفية معظم الوقت	Strongly agree (أُتفق تماما)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أُتفق تماما)
The instructor encourages questions - المدرس يحفز الأسئلة	Strongly agree (أُتفق تماما)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب وبصلب هذه المواضيع	Strongly agree (أُتفق تماما)
Material is presented in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة -	Strongly agree (أُتفق تماما)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة - بالصف, صف البيئة الصفية	Strongly agree (أُتفق تماما)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع -	Strongly agree (أُتفق تماما)
I enjoyed the tag-team teaching format - أنا أحب التدريس بطريقة الفريق الجماعي	No opinion (لا تعليق)
Describe the teacher student relationship. With the class in general, and with you specifically صف العلاقة بين المدرس والطالب بشكل عام بالصف وعلاقة المدرس بك بشكل خاص	Ustadha Nadeen is very friendly and personable, making the dynamic between her and the rest of the class a positive one. She is encouraging and patient with students, as well as receptive to suggestions of topics to cover in class. I have had very positive experiences with Ustadha Nadeen in class and in office hours, and especially appreciate her willingness to

	accommodate my specific interests and answer my individual questions.
Please describe the instructor's areas of strength. What specifically did you like about the instructor? صف نقاط القوة في المدرس, وما الأشياء المفضلة لك في المدرس	Ustadha Nadeen does an excellent job in making the classroom a collaborative space. Since our class focuses on translation, she often guides discussions regarding words or phrases that may pose translation challenges, allowing students to learn from each other as well as from her. I also appreciate Ustadha Nadeen's flexibility in allowing us to work on texts of various kinds, and her frequent availability for office hours/to workshop translations.
Please remark on the instructor's areas to be improved. What specifically did you think the instructor could have done to enhance your educational experience? أذكر النقاط التي تحتاج إلى التطوير في المدرس. ما هي بالتحديد الأمور التي تعتقد أن المدرس بحاجة أن يفعلها لتحسين تجربتك التعليمية؟	I am quite happy with this class and Ustadha Nadeen's instruction. I do not have any specific suggestions for improvement.
Your overall, numerical rating of the instructor (0-10) برأيك الشخصي ما هي الدرجة التي تعطيه للمدرس (0-10) بشكل عام من (10-0)	10
Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب	
The pace of teaching was just right - (سرعة سير) الدرس (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب	Strongly agree (أنتفق تماما)
Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس الخلاقة والأدوات تستعمل بالدرس	Agree (أنتفق)
Any additional comments, thoughts, or suggestions about the program's instruction? أذكر أي تعليقات إضافية أو أفكار أو إقتراحات تتعلق بالبرنامج التدريسي	While I know this course is intended to focus on the practical side of translation rather than the theoretical, I would enjoy some occasional discussions of translation best practices or overarching theories. Not necessarily anything in

	<p>great depth, but perhaps we could debate some main ideas that shape how a translator approaches a text, or the some different ways translators view their role. Personally, I feel this would benefit the class as we aim to produce both accurate and high-quality translations.</p>
--	--

Advanced Ammiyah Group 2

Class starts on time - يُبدأُ الدرس على الوقت تماما -	Strongly agree (أُتفق تماما)
Class ends on time - يُنتهي الدرس على الوقت تماما -	Strongly agree (أُتفق تماما)
Additional Comments for Section A (Organization and Logistics) أي تعليقات إضافية تتعلق بالتنظيم والأمور اللوجستية	
The instructor engages me throughout most of the class - المدرس يشرك الطالب في كل النشاطات - الصفية معظم الوقت	Strongly agree (أُتفق تماما)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أُتفق تماما)
The instructor encourages questions - المدرس يحفز الأسئلة	Strongly agree (أُتفق تماما)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب وبصلب هذه المواضيع	Strongly agree (أُتفق تماما)
Material is presented in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة -	Strongly agree (أُتفق تماما)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف, صف البيئة الصفية	Strongly agree (أُتفق تماما)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع	Strongly agree (أُتفق تماما)
Please describe the instructor's areas of strength. What specifically did you like about the instructor? صف نقاط القوة في المدرس, وما الأشياء المفضلة لك في المدرس	Ustadha Leena does an excellent job of encouraging students to experiment and make mistakes with Arabic, while also correcting these mistakes. She is patient with students and thorough in following up on questions or requests for additional resources. I particularly appreciate

	the way she intentionally outlines the objectives of each week, whether it be to build familiarity with a certain verb tense, practicing descriptive language, offering opinions, etc. Her calm and friendly presence also positively contributes to our classroom environment.
Please remark on the instructor's areas to be improved. What specifically did you think the instructor could have done to enhance your educational experience? أذكر النقاط التي تحتاج إلى التطوير في المدرس. ما هي بالتحديد الأمور التي تعتقد أن المدرس بحاجة أن يفعلها لتحسين تجربتك التعليمية؟	I am quite pleased with my experience in Ustadha Leena's class and do not have any recommendations for improvement.
Your overall, numerical rating of the instructor (0-10) برأيك الشخصي ما هي الدرجة التي (0-10) تعطيتها للمدرس بشكل عام من (10-0)	10
The pace of teaching was just right - سير الدرس (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب) (سرعة)	Agree (أتفق)
Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس الخلاقة والأدوات تستعمل بالدرس	Strongly agree (أتفق تماما)
The homework that was given was appropriate and helpful in my Arabic learning الواجبات التي تعطى بالصف مناسبة ومفيدة في دراسة العربية	Strongly agree (أتفق تماما)
Speaking - الكلام	5
Listening - الإستماع	3
Are the topics that the book addresses important to you?	Yes, the topics we have addressed revolve around the skills necessary to bring a speaker to the superior level on the OPI, which I have found to be a quite helpful organizational format for the class.

Islamic Studies

Class starts on time - يُبدأُ الدرس على الوقت تماما -	Strongly agree (أُتفق تماما)
Class ends on time - يُنتهي الدرس على الوقت تماما -	Strongly agree (أُتفق تماما)
Additional Comments for Section A (Organization and Logistics) أي تعليقات (إضافية تتعلق بأسئلة القسم ب (والتي تتعلق بالتنظيم والأمور اللوجستية)	well organized class structure, clear flow between topics and readings
The instructor engages me throughout most of the class - المدرس يشرك الطالب في كل النشاطات - الصفية معظم الوقت	Strongly agree (أُتفق تماما)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أُتفق تماما)
The instructor encourages questions - المدرس يحفز الأسئلة	Strongly agree (أُتفق تماما)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب وبصلب هذه المواضيع	Strongly agree (أُتفق تماما)
Material is presented in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة -	Strongly agree (أُتفق تماما)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف، صف البيئة الصفية	Strongly agree (أُتفق تماما)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع -	Strongly agree (أُتفق تماما)
I enjoyed the tag-team teaching format - أنا أحب التدريس بطريقة الفريق الجماعي	No opinion (لا تعليق)
Describe the teacher student relationship. With the class in general, and with you specifically	Dr. Hanan is able to really push us to expand our Arabic capabilities through the classwork and homework, and always asks great questions in class to help us discuss the material. She has a

صف العلاقة بين المدرس والطالب بشكل عام بالصف وعلاقة المدرس بك بشكل خاص	solid command of the class and engages each student in every class session, which I really appreciate!
Please describe the instructor's areas of strength. What specifically did you like about the instructor? صف نقاط القوة في المدرس, وما الأشياء المفضلة لك في المدرس	Strengths -- passionate about the subject, strong command of the subject material, and open to different ideas and viewpoints.
Please remark on the instructor's areas to be improved. What specifically did you think the instructor could have done to enhance your educational experience? أذكر النقاط التي تحتاج إلى التطوير في المدرس. ما هي بالتحديد الأمور التي تعتقد أن المدرس بحاجة أن يفعلها لتحسين تجربتك التعليمية؟	My only critique of the course is that I wish we could talk more about the context of each text, and delve a bit more into the circumstances surrounding the text and the author in order to fit it into the larger context of Islamic intellectual history. I think that sometimes we just get so caught up in the particulars of the text that we are not able to get the larger picture of what sorts of streams of thought are being presented through that author's worldview.
Your overall, numerical rating of the instructor (0-10) برأيك الشخصي ما هي الدرجة التي تعطيها للمدرس (0-10) بشكل عام من (10-0)	10
Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب	
The pace of teaching was just right - (سرعة سير) الدرس (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب	Strongly agree (أنتفق تماما)
Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس الخلاقة والأدوات تستعمل بالدرس	Strongly agree (أنتفق تماما)
The homework that was given was appropriate and helpful in my Arabic learning - الواجبات التي تعطى بالصف مناسبة ومفيدة في دراسة العربية	Strongly agree (أنتفق تماما)

Cinema of Bilad Asham

Class starts on time - يُبدأ الدرس على الوقت تماما -	Strongly agree (أُتفق تماما)
Class ends on time - يُنتهي الدرس على الوقت تماما -	Strongly agree (أُتفق تماما)
Additional Comments for Section A (Organization and Logistics) أي تعليقات إضافية تتعلق بأسئلة القسم ب (والتي تتعلق بالتنظيم والأمر اللوجستية)	
The instructor engages me throughout most of the class - المدرس يشرك الطالب في كل النشاطات - الصفية معظم الوقت	Strongly agree (أُتفق تماما)
The instructor assesses my comprehension - المدرس يقيم عملية الفهم والإستيعاب	Strongly agree (أُتفق تماما)
The instructor encourages questions - المدرس يحفز الأسئلة	Strongly agree (أُتفق تماما)
Subject matters discussed in class are appropriate and relevant - يناقش المواضيع والإشكالات بالصف بشكل مناسب وبصلب هذه المواضيع	Strongly agree (أُتفق تماما)
Material is presented in an easily understood manner - تقدم المادة بطريقة سهلة ومفهومة -	Strongly agree (أُتفق تماما)
Level of comfort in class. Describe the classroom environment - ما هو مستوى الراحة بالصف، صف البيئة الصفية	Strongly agree (أُتفق تماما)
The instructor seems to have a strong command of the subject - المدرس عنده معرفة قوية عن الموضوع	Strongly agree (أُتفق تماما)
I enjoyed the tag-team teaching format - أنا أحب التدريس بطريقة الفريق الجماعي	Strongly agree (أُتفق تماما)
Describe the teacher student relationship. With the class in general, and with you	

صف العلاقة بين المدرس والطالب بشكل عام بالصف وعلاقة المدرس بك بشكل خاص	
Please describe the instructor's areas of strength. What specifically did you like about the instructor? وما صف نقاط القوة في المدرس, وما الأشياء المفضلة لك في المدرس	Rawia is an excellent teacher! This is my favorite class. We've watched a really interesting selection of movies this semester, and Rawia has done a great job of focusing equally on language and on discussion/analysis of the films. I also have found the workload very reasonable, and I find the weekly voice recordings and Rawia's feedback on them really helpful for my language development.
Please remark on the instructor's areas to be improved. What specifically did you think the instructor could have done to enhance your educational experience? أذكر النقاط التي تحتاج إلى التطوير في المدرس. ما هي بالتحديد الأمور التي تعتقد أن المدرس بحاجة أن يفعلها لتحسين تجربتك التعليمية؟	
Your overall, numerical rating of the instructor (0-10) برأيك الشخصي ما هي الدرجة التي (10-0) تعطيه للمدرس بشكل عام من	10
Additional Comments for Section B (Instructor) أذكر أي معلومات إضافية تتعلق بالقسم ب	
The pace of teaching was just right - (سرعة) سير الدرس (تغطية المادة الدراسية بشكل مناسب للفهم والإستيعاب	Strongly agree (أتفق تماماً)
Games, activities, and other creative teaching methods and tools were used in the class - الألعاب والنشاطات وبعض طرق التدريس الخلاقة والأدوات تستعمل بالدرس	Somewhat agree (أتفق نوعاً ما)