CENTER FOR ARABIC STUDY ABROAD

2015 - 2016 Program
Full Year Report

Qasid Arabic Institute

KHALED H. ABUAMSHA
CASA EXECUTIVE DIRECTOR

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ACKNOWLEDGEMENTS

I wish to thank Nevenka Korica Sullivan, CASA’s Stateside Director at Harvard University, for her tireless efforts. Her vision, experience, and insights were an invaluable source of guidance for Qasid’s administration and instructors. I personally benefited from her vision and rich experience during her two month visit at the Qasid Institute.

We can’t forget to give our special thanks to William Granara, Director for the Center of Middle Eastern Studies at Harvard University. For his efforts in upholding the CASA program throughout the years. We also like to give our gratitude to the CASA staff at Harvard University for their support.

Special thanks to Sarah Stoll, Stateside Program Coordinator at Harvard University for providing us with the information needed to coordinate the program this year.

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

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

I want to give my special thanks to Banan Ammar for her unstinting efforts in every aspect of the CASA program. Her energy and enthusiasm were significant factors in CASA’s success.
ADMINISTRATION AND STAFF
In Amman, Dr. Khaled Abu Amsha serves as the program’s Executive Director alongside Banan Ammar, the CASA Program Coordinator, with Omar Matadar, Director of Qasid Arabic Institute, and Duaa Abdelhadi, Qasid’s Assistant Director. Fellows benefit from the assistance of Ayman Aladerbeh in student services, Waleed Ramadan for technical support and, Sami Abu Alia for financial services.

SUMMER 2015 PROGRAM
This summer, Qasid Institute ran the CASA I Program – designed to provide the intensive language and cultural education necessary for the development of the fellows' overall proficiency in Arabic language and culture.

CASA I FELLOWS
There were 16 fellows during the Summer Semester. Fellows came from the following universities:

<table>
<thead>
<tr>
<th>NAME (LAST, FIRST)</th>
<th>UNIVERSITY</th>
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<tbody>
<tr>
<td>Bedward Moyagaye</td>
<td>Rutgers University</td>
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<tr>
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<td>Georgetown University</td>
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<tr>
<td>Chelsea Villareal</td>
<td>Smith University</td>
</tr>
<tr>
<td>Jennifer Quigley-Jones*</td>
<td>Harvard University</td>
</tr>
<tr>
<td>Efeh Murad**</td>
<td>Harvard University</td>
</tr>
</tbody>
</table>

*Jennifer Quigley-Jones did not arrive in Jordan and withdrew from the program.
** Efeh Murad was expelled from the program by CASA for administrative reasons.

PRELIMINARY PLANNING
Planning for the students’ arrival began in late April. This included getting flight information from the students, organizing airport pickups, Summer Orientation, class schedules and major tours.

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Before the start of the program, Professor Nevenka Sullivan and Khaled Abu Amsha conducted a general meeting to answer any relevant questions about the program. Khaled Abu Amsha also conducted a workshop with the previous and new CASA instructors to discuss challenges faced last year. A special focus was put on strategies on how to enhance our implementation of content-based instruction philosophy during classroom instruction.

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.

Before the fellows’ arrival, all students were requested to give us their housing preferences. Upon arrival, they were taken to their preferred housing.

ARRIVAL OF STUDENTS AND ORIENTATION

The students arrived in Amman during late May and early June. The Qasid Transportation Department met the fellows at the Queen Alia International airport. Just after their arrival, the fellows were given a light meal with refreshments and access to a telephone. They were also given a welcome letter with a list of phone numbers for important contacts in Amman.

Qasid transported the students from the airport to their preferred housing locations based on prior student requests. Our housing department, Duaa Abdelhadi, Bilal Al Atrash, Samir Salameh, Ayman Aladerbeh and Ayman Al Atrash aided every student in fulfilling their housing preferences.

The student orientation took place on the 7th of June. The fellows were officially welcomed to the program by Professor Sullivan. She talked about the principles of the program and its different components. Duaa Abdelhadi, spoke about various aspects of living in Amman. She discussed transportation, clothing, shopping, phones, internet, money matters, water consumption, health, hospitals, visa procedures and safety procedures. Additionally, Khaled Abu Amsha conducted an academic orientation and spoke about the program, its philosophy, goals, and various components – the academic program, cultural program and intern program. The orientation ended with an open discussion to answer questions and discuss any issues.

During the orientation, Emily Larson, a graduate of the 2014 – 2015 CASA program served as the Cultural Assistant, spoke about the CASA program and gave students an overview of her experience. She also gave students practical advice on how succeed with their studies and make the most of the program.
Then, lunch was served and the CASA fellows had the opportunity to become acquainted with one another, as well as with the Qasid faculty and members of the administration.

On June 9th, CASA fellows had an opportunity to go on a field trip the Ajloun castle with some of the instructors and the cultural assistant.

This summer, classes began on June 10th and the last day of classes was August 10th. Total weeks of instruction were 8.

COMPONENTS OF THE SUMMER PROGRAM
The CASA I Summer Program provides intensive language and culture education through the following components: the Academic Program, Service Learning, the Cultural Program, and the Language Pledge.

ACADEMIC PROGRAM
The academic program 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. The sections were given the names of Arabic intellectual thinkers and linguists – Al Shatibi, Al Zamakhsari and Al Asmai’

Jordanian Colloquial Arabic
In the Summer Program, CASA fellows met with their teachers for 2 hours per day from Sunday through Wednesday, for a total of 8 classroom hours per week

Instructors

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Banan Ammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 2</td>
<td>Batool Daasan</td>
</tr>
<tr>
<td>Group 3</td>
<td>Rawiya Al-Bakri</td>
</tr>
</tbody>
</table>

In order to give CASA fellows an experience 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 that were used for this program consisted of authentic texts from Jordanian newspapers, videos, TV series, movies, advertising and social media networks. See Appendix II to see samples of the authentic texts that were used in the classroom.
Modern Standard Arabic: Introduction to Arab Contemporary Culture and Societal Issues

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

Instructors

Group 1  
Manal Oudeh

Group 2  
Sajedah Abu Saif

Group 3  
Khaled Sanober

This year, similar to last year, we didn’t depend 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, 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: to push the student beyond their level of proficiency and secondly to expose them to live 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 focus helped students to produce samples of writings that when shown to Arab natives, left them shocked that it was written by non-native speakers.

Student Assistants/ Office Hours

Some of our instructors have teaching assistants who will be working with them for the academic year and for giving students assistance outside of class hours. We held two types of office hours: Feedback meetings where students met which their instructors weekly and open hours for extra help. We also encouraged students to book additional office hours with their instructors each week for extra help and conversation opportunities.

CULTURAL PROGRAM

This summer, the cultural program was 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 the superior level.

We exposed students to various learning experiences and situations by establishing social networks through cultural partners and assigned projects related to their personal, professional and academic interests. Every week, students were asked to either work alone or in groups of two or three.
Before the beginning of the CASA program, students met with potential cultural partners and in order to see which partners have similar interests. This helped students choose their cultural partners when the time came. Thereafter, they were assigned a cultural partner to spend at least three hours every day with them. The students went out to various places in Amman with their cultural partner. See Appendix for weekly events by cultural partners.

Cultural Assistant
Emily Larson, the Cultural Assistant for the CASA 2015 Summer Program, prepared weekly activities for CASA fellows based on weekly cultural activities taking place in the city of Amman. She went to various events with the fellows and provided them with assistance with what to do in Amman and where to find things.

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

PROGRAM AND INSTRUCTOR EVALUATION
During the course of the term, a midterm and final evaluation were conducted. Khaled Abu Amsha, held regular meetings with instructors and students on how to improve the program. See (Appendix III & IV) for a sample evaluation.

REFLECTIONS ON THE PROGRAM AND PLANS FOR IMPROVEMENT
As part of our philosophy, we are continuously working on making our program more academically rigorous. In their evaluations, CASA fellows expressed a high level of satisfaction with the Summer Program. In particular with regards to the student-teacher relationship in engaging and encouraging class participation. Many students felt that the instructors had a great ability in engaging the various skill levels in the classroom and raising the overall proficiency of the class. The students were also
highly satisfied with the level of energy that each instructor brought to the classroom which motivated them to stay engaged with the material during the class.

Likewise, some of the students expressed challenges with the program. Some students felt that there was too much time spent on the vocabulary and wanted to spend time on other activities during the class. Likewise during the program some classes would move more slowly than what students had liked. Some students had wished that the reading workload was less and a greater focus was put on less materials but with greater depth on the content.

As part of philosophy, we take student feedback into serious consideration and think about how to improve our program. In regards to feedback suggested above, we have added additional exercises for students who felt we spent too much time on vocabulary to balance out our focus. We also have tried to give students who were slower than other in the classroom additional tutoring to ensure they are at the level of other students. We also have tried to create discussions around particular authentic texts to ensure students have a deeper understanding of the text they are reading.

Overall, students praised the program for consistently giving them feedback on their progress throughout the academic term.

CASA without Borders

From our lessons learned from the previous CASA program in 2014 – 2015, we have tried to ensure that students in this year’s program are able find volunteer opportunities at various organization in Jordan. Therefore we started finding organizations during the summer term and acquainting students with them so that during the fall term, they can be placed with an organization at the very beginning.

During the fall all 14 students were able to find opportunities with organizations in Amman and are volunteering with them.
FALL 2015 PROGRAM
This year, Qasid Institute offered the CASA I program designed to provide an intensive language and cultural education in order to develop overall proficiency of the fellows in Arabic and in their cultural competence of Arab Culture in order to move them to the superior level.

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

We also aimed at widening the students’ vocabulary in expressions, phrases and proverbs 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 a nutshell, we wanted to push them to the limits.

At the end of the summer CASA program, we conducted a pre-term orientation with the students where we gave fellows a detailed overview of the differences between the summer and fall program. We gave students strategies on how to approach the fall term as it is the most difficult terms for CASA students. We also discussed topics such as volunteering for the cultural program.

During the fall, the classes began on Sunday, September 6th with last day being 7th of December. The total instruction period is 12 weeks.

THE CASA I FELLOWS
There are 14 fellows during the current Fall Semester. Fellows came from the following universities:

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<td>Chelsea Villareal</td>
<td>Smith University</td>
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COMPONENTS OF THE FALL PROGRAM
The CASA I fall program provides intensive language and culture education through the following components: the Academic Program, Service Learning, The Cultural Program, and the Language Pledge.

ACADEMIC PROGRAM
The academic program in the fall consists of 17 contact hours per week. Each fellow is required to take four core courses: Jordanian Colloquial Arabic (Introduction to Jordanian Society and Culture) (4.5 hrs./wk.) Writing (1.5hrs/wk), Reading (Readings in MSA) (6hrs/wk) and Listening (Scenes from Current Arab Media) (4.5hrs/wk.)

The other supplementary courses to the program are the cultural program and the intern program which consists of at least 5 working hours in the week.

Group Al-Shatibi
Courses:
- Reading (Contemporary Arabic and International Issues)
  - Khaled Snober
- Jordanian Colloquial Arabic (Introduction to Jordanian Society and Culture)
  - Banan Ammar
- Listening (Scenes from Current Arab Media)
  - Ghadeer Abu Alhaj
- Writing Workshop
  - Rasha Kanaan

Group Al-Asmai’
Courses:
- Reading (Contemporary Arabic and International Issues)
  - Khaled Snober
- Jordanian Colloquial Arabic (Introduction to Jordanian Society and Culture)
  - Banan Ammar
- Listening (Scenes from Current Arab Media)
  - Ghadeer Abu Alhaj
- Writing Workshop
  - Rasha Kanaan

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**Cultural Program**
In the fall, we continued the cultural partner program, however we gave students the choice to either continue with their original partner or choose their own language partner. The program was still mandatory for all students to take part of during the fall term.

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

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<tr>
<th>NAME (LAST, FIRST)</th>
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<tr>
<td>Bedward Moyagaye</td>
<td>Church of Christ</td>
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<tr>
<td>Canuette GrimaldiKimberly</td>
<td>Jamalon Arabic Bookstore</td>
</tr>
<tr>
<td>Camille Cole</td>
<td>Center for Documents, Manuscripts and Bilad al-Sham studies</td>
</tr>
<tr>
<td>Jennifer &quot;Jamila&quot; Davey</td>
<td>Abd Al Hamid Shoman Foundation</td>
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<td>Robert Farley</td>
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<tr>
<td>Carolyn Lamboley</td>
<td>Al-Jazeera Media Company</td>
</tr>
<tr>
<td>Haley Lepp</td>
<td>HRS-Humanitarian Research Services</td>
</tr>
<tr>
<td>Aaron Magid</td>
<td>Right To Play</td>
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<tr>
<td>Katy Montoya</td>
<td>BBC: Humanitarian Research Services</td>
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<tr>
<td>Kevin Pace</td>
<td>JobEDU</td>
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<tr>
<td>Brooke Sauro</td>
<td>Syria: Direct Syria Direct</td>
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<tr>
<td>Justin Schuster</td>
<td>Sufra Restaurant</td>
</tr>
<tr>
<td>Keegan Terek</td>
<td>University of Jordan</td>
</tr>
<tr>
<td>Chelsea Villareal</td>
<td>N/A</td>
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APPENDIX I

ADMINISTRATION AND TEACHING STAFF

I. Administration

Professor Nevenka Korica     CASA Executive Director, Harvard University
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
Ayman Adarbeh                 Secretary, Qasid Institute

II. CASA Teachers

Teacher                      Courses Taught

Banan Ammar                  Jordanian Colloquial Arabic
Batool Dasaan                Jordanian Colloquial Arabic
Khaled Sanober               Reading (Contemporary Arabic and International Issues)
                            (M.A. Candidate)
Sajeda Abu Saif              Modern Standard Arabic
                            (PhD Islamic Studies)
Manal Odeh                   Modern Standard Arabic
                            (PhD Arab Literature)
Rawia Al-Bakri               Jordanian Colloquial Arabic
Rasha Kanaan                 Writing Workshop
                            (M.A. Teaching Arabic as Second Language)
Ghadeer Abu Al-Hajj          Listening (Scenes from Current Arab Media)
APPENDIX II

BIOGRAPHIES: 2015-2016 CASA FELLOWS

2015-16 CASA FELLOW BIOS – AMMAN

Moyagaye Bedward graduated from the City University of New York Queens College with a B.A. in political science and history. She is currently a Ph.D. student at Rutgers University-New Brunswick in Middle Eastern history. Her research interests are identity formation and race in 20th century Morocco.

Kim Canuette Grimaldi is currently a PhD student at the University of Texas at Austin. Her research interests include the representation of disability in contemporary Arab and Persian literature.

Camille Cole is a PhD student in the History department at Yale University. Before coming to Yale, she earned a BA in Politics and Middle Eastern Studies from Pomona College and an MPhil in Historical Studies from the University of Cambridge. Her research focuses on Ottoman Iraq and Qajar Iran, and she is especially interested in space, environmental history, and the history of technology. Camille has also studied Arabic in Aleppo, Syria.

Jamila Davey is a PhD student in Comparative Literature at the University of Texas at Austin where she studies classical Arabic literature, Islamic textual and hermeneutical tradition, and Francophone literature in Islamic contexts. Jamila holds an MA in Middle Eastern Studies from University of Texas and a BA in Philosophy from Northwestern University. Jamila has previously studied in Morocco.

Robert J. Farley is a doctoral student at UCLA’s Department of Comparative Literature, with a particular interest in bringing Arabic LGBTQI narratives in dialog with American discourses of race, gender, and sexuality. Robert has studied as a FLAS Fellow at CIEE Amman in 2013-14 academic year.

Carolyn Lamboley received a BA in history and politics from McGill University in Montreal in 2011, and graduated last year with a dual degree in International History from Columbia and the London School of Economics. She began studying Arabic in Montreal and it has since taken her to Morocco, Tunisia and Egypt, which she is very excited to return to.

Haley Lepp graduated from Georgetown University’s School of Foreign Service in May 2015, where she studied Science, Technology, and International Affairs. Haley’s academic interests include Internet governance, global information technology infrastructure, technological innovation as a source of political empowerment, and information technology under authoritarian regimes. Haley studied abroad in Jordan and Morocco during college and is excited to return to Amman with CASA.
Aaron Magid recently completed his Masters Degree from Harvard University where he specialized in Middle Eastern Studies. Previously, he graduated from the University of Michigan with a BA degree in Political Science and Arabic. He has studied Arabic overseas in Morocco, Palestine, and Jordan. After CASA, he hopes to work in journalism or public policy.

Katy Montoya received her B.A. in 2015 in Political Science and Islamic Studies from Swarthmore College in Pennsylvania. She studied Arabic with the University of Virginia-Yarmouk University program in Irbid, Jordan during the summer of 2013. She also conducted fieldwork research in Syrian refugee communities in northern Jordan in the summer of 2014. Her academic interests include refugee policy, civil society building, media, and film production.

Kevin Pace completed his undergraduate studies at Brigham Young University in Provo, Utah. He will finish his Master’s degree at Indiana University—Bloomingon in May of 2015. He enjoys studying languages, especially Semitic languages, and hopes to work in translation from Arabic to English.

Jennifer Quigley-Jones is an international development specialist, focusing on youth and Middle Eastern economic development. She received her Master’s from Harvard’s Center for Middle Eastern Studies in May 2015 with a full scholarship from the Kennedy Memorial Trust. She holds a BA in History and Politics from the University of Warwick and spent a year abroad at the University of California, Los Angeles. After completing the CASA Fellowship, she plans to remain in the Levant working on the Syrian refugee response.

Brooke Sauro graduated from Georgetown University in May 2015 with a BS in Foreign Service. Her academic interests include conflict resolution and post-conflict reconstruction in the Middle East, and she has previously studied Arabic in Amman, Jordan and Nizwa, Oman. Justin Schuster graduated from Yale University in 2015 with a double major in Global Affairs and Middle Eastern Studies. Originally from Baltimore, Maryland, Justin has previously interned for AMIDEAST in both Cairo and Amman. After CASA, he is interested in U.S. national security policy related to the Middle East.

Keegan Terek graduated from Georgetown University in 2015 with a BA in Arabic and Spanish and Portuguese Studies. Since 2010, he has spent four summers studying Arabic abroad in Egypt, Morocco, and Oman with the State Department’s NSLI-Y and CLS Programs. His academic interests lie at the intersection of language, sexuality, and identity. Upon completing his CASA Fellowship, Keegan hopes to pursue graduate studies in Arabic Sociolinguistics.

Chelsea Villareal graduated from Smith College in 2014 where she studied Arabic linguistics and Middle East studies. She has previously lived and studied in Jordan, Lebanon, Egypt and the UK. Her research interests span issues in bilingualism,
cognitive linguistics, and second language acquisition. After CASA, she plans to pursue a Ph.D. in Arabic linguistics.

**Esme West** graduated in 2015 from the University of Texas at Austin with degrees in Middle Eastern Languages and Cultures, Russian, and Cello Performance. Her primary interest is in Arab-Russian relations, and after completing the CASA program, she intends to further her studies in international relations and/or conflict studies.
### APPENDIX III: MIDTERM EVALUATION FOR THE SUMMER TERM

**Ustadha Batoul Dasan**

<table>
<thead>
<tr>
<th>Name of your Instructor *</th>
<th>Ustadha Batoul Dasan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Class *</td>
<td>Al Asmai</td>
</tr>
<tr>
<td>Class starts on time</td>
<td>Agree</td>
</tr>
<tr>
<td>Class ends on time</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

**Additional Comments for Section A (Organization and Logistics)**

| The instructor engages me throughout most of the class | Strongly agree |
| The Instructor assesses my comprehension | Agree |
| The instructor encourages questions | Agree |
| Subject matters discussed in class are appropriate and relevant | Agree |
| Material is presented in an easily understood manner | Strongly agree |
| Level of comfort in class. Describe the classroom environment | Strongly agree |
| The instructor seems to have a strong command of the subject | Strongly agree |

**Describe the teacher|student relationship. With the class in general, and with you specifically**

Batoul is very approachable and open to any questions students might have.

**Please describe the instructor's areas of strength. What specifically did you like about the instructor?**

I like that we focus on vocab acquisition in class, by using new words in various contexts (dialogues, skits, games). I also like that Batoul identifies our...
strongest points and areas for improvement during office hours. She seems very attentive to student needs.

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?

I would like to take more time to study vocabulary centered around specific topics (like when we studied words related to hospital settings). Also, I think I would benefit from more feedback on recordings.

<table>
<thead>
<tr>
<th>Your overall, numerical rating of the instructor (0–10)</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Comments for Section B (Instructor)</td>
<td></td>
</tr>
<tr>
<td>The pace of teaching was just right</td>
<td>Agree</td>
</tr>
<tr>
<td>Games, activities, and other creative teaching methods and tools were used in the class</td>
<td>Agree</td>
</tr>
<tr>
<td>The homework that was given was appropriate and helpful in my Arabic learning</td>
<td>Agree</td>
</tr>
<tr>
<td>Speaking</td>
<td>4</td>
</tr>
<tr>
<td>Listening</td>
<td>4</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
</tr>
<tr>
<td>Any additional comments, thoughts, or suggestions about the program’s instruction?</td>
<td>Sometimes pace of teaching seems really slow because of overall class proficiency level.</td>
</tr>
</tbody>
</table>
# APPENDIX IV: FINAL EVALUATION FOR THE SUMMER TERM

Dr. Manal Odeh 399

<table>
<thead>
<tr>
<th>Name of your Instructor *</th>
<th>Dr. Manal Odeh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Class *</td>
<td>CASA</td>
</tr>
<tr>
<td>Class starts on time</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Class ends on time</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Additional Comments for Section A (Organization and Logistics)</td>
<td></td>
</tr>
<tr>
<td>The instructor engages me throughout most of the class</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>The instructor assesses my comprehension</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>The instructor encourages questions</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Subject matters discussed in class are appropriate and relevant</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Material is presented in an easily understood manner</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>Level of comfort in class. Describe the classroom environment</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>The instructor seems to have a strong command of the subject</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>I enjoyed the tag-team teaching format – أنا أحب التدريس بطريقة الفريق الجماعي</td>
<td></td>
</tr>
<tr>
<td>Describe the teacher\student relationship. With the class in general, and with you specifically</td>
<td>Strong and professional. Open communication. Mural respect and enjoyment of classes. An excellent environment.</td>
</tr>
<tr>
<td>Please describe the instructor's areas</td>
<td>Dedication to the job. Lots of listening and</td>
</tr>
</tbody>
</table>
of strength. What specifically did you like about the instructor? willingness to tailor my learning to areas she perceives I need to focus on.

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?

Your overall, numerical rating of the instructor (0–10) 10

Additional Comments for Section B (Instructor)

The pace of teaching was just right Strongly agree

Games, activities, and other creative teaching methods and tools were used in the class Strongly agree

The homework that was given was appropriate and helpful in my Arabic learning Strongly agree

Speaking 5

Listening 5

Writing 5

Reading 5

Any additional comments, thoughts, or suggestions about the program’s instruction?
## APPENDIX V: MIDTERM EVALUATION FOR THE FALL TERM

### Ustadha Rasha Kanaan

<table>
<thead>
<tr>
<th><strong>Name of your Instructor</strong> *</th>
<th>Ustadha Rasha Kanaan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of Class</strong> *</td>
<td>CASA–Shatibi–Writing Workshop</td>
</tr>
<tr>
<td><strong>Class starts on time</strong></td>
<td>Strongly agree</td>
</tr>
<tr>
<td><strong>Class ends on time</strong></td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>

### Additional Comments for Section A (Organization and Logistics)

| **The instructor engages me throughout most of the class** | Somewhat agree |
| **The instructor assesses my comprehension**              | Agree |
| **The instructor encourages questions**                    | Strongly agree |
| **Subject matters discussed in class are appropriate and relevant** | Somewhat agree |
| **Material is presented in an easily understood manner**   | Agree |
| **Level of comfort in class. Describe the classroom environment** | Agree |
| **The instructor seems to have a strong command of the subject** | Strongly agree |
| **Describe the teacher/student relationship. With the class in general, and with you specifically** | Rasha's great contribution, in my opinion, is during office hours. She makes a big effort to spend the necessary time (always more than the required 15 minutes!!) to help students review their writing assignments and put into practice what has been discussed in class. It has been extremely helpful |
Please describe the instructor’s areas of strength. What specifically did you like about the instructor?

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?

Your overall, numerical rating of the instructor (0–10) 9

Additional Comments for Section B (Instructor)

The pace of teaching was just right  Somewhat agree

Games, activities, and other creative teaching methods and tools were used in the class  Somewhat agree

The homework that was given was appropriate and helpful in my Arabic learning  Strongly agree

Speaking 1

Listening 1

Writing 5

Reading 1

Any additional comments, thoughts, or suggestions about the program’s instruction?
APPENDIX VI: LANGUAGE PLEDGE

Language Pledge

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

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

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

- I commit to speaking Arabic exclusively while on the campus of Qasid Institute. I will also strive to use Arabic as much as possible when I am not on campus.

- I understand that using a language other than Arabic with other CASA fellows while on campus is a violation of CASA’s Arabic Speaking Policy and should be avoided at all times.

- I will make an effort to remind any fellow who breaks this policy at any time of their commitment to it in a friendly and non-confrontational manner.

- I understand that observance of the Arabic-Only Speaking Policy can be suspended with permission from the CASA administrators or in case of emergency.

- I understand that if I break this policy I will receive a written warning. If I receive more than two such warnings, CASA has the right to terminate my fellowship.

Signature: _________________________________ Date: ______________________
Appendix VII: Photos from the CASA Program

**Summer: Student Orientation**

![Image of a student raising their hand during a presentation.](image1.jpg)

![Image of a group of students sitting in a classroom.](image2.jpg)

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First CASA Trip: Ajloun
Cultural Activity: Breaking the Fast in Ramadan (with the Cultural Assistant)
Iftar with CASA Instructors and Current & Past CASA Students
**CASA Kitchen:** In our lesson in Jordanian culture, students discussed the entire week to talk about eating and drinking habits and the most famous Jordanian cuisine and the way they are cooked. At the end of the students and their professors participated in the preparation of the famous dish “Maqlooba”
Music Festival with Tariq Jundi
Lecture with Dr. Fatima Khan: She gave students a talk on how to go from the Advanced to the Superior level as a student herself who is a non-native speaker.
Fun Games & Contests: Students participated in a fun contest during midterm to help lighten up the mood.
Talk with Humam Eid: On Arab Music and Arabic Tones with Demonstration
Workshop with Calligrapher Muhammad Al-iJal
Scavenger Hunt in Amman, Jordan