Center for Arabic Study Abroad

Fall & Spring Programs
September 2012 to May 2013

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I wish to thank Dr. Mahmoud Al-Batal, CASA interim director, for his dedicated efforts to implement a CBI curriculum and his support for faculty and staff. Dr. Al Batal’s vision, leadership and enthusiasm remain the dynamic force that keeps CASA at its high standard. Dr. Al-Batal has always been there despite geographical distance and denied CASA none of his academic knowledge or experience. I also wish to thank Dr. Zeinab Taha, co-director of CASA, for her relentless support of CASA.

CASA also appreciates the efforts of Dr. Amr Saharawi, AUC’s Provost, Mr. Brian MacDougall, Executive Vice President for Planning and Administration, and Dr. Hesham Abd El Aziz, Associate Vice President for Facilities and Operations Down Town, for their continued support and efforts to ensure that CASA is provided with adequate learning space, resources and constant updates on safety and security. I would also like to express CASA’s gratitude to Mr. Fouad Sayess, Vice President for Finance,; Miss Amira Gaber, Manager of Grants Accounting,; Miss Eman Barr, Principal Accountant,; Ms. Dina Adly, Director of the Office of Sponsored Programs,; and Ms. Nivine Seif, Assistant Director of the Office of Sponsored Programs,. CASA would also like to thank the US Department of Education, the CASA Consortium members, the Ford Foundation, and the Mellon Foundation for their generous and continuous support.

I also would like to extend special thanks to the Arabic Language Institute (ALI) and the administration and staff as well as to the CASA administration and staff in Cairo for their cooperation and resilience to make a very challenging year a worthwhile learning experience for our CASA fellows. Within the CASA office itself, my deepest gratitude goes to Ms. Wassima Al-Shafei, Program specialist, Hoda Awadallah, Wassima’s substitute during the spring semester, Mr. Hani Yousry, CASA Program senior administrative assistant & Technical support, and Mr. Mohib Nassif, Fellow Affairs Assistant for their efficiency in responding to the needs of both fellows and teachers.

Finally, I would like to thank, commend, and express my appreciation for all of the CASA fall and spring 2012 teachers for a job well done. The faculty of CASA remains the principal reason behind CASA’s continuing success.

ADMINISTRATION AND TEACHING STAFF

Dr. Mahmoud Al-Batal remained interim Director. In Cairo, Dr. Zeinab Taha continued to serve as CASA co-director and Dr. Iman A. Soliman continued as CASA’s executive director. Ms. Wassima Al-Shafie continued to serve as CASA program specialist and Mr. Hany Yousry as administrative assistant and newly as technical support. Mr. Mohib Nassif worked as fellow assistant (Appendix A.I). As for the teaching faculty, they were drawn from the best teachers at ALI in Fall 2012 and from Content subject experts from National Universities and Research Centers in Egypt in Spring 2013 (Appendix A.II).

A. PROGRAM OF THE FALL SEMESTER

This year, the fall semester provided CASA I fellows with an intensive language and culture education necessary for the overall development of their Arabic language proficiency levels and intercultural competence. It also offered a CASA II program to one graduate fellow who was interested in further developing his ability to use the Arabic language in the field of Discourse Analysis.

1. THE CASA I FELLOWS

There were 37 full-year fellows during the fall semester. Fellows came from the following universities:

The University of Chicago, UCLA, University of Tennessee, UT-Austin, BYU, Wesleyan University, Princeton University, Georgetown University, University of Toronto, Columbia University, Brown University, University of Michigan, University of Maryland, NYU, Harvard University, Washington University, University of Oregon, American Military University, and Indiana University-Bloomington.
2. PRELIMINARY PLANNING

Planning for the fall semester began with reviewing the security situation in Tahrir.

a. Program Location: Safety & Stability

Since the disruptive political eruptions in Tahrir in fall 2011 and the vandalism of the Hill House where CASA was located, CASA decided to move to the AUC Zamalek dorm and stay there for a transitional period. With the start of the fall semester we were hoping to move back to Tahrir. However, the program administration decided to keep the program in Zamalek due to the continued disruption on the square which was related to the on-going tensions regarding the formation of the new Egyptian constitution. The decision has proven to be a wise one as violence, protests and demonstrations continued in Tahrir Square.

Owing to AUC’s support and generosity, necessary modifications were applied to the men’s section of the dormitory on the first floor to accommodate the CASA program. Bedrooms were converted into smart classes and into offices for teachers. All CASA damaged and equipment stolen from the Tahrir campus was replaced and computer networks in Zamalek were strengthened and renovated to meet instructional needs. Despite the quick restoration of our Hill House classrooms and offices, we remain in Zamalek and plan to stay there for this year (fall & spring), seeking stability that allows for long term planning and insures fellows’ safety.

b. Curriculum Changes: Content Based Instruction (CBI)

With more advanced fellows applying to CASA year after year, it became necessary for CASA over the past three years to modify its long existing curriculum to meet 21st century educational goals and address the needs of a new class of advanced language learners. Listing options for curriculum design, content-based curriculum stood out since it enabled CASA to meet the new challenges and serve new and different fellows’ needs. This is so because, in recent years, content-based instruction has become increasingly popular as a means of developing linguistic ability and proficiency as well as increasing advanced academic study skills. CBI has strong connections to project work, task-based learning and a holistic approach to language instruction, which comply with 21st century educational goals.

Hence the following changes and modifications have taken effect within the CASA curriculum:

- CASA has reviewed its educational goals & classroom practice and aligned them to the CBI framework. CASA teachers have developed new content integrated skills courses like “Hikayaat MaSrīyya”; Mashaahid min al Plaam al ‘Arabiī and QaDaayaa ‘Arabiyya to replace the traditional MSA Reading & Writing, MSA Listening & Speaking, and Egyptian Colloquial Arabic courses.
- All new courses and accompanying tasks require cultural understanding, cross-cultural communication, and interactions with other CASAwiyyii and Egyptian peers.
- Language learning activities incorporated new and innovating approaches to teach core content knowledge together with lifelong skills. Teachers engaged the fellows in real world tasks such as attending plays in public theatres and engaging in post-show peer discussions. Such activities presented the fellows with opportunities to negotiate meaning and acquire knowledge in the target language that prepares them for a live interview with the play director. After meeting with the director in their classrooms, each of the fellows wrote a review with commentary on the play.
- More teachers invited speakers to their classes.
- Classroom activities revolved around more outside field trips and cultural excursions such as visiting the Wissa Wassef’s Museum in Al-Harraniyya village and Al-FusTaaT traditional crafts center.
- Although the CBI curriculum is still in its foundational stages, the new curriculum & schedule design allow fellows free weeks where each of them can participate in selecting the reading / listening texts and in leading classroom discussions; preparing learning materials for their peers such as notes on background information, presentations that supports comprehension of unfamiliar texts. Teachers use such activities to push fellows towards becoming lifelong independent learners who are capable of taking control of their own learning experience.
3. FALL ORIENTATION

a) Fellow Orientation
Fall orientation took place on the first day of the semester, Sunday, September 2, 2012. The CASA Executive Director, Dr. Iman A. Soliman, welcomed the fellows and presented and discussed the fall schedule and curricular changes from courses that focus on a specific skill to content based instruction. All fellows received a packet that included the orientation schedule, important updated phone numbers, the AUC fellow calendar, CASA attendance policy, CASA calendar of events and cultural activities (Appendix A.III), fall class schedule (Appendix A.IV), as well as the visa and course registration forms (Appendix A.V), and the language pledge (Appendix A.VI). Classes began on Monday, September 3, 2012, and the last day of classes was Thursday, December 13, 2012.

As part of the orientation presentation, Dr. Iman Soliman spoke about the following:

- Emergency and security issues as per AUC’s Emergency Management Team’s advice: Fellows were asked to avoid large gatherings; they were advised on what to do if caught in the middle of a large gathering where violence erupts; and on safe areas where fellows should live. She also asked them to make sure they updated their Public Safety Notice accounts in order to receive regular alerts from AUC. Fellows were also reminded to seek accommodation away from the downtown area where unforeseen violence or demonstrations can occur at any time.

- The titles and objectives of the theme based courses (QaDaayaa ‘Arabiyya, Mashaahid min al Flaam al ‘Arabii, Hikayaat MaSriyya) were announced and discussed.

- The culture program and calendar of events were discussed, and an announcement was made concerning the new CASA culture Facebook group where fellows can learn about upcoming cultural events throughout Egypt.

- ALI trips and CASA policy with regards to subsidizing travel expenses of fellows who join these trips.

- CASAwiiyyuun bilaa Huduud Program, the community-based component of the program and its pedagogical and cultural value.

- After the meeting, the fellows completed the registration forms and received their monthly stipends. All orientation activities were conducted in Arabic.

b) Faculty Orientation
A fall orientation was also conducted for the CASA faculty, where they were introduced to one another. During this orientation, the Executive Director answered questions regarding the program and new curricular changes, stressing the importance of adopting an integrated skills approach to language teaching and its implications for fellow assessment.

c) Mid-semester Orientations
Mid-way through the fall semester, the Executive Director organized two seminars on harassment. The first one was a discussion group that focused on the needs of our female fellows and how to deal with harassment.
The discussion leader was Dr. Ola Morsi, a psychiatrist from the AUC fellow counseling and wellness center. The second session was organized in coordination with one of the fellows through her community-based project and volunteer work in an NGO called BaSmathat is actively involved in training young men and women on how to control harassment in a nonviolent way. Three men from BaSma led the discussion.

4. COMPONENTS OF THE FALL PROGRAM

The CASA I program provides intensive language and culture education through the following components: the academic program, cultural program of events and lectures, and the language pledge.

a) Objectives of the Academic and Cultural Program

The long range plan of the CASA program includes expanding and modifying the program’s pedagogy and curriculum, as well as coordinating academic training with community based learning, and various cultural and social activities to enhance learning and improve personal experiences of fellows throughout their CASA year.

To enhance academic excellence, the program aims to improve its pedagogy by linking research to practice and improve its instructional materials through the teamwork of all faculty members. Through regular evaluations and surveys, the fellows’ perspectives of the CASA program’s strengths and weaknesses will be available to administrators and faculty at all times. Special efforts will be made in developing new instructional materials and improving the assessment tools of the program.

To enhance community service as an experiential learning component of the program, CASA will continue to build partnerships with various NGO’s in Cairo to provide service opportunities that suit the individual needs and interests of the CASA fellows.

To improve overall experiences of CASA fellows during their year in Cairo, the program will increase its involvement in providing opportunities for fellows to interact socially with Egyptians and provide emotional and social support that fellows need to deal with various challenges of living in a different culture. This will be accomplished through forming partnerships with other institutions and improving links with AUC’s counseling center.

b) Academic Program

The academic program in the fall consisted of 20 contact hours per week. Each fellow was required to take four courses: Hikayaat MaSriyya (4.5 hrs./wk); QaDaaya ‘Arabiyya Mu’aaSira (6 hrs. /wk); Mashaahid Min Al-Ilaam Al-‘Arabii (3 hrs./wk); CASAwiyuyun bila Huduud (3 hrs./wk). These contact hours included Al Warsha. (See Fall 2012 Schedule, Appendix A.IV)

Hikayaat MaSriyya

In the fall semester, the CASA fellows met with their teachers for 1.50 hours three times a week for a total of 4.5 classroom hours per week. Fellows were divided into five sections according to their summer placement tests with minor changes in grouping based on achievement.

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<thead>
<tr>
<th>Group 1</th>
<th>Ms. Shahira Yacout</th>
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<tr>
<td>Group 2</td>
<td>Mr. Sayed Ismail</td>
</tr>
<tr>
<td>Group 3</td>
<td>Ms. Nermine Bassily</td>
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<tr>
<td>Group 4</td>
<td>Ms. Nermine Bassily</td>
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<tr>
<td>Group 5</td>
<td>Mr. Emad Samir</td>
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</tbody>
</table>

The fall fellows still worked with some units of the CASA book, Umm D-dunya together with new materials developed under the title of Hikayaat MiSriyya, which was published on CASA’s Blog (http://casa-egypt.com/) and piloted during the semester.

CASA fellows who complete CASA 501, Hikayaat MaSriyya, will be able to:
1. Sustain long conversations clearly and confidently, with attention to cultural norms.
2. Display a mastery of communicative and narrative strategies.
3. Express themselves freely using Egyptian idioms and catch phrases.
Engage in conversations at an educated spoken proficiency level without being startled by sudden topic shifts.

Use specific examples in a text to illustrate an aspect of human behavior.

**QaDaayaaُ Arabiya Mu’aaSira**

In the fall semester, the **QaDaayaaُ Arabiya Mu’aaSira** classes met for two hours three times a week for a total of six classroom hours per week. The fellows were divided into five sections based on their initial grouping in the summer with minor adjustments based on achievement or teacher’s recommendations.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Ms. Nadia Harb</th>
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<tbody>
<tr>
<td>Group 2</td>
<td>Ms. Azza Hassanain</td>
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<tr>
<td>Group 3</td>
<td>Mr. Sayed Ismail</td>
</tr>
<tr>
<td>Group 4</td>
<td>Ms. Seham Badawi</td>
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<tr>
<td>Group 5</td>
<td>Ms. Nadia Harb</td>
</tr>
</tbody>
</table>

The program in the fall semester is theme based. It revolves around twelve main themes that cover different aspects of Arab culture and society; comprising high and low culture. (See list of themes, *Appendix A.VII*). The theme-based approach is presented through a variety of articles of different genres; accompanied by suggested in-class and out-of-class activities, as well as vocabulary and language analysis exercises. In addition to the selected topics, CASA fellows read a variety of contemporary Arabic novels.

**CASA Fellows who complete CASA 531, QaDaayaaُ Arabiya Mu’aaSira** will be able to:

1. Demonstrate an understanding of long articles on a variety of topics in addition to some literary works.
2. Identify and analyze complex structures in texts.
3. Use sophisticated terminology and expressions confidently when discussing main and supporting ideas.
4. Understand the cultural nuances in the written text.
5. Comment on written texts.
6. Distinguish fact from opinion.
7. Specify evidence supporting an argument.

As in last year, writing was integrated into the fall semester. The writing component focuses on enabling fellows to:

1. Write clear-cut summaries with relevance to narrative and factual descriptions.
2. Produce a written descriptive narrative with some detail and right time frame and produce descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, comparisons, and simple technical material written for the general reader.
3. Employ and manipulate cohesive devices accurately.
4. Distinguish the linguistic and structural features of texts for the following purposes: Comparisons; Persuasion - Controversy - Book Reviews
5. Write for the preceding purposes, using different types of writing Arabic.
6. Identify common word order patterns and organization.

**Mashaahid Min Al-Ilaam Al-‘Arabii**

Unlike the summer semester, which adopts an integrated skills approach to language teaching, the fall semester is distinguished by focusing attention on developing individual skills.

**Mashaahid Min Al-Ilaam Al-‘Arabii** classes met for 1.50 hours twice a week for a total of 3 classroom hours per week. The fellows were divided into five sections based on the MSA and ECA summer teachers’ recommendations.

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<tr>
<th>Group 1</th>
<th>Ms. Dina Nouayem</th>
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<tr>
<td>Group 2</td>
<td>Ms. Shahira Yacout</td>
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<tr>
<td>Group 3</td>
<td>Ms. Maha Saleh</td>
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</tbody>
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7
The listening program dealt with the same issues and themes presented in the reading class. The materials comprised a selection of TV programs, news and documentaries which exposed the learners to narrative, informative, and persuasive aural language. The parallel themes aimed at recycling vocabulary and building on the learners’ background knowledge to aid in comprehension. Fellows also prepared weekly aural presentations and conducted discussions around their topics with their class.

CASA Fellows who complete CASA 521, *Mashaahid Min Al-Flaam Al-ʿArabii*, will be able to:
1. Follow and comment on talk shows.
2. Analyze main and secondary ideas in an argument.
3. Argue and support their argument with examples and facts.
5. Appreciate the cultural nuances and idiomatic expressions in a text.
6. Categorize implied meaning in a conversation.

**CASAwiyyun Bilaa Huduud**
The *CASAwiyyun Bilaa Huduud* course design promotes individual and group projects and encourages fellows to contribute to the host society while using the target language as they engage in community service. Participants in *CASAwiyyun bilaa Huduud* are required to present their work in the EURECA Conference (Excellence in Undergraduate Research, Entrepreneurship and Creative Activities). See Conference page at: (http://www.aucegypt.edu/research/conf/eureca/conference/Pages/default.aspx).

This course, though an elective, allows for total immersion while practicing and mastering essentials in innovation, technology, using target language, and career skills needed for work and life. *CASAwiyyun bilaa Huduud* (CASA 555) classes met for 1.50 hours twice a week for a total of 3 classroom hours per week. The fellows were divided into five sections:

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Ms. Dina B. El-Diek</th>
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<tbody>
<tr>
<td>Group 2</td>
<td>Mr. Sayed Ismail</td>
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<tr>
<td>Group 3</td>
<td>Ms. Maha Saleh</td>
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<tr>
<td>Group 4</td>
<td>Mr. Fady Awad</td>
</tr>
<tr>
<td>Group 5</td>
<td>Ms. Seham Badawi</td>
</tr>
</tbody>
</table>

**Al Warsha:**
A workshop for individualized language support was initiated to help attend to fellows’ different linguistic needs and difficulties in a way that enables them to understand specialized content and engage in higher order cognitive tasks. *Al Warsha* classes met for 1.50 hours per day twice a week for a total of 3 classroom hours per week.

c) **Cultural Program**

Connecting CASA fellows to Egyptians is an ongoing endeavor of the CASA administration. In the summer, the program offered the *Mishwaar wa Dardasha* program in which CASA fellows went on a *Mishwaar* (a short outing) with an Egyptian partner every week throughout the summer and engaged in a *dardasha* (chatting) on different topics and culture issues. Although this cultural module did not carry on as a program directed activity in the fall, CASA fellows continued meeting with these partners in their own time, organizing events or outings after they have made strong friendships with them. (See cultural events calendar, *Appendix A.III*).

**Lectures**

During the fall semester, the CASA fellows attended ten lectures with guest speakers from outside AUC. The lectures engaged fellows in a number of social and cultural issues related to their theme based course of instruction. The lecturers encouraged cultural understanding through intellectual discourse. Leading figures like: Galal Amin, Shahira Amin, Tarek Al-Nomaan, Mounir Gomaa, Salwa Bakr, Ez El-Din Naguib, Abd –
El Nasser Hassan, Khaled Abu Leil and a number of representatives of the different political and non-governmental organizations in Egypt were invited to talk to our CASA fellows.

**Trips**
CASA fellows were able to participate in a scheduled guided one day tours and subsidized long trips organized by ALI. Among these were: a tour to the Pyramids & Sphinx, a trip to Hurghada & St. Paul Monastery, a trip to Alamein & Commonwealth Cemetery, a tour of the Citadel, a trip to Luxor & Aswan, and a tour of St. Simon.

**End of the Semester Party**
Almost a week before the end of the semester, December 9, 2012, CASA fellows, staff and faculty members were invited to an end of semester luncheon. The lunch included a program of five performances which were undertaken by three fellows and a Christmas song presented by the faculty.

**d) Language Pledge**
To maximize opportunities for speaking Arabic both inside and outside the classroom, the program enhanced its Arabic-only speaking policy. CASA expects all its fellows to abide by the language pledge and to help create opportunities for speaking Arabic both inside and outside the classroom.

**5. OTHER EXEMPLARY ACADEMIC ACTIVITIES SUPPORTING THE PROGRAM**

**a) Integration of technology**
- The new curriculum promotes information technology through the use of a CASA blog (http://casa-egypt.com) which forms a simple online repository for Arabic language teaching and learning resources to serve as a platform for communicating news about CASA, publishing fellows’ distinguished projects and classroom teaching materials. At the piloting stages of the new content course the blog is also used for publishing and constantly reviewing the new content materials. Ms. Dina Bashir, a CASA part-time teacher, was in charge of updating and maintaining the CASA blog for the fall semester.
• The CASA teachers’ blog is a new platform introduced and initiated by the Executive Director in order to facilitate coordination between teachers who teach different sections of the same class in the way of sharing instructional materials and weekly schedules. The blog also serves to digitize teachers’ portfolios and save time and space for archiving these materials and files.

b) Teacher Training/Development (Appendix A. VIII)
With the implementation of a CBI framework came the need for ongoing training for teaching skills development & material design. On those two fronts the following was achieved: In the fall of 2012, a series of workshops were organized, coordinated and delivered to cover the following topics:

- Teaching listening & language to the advanced learners
- Podcasts and their use in language classrooms
- The course portfolio as a tool for achieving learning outcomes
- The art of discussion leading
- Making thinking visible: learning and teaching with concept/mind maps
- A challenging Area in advanced AFL Listening and speaking classrooms
- Teaching literature & language at the advanced levels
- Aiev A aP e v i tcA Language analysis
- Hikayaat MaSriyya

MESA 2012, CASA Panel
The CASA Executive Director organized and chaired a panel titled “Content Based Second Language Instruction CBI: The CASA Experience, Issues and Practical Considerations.” The panel consisted of the following presentations:

1. Ms. Nadia Harb presented “The Role of Task Design in Content Based Instruction: The Case of Palestinian Literature Course”.
2. Mr. Sayyed Daifallah presented “Role of Fellows in Developing a Content and Language Curriculum within CBI Framework: the case of Political Islam”.
3. Ms. Heba Salem presented “Challenges of Teaching Authentic Arabic in the CBI Curriculum: the Case of Colloquial Literature”.
4. Dr. Mahmoud Al-Batal presented “Preparing Students for Content-Based Instruction Abroad: Curricular and Pedagogical Issues”.

The aim of the panel was to share the CASA faculty experiences and expertise in teaching content-based courses. Urging CASA senior teachers to present papers reflecting on their teaching experiences and sharing recommendations and conclusions was a successful way of raising awareness among teachers of the theoretical foundations for the new CBI curriculum changes which in its turn has positively impacted choice of materials and assignments during the fall semester. The panel was well attended and received. It proved to be of interest to many AFL professionals who were keen on asking many questions on curriculum philosophy as well as issues of daily classroom practice, implications, and assessment methods after the presentations.

d) Material Development
A collaborative effort between three ECA teachers has resulted in developing the course materials, “Hikayaat MaSriyya” which is published and circulated on the “MaHaTTit CASA” blog while being piloted this fall.

Dr. Iman Soliman and Ms. Samah Kamel started designing and writing interactive materials for Egyptian colloquial course that uses songs to improve pronunciation, foster cultural understanding, and help long-term retention of vocabulary. One of the units of this course was piloted in the summer and the course is expected to be completed and programed by next year.

Iman Soliman is currently working on completing a radio language/culture program called “A proverb & a tale” hoping to launch it within the coming months. The program presents an Arabic proverb to the listener through a series of episodes that are acted out and recorded professionally.
6. PROGRAM EVALUATION & ASSESSMENT OF INSTRUCTION

EVALUATION & ASSESSMENT

The Executive Director in agreement with the CASA Director focused on developing the assessment tools and procedures of the program and instruction. All surveys were reviewed and developed so as to integrate questions that assess all aspects of the program in Cairo. All paper and pen questionnaires were transformed into online questionnaires that the learners can answer anytime anywhere. Through the fall semester fellows responded to three surveys assessing different components of the program. In addition to the surveys, the Executive Director also conducted classroom observations for mentoring and advising purposes as well as to identify teacher training needs. Below is a breakdown of the fellow and instructor assessment:

a) Placement
A writing proficiency exam was prepared by the CASA teachers at the end of the summer program enabling the administration to reshuffle the fellows into different sections during the fall semester to maximize the benefit of interaction in class. The exam was graded by the Executive Director using a six traits writing rubric.

b) Formative Assessment
Mid-semester survey: after 4 weeks from beginning of course (Appendix A.IX).
Classroom observations and feedback: All teachers were visited during the first month of the semester. The observations enabled the CASA administration to also assess the language proficiency levels of the fellows in the different groups which has shown great development in aural communication and reading comprehension since the summer. A feedback session was held after classes where strong points were commended and a number of suggestions were offered by the Executive Director to enforce integrated skills, promote more learner-centered teaching, and enrich classroom activities. Teachers were encouraged during the feedback sessions to reflect on their own teaching for self-assessment.

c) Summative Assessment
End of Semester Fellow Evaluation (Appendix A.X)
The end of semester fellow- evaluation of their teachers’ instruction is conducted via the AUC system online. All AUC instructors are evaluated by their students through this university system. Faculty and unit heads have access to the instructor evaluations only after the instructors submit the final grades to avoid bias.

d) End of Semester Fellow’s Assessment of Program (Appendix A.XI)
In the next to the last week of the semester, CASA fellows were required to respond to an online survey for final assessment of the program. The survey consists of MCQ and open-ended questions about different aspects and issues of the program. This fall survey included a section assessing the new CBI curriculum and methodology.

e) Assessment of fellow’s learning
Measuring fellow’s learning is always a challenge. The teachers’ choices are always limited by time, resources, and creativity. The instructors rely on on-going assessment of homework assignments and in-class participation, as well as regular and weekly tests. They also administered a mid-term as well as an end-of-term achievement test or project. The tests and projects were aligned to the program objectives. All exams were reviewed by the Executive Director.

7. REFLECTIONS ON THE PROGRAM AND PLANS FOR IMPROVEMENT BASED ON END OF FALL PROGRAM EVALUATION RESULTS

The CASA fellows found the CASA administration very effective and exceedingly helpful. The majority of the fellows felt that they were appropriately placed at the right level in their classes and consequently challenged enough to learn. In this reflection section of the report, since this is the first year of implementing the content-based curriculum and transitioning from skills-based teaching to a content-based instruction curriculum, I wish to focus on the extent to which the program successfully implemented the new CBI
curriculum and achieved its objectives. Innovative cultural and language learning activities will be highlighted with the aim of making recommendations for improvement next year.

In asking the fellows about their overall satisfaction with their language and culture learning experience in the fall under the new curricular changes, 82.6% of the responses ranged between satisfied and very satisfied with the language learning experience while the level of satisfaction with the cultural learning experience reached only 78.2%. (See Chart 1) With the CBI curriculum more attention needs to be given to integrating discrete real world culture exploration and immersion activities into the curriculum. It is obvious from some of the fellows’ remarks, such as:

- “Lectures preceded by an out-of-class project are phenomenally useful. For instance, visiting the Foustat handicraft art center before the related lecture brought the language to life during an otherwise grey hour of talking”;

that we need to revisit the schedule to free some time up for fellow’s exploration of culture before lectures.

The cultural events integrated into the curriculum this fall, besides the lecture series, were class outings to theatres, in class speakers and trips. Of these, in-class invited guests were found useful by 95.6% of the respondents (Chart 2), and 87% enjoyed going to theatre activities (Chart 3).

It was very interesting to notice that 91.3% of the fellows thought that the lecture series was linguistically somewhat beneficial with 1 fellow only thinking that it was extremely useful. The following comments explain why fellows did not rate the usefulness of the lectures series higher.

- “Perhaps fewer lectures but more substantive lectures would be better. Some of the speakers did not seem prepared.”

- “I have found the lectures more beneficial in terms of the content, as the language tended to be fairly straightforward. Also, some of the lecturers seemed to doubt our ability to understand
Arabic and often repeated terms in English; they may have also slowed down or simplified their speech for us.”

To maximize benefit from the lecture series, lecturers will be instructed not to adjust their language when addressing the fellows and to present more substantive content with complex ideas and thought.

Although the majority of the fellows honored the language pledge over 90% of the time when on campus (chart 5), still they have a long way to go in maintaining the language pledge outside of the classrooms and attain better levels than those indicated in chart 6. Chart 4 shows that maintaining language pledge outside of the classroom could be due to the low interaction rates with Egyptians outside of the classroom. Teachers will be encouraged to focus more on giving homework assignments on tasks that push fellows to interact with Egyptians most of the time.

In asking the fellows about the extent to which the new curriculum fostered acquisition of content, it was found that 56% of the fellows felt that it did while 26% replied that it did not. 17.4% replied, ‘other’. To make sure that this question rendered correct results and that the fellows understood what was meant by CBI, another detailed question asked the fellows to rate the extent to which 10 CBI characteristics, as identified in the literature, were achieved in the new curriculum.
We were glad to know that of all characteristics mentioned in Chart 7 above, “Our CBI classroom was more learner, rather than teacher, centered” rated highest in what the teachers were able to maintain a 100% of the time. “We explored interesting content & engaged in appropriate language-dependent activities” as well as, “We were taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments,” and “We learnt through doing and were actively engaged in the learning process. “We did not depend on the teacher to direct all learning or to be the source of all information” came in next in what teachers maintained 100% of the time. Of what was maintained for 90% of the time came “stimulating content; Assessment targeted both language and knowledge; We were taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments; Flexibility & adaptability in the curriculum was deployed as per the fellows’ interest. The following came in 3rd place of all characteristics that were observed 90% of the time:

- “We learnt through doing and were actively engaged in the learning process. (We did not depend on the teacher to direct all learning or to be the source of all information.)”
- “Central to CBI is the belief that learning occurs not only through exposure to the teacher’s input, but also through peer input and interactions. We learnt from interaction with peers”
- “We assumed active, social roles in the classroom that involved interactive learning, negotiation, information gathering and the co-construction of meaning”.

These results were very satisfactory at this pilot stage of the new CBI framework.

Fellows also made recommendations for improvement with regards to the type and quality of content knowledge delivered through the courses:

- “To an extent; the classes did incorporate content, but it was always in the service of language learning, which meant the materials were not always informative or beneficial in terms of content. Also, because each theme was studied for only a week, I feel I don't know enough about any of the topics we've covered. That said, I realize the fall was more linguistically oriented, and that the spring is a chance for more in-depth content courses”
- “The courses do indeed utilize (for the most part) a content-based approach, but I would strongly suggest that in the future they explore fewer topics in a deeper manner; the problem with superficially covering a new topic every week is that, at this point in their studies, fellows have virtually covered all of the selected topics at a basic level at least once before, if not multiple times, and as a result almost none of the content is new to them and can be (to be blunt) extremely boring. Personally, I would rather look at more specific, new content in depth, even if it's outside of my subject area.”

These comments show that next year, teachers should be encouraged to cover fewer topics in order to allow for a more in-depth covering of content and acquisition of concepts.

Summary
Overall, the first pilot of content-based instruction courses in the fall curriculum was successful and provided a rewarding experience to both faculty and fellows as indicated in some of the fellows overall comments:

- “The teachers have all been extremely helpful, knowledgeable, and appropriately demanding.”
- “Watching my ability to move through Egypt transform as my language skills increase. This has really been a wonderful experience.”
- “’Aammiyya class. As someone who has never taken any ‘aammiyya before coming to CASA, this has been tremendously useful, both linguistically and culturally. The use of riHlat ‘Abdallah, movies, class discussion of topics in Egyptian society, and our visit to the FusTaaT Traditional Arts Center have all been wonderful activities that I’ve learned a lot from and had fun with.”
8. CASA II

One fellow successfully applied and was accepted to the CASA II program to study during the fall semester (Appendix A.XII, for CASA II schedule).

B. PROGRAM OF THE SPRING SEMESTER

This year, the spring semester provided the CASA I fellows with intensive language and culture education necessary for the overall development of their Arabic language proficiency levels and intercultural competence. It also offered a CASA II program to one graduate fellow who was interested in further developing his ability to use the Arabic language in the field of Discourse Analysis.

1. PRELIMINARY PLANNING

Planning for the spring semester started with reviewing the security situation in Tahrir.

a. Program Location: safety & stability

When the spring semester started, the level of political instability jettisoned any chance of allowing the CASA administration to consider returning to the Tahrir Campus. CASA remained for the rest of the academic year in the Zamalek dormitory. The decision was finally made that CASA Zamalek will remain CASA’s home for the coming years in favor of safety and stability.

b. Fellow Orientation

Spring orientation took place on Tuesday, January 30, 2013. This spring, classes began on Wednesday, January 30, 2013 and the last day of classes was Sunday, May 19, 2013.

The CASA Executive Director welcomed the fellows and presented and discussed the spring schedule (Appendix B.I) and calendar of events (Appendix B.II). She also introduced the spring faculty and staff. In her presentation, Dr. Iman Soliman discussed the following:

- Emergency and security issues as per the advice of AUC’s Emergency Management Team: fellows were asked to avoid large gatherings; they were advised on what to do if caught in a middle of a gathering where violence erupts; and on safe areas where fellows should live. She also asked them to make sure they updated their Public Safety Notice accounts in order to be able to receive regular alerts from AUC. Fellows were also reminded to seek accommodation away from the downtown area where unforeseen violence or demonstrations can occur any time.
Since a number of spring faculty were coming from national universities and research centers, she highlighted the need to understand the higher education work culture at government universities in terms of teacher-student relations and expectations.

The suspension of ALI excursions owing to security situation

CASAwiyyun bila Huduud as an elective, where to start and how to proceed.

After the meeting, the fellows completed the registration forms, and received their monthly stipends. All orientation activities were conducted in Arabic.

c. Faculty Orientation

Dr. Al-Batal & Dr. Soliman led an early faculty orientation meeting in mid-January in which the basis of CBI was explained, and they introduced non-ALI faculty to the AFL setting and the need to constantly attend to the linguistic need of the fellows. Adjunct faculty was also introduced to the support system available for both faculty and fellows.

3. THE COMPONENTS OF THE SPRING PROGRAM

a. Academic Program

The academic program in the spring consisted of 20 contact hours per week. Each fellow was required to take four courses which each offered 3 contact hours. Some courses were more language oriented while others focused more on the academic content of the subjects chosen by the fellows.

The fellows successfully completed the academic program for the spring semester focusing on the improvement of their subject content knowledge, language abilities and culture learning through the content courses they studied in the spring.

The following elective courses were offered and taught by ALI faculty as well as subject experts:

1. Advanced ECA Literature
2. History of Egypt through movies
3. Sarcasm in Arab Literature
4. CASAwiyyun bila Huduud
5. Advanced Arabic Media
6. Egypt after the Revolution
7. Advanced Translation
8. Palestinian Literature
9. Classical Arabic Literature
10. Dialectology: Sa’iidi Dialect
11. Qur’an
12. Arab Feminists Movement
13. History of the Muslim Brotherhood
14. History of Egypt under Ottoman Rule
15. Comparative Analysis of Egyptian Revolutions through History
16. Arabic Grammar

b. Al Warsha

Al-Warsha during the spring semester was offered optionally for fellows who needed to develop their writing or speaking skills. Each fellow was able to work one on one with his/her Warsha instructor for 20 minutes per week.

c. Cultural Program

The spring cultural program was affected by the abrupt demonstrations and general political instability that prevailed in Cairo. Many of the scheduled ALI trips were cancelled or deferred. However, the main highlights of the spring semester were the CASA trip to Al-Gouna, organized by ALI; in class invited
speakers; and Dr. Christopher Stone’s invitation to the fellows to participate in “Culture Seasons in Egypt: Artistic Expression & Public Discourse” in which Dr. Sayyed Daifallah, CASA Faculty, also presented a paper on Fouaad Hadaad’s Literature.

Graduation Party

Almost one week before the end of the semester, May 16, 2013, CASA fellows, staff and faculty members were invited to a graduation party. Invited guests of honor to the party were: AUC President, Dr. Lisa Anderson, Professor El-Said Badawi, Dr. Hesham Abd El- Aziz, and Dr. Dala Abou El-Seoud, Chair Designate of ALI. During the graduation party, Dr. Iman Soliman seized the opportunity to thank Dr. Zeinab Taha and offer a token of appreciation for her long years of service in CASA as Co-Director and ALI as Chair. The CASA fellows enriched the graduation dinner program with songs, dances, and other performances.
4. OTHER EXEMPLARY ACADEMIC ACTIVITIES SUPPORTING THE PROGRAM

a.) CASAWIYYUN BILA HUDUUD CONFERENCE PRESENTATIONS

Three of the fellows who elected to continue with CASAWIYYUN BILA HUDUUD, as one of their elective courses, delivered presentations of their work, in Arabic, at the 8th Annual AUC Conference on Excellence in Undergraduate Research, Entrepreneurship and Creative Achievement (EURECA).

b.) Material Development

Mr. Emad Samir, CASA adjunct faculty, was assigned to design and write two new units for the “Hikayaat MaSrIyya” fall curriculum to be published fall 2013 on the “MaHaTTit CASA” blog.

5. ASSESSMENT OF INSTRUCTION & PROGRAM

EVALUATION & ASSESSMENT

A spring mid-semester evaluation of instructors and end of program evaluation surveys were administered to assess the overall satisfaction with the program and get fellows suggestions for improvement.

6. REFLECTIONS ON THE PROGRAM AND PLANS FOR IMPROVEMENT BASED ON END OF SPRING SEMESTER PROGRAM EVALUATION FINDINGS

1. PROGRAM ADMINISTRATION:

- The results of the spring 2013 program evaluation survey (Appendix B.III) show that the majority of the CASA fellows were satisfied with the CASA program administration in Cairo as indicated in charts 1 & 2. The Fellows expressed their appreciation of Dr. Iman Soliman’s directorship, and the fact that she was approachable. They also found the CASA staff responsive and helpful.

On the other hand, CASA fellows made comments and some recommendations to help improve the services provided to the fellows. Most prominent among these were the following:

- “We’d be expelled if CASA found out we were attending protests or other potentially contentious gatherings.”
- More organized assistance in finding housing should be provided by the Cairo staff at the beginning of the year.
- Build relationships with local organizations to provide fellows with internship opportunities.
- I think the administration has been very helpful, though I think they could provide more information prior to the official orientation about adjusting to life in Cairo.

The CASA administration in Cairo takes these comments with great consideration especially the one pertaining to pre-arrival adjustments to life in Cairo. The plan is to ask the cultural assistants to play a more effective role in this regard through their communication with the accepted fellows through the CASA...
Google Group. Also, we recommend creating a link to former fellows’ comments and advice on life in Cairo on the CASA UT webpage. Regarding help with housing, a web-list will be compiled with possible flats for rent and recommended real estate brokers and their phone numbers so that fellows can contact them upon their arrival. Building relationships with organizations is important; again, the cultural assistants for the year 2013-2014 will be asked to help in compiling a list of organizations with whom the fellows have worked during 2012-2013 to be published on the CASA blog and annually updated.

Regarding the comment about expulsion from the program and participation in demonstrations, it is recommended that the CASA admission packet includes a section declaring CASA’s policy regarding this issue in order to clearly establish the red lines.

2. **CASA wiyyuun Bilaa Huduud CASA without Borders “” (CBH)**

Chart 3 shows that 64.3% of the CASA fellows found **CASA wiyyuun Bilaa Huduud (CBH)** useful as one of their spring subject content classes.

- *I found CASA w/o Borders to be a wonderful experience.*
- *It has been useful for me in terms of pushing me to go out and participate with Egyptians in the society. I also made lots of Egyptian friends from the fall.*
- *The actual part where I went out into the community to volunteer. Sure, it was challenging to make this happen, but when it did, it was so rewarding. I saw aspects of Egyptian society I wouldn’t have seen otherwise and got to listen to a variety of Egyptian Arabic that I don’t normally hear (the very poor). These relationships were incredibly valuable to me, and I am so glad that I got to see them.*
- *Making Egyptian friends! And learning a whole lot about the culture, the way of thinking, everything.*

Furthermore, 55.6% of the CASA fellows’ project involved service or community work with an organization as per Chart 4. The rest of the fellows made research and/or research based on field notes/informal interviews as seen in Chart 5.

![Chart 3](image1)
![Chart 4](image2)
![Chart 5](image3)

It is noteworthy that CASA fellows achieved all of the learning outcomes that were stated in the CBH course syllabus by more than 60%. It is clear from chart 6 that the objective: "**Handing the cultural experience to enlarge and reflect on your own experience, and to reflect on and understand your own cultural context**" was the highest achieved, CASA fellows achieved it by 76.8%. The second highly rated objectives were:

- "**The realization of cultural context and the need for cultural learning and change**" which were both rated 65.4%
In addition to the above, CASA fellows made some recommendations to improve CBH as mentioned below:

- Minimize the kinds of administrative work we have to do (i.e., presentations, paper writing, etc).
- Expand the vision of the program a little more by helping fellows see how the project could apply to their future.
- Basically, perhaps CASA should employ someone who will reach out to organizations, form ties, and manage the year-long CASAwiyyun program.

CBH is now in its 3rd year of piloting and reviewing. After three years, the fellows remain highly satisfied with the program. CBH has finally realized its main goal of acculturation through fellow involvement in the actual Arabic speaking environment using their vast knowledge of Arabic language competently in real world tasks. The fellows’ comments show that they have enjoyed community based learning component of the spring program and valued their learning experience through community engagement. However, there is still a lot to be done on the administration’s side in terms of facilitating volunteer work; creating networks of community based partners and fine tuning the role of the “advisor” in this program. In addition, we need to study the possibility of narrowing down a bit the range of what fellows can do in either project work or research to guarantee maximum benefit and participation. All these points will be on top of the agenda when planning for next year (2013-2014).

3. **Spring Program Components:**

Since all the spring semester courses are electives, fellows’ course choices differed. It was obvious that “History of Egypt through Movies” was the highest on demand. 70.8% of the CASA fellows enrolled in the film class while aural and written translation courses combined rated second (45.8%). *CASAwiyyun Bila Huduud* took third place on the list of studied courses (33.3%). The diversity of courses that the CASA fellows took are displayed in the chart below. Thus, each course contained less than 40% of the CASA fellows as seen in Chart 7.

![Chart 6](image_url)
The results demonstrated in Chart 7 will be very informative when planning the spring program of 2014. It informs decision-making regarding what electives to offer and accordingly improves the election process. It is worth noting that a greater interest among the fellows was in courses that focus on ECA and dialectology in general (History of Egypt through Movies, ECA Literature, Sa`ididi Dialect). This will encourage the program administration to focus on developing and offering more ECA courses and invest in material preparation in this direction. It was obvious also that the next popular subject of the year’s electives was translation. This means that using translation exercises and meaningful tasks that focus on translations should be considered at an early stage in the curriculum and carefully integrated into the summer and fall core courses as well. CBH can be further developed and monitored to ensure greater participation.

It is also interesting to note from the fellows’ comments and evaluations that, despite claims made in the literature of ASL regarding superior level learners’ preference for content courses, our CASA fellows tend to appreciate more, within the immersion program structure, courses with a language focus and rich cultural input to those of pure content or content with marginal attention given to language instruction and practice. That being said, the “Feminist Movements in the Arab world” remains an exception to this observation. As for teachers, the evaluation of instruction results show that language instructors teaching content courses were more highly rated for their instruction than their counterparts who were merely content subject matter teachers or subject content experts. Although this observation calls for a more longitudinal study, it still highlights the need for more trained language teachers who are capable of teaching subject matter and makes it worthwhile for the program to recruit language teachers who are capable of teaching content–based courses.

Overall, the administration is very pleased to find that the majority of CASA fellows (92.9% of the respondents) were satisfied with their language learning experience in Cairo as indicated in Chart 8.
One of the CASA fellows commented:

- My Arabic Media class was amazing for improving my Arabic—I should have taken a media course a long, long time ago and the teacher was also amazing. I learned some aamiyya expressions in films and was so happy to have accomplished my goal from the beginning of the year of being able to watch films in Arabic without difficulty. CASAwyyin bila Hududu exposed me to different levels of Egyptian dialect (that of the very poor). And Feminism helped me to read academic writings in Arabic (and I will write my first academic research paper in Arabic soon).

4. **HOUSING AND LIVING IN CAIRO**

The CASA fellows lived in different areas of Great Cairo as per Chart 9. 57.1% of them lived in Dokki, and 21.4% of them lived in Mounira, Less than 15% of them lived in either Zamalek or Maadi. Only 42.9% of these apartments are available for the new fellows to rent as indicated by Chart 10. CASA fellows also kept the contact information of the landlord of these apartments. On the other side, CASA fellows were evenly split when asked to consider living downtown as seen in Chart 11. The following two comments demonstrate this divergence in opinion regarding living downtown:

- I would recommend against living downtown even though I remained in that area all year.
- Downtown has its problems, but so does every neighborhood in Cairo at the moment.

Despite this split in opinion and despite that a considerable number of CASA Fellows favor living downtown over living in Dokki for example, it still is and will remain the recommendation of the CASA Cairo administration that fellows should not live downtown owing to the greater probability of protesters cutting off roads or unforeseen violence erupting at any time. The matter that could lead to disruption of learning and class schedules as well as jeopardizing personal safety of the fellows. Such information should be announced on the UT CASA website notifying fellows before coming to Cairo of areas they need to abstain from when seeking accommodation. It is important to announce on the website that Dokki is the most recommended area for living, by the CASA office in Cairo, right after Zamalek.

5. **SECURITY AND SAFETY:**

Security and Safety are vital issues to CASA fellows especially during the exceptional times in which they live in Egypt. Fellows found the safety notifications provided by AUC’s Emergency Management Team useful by 84.7% as indicated in Chart 12. One of the fellows summarized the issue by saying:
The notifications from CASA were generally helpful. The notifications from the US Embassy are almost always too late after the event has begun to give sufficient warning to fellows.

![Chart 12](image1)
![Chart 13](image2)
![Chart 14](image3)

Furthermore, Chart 13 shows that CASA fellows felt safe on campus by 92.9% and that they felt that living and commuting in Cairo during the spring semester was safe by 85.7% as per Chart 14.

Confirming the above, CASA fellows wrote the following:
- Personally, I have had absolutely no problems the whole time I have been here.
- I sometimes feel safer in Egypt than I do in the States

On the other hand, some CASA fellows had the following concerns:
- However, I am *always* afraid that I will be run over by a vehicle in the street because one cannot always walk on the sidewalk, and in most places there are not pedestrian crossings.
- There were many more instances of robbery happening to CASA fellows this term.
- Sexual harassment has increased significantly.

Moreover, CASA fellows advised new CASA fellows with regards to living in Cairo during troubled times by the following:
- Cairo blows up periodically, but it calms down pretty quickly.
- Stay alert in the street. Follow the news closely. Accept the fact that most political protest is not dangerous, so avoid it when you can, but don't panic if you get caught up in it. Avoid all clashes. Respect the police, and they will respect you. Travel in groups. Don’t flash your electronics. Travel around Cairo with small amounts of money. Always have your phone on you. Don't be afraid to be aggressive and to get angry when you need to. Don’t be afraid to ask other Egyptians for help.

Finally, CASA fellows emphasized that “dressing appropriately” would help fellows avoid unwanted attention. It is obvious that harassment is still a huge issue facing both male and female fellows with the later suffering more intensely. The CASA Cairo program will organize and coordinate a series of orientation workshops next year on dealing with this issue and spread them out across the whole year and not conduct them exclusively during the summer orientation. The Executive Director will have this on top of her list of priorities for the coming year (2013-2014).

### 6. Interaction with Egyptians/Speaking Arabic:

CASA fellows came to Cairo to improve their Arabic language. Thus, Chart 15 shows that they interacted in Arabic with Egyptians to different extents. Only 24.0% of the CASA fellows interacted extensively, while 56.0% of them had frequent interaction and 20.0% had some interaction.
Furthermore, 88% of the CASA fellows believed that the program location had an impact on their interaction in Arabic with Egyptians as per Chart 16. They thought that the downtown campus was the best location. They ranked the Zamalek Dorm secondly, while the least popular was the New Cairo Campus. This is obvious from the CASA Fellows’ comments:

- While it's not as convenient a location as downtown, Zamalek is still in central Cairo and full of Egyptians who actually speak Arabic! Please avoid ever moving the program to New Cairo at ALL COSTS.

Only, 70.9% of the CASA Fellows maintained the Arabic Language Pledge either most of the time or some of the time. It was noteworthy that none of them maintained the pledge all the time throughout the spring semester and yet 80% of the fellows responded that the pledge was a useful tool for encouraging them to use Arabic outside the classroom.

They said:

- It makes people aware of the need to practice their Arabic.
- I thought it was very useful in the spring and fall, and I maintained it throughout those terms. However, after the break I didn't feel like talking to my friends in Arabic outside of the classroom.
- I do believe, especially early on, that sticking to Arabic inside the dorms was useful to building confidence and fluency. I don't see a need for major reforms, as the spring is a time when it is appropriate to let fellows be a bit more independent with their language decisions I think.

It is obvious the previous comments that the language pledge still remains one of the important corner stones of the CASA curriculum. However, more should be done on the administration’s side to encourage the fellows’ to interact with Egyptians outside of the classroom. Following were some of the Fellows suggestions:

- My first suggestion is: CASA should continue "mishwaar wa dardasha" (outing +conversation) activities.
- More time for CASAwiyyun bila Huduud!
CASA should try to offer homestays to those who want them. I also think that CASA should re-balance class time and homework time.

Inside the classroom? Hire private tutors.

I think the language partners in the summer were very helpful, and I think having the option to continue that beyond the summer would be great.

Although many of the recommendations above are sound and surely will encourage use of Arabic among fellows, the Executive Director believes it is a total waste of resources if the administration were to hire tutors and pay partners to encourage superior level learners, like those of CASA, to maintain the language pledge; especially considering that the program has already paid for these fellows to come and live in Egypt for a year to mingle with Egyptians in their daily lives. If CASA introduces the fellows during the summer to a number of Egyptian language partners through the Mishwaar wa Dardasha component, it expects the fellows at this level of proficiency to be able to maintain communication and make friends with some of the partners who in their term will introduce them to other friends for the rest of the year. It is the administration's intention to pump new blood into the list of partners that participate in the Mishwaar wa Dardasha component of the program. As a result, Dr. Christopher Stone managed to introduce us to some very interesting and well-accomplished young Egyptians who helped introduce our 2013 – 2014 fellows to Egyptian society. Interviews and screening meetings will be held shortly to select those most suitable to work with CASA during the summer 2013-2014 and create a network of Egyptian youth who are interested in sharing their culture and daily lives with the CASA fellows. We hope that as our network of Egyptian partners grows, our fellows will have a plethora of partners from whom they can choose, maintain friendship, and keep the pledge going inside as well as outside of the classroom.

7. **Overall Program Satisfaction/Perception of Benefit:**

Most of the CASA fellows believed that the spring elective courses enriched their overall language learning experience. Here are some of their comments:

- *I really liked the spring courses, and I was happy that they offered me the opportunity to work on improving the skills most useful to me, especially translation and proficiency in Egyptian Arabic.*
- *I enjoyed learning that I can actually watch movies in Arabic and understand them entirely. I should have taken a media class a long time ago because I now feel I can confidently read the news in Arabic. I also enjoyed reading academic articles in Arabic, and I am sure I will profit from writing my very first research paper in Arabic, too.*

Furthermore, 78% of the CASA fellows were satisfied with their cultural learning experience in the spring semester of the CASA program. Although, a number of them commented that they wanted a more structured cultural component in the spring as in the summer or fall rather than be on their own to find events and to explore cultural life in Cairo.

Overall, it was very pleasing to the CASA administration to find that despite the lack of unanimous and overwhelming satisfaction with all aspects of the program, 86% of the fellows said that they would undoubtedly recommend the program to a friend studying Arabic because it was a very worthwhile learning experience. The following are some of the CASA overall comments:

- *Overall, it's been a wonderful spring! Thanks to everyone who works at CASA for all their efforts this semester.*
- *CASA is an amazing experience! I would highly recommend it and do recommend it to my friends.*

8. **Overall Comments & Summary of Plans for Development & Improvement:**

The CASA Executive Director is very satisfied with the overall results of the spring program evaluation. The fellows’ insights and recommendations are very enlightening to the administration and will guide our development plan for the year 2013-2014 to fellows’ needs. By addressing some of the needs and recommendations made by the fellows the administration works on aligning needs to overall curriculum objectives. Following is a summary of some of the spring program development plans mentioned above:
- The spring course election process should be more organized. Pruning the existing list of elective courses to include 10 popular courses (over the past 3 years) rather than offering 25 courses as before will definitely improve and facilitate the process.
- More attention will definitely be given to the language content courses, in terms of materials development and preparation.
- The CASA in-service teacher training courses will focus on developing teaching skills for instructors who are capable of delivering specific subject matter content courses.
- More responsibilities will be given to the summer-appointed cultural assistants in terms of the information made available for the new fellows on the Google Group, specifically information about living in Egypt in general and in Cairo in particular.
- The administration will also offer more orientations regarding surviving in Cairo that focus on harassment during all three semesters and not just in the summer.
- Cultural assistants will also be in charge of gathering information from their class (2012-2013) about NGOs and Institutions with whom they volunteered in fulfillment of their CBH courses.
- The Mishwaar wa Dardasha partners’ list will be refreshed through accepting new Egyptian participants and expanding the network of language partners available to enable our fellows to find appropriate long term friends with whom they can chat in Arabic about various topics ranging from the mundane to the most sophisticated.
- Continue to offer CBH as an elective in the spring semester while further defining and improving the advisor’s role and support network available.
- Disseminate the fellows CBH projects and publish them on the CASA Blog for new fellows to reference.

7. CASA II

Two fellows were accepted to the CASA II program to study during the spring semester (Appendix B.IV, for CASA II schedule).
# Appendices

## APPENDIX A.I: Administration and Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Dr. Mahmoud Al-Batal</td>
<td>Interim Director</td>
</tr>
<tr>
<td>Dr. Zeinab Taha</td>
<td>CASA Co-Director</td>
</tr>
<tr>
<td>Dr. Iman Soliman</td>
<td>CASA Executive Director</td>
</tr>
<tr>
<td>Ms. Marissa Canales</td>
<td>CASA Stateside Program Coordinator</td>
</tr>
<tr>
<td>Ms. Wassima El-Shafie</td>
<td>CASA Program Specialist (Fall)</td>
</tr>
<tr>
<td>Ms. Hoda Awadalla</td>
<td>CASA Program Specialist (Spring)</td>
</tr>
<tr>
<td>Mr. Hany Yousry</td>
<td>CASA Program Senior Administrative Assistant &amp; Technical Support</td>
</tr>
<tr>
<td>Mr. Moheb Nassif</td>
<td>Student Assistant</td>
</tr>
</tbody>
</table>
## APPENDIX A.II: Faculty

### CASA Full-Time Teachers

**Fall 2012**

<table>
<thead>
<tr>
<th>Name of Teacher</th>
<th>Degree</th>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>
| Ms. Azza Hassan | M.A. in TAFL, AUC | CASA 531-04, CASA 521-05 | - Contemporary Arab Issues  
|                 |        |                  | - Scenes from Arab Media  
|                 |        |                  | - Al Warsha (Workshop)       |
| Ms. Shahira Yacout | M.A. in TAFL, AUC | CASA 501-03, CASA 521-02, CASA 521-04 | - Egyptian Stories  
|                 |        |                  | - Scenes from Arab Media       |
| Ms. Nadia Harb | M.A. in TAFL, AUC | CASA 531-02, CASA 531-03 | - Contemporary Arab Issues  
|                 |        |                  | - Contemporary Arab Issues      |
| Mr. Sayed Ismail | M.A. in Arabic Literature, Cairo University | CASA 501-02, CASA 531-05, CASA 555-03 | - Egyptian Stories  
|                 |        |                  | - Contemporary Arab Issues       |
|                 |        |                  | - CASA fellowfellows without borders |

### CASA Part-Time Teachers

<table>
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<tr>
<th>Name of Teacher</th>
<th>Degree</th>
<th>Course No.</th>
<th>Course Title</th>
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<tr>
<td>Ms. Dina B. El-Diek</td>
<td>M.A. in TAFL, AUC</td>
<td>CASA 555-02</td>
<td>- CASA fellowfellows without borders</td>
</tr>
<tr>
<td>Mr. Emad Samir Iskander</td>
<td>M.A. in TAFL, AUC</td>
<td>CASA 501-05</td>
<td>- Egyptian Stories</td>
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</tbody>
</table>
| Ms. Nermin Bassily | B.A. in English, Ein Shams University | CASA 501-01, CASA 501-04 | - Egyptian Stories  
|                 |        |                  | - Egyptian Stories       |
| Ms. Siham Badawi | B.A. in Arabic Literature, Cairo University | CASA 531-01, CASA 555-01 | - Contemporary Arab Issues  
|                 |        |                  | - CASA fellowfellows without borders |
| Ms. Dina Nouayem | M.A. in TAFL, AUC | CASA 521-01 | - Scenes from Arab Media               |
| Ms. Maha Saleh | Ph.D. in Arabic Classical Literature, Banha University | CASA 521-03, CASA 555-04 | - Scenes from Arab Media  
|                 |        |                  | - CASA fellowfellows without borders |
| Mr. Fady Awad | B.A. in Arabic Literature, Mansoura University | CASA 555-05 | - CASA fellowfellows without borders |
| Ms. Shereen Hassan | M.A. in TAFL, AUC | Al Warsha 1 (Workshop 1), Al Warsha 2 (Workshop 2), Al Warsha 3 (Workshop 3) |
| Mr. Mohamed Ibrahim | M.A. in Arabic Grammar, Ain Shams University | Al Warsha (Workshop) | - Al Warsha (Workshop) |

### CASA Part-Time Teachers

**Spring 2013**

<table>
<thead>
<tr>
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<th>Degree</th>
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<th>Course Title</th>
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<tr>
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<td>- CASA fellowfellows without borders</td>
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<tr>
<td>Mr. Emad Samir Iskander</td>
<td>M.A. in TAFL, AUC</td>
<td>CASA 502-01</td>
<td>- Advanced ECA Egyptian stories</td>
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<tr>
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<td>CASA 553-15</td>
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<td>Mr. Fady Awad</td>
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<td>Dr. Ahmed Abdel Moneium Youssef</td>
<td>Ph. D. in Reflective Teaching Using Online Resources,</td>
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<tr>
<td>Dr. Tarek El-Noaman</td>
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</table>
APPENDIX A.III: Cultural Events Calendar

Sun Sep 2, 2012

11am - 12pm  CASA Faculty Fall 2012 Orientation
  Where: Room 102

1pm - 2:30pm  CASA Students Fall 2012 Orientation

Mon Sep 3, 2012

All day  First Day of Fall Semester Classes
  Mon Sep 3, 2012 - Tue Sep 4, 2012

Sun Sep 9, 2012

10am - 11am  Lecture (Sexual Harassment)
  Where: Dr. Iman's House

Mon Sep 17, 2012

4:30pm - 5:30pm  Lecture "Arabic language" Dr. Tarek El-Nouman
  Where: 221 Zamalek Dorms

Mon Sep 24, 2012

4:30pm - 5:30pm  Lecture (Genesis ego in Egyptian political ideologies)
  Where: 221 Zamalek Dorms

Mon Oct 1, 2012

7pm - 8pm  Lecture "Ego and The Other" Dr. Nasser Abdel Nasser Hassan
  Mohammed Shaban
  Where: El-Sawy Culture wheel

Wed Oct 3, 2012

7pm - 9:30pm  Theater "Hunzzalah Play"

Sat Oct 6, 2012

All day  Armed Forces Day (H)
  Sat Oct 6, 2012 - Sun Oct 7, 2012

Mon Oct 8, 2012

4:30pm - 5:30pm  Lecture "Economy and Development" Dr. Galal Amin
  Where: 221 Zamalek Dorms

Sun Oct 14, 2012

10am - 1pm  Visit to The Center Ramses Wissa Wassef for Textiles

Mon Oct 15, 2012

4:30pm - 5:30pm  Lecture "Religious Culture" Dr. Mounir Gomaa
  Where: El-Sawy Culture Wheel
Thu Oct 18, 2012

4pm - 5pm Meeting with students (Spring courses)
Where: 221 Zamalek Dorms

5pm - 6pm Lecture "The role of men in the daily fight harassment" lecturer:
Movement fingerprint

Mon Oct 22, 2012

All day Mid-Fall Semester Evaluation & Exams 2

4:30pm - 5:30pm Lecture "People's Dialogue of Cultures" Dr. Khaled Abo Lail
Where: 221 Zamalek Dorms

Wed Oct 24, 2012

All day Mid-Fall Semester Evaluation & Exams 1

Thu Oct 25, 2012

All day Eid El Adha (H)

Fri Oct 26, 2012

All day Eid El Adha (H)

Sat Oct 27, 2012

All day Eid El Adha (H)

Sun Oct 28, 2012

All day Eid El Adha (H)

Mon Oct 29, 2012

All day Eid El Adha (H)

Mon Nov 5, 2012

4:30pm - 5:30pm Lecture "The Journalism and Freedom of The Media" Ms.
Shahira Amin
Where: 221 Zamalek

Mon Nov 12, 2012

4:30pm - 5:30pm Lecture "Women in Arabic literature" AUTHOR: Salwa Bakr
Where: 221 Zamalek Dorms
Thu Nov 15, 2012

All day Islamic New Year (H)
| Thu Nov 15, 2012 - Fri Nov 16, 2012

Wed Nov 21, 2012

11am - 2pm Center of Craftsmen
7pm - 9:30pm Theater "Al-Ayam Play"

Thu Nov 22, 2012

All day Thanksgiving (H)
| Thu Nov 22, 2012 - Fri Nov 23, 2012

Thu Nov 29, 2012

4:30pm - 5:30pm Lecture (handicrafts) Mr. Ezz Al-Din Nagib

Mon Dec 3, 2012

All day End of Program and Online Evaluation 1
| Mon Dec 3, 2012 - Tue Dec 4, 2012
4:30pm - 5:30pm Lecture "Social Issues" Mr. Magdi Garas
| Where: 221 Zamelek

Wed Dec 5, 2012

All day End of Program and Online Evaluation 2
| Wed Dec 5, 2012 - Thu Dec 6, 2012

Sun Dec 9, 2012

All day End of Fall Semester Party
| Sun Dec 9, 2012 - Mon Dec 10, 2012
| Where: Oriental Hall

Thu Dec 13, 2012

All day Last day of Fall Semester Classes
| Thu Dec 13, 2012 - Fri Dec 14, 2012
## APPENDIX A.IV: Fall, 2012 Schedule

### Hikayaat MaSriyya

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<tr>
<th>CASA 501-03</th>
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<td>Ms. Shahira Yaqout</td>
<td>Mr. Sayyed Ismail</td>
<td>Ms. Nermin Bassily 2</td>
<td>Ms. Nermin Bassily 1</td>
<td>Mr. Emad Samir</td>
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<td>Ms. Kelby Olson</td>
<td>Mr. Meir Walters</td>
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<tr>
<td>2</td>
<td>Ms. Valerie Montes</td>
<td>Mr. Nathaniel Kim</td>
<td>Ms. Claire Cooley</td>
<td>Mr. Ethan Cooper</td>
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<tr>
<td>3</td>
<td>Mr. Griffin Olsen</td>
<td>Ms. Laura Reid</td>
<td>Mr. Thomas Leddy</td>
<td>Mr. Dexter Thompson</td>
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<tr>
<td>4</td>
<td>Mr. Andrew Leber</td>
<td>Mr. William Hussman</td>
<td>Mr. Kieran O'Connor</td>
<td>Ms. Sofia Ali Fenner</td>
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<td>5</td>
<td>Ms. Andrea Nashar</td>
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<td>Mr. Kevin Donahue</td>
<td>Ms. Robin Socol</td>
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<td>Mr. Jordan Gerstler-Holton</td>
<td>Ms. Michelle Ha</td>
<td>Mr. Francisco Fernandez</td>
<td>Mr. William Barnes</td>
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<td>7</td>
<td>Ms. Jordan Belkgaist</td>
<td>Ms. Sarah Rangwala</td>
<td>Ms. Chloe Bordewich</td>
<td>Mr. Mitchell Ford</td>
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<td>Ms. Elisabeth Jaquette</td>
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<td>Mr. Andrew Alger</td>
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### QaDaaya ُArabiyya MuُaaSira

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<td>Ms. Valerie Montes</td>
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<td>Mr. Niko Banac</td>
<td>Mr. Francisco Fernandez</td>
<td>Mr. Omid Ghaemmaghami</td>
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<td>Ms. Maha Saleh</td>
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<td>Thursday 10:15 – 11:45</td>
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# REGISTRATION FORM

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<td>Contemporary Arab Issues</td>
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<td>CASA students without Borders</td>
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**Teacher:** Arab Language Institute  
**Center for Arabic Study Abroad (CASA)**  
**The American University in Cairo**  
**Registration Card**

**Mr.**

**Mrs.**

**Cairo Address:**

**E-mail:**

**Teacher:**

**Course Number:**

**Course Title:**

**Credit Hours:**

**Student Signature:**

**Program Specialist:**
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 the University of Damascus, Syria/ the American University in Cairo, Egypt.

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 The University of Damascus/ the American University of Cairo. 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: ______________________
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<td>الأسبوع 3: الأسبوع 12  الشهري</td>
<td>الأسبوع 4: الأسبوع 13  الشهري</td>
<td>الأسبوع 5: الأسبوع 14  الشهري</td>
<td>الأسبوع 6: الأسبوع 15  الشهري</td>
</tr>
<tr>
<td>6</td>
<td>الأسبوع 1: الأسبوع 10  الشهري</td>
<td>الأسبوع 2: الأسبوع 11  الشهري</td>
<td>الأسبوع 3: الأسبوع 12  الشهري</td>
<td>الأسبوع 4: الأسبوع 13  الشهري</td>
<td>الأسبوع 5: الأسبوع 14  الشهري</td>
<td>周刊 6: الأسبوع 15  الشهري</td>
</tr>
</tbody>
</table>

**أبواب متفرقة**

1. الأسبوع 1: الأسبوع 10  الشهري
2. الأسبوع 2: الأسبوع 11  الشهري
3. الأسبوع 3: الأسبوع 12  الشهري
4. الأسبوع 4: الأسبوع 13  الشهري
5. الأسبوع 5: الأسبوع 14  الشهري
6. الأسبوع 6: الأسبوع 15  الشهري

**لوائح إضافة**

- الأسبوع 1: الأسبوع 10  الشهري
- الأسبوع 2: الأسبوع 11  الشهري
- الأسبوع 3: الأسبوع 12  الشهري
- الأسبوع 4: الأسبوع 13  الشهري
- الأسبوع 5: الأسبوع 14  الشهري
- الأسبوع 6: الأسبوع 15  الشهري
### APPENDIX A.VIII: In-Service-Teacher Training Workshop Schedule

#### Teacher Training Schedule Fall 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Room</th>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday September 16th</td>
<td>102</td>
<td>8:45 am - 9:00 am</td>
<td>Tea and Coffee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:00 am – 11:00 am</td>
<td>Seminar: نصوص تشكيك للغة العربية: شخصية مصري للدكتور علاء عبد مجدد معاذ</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Maha Saleh</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11:00 am – 11:30 am</td>
<td>Coffee Break</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11:30 am – 1:00 pm</td>
<td>Workshop 1: Teaching Listening &amp; Language to the Advanced Learners (Part 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ms. Shahira Yacout</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:00 pm - 1:30 pm</td>
<td>Lunch Break</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:30 pm – 3:00 pm</td>
<td>Workshop 2: Teaching Listening &amp; Language to the Advanced Learners (Part 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ms. Shahira Yacout</td>
</tr>
<tr>
<td>Sunday September 30th</td>
<td>221</td>
<td>9:00 am – 10:15 am</td>
<td>Podcasts &amp; their use in language classrooms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ms. Sandy Barzoum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10:30 am – 11:45 am</td>
<td>The Course Portfolio as a Tool for Achieving Learning Outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Adham Ramadan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:00 pm – 1:15 pm</td>
<td>The Art of Discussing Leading</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Aziza Elony</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:15 pm – 2:15 pm</td>
<td>Lunch Break</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2:30 pm – 3:45 pm</td>
<td>Making Thinking Visible Learning &amp; Teaching with Concept/Mind Maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Aziza Elony and Ms. Hoda Mostafa</td>
</tr>
<tr>
<td>Sunday October 14th</td>
<td>102</td>
<td>8:45 am - 9:00 am</td>
<td>Tea and Coffee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:00 am – 9:30 am</td>
<td>Workshop 1: A Challenging Area in Advanced AFL Listening and Speaking Classrooms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Mona Kamel Hassan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:40 am – 11:40 am</td>
<td>Seminar: نصوص تشكيك للغة العربية: تواصل الفن واللغة: يوموباوم باوست وينشيرف</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Maha Saleh</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11:50 am – 12:50 pm</td>
<td>Workshop 2: Teaching Literature &amp; Language to the advanced levels</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ms. Nadia Harb</td>
</tr>
<tr>
<td>Sunday November 11th</td>
<td>102</td>
<td>8:45 am - 9:00 am</td>
<td>Tea and Coffee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9:00 am – 10:40 am</td>
<td>Workshop 1:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ms. Nadia Harb</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10:18 am – 12:16 pm</td>
<td>Workshop 2: Round table discussion, led by</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mrs. Nabila Al-Asyuti</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:15 pm – 12:40 pm</td>
<td>Lunch Break</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12:40 pm – 2:40 pm</td>
<td>Seminar: الحديث نصوص تشكيك للغة العربية: الهوية السياسية للعالم العربي في القرن العشرين</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Maha Saleh</td>
</tr>
</tbody>
</table>
Mid-Semester Assessment of Instruction

Dear CASA Fellows, Ahlan Wa Sahlan!

Mid-Semester Assessment of Instruction

This is a survey to get feedback on the quality of instruction you have been receiving so far this semester.

Please give your honest and constructive opinion, which will enable the instructor to improve the way the course is conducted for the rest of the semester.

Afn shukr for your help and your time.

If you are assessing the CASAWEYYUN Bita HODULU & the Warsha, please answer questions 1 to 4 only from page 1; and then go to answer questions 15 to16 on pages 2 & 3.

All your answers are confidential and cannot be traced back to you.

Afn shukr for your help and your time.

1. **Course Teacher:**

2. **Course Number:**

3. **What aspects of the course are the most interesting/valuable?**

4. **What aspects of the course are the least interesting/valuable?**

5. **What can be done to improve the class during the second half of the semester?**

6. **On average how many hours a day do you spend preparing for this class?**
**Mid-Semester Assessment of Instruction**

7. Are you having any difficulties?

- [ ] Yes
- [ ] No

8. If yes, Please describe them. How are you trying to deal with these difficulties?

---

**9. Course Material**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course material is intellectually challenging</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>The material fulfills course objectives</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>The material is useful for communication</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>The material is context-based</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>The material is well organized</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Having course material online is helpful</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>The material is varied in its scope and focus</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>The material is diversified in its scope and focus</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Other Comments:

---
## Mid-Semester Assessment of Instruction

### 10. Teacher

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher's style in class helps me understand</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher provides enough feedback throughout the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher is fair to all students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher uses class time effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher is well prepared</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher uses English ONLY when necessary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other Comments:**
### Mid-Semester Assessment of Instruction

#### 11. Skills/Learning

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course has helped improve my ability to communicate orally in Arabic.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The course emphasizes interaction and communication in and out of the classroom</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The course develops my understanding of Egyptian/Arab culture</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The course helps develop my ability to understand different genres of Arabic texts</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The course helps me develop my writing skills.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The course helps build and develop my acquisition of a wide range of specialized and sophisticated vocabulary and idiomatic expressions</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Other Comments:

---

#### 12. In-Class Activities:

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class activities are varied</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>In-class activities are engaging</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>In-class activities most different learning styles</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>In-class activities encourage active learning</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>In-class activities encourage group work</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Other Comments:
Mid-Semester Assessment of Instruction

13. Assessment/Workload:

- The number of assessment methods (homework, assignments, etc.) is

- The workload is

Other Comments: ____________________________________________________________

14. The grading system is fair:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Other Comments: ____________________________________________________________

Mid-Semester Assessment of Instruction

CASAVEYYUN BILA HODUUD & Warsha

15. To what extent are you satisfied with the progress you are achieving in your Casaweeyun Course so far?

- Very satisfied
- Somewhat satisfied
- Fairly satisfied
- Not at all satisfied

Please explain to us your answer to help us help you fulfill your objectives

16. To what extent do you find the Warsha useful to attaining the overall objectives of the different courses?

- Extremely useful
- Very useful
- Useful
- Not at all useful

Please comment to explain your answer: __________________________________________

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### Mid-Semester Assessment of Instruction

**Overall and Suggestions**

17. **Overall, how satisfied are you with the class?**
   - [ ] Very satisfied
   - [ ] Satisfied
   - [ ] Neutral
   - [ ] Dissatisfied
   - [ ] Very Dissatisfied

   **Other Comments:** 

18. **Do you have any other suggestions/comments?**

   **Comments:**

---

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APPENDIX A.X: End of Semester Fellow Evaluation of Instruction

| Instructor: |
| Semester: |
| Number of Evaluations: |
| Abstained: |
| Enrollment: |
| Course: |

I. The teacher of this class

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, NA = Not Applicable

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>D</th>
<th>/A</th>
<th>Mean</th>
<th>SD</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a useful syllabus of the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is always on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knows the subject well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents and explains the material clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages questions and fellow participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses class time effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gives regular feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeps appointed office hours</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Provides useful comments (oral or written) on classroom tests and assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treats students fairly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, the instructor is an effective teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall mean, std &amp; median</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Course

SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree, NA = Not Applicable

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>D</th>
<th>/A</th>
<th>Mean</th>
<th>SD</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handouts are appropriate for the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbook(s) is/are appropriate for the course (choose N/A if there is no textbook)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments reflect the purpose of the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The classroom tests reflect the taught material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribution of grades for this course is fair</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The work load is appropriate for the course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, this is a good course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall mean, std &amp; median</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

**RECOMMENDATIONS FOR IMPROVEMENT:**
Dear CASA Students:

Salamaat wa Ta'Hyaaat!

In an effort to improve the overall quality of the CASA program, we would like to get your feedback through this survey regarding various aspects of the fall program which you are about to complete.

Your responses will be anonymous.

Your answers will be of great value to us and will help us plan for a better fall semester next year.

The survey is designed to allow you to go back and edit previous pages even after you have gone on to later pages so please feel free to go back and modify your responses at will until you finally submit them.

We would like to get your responses by 7pm on Monday, December 10th.

All Shukr in advance for taking the time to complete the survey.

Mahmoud Al-Assaf

---

**2. Biographical Info**

* 1. What is your gender?
  - [ ] Male
  - [ ] Female

---

**3. CASA Administration in Cairo**

* 1. How effective is the CASA Executive Director:

<table>
<thead>
<tr>
<th>1 = Not effective at all</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 = Very effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ismail Sabriye</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please provide additional information that may help us understand your rating.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. How effective are the CASA office staff members:

1 = Not effective at all
2 = Somewhat effective
3 = Neutral
4 = Very effective

Wadieem Al-Balhaie
Harry Youssef
Mehdy Nasif

Please provide additional information that may help us understand your ratings.

3. What specific suggestions/recommendations do you have for improving the CASA program administration in Cairo?

4. Curricular Cultural Events and Lectures

1. To what extent have you found the Monday lectures program beneficial linguistically?

- Very Useful
- Somewhat Useful
- Not useful

Please comment to help us understand your rating.

2. To what extent were the Monday lectures culturally beneficial?

- Very Useful
- Somewhat Useful
- Not Useful

Please comment to help us understand your rating.
### 3. Please rank the following lecturers from most interesting (1) to least interesting (5) in your opinion

- Gabal Amin
- Shahira Amin
- Salwa Baii
- Khalid Abu Lail
- Tareq AL Nozama
- Abd El Nasser Hassan
- Mounir Gomaa

### 4. To what extent did you enjoy learning by going out to the theatre?

- [ ] I enjoyed very much & learned a lot from the experience
- [ ] I somewhat enjoyed & learned from the experience
- [ ] It was a total waste of time I neither enjoyed nor learned anything
- [ ] I would have preferred to watch the play at home and discuss it later in class

Please explain to help us understand your response

### 5. Did you participate in any of the ALI Trips?

- [ ] Yes
- [ ] No

If Yes, please comment on the overall experience. If No, please explain why.

### 6. How useful was inviting guest speakers to your classroom?

- [ ] Extremely useful
- [ ] Very useful
- [ ] Somewhat useful
- [ ] Not at all useful
- [ ] Wasted of time

Please explain to help us understand your rating!
7. What recommendations do you have for improving the existing extra curricular activities or developing new activities for the future?

5. Housing

*1. Where did you find housing for the fall?
- Dodd
- Arvand
- Agouza
- Zamalek
- Garden City
- Downtown
- Ma'adi
- Other (please specify)

*2. Which of the following resources did you use to find housing? (Check all that apply)
- Information from the CASA Google group
- Information from the CASA bulletin board
- Help from friends/acquaintances living in Cairo
- Help from CASA staff
- Help from the CASA Cultural Assistant
- A newspaper
- Other (please specify)
**3. If you changed your flat during the fall, were you able to find suitable housing quickly and get settled before classes began in order to focus on your studies?**

- Yes
- No

Please provide additional information that may help us understand your experience with housing.

**6. Interaction with Egyptians/Using Arabic**

**1. How often do you interact with Egyptians in Arabic?**

- Almost never
- Very little
- Sometimes
- Frequently
- All the time

Please elaborate on the nature and extent of your interaction in Arabic with Egyptians.

**2. Did you keep in touch with any of the Summer Mishwaar w Dardasha partners?**

- Yes
- No

Please explain why and how.

**3. To what extent have you maintained your pledge to use only Arabic in the classroom and while on campus?**

- Less than 50% of the time.
- Between 50% and 75% of the time.
- Between 75% and 90% of the time.
- Between 90% and 100% of the time.

**4. To what extent have you tried to use Arabic while not on campus?**

- Less than 50% of the time.
- Between 50% and 75% of the time.
- Between 75% and 90% of the time.
- Between 90% and 100% of the time.
5. Is the language pledge a useful tool for encouraging use of Arabic?
   - Yes
   - No

Please provide additional information that may help us understand your response.

6. What could CASA do to increase the extent to which CASA fellows use Arabic and/or interact with Egyptians?

7. Satisfaction with Program/Perception of Benefit

1. Do you feel that you were placed into an appropriate level in the Hikayat MaSriyya Class?
   - Yes
   - No

Please provide additional information that may help us understand your response.

2. Do you feel that you were placed into an appropriate level in the QaDaaya ḤArabiyya Class?
   - Yes
   - No

Please explain to help us understand your rating.

3. Do you feel that you were placed into an appropriate level in the Mashaahid min Al-Ḥam Al-Ḥarabi Class?
   - Yes
   - No

Please explain to help us understand your response.
CASA Fall Program Evaluation 2012

4. I am satisfied by the Warsha tutorials:
   - Less than 50% of the time
   - Between 50% and 75% of the time
   - Between 75% and 90% of the time
   - Between 90% and 100% of the time
   Please explain:

5. If you are carrying on with your CASAwiyyun bila Huduud project/research next semester, please comment on your experience so far:

6. If you have decided to withdraw from your CASAwiyyun bila Huduud course, what could the program have done to make you continue?

7. How satisfied are you with your language and cultural learning experience in the CASA program to date.

   Language Learning Experience
   - 1 - Very dissatisfied
   - 2
   - 3
   - 4
   - 5 - Very satisfied

   Cultural Learning Experience
   - 1
   - 2
   - 3
   - 4
   - 5

   Please provide additional information that may help us understand your ratings:

6. Content Based Instruction Curriculum

This fall CASA, Cairo was piloting its first phase of the content based instruction curriculum. We appreciate your comments on content courses: QaDaaya 2Arabiyya Mashaahid min Al-Islam Al- Arabi; Hikayatat MaShiya regarding the following:
### CASA Fall Program Evaluation 2012

1. All classes taught and assessed acquisition of content knowledge

   - Yes
   - No
   - Other

   Other (please specify)

2. Following are a list of the most important characteristics of a CBI curriculum; to what extent do you think the fall curriculum met each of the following:

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Less than 50% of the time</th>
<th>50%-70% of the time</th>
<th>80%-90% of the time</th>
<th>100% of the time</th>
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<tbody>
<tr>
<td>We were exposed to a considerable amount of language through stimulating content.</td>
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<td>We explored interesting content &amp; engaged in appropriate language-dependant activities</td>
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<tr>
<td>We were taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments</td>
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<td>Complex information was delivered through real life context to grasp well &amp; led to intrinsic motivation</td>
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<tr>
<td>Flexibility &amp; adaptability in the curriculum was deployed as per the students' interest</td>
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<tr>
<td>Our CBI classroom was more learner rather than teacher centered</td>
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<td>We learnt through doing and were actively engaged in the learning process. (We did not depend on the teacher to direct all learning or to be the source of all information.)</td>
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<tr>
<td>Central to CBI is the belief that learning occurs not only through exposure to the teacher's input, but also through peer input and interactions. We learnt from interaction with peers.</td>
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<td>We ensured active social.</td>
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CASA Fall Program Evaluation 2012

*3. The fall schedule format (the number of hours and class days allotted for each of the previously mentioned courses) allowed for the achievement of objectives of each of the new CBI courses.

- Yes
- No
- Other

Other (please explain)

9. Final thoughts

1. What has been the most positive aspect of your CASA experience this fall semester?

2. What has been the most negative aspect of your CASA experience in the fall?

*3. Would you recommend the CASA program to a friend/colleague studying Arabic?

1 = Definitely not	2 = Probably not	3 = Not sure	4 = Probably	5 = Definitely

Recommend CASA to a friend?

Please provide additional information that may help us understand your responses.

4. Before exiting the survey, are there any other comments or suggestions that you would like to share?

Please click DONE below to save your responses.
## APPENDIX A.XII: CASA II Schedule

<table>
<thead>
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<th>COURSE 1</th>
<th>COURSE 2</th>
<th>Course 3</th>
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<tr>
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<td>Stephen Kalin: Discourse Analysis</td>
<td>CASA students without borders</td>
<td>Islamic Political Movements in Egypt</td>
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<tr>
<td><strong>TEACHER</strong></td>
<td>Dr. Emad Abdel Latif</td>
<td>Ms. Dina B. El-Diek</td>
<td>Mr. Hisham Gaafar</td>
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<td>T: 2:30 - 4:00</td>
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<td>R: 2:30 - 4:00</td>
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# APPENDIX B.I: Spring, 2013 Schedule

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<td>Palestinian Literature</td>
<td>Sarcasm in Arab Literature</td>
<td>Egypt after the revolution</td>
<td>Arabic Grammar</td>
<td>Readings in ECA</td>
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<td>Dr. Mohamed Badawy</td>
<td>Ms. Saham Badawy</td>
<td>Mr. Fady Awad</td>
<td>Dr. Taher Hassanin</td>
<td>Mr. Emad El-Akander</td>
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<td>Mr. Scott Williamson</td>
<td>Ms. Kelby Olson</td>
<td>Ms. Kelby Olson</td>
<td>Ms. Elisabeth Jaquette</td>
<td>Mr. Omid Ghaemmaghami</td>
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<tr>
<td>2</td>
<td>Ms. Nina Rima’li</td>
<td>Ms. Sarah Rangwala</td>
<td>Ms. Jordan Bellquist</td>
<td>Ms. Kelby Olson</td>
<td>Mr. Niko Bunic</td>
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<td>3</td>
<td>Ms. Miriam Berger</td>
<td>Mr. Randell Bentley</td>
<td>Mr. Niko Bunic</td>
<td>Ms. Claire Cooley</td>
<td>Mr. Francisco Fernandez</td>
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<tr>
<td>4</td>
<td>Ms. Sarah Rangwala</td>
<td>Ms. Jordan Bellquist</td>
<td>Ms. Sarah Rangwala</td>
<td>Mr. William Basman</td>
<td>Ms. Andrea Nashar</td>
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<td>5</td>
<td>Ms. Laura Reid</td>
<td>Mr. Jordan Holton</td>
<td>Mr. Griffin Olson</td>
<td>Mr. Nathaniel Kim</td>
<td>Mr. William Barnes</td>
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<td>6</td>
<td>Mr. Mitchell Ford</td>
<td>Mr. Omid Ghaemmaghami</td>
<td>Mr. Mer Walters</td>
<td>Mr. Randell Bentley</td>
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<td>Mr. Efham Cooper</td>
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<td>Mr. Miriam Berger</td>
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<td>Mr. Mitchell Ford</td>
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<td>Dr. Tarek El-Nourman</td>
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<td>Mr. Scott Williamson</td>
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15 Minutes Break
## Spring Courses

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<tr>
<td>1.</td>
<td>CASA 502-01</td>
<td>Advanced ECA</td>
<td>Mr. Emad Samir Iskander</td>
</tr>
<tr>
<td>2.</td>
<td>CASA 551-01</td>
<td>Advanced Translation (1)</td>
<td>Mr. Ahmed AbdelMoneim Youssef</td>
</tr>
<tr>
<td>3.</td>
<td>CASA 551-02</td>
<td>Advanced Translation (2)</td>
<td>Mr. Ahmed AbdelMoneim Youssef</td>
</tr>
<tr>
<td>4.</td>
<td>CASA 551-03</td>
<td>Advanced Translation (3)</td>
<td>Mr. Ahmed AbdelMoneim Youssef</td>
</tr>
<tr>
<td>5.</td>
<td>CASA 552-01</td>
<td>Advanced Media</td>
<td>Ms. Dina Nouayem</td>
</tr>
<tr>
<td>6.</td>
<td>CASA 553-01</td>
<td>Palestinian Literature</td>
<td>Dr. Mohammed Badawy</td>
</tr>
<tr>
<td>7.</td>
<td>CASA 553-03</td>
<td>Classical Arabic Literature</td>
<td>Dr. Tarek El-Noaman</td>
</tr>
<tr>
<td>8.</td>
<td>CASA 553-04</td>
<td>Egyptian films (1)</td>
<td>Ms. Nermin Samir Bassily</td>
</tr>
<tr>
<td>9.</td>
<td>CASA 553-05</td>
<td>Egyptian films (2)</td>
<td>Ms. Nermin Samir Bassily</td>
</tr>
<tr>
<td>10.</td>
<td>CASA 553-06</td>
<td>Egyptian films (3)</td>
<td>Ms. Nermin Samir Bassily</td>
</tr>
<tr>
<td>11.</td>
<td>CASA 553-07</td>
<td>Dialectology : Saedi Dialect</td>
<td>Dr. Salah El-Rawiy</td>
</tr>
<tr>
<td>12.</td>
<td>CASA 553-08</td>
<td>Quran</td>
<td>Mr. Amr Al-Wardany</td>
</tr>
<tr>
<td>13.</td>
<td>CASA 553-09</td>
<td>Arab Feminists</td>
<td>Dr. Hoda Al-Sadda</td>
</tr>
<tr>
<td>14.</td>
<td>CASA 553-10</td>
<td>History of Muslim Brotherhood</td>
<td>Dr. Heba Raouf</td>
</tr>
<tr>
<td>15.</td>
<td>CASA 553-11</td>
<td>History of Egypt under Ottoman rule</td>
<td>Dr. Sherif Younis</td>
</tr>
<tr>
<td>16.</td>
<td>CASA 553-12</td>
<td>Comparative analysis of Egyptian Revolutions</td>
<td>Dr. Emad Abou Ghazi</td>
</tr>
<tr>
<td>17.</td>
<td>CASA 553-13</td>
<td>Egypt after the revolution</td>
<td>Mr. Fady Awad El-Saeed</td>
</tr>
<tr>
<td>18.</td>
<td>CASA 553-14</td>
<td>Arabic Grammar</td>
<td>Dr. Ahmed Tafer Hassanein</td>
</tr>
<tr>
<td>19.</td>
<td>CASA 553-15</td>
<td>Sarcasm in Arabic Literature</td>
<td>Ms. Seham Badawy</td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td>Warsha</td>
<td>Mr. Mohamed Ibrahim</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td></td>
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</tr>
<tr>
<td>Wed Feb 6, 2013</td>
<td>1pm - 7:45pm CASA Entry Exam at AUC, Egypt&lt;br&gt;<strong>Where:</strong> AUC, Egypt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sat Feb 9, 2013</td>
<td>All day ALI Tour to Saqqara &amp; Memphis + lunch&lt;br&gt;<strong>Sat Feb 9, 2013 - Sun Feb 10, 2013</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sat Mar 2, 2013</td>
<td>All day ALI Visit Khan El Khalili bazaar + lunch&lt;br&gt;<strong>Sat Mar 2, 2013 - Sun Mar 3, 2013</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All day</td>
<td>Dr. Chris Stone Conference: Cultural Seasons in Egypt: Artistic Expression &amp; Public Discourse&lt;br&gt;<strong>Sat Mar 2, 2013 - Sun Mar 3, 2013</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sat Mar 16, 2013</td>
<td>All day ALI Tour to Old Cairo + lunch&lt;br&gt;<strong>Sat Mar 16, 2013 - Sun Mar 17, 2013</strong></td>
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<td></td>
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<tr>
<td>Mon Mar 25, 2013</td>
<td>All day Mid Spring 2012 Evaluations&lt;br&gt;<strong>Mon Mar 25, 2013 - Fri Mar 29, 2013</strong></td>
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<td></td>
</tr>
<tr>
<td>Tue Mar 26, 2013</td>
<td>All day Mid Spring 2012 Evaluations&lt;br&gt;<strong>Mon Mar 25, 2013 - Fri Mar 29, 2013</strong></td>
<td></td>
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<tr>
<td>Wed Mar 27, 2013</td>
<td>All day Mid Spring 2012 Evaluations&lt;br&gt;<strong>Mon Mar 25, 2013 - Fri Mar 29, 2013</strong></td>
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<tr>
<td>Thu Mar 28, 2013</td>
<td>All day Mid Spring 2012 Evaluations&lt;br&gt;<strong>Mon Mar 25, 2013 - Fri Mar 29, 2013</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sat Mar 30, 2013</td>
<td>All day ALI Tour to the Islamic Museum + lunch&lt;br&gt;<strong>Sat Mar 30, 2013 - Sun Mar 31, 2013</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sun Mar 31, 2013</td>
<td>All day Western Easter (H)&lt;br&gt;<strong>Sun Mar 31, 2013 - Mon Apr 1, 2013</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Thu Apr 4, 2013

**All day  ALI Trip to Alexandria**
Thu Apr 4, 2013 - Sun Apr 7, 2013

Fri Apr 5, 2013

**All day  ALI Trip to Alexandria**
Thu Apr 4, 2013 - Sun Apr 7, 2013

Sat Apr 6, 2013

**All day  ALI Trip to Alexandria**
Thu Apr 4, 2013 - Sun Apr 7, 2013

Sat Apr 20, 2013

**All day  ALI Tour to Al Azhar & Bab El Fettouh + lunch**
Sat Apr 20, 2013 - Sun Apr 21, 2013

Thu Apr 25, 2013

**All day  Sinai Liberation Day (H)**
Thu Apr 25, 2013 - Fri Apr 26, 2013

Sun Apr 28, 2013

**All day  Palm Sunday (H)**
Sun Apr 28, 2013 - Mon Apr 29, 2013

**All day  Spring Break**
Sun Apr 28, 2013 - Tue May 7, 2013

Mon Apr 29, 2013

**All day  Spring Break**
Sun Apr 28, 2013 - Tue May 7, 2013

Tue Apr 30, 2013

**All day  Spring Break**
Sun Apr 28, 2013 - Tue May 7, 2013

Wed May 1, 2013

**All day  Spring Break**
Sun Apr 28, 2013 - Tue May 7, 2013

**All day  Labor Day (H)**
Wed May 1, 2013 - Thu May 2, 2013

Thu May 2, 2013

**All day  Spring Break**
Sun Apr 28, 2013 - Tue May 7, 2013
Fri May 3, 2013

All day  Spring Break
Sun Apr 28, 2013 - Tue May 7, 2013

Sat May 4, 2013

All day  Spring Break
Sun Apr 28, 2013 - Tue May 7, 2013

Sun May 5, 2013

All day  Spring Break
Sun Apr 28, 2013 - Tue May 7, 2013

All day  Eastern Easter (H)
Sun May 5, 2013 - Mon May 6, 2013

Mon May 6, 2013

All day  Spring Break
Sun Apr 28, 2013 - Tue May 7, 2013

All day  Sham El-Nessim (H)
Mon May 6, 2013 - Tue May 7, 2013

Tue May 7, 2013

All day  End of Program and Online Evaluation
Tue May 7, 2013 - Fri May 10, 2013

Wed May 8, 2013

All day  End of Program and Online Evaluation
Tue May 7, 2013 - Fri May 10, 2013

Thu May 9, 2013

All day  End of Program and Online Evaluation
Tue May 7, 2013 - Fri May 10, 2013

Thu May 16, 2013

2:30pm - 5pm  End of Spring 2013 Semester Party

Sun May 19, 2013

All day  Last day of classes & Final Exams
Sun May 19, 2013 - Mon May 20, 2013
Student Evaluation of CASA Cairo Spring 2013

1. Ahlan Wa Sahlan!

Dear CASA fellows,
Salamast wa alf tariyyal!
The goal of this survey is to get feedback from you to assist us in our efforts to improve the quality of the CASA program. We would appreciate your frank assessment of the various aspects of the program.

Your answers are anonymous and any report of results will be done so as to protect that anonymity.

All shukr for taking the time to complete this survey and for giving us your thoughtful reflections on your experience in the CASA program this spring.

There are many open ended comment boxes for you to give us more "narrative information" and we hope that you will do so extensively.

Finally the survey is designed to go back and edit pages even after you have gone on to later pages. So, please feel free to go back and modify your responses at will until you finally submit them.

Thank you very much for your time and help!

Mahmoud Al-Batal, CASA Interim Director
2. Gender

1. Your gender?
   - Male
   - Female
3. Cairo Program Administration

1. Please indicate your level of satisfaction with the following aspects of the administration of the CASA Cairo program.

   | Highly Disappointed | Dissatisfied | Satisfied | Highly Satisfied |
---|---------------------|--------------|-----------|-----------------|
Communications between the CASA office in the US with students with regards to travel arrangements. |              |   |   |                 |
Communications between CASA office in the US with students in general |              |   |   |                 |
Availability of the CASA staff in Cairo when assistance is needed |              |   |   |                 |
Effectiveness of the CASA staff in Cairo in providing assistance |              |   |   |                 |

Comments:

2. Please rate the performance of the CASA Executive Director (Dr. Iman A. Soliman) overall:

   | 1 = Very Poor | 2 = Poor | 3 = Fair | 4 = Good | 5 = Excellent |
---|--------------|---------|---------|----------|--------------|

Comments:

3. Please rate the overall quality of the administrative support you've received from the CASA program in Cairo:

   | 1 = Very Poor | 2 = Poor | 3 = Fair | 4 = Good | 5 = Excellent |
---|--------------|---------|---------|----------|--------------|

Comments:
Student Evaluation of CASA Cairo Spring 2013

4. What specific suggestions/recommendations can you offer for improving the program administration?

---

Student Evaluation of CASA Cairo Spring 2013

4. Casawiyyn Bila Huduud

Community based learning:
If you have not done CASAWIIYUN BILA HUDUUD Course, please skip this page and go to questions on page 5

1. If you have opted for CASAWIIYUN Bilaa Huduud as one of your spring elective classes, please rate the usefulness of your CASAWIIYUN Bilaa Huduud class.

   - Not useful at all
   - A little useful
   - Useful
   - Very Useful
   - Did not participate

   Please explain your rating:

2. What suggestions do you have for the CASAWIIYUN Bilaa Huduud class that can make it more useful?

3. What did you like about the CASAWIIYUN Bilaa Huduud experience?

4. Did your CASAWIIYUN Bilaa Huduud project involve service or community work with an organization?

   - Yes
   - No
5. Did you need assistance from the CASA administrators/class supervisors in finding a suitable community engagement opportunity?

- No
- Yes

Please explain your response.

6. If you did not engage in community service work for your project, what did you do?

- Research
- Research based on interviews
- Creative work (documentary, songs, translation etc.)
- Other:

- If creative work or other, please tell us what

7. Which of the following learning outcomes as stated in your course syllabus have you achieved?

- Use the language fluently in academic contexts and beyond
- Read, write, and speak in Arabic
- Understand and participate in academic discussions
- Participate in group projects
- Use the Arabic language effectively in various contexts
- Demonstrate proficiency in the Arabic language
Student Evaluation of CASA Cairo Spring 2013

5. Spring Program Components

1. What courses have you chosen to study this semester? (Click all courses taken)
   - History of Egypt through Movies
   - ECA Literature
   - Arabic Media
   - Barbara in Arab writing
   - Comparison between Egyptian Revolutions
   - Ottoman History
   - History of the Islamic Brotherhood
   - Feminist Movements in the Arab World
   - New Parties and groups after the Revolution
   - Arabic grammar
   - Classical Arabic Literature
   - The Koran
   - Palestinian Literature
   -公交售 BilaHUDUD!
   - Arabic translation
   - Written translation
   - sa'di Dialect

2. Please rate your satisfaction with your LANGUAGE learning experience in the CASA program this spring:
   - Very dissatisfied
   - Dissatisfied
   - Satisfied
   - Very satisfied

Comment
6. Housing and Living in Cairo

1. Where are you living?
   - Doki
   - Mohandessin
   - Agouza
   - Zamalek
   - Garden City
   - Maadi
   - Helioptils
   - Modern

   ○ Other (please specify)

   How did you find your apartment?

   *2. Is your apartment available for the new fellows to rent?
   - Yes
   - No

   If Yes, how can the new fellows reach the landlord? Please give contact details.

3. If you were living downtown, would you recommend that the new fellows live in this area in the light of the current political eruptions?
   - Yes
   - No

   Why?
7. Security & Safety

1. To what extent have you found the Emergency Management Team safety notifications useful?
   - Not at all
   - Somewhat
   - Mostly
   - Always

   Comments:

   2. How safe do you feel on campus?
   - Extremely safe
   - Very safe
   - Moderately safe
   - Slightly safe
   - Not at all safe

3. How safe did you feel living and commuting in Cairo during the spring semester?
   - Extremely safe
   - Generally safe
   - Fairly safe
   - Not at all safe

Please explain your answer:
4. What suggestions/recommendations do you have for incoming fellows with regards to living in Cairo during troubled times, like those you’ve lived with this past year?

5. What do you think would help students deal with or avoid unwanted attention?
8. Interaction with Egyptians/Speaking Arabic

1. How would you characterize the extent of your interaction in Arabic with Egyptians?
   - None at all
   - Very little
   - Some
   - Frequent
   - Extensive

   Please elaborate on the nature and extent of your interaction in Arabic with Egyptians.

2. How much of an impact has the program location had on the extent of your interaction in Arabic with Egyptians?
   - No impact at all
   - A slight impact
   - A moderate impact
   - A substantial impact

   Please explain your response.

3. Have you maintained the Arabic language pledge throughout the spring?
   - Not at all
   - Only sporadically
   - Some of the time
   - Most of the time
   - All of the time

4. Is the language pledge a useful tool for encouraging use of Arabic outside the classroom?
   - No
   - Yes

   What recommendations do you have for improving the effectiveness of the pledge?

5. What recommendations can you offer for how to increase the extent to which CASA fellows use Arabic and/or interact with Egyptians.
9. Overall Program Satisfaction/Perception of Benefit

1. How did the spring elective courses enrich your overall language learning experience?

2. Please rate your satisfaction with your CULTURAL learning experience in the CASA program this spring:
   - Very dissatisfied
   - Dissatisfied
   - Satisfied
   - Very satisfied

   Comments:

3. Would you recommend to a friend studying Arabic that s/he apply to CASA Cairo?
   - Definitely not
   - Probably not
   - Probably yes
   - Definitely yes

   Comments:

4. Before exiting the survey, are there any other thoughts about your experience this spring in CASA that you would like to share?

   affirmatively
## APPENDIX B.IV: CASA II Schedule

<table>
<thead>
<tr>
<th>Fellow Name</th>
<th>COURSE 1</th>
<th>COURSE 2</th>
<th>Course 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameron Cross</td>
<td>Prose from Abbasid Period</td>
<td>Old Texts</td>
<td>Arabic Grammar</td>
</tr>
<tr>
<td><strong>TEACHER</strong></td>
<td>Dr. Maha Saleh</td>
<td>Dr. Tarek El-Nouman</td>
<td>Mr. Mohamed Yahia</td>
</tr>
<tr>
<td><strong>Time &amp; Room</strong></td>
<td>R: 10:00 – 11:30</td>
<td>R: 16:00 – 18:00</td>
<td>S: 14:00 - 15:30 Room 102 A</td>
</tr>
<tr>
<td></td>
<td>Room 102 A</td>
<td></td>
<td>W: 14:00 - 15:30 Room 102 A</td>
</tr>
<tr>
<td></td>
<td>T: 13:30 – 15:00</td>
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</tr>
<tr>
<td></td>
<td>Room 102 A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nancy Linthicum</td>
<td>Discussions &amp; Interviews</td>
<td>Egyptian Literature</td>
<td>Egyptian Films</td>
</tr>
<tr>
<td><strong>TEACHER</strong></td>
<td>Ms. Seham Badawy</td>
<td>Ms. Amany Ezzat</td>
<td>Ms. Nermeen Samir</td>
</tr>
<tr>
<td><strong>Time &amp; Room</strong></td>
<td>W: 09:00 – 12:00</td>
<td>T: 10:00 – 13:00</td>
<td>M: 13:15 – 14:30 Room 102</td>
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<tr>
<td></td>
<td>Room 102 A</td>
<td>Room 103 A</td>
<td>W: 13:15 – 14:30 Room 102</td>
</tr>
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