

CENTER FOR ARABIC STUDY ABROAD

**FINAL REPORT OF THE SUMMER PROGRAM
JUNE AND JULY 2010**

**ARABIC LANGUAGE INSTITUTE
THE AMERICAN UNIVERSITY IN CAIRO**

**DR. IMAN SOLIMAN
EXECUTIVE DIRECTOR**

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I wish to extend special thanks to the Arabic Language Institute (ALI) administration and staff (Appendix I) for their cooperation and diligence in making the program a great success whether in New Cairo or in Tahrir. My deepest gratitude also goes to Ms. Iman Abdel Aziz, CASA acting Program Coordinator, Mr. Hani Yousry, CASA Program Secretary, and Mr. Mohib Nassif, the students' assistant for their efficiency in responding to the needs of both students and teachers. I specifically mention here Mr. Hani's efforts in helping Dr. Schulte-Nafeh and myself in understanding the intricacies of the 2009-2010 budget review and in amending the 2009-2010 financial report.

Last but not least, I would like to thank all of the CASA summer teachers (Appendix II), the pioneers who were willing to venture a new start in Tahrir, for a job well done. I would also like to commend and express my appreciation to Ms. Nadia Harb and Ms. Laila El Sawi for the invaluable mentoring role they took on for the benefit of the new CASA part-time instructors. The faculty of CASA remains the main reason behind CASA's continuing success.

1. PROGRAMS OF THE SUMMER INSTITUTE

This year, the summer institute offered the **CASA I** program designed to provide intensive language and culture education to graduate students and a number of qualified undergraduate students. In addition it offered **CASA III**, a program specially tailored for professors of the humanities and social sciences.

2. THE CASA FELLOWS



There were 24 full-year and 4 summer-only fellows during the summer semester, an additional full-year fellow started in the Fall. Fellows came from the following universities:

New York University, AUC, Stanford, Middlebury College, Boston University, Georgetown University, Duke University, Ohio State University, Pennsylvania State University, The University of Texas at Austin, The University of Toronto, Brigham Young University, University of Chicago, Tufts University, The University of California Berkely, Emory, Columbia University, and The University of Arizona.

3. PRELIMINARY PLANNING

Planning for the students' arrival began in April. Negotiations for the move to Tahrir, reconstructing the Hill House first floor to create a new home for the program. Orientation, class schedules, and final arrangements for major tours and sightseeing expeditions were completed by the end of May. Dr. Iman Soliman and Ms. Wassima El-

Shafie, together with Mr. Dustin Stevenson and Ms. Anita Hussen, the program's cultural assistants, answered students' questions via email. Several weeks before the fellows' arrival, the cultural assistants started a list-serve in which they sent the incoming students detailed information on life in Cairo as well as a list of apartments previously occupied by CASA students. They also answered many of their questions in a friendly and informal manner.

4. ARRIVAL OF STUDENTS AND ORIENTATION

The students arrived in Cairo in the period between May 29th and June 6th. Representatives of AUC met the fellows at the Cairo airport. CASA provided transportation for the arriving students to the destination of their choice. Upon arrival, a welcome email was sent out with important Orientation dates and times and letting the students know to contact the CASA Office if in need of any assistance. Throughout the summer, cultural assistants aided students in getting oriented to living in Cairo and assisted several of them in searching for and setting up apartments.

The CASA Program Orientation, ECA placement exam, and registration took place on Thursday, the 3rd of June. The fellows were officially welcomed by Dr. Schulte-Nafeh, CASA Director and by Dr. Soliman, CASA Executive Director. Each fellow also received a packet with important phone numbers, their international medical insurance identification cards, fellows' biographies (see Appendix III), the AUC student orientation handbook, the AUC student calendar, the CASA absence policy (see Appendix IV), the summer class schedule (see Appendix V), a student life and activities pamphlet (see Appendix VI), visa and course registration forms, a copy of the presentation given by Dr. Soliman & Dr. Schulte-Nafeh, and last but not least the language pledge (see Appendix VII).

Dr. Schulte-Nafeh and Dr. Soliman gave a joint presentation in which they talked about the History of Hill House, the new home for the CASA Program, the importance of the language pledge, the cultural program, and introduced the summer ALI faculty and staff to the fellows. Dr. Soliman focused her remarks on the goals of different components of the program and briefly introduced the new curriculum component: "CASAweyyun Bila Hudood". After the morning meeting, the students had their ECA placement exam, took a guided tour around the campus, including the computer lab, bookstore, Falaki gymnasium, CASA lounge, classrooms, and cafeteria. They also completed registration forms, and received their first monthly stipend. All orientation activities were conducted in Arabic.

On Sunday, the 6th of June, and for the first time in CASA history, the students had a second Orientation at the AUC New Cairo Campus. On this day, the CASA fellows took the AUC bus from Tahrir to the New Campus, where they were officially welcomed at AUC by Dr. Zeinab Taha, ALI director and CASA Co-director and by AUC Provost, Lisa Anderson in the New Cairo Campus. The fellows also attended two induction presentations by Dr. Iman Omri, the Office of Student Counseling, Mentoring and Conduct, and by Dr. Mohammed, Associate Dean and Director, Student Development. After the morning meeting, the fellows received their AUC ID cards and opened an AUC email account. Students were then given a guided tour of the campus, including the computer labs, bookstore, library, gymnasium, and food court before they returned safely to Tahrir.

This summer classes began on June 7th and the last day of classes was July 22nd.

5. THE COMPONENTS OF SUMMER PROGRAM

The CASA I summer program provides intensive language and cultural education through the following components: Academic Program, Summer Clubs, Cultural Program, and Language Pledge.

a) ACADEMIC PROGRAM

The academic program in the summer consisted of 20 contact hours per week. Each fellow was required to take two core courses: Egyptian Colloquial Arabic (ECA) (10 hrs./wk.) and Modern Standard Arabic (MSA) (10 hrs./wk.). These contact hours included a one-on-one scheduled interview appointment for the first time.

Egyptian Colloquial Arabic

During the summer program, the CASA fellows met with their ECA teachers for 2.5 hours per day from Monday through Thursday, a total of 10 classroom hours per week. Students were divided into four sections according to their level of proficiency, determined through the placement exams held during the down-town orientation session . Co-teaching was introduced this summer to benefit the students and for professional development purposes.

Group 1	Shahira M. Yacout/Dina Bashir
Group 2	Shahira M. Yacout/Dina Bashir
Group 3	Laila El-Sawi/Dina Bashir
Group 4	Laila El-Sawi/Mahmoud Shoman



The summer students worked with the CASA book, *Hadutah Misreyyah*. Each lesson consists of a short movie clip revolving around an issue characteristic of contemporary life in Egypt, for example traffic, living conditions, education, family life, and youth issues. The movie clip, which provides examples of an everyday conversation, is followed by four interviews with various Egyptian intellectuals and government officials who talk about the same general issues in a variety of Arabic known as “*ammiyyat al-muthaqqafin*” (the colloquial of the educated speakers). These materials serve as a basis for the developed in-class and out-of-class activities. A number of movies and authentic radio broadcast programs were selected and used to enrich the book especially at the more advanced levels.

Modern Standard Arabic: Introduction to Egyptian Culture and Society

During the summer program, the MSA classes met for 2.5 hours per day from Monday through Thursday, a total of 10 classroom hours per week. The fellows were divided into four sections based on their scores in the CASA selection exam.

Group 1	Nadia Harb
Group 2	Nadia Harb
Group 3	Sayyed Ismaeil
Group 4	Ahmed abd Al-Hamid

This summer, CASA used the textbook which was developed for its MSA course. The textbook focuses on Egyptian culture and society and it contains a selection of articles focusing on topics revolving around issues related to the national identity and character, the position of minorities, the role of religion in the public life, and various other social issues. Each topic is presented through a variety of articles of different genres, and the articles are accompanied by suggested in-class and out-of-class activities, as well as a CD with vocabulary and listening materials. The CD highlights the importance of cultural awareness and understanding in language learning and facilitates vocabulary acquisition.

In addition to the textbook, CASA fellows were exposed to a variety of materials including novels such as “Yacoubian Building” by Alaa Al-Awsani, and collections of short stories written by contemporary Egyptian writers.

Summer Clubs

For the first time this year, Dr. Soliman initiated summer clubs in the CASA summer program. Becoming involved in a club is a great way to get drawn into the program and to extend the Fellows’ experience at AUC beyond the confines of their academic courses. Clubs promote cultural awareness and encourage each fellow to find something of interest to them. Overall involvement in club activities stimulates knowledge of the host country culture and advances their communication skills. The different activities of the five clubs allowed the students to learn about and integrate into their new community while enjoying facets of Arabic culture such as: tajweed; music, calligraphy, film, and journalism. Fellows’ work with the clubs was disseminated on bulletin boards and at the end of semester party, which gave students a sense of accomplishment and at the start of the year.



One-on-one scheduled interviews

Throughout the summer, CASA faculty members were available during scheduled hours to meet the fellows and dedicate time to their special needs and talk about their overall progress.

b) CULTURAL PROGRAM

Lectures

During the summer semester, CASA fellows attended three lectures with guest speakers from outside of AUC. The lectures engaged students in a number of social and cultural issues of significance to the society in which they are living and encouraged cultural understanding through intellectual discourse. The meeting started with a 20-30 minutes presentation on a selected topic, which was then followed by an interactive discussion with fellows about the topics they decided to raise related to the presentation. Among the guests was the famous writer Alaa Al-Aswani and the editor of “al-Yoom as-Saabi” newspaper Masoud Shoman, winner of the State Award for Children’s Folklore.



In-Class Interviews

These interviews aimed at engaging the CASA fellows in authentic discussions in Egyptian colloquial with key figures with whom they may interact with in their everyday life. Among those figures was an estate agent, a taxi driver, a hotel receptionist, and a

tourist guide. The interview discussions gave the students insight into the work ethics and culture of these figures.

Visits with Egyptian Families

For the first time this year, Dr. Soliman arranged three visits to family homes. The purpose of these visits was to expose the students to the lifestyle of the traditional and average Egyptian and to different language registers other than the ones they are surrounded with in their environments. The students' understanding of working class family values, life, and hospitality put them on the threshold of developing their intercultural competence in a complex society like Cairo's. The visits incorporated the popular Shobra quarter and a couple of remote villages in Giza and Menufeyyah.

6.



In addition to live class interviews, home visits and lectures, CASA fellows participated in a program of guided one day tours and subsidised long trips organized by ALI. Among these were:

Long trips in Egypt:

A three day trip to Marsa Matruh, on the north coast of Alexandria

A three day trip to Soma Bay

Cairo & Giza Area Sites

Bus tour of Cairo and the Giza Plateau; including the Boat of Khufu and the Valley Temple of Khephren, the Egyptian Museum; Centre for Traditional crafts in Fustat, Al Azhar, Wekala and Bab el Futuh.

End of the Semester Party

In the final week, CASA fellows, staff, and faculty members were invited to Dr. Soliman's house where they were able to mingle and chat over a home cooked dinner. The music club performance, which included a number of the Arabic songs they learned, was the highlight of the party.



c) LANGUAGE PLEDGE

To maximize opportunities for speaking Arabic both inside and outside the classroom, the program introduced an Arabic-only Speaking Policy. CASA expects all its fellows to abide by the Arabic Speaking Policy and to help create opportunities for speaking Arabic both inside and outside the classroom (see text of the pledge, Appendix II)

6. PROGRAM AND INSTRUCTOR EVALUATION

Ongoing Formative Assessment:

The Executive Director introduced the CASA students to the online portfolio, Epsillin, and scheduled a training session for them to use the E-Portfolio Matrix where each student was able to reflect on their learning experience during the course of the semester and register activities that helped them learn most. This practice enabled students and faculty to reflect on the significance of the in-class materials and activities to the overall development of their language proficiency.

The Fellows also had direct access to the Executive Director's office, where they stopped by any time to talk about their worries or educational needs. The presence of the CASA Director, Dr. Schulte-Nafeh, also gave the students the opportunity to meet with her on various occasions to discuss their plans and give feedback.

Mid-Term and End of Program Formal Assessments

Dr. Soliman reviewed the previous year's assessment surveys of the summer program to incorporate changes to the program. Students were given three surveys assessing different components of the summer program; one mid-term and the other two surveys during the last week of the program. This survey enabled the Fellows to assess the academic as well as the administrative aspects of the program including instructors and educational materials (see copy of mid-term survey Appendix IX ; two end of semester surveys Appendix X). The overall results of the students' assessment were very pleasing. (see summary of results in Appendix XI.)

Student Assessment

Measuring student learning is always a challenge no matter what the delivery format. The teachers' choices are always limited by time, resources, and creativity. The instructors relied 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 test. The tests were in alignment with the program objectives.

Classroom Observations:

Dr. Schulte-Nafeh was able to pay all the teachers a class visit and give them constructive feedback on their teaching. The observations have enabled the CASA administration to also assess the language proficiency levels of the students in the different groups and advise the teachers as to which materials were more relevant and what activities to use, when such advice was required.

7. REFLECTIONS ON THE PROGRAM AND PLANS FOR IMPROVEMENT

The move to Tahrir

The move to Tahrir this year was a turning point in the history of the CASA program. The geographical relocation of the program has demanded changes at the physical and spatial levels as well as the administrative. The CASA Fellows now have a place they can call home; they have their own lounge for studying and socializing and their own kitchen to spare them the extra cost of buying food and drinks if they do not wish to do so. The proximity of the faculty offices to the students' classes and lounge has created a friendly and comfortable atmosphere between teacher and student which is most conducive to learning. The students' lounge has also helped students bond outside of the classroom which positively affected their interaction during class activities. The relocation of the CASA program was initiated primarily by the students and they have been the main beneficiaries of the move. The proximity of the faculty offices has also promoted a spirit of team-work and mentoring by senior teachers of newly appointed ones, which is noticed and commended by the administration.

However, the geographical remoteness from ALI has imposed on the CASA program many restrictions in terms of schedule and the flexibility of sharing teachers between the different language units of ALI. This restriction has overloaded the CASA budget and teachers. Now an AUC full-time faculty member has to have a 15 contact hour schedule in CASA which is a heavy teaching load. This overload never happened when CASA was within the vicinity of ALIN (Arabic Language Intensive Program) and ALNG (Arabic Language Study Abroad Unit). CASA now has to bear the cost for a number of full-time faculty compensations and benefits, which was not the case when teachers were shared between the ALI units. These new financial commitments have led to the overall review of the CASA assets which also meant an extra charge to the budget in terms of: need for equipment; classroom furnishings, as well as learning and office space which was not the case before when CASA used ALI fully equipped classes and resources. The move to Tahrir, demanded a reconsideration of the logistics of the ongoing collaboration between CASA and ALI. This, in turn, has automatically highlighted the need for change at the administrative, procedural level as well as at the academic.

At the administrative level, all program documents and procedures are now under thorough review and areas that are found lacking or incongruous with the current situation are highlighted in preparation for a strategic plan upon which new policies will be formulated. An example of these policies is the selection of the CASA teachers a semester in advance. CASA has found that it is in need now of more part-time, well trained teachers which will help relieve some of the pressure on the budget.

The one area that needed immediate attention was orientation. New packets were prepared to supply the students with all the necessary information required on and outside of Campus. The program administration is keen to main the ties to ALI and to the greater AUC community at large and to enjoy the benefits the ordinary AUC student enjoys. Two orientations were thus organized and the students were able to acquaint themselves with all the facilities available to them on both AUC campuses including the gym, the Olympic size swimming pool, the library, and Mail and Computing services. The students were introduced to different activities and clubs. The CASA administration, for the first time, has translated all AUC information concerning student life into Arabic so that the students can use this without breach of their language pledge. Also, Dr. Soliman has formulated a new attendance policy.

In the light of the new budget limitations, with regards to full-time teachers, it is necessary to conduct in-house teacher training sessions to create a team of new part-time high caliber language teachers who can teach both ECA and MSA at an advanced level.

At the Academic level, review of course syllabi has shown some areas which require immediate attention. The course outcomes and objectives did not reflect the progression of learning from one semester to the next. It is to this effect that Dr. Soliman has introduced the CASA students to the use of the Epsilon learning matrix. The matrix allows the students to upload or mention specific assignments or classroom activities, link them to course objectives, and mention how this activity has helped the development of different language skills and the improvement of their overall proficiency. The matrix also allowed the students to write down their reflections on how they learned certain things, what they thought was lacking, or what was significant and useful to their language ongoing training. Such feedback will allow teachers and the Executive Director to make informed decisions with regards to the fall and future summer syllabi and outcomes. Although the learning matrix is a powerful tool for obtaining feedback from students, not all students were keen on using it. Comparing it to the feedback we got from paper surveys, it was obvious that unfamiliarity with the electronic assessment medium has lead to their reluctance to use it. I believe that as the students receive further training on the use of the tool, they will be able to regard this matrix as an invaluable, beneficiary feedback tool.

The summer clubs were a very successful addition to the summer program. The end of program evaluation showed that all students appreciated it and, with the exception of one indifferent respondent, hope that it continues during the fall semester. Many of the students who participated in the journalism club have developed outstanding writing abilities, according to their teachers. The clubs did help provide a smooth transition into the culture and established strong student-professor relations and communications.

The CASA cultural program of lectures and interviews was prepared ahead of the start of the program. Classroom activities were built around them. Attendance was obligatory during such events and students could see the benefits they gained from this program by the end of the semester.

All instructors, both in ECA and MSA courses, shared the learning materials designed and developed to facilitate achieving the collective vision of the desired learning outcomes stated in the course outlines. Most of the fellows repeatedly remarked on their satisfaction with the instructional materials. The principal reason for the program's success is that, by most students' accounts, the instructors are almost uniformly superb. They have extensive teaching experience. Many have received M.A. degrees in Teaching Arabic as a Foreign Language (TAFL) and in Arabic Linguistics. Teaching upper-level students requires teachers who are knowledgeable not only in terms of the language, but who also have contemporary knowledge of the Arab culture and who have some content knowledge or are ready to invest the time and energy in learning about the content matters of interest to their students. They also need to be acquainted with effective teaching methods and have good diagnostic skills so that they can adjust their teaching to the needs of their students on a daily basis. The majority of the instructors who taught during the summer showed they had all those qualities and were highly rated by their students (See Appendix XI).

Students also praised the rigorous curriculum and the fact that they were exposed to a wide variety of classroom exercises and homework that they felt contributed to improving their abilities in writing, reading, speaking, and listening. A typical day in the summer involved five hours in the classroom and over six hours of homework. Over the weekend, fellows had longer reading assignments focusing on collections of short stories and novellas written by contemporary Egyptian writers.

This summer, co-teaching was introduced and was successful. Although co-teaching is not new to CASA faculty, it always takes a determined Executive Director to implement it and follow up with it and good-willed faculty members to make it happen. Senior teachers co-taught classes in ECA with new TAFL graduates and new faculty. As a result, we now have two new teachers who are fully capable of teaching advanced level ECA and MSA on their own and with minimal support. Most importantly, this new practice has created an unprecedented, orchestrated symphony of cooperation, mentoring, collaboration, care, empowerment and enthusiasm among the summer CASA faculty. This practice has propagated and set the standards for future faculty cooperation and team-work ethics.

The introduction of the one-on-one scheduled interviews suggested by Dr. Schulte-Nafeh, has brought about greater benefit than expected. With regards to the affective aspects of learning, the interviews worked wonders for our fellows. It provided help for all students on a regular basis throughout the summer. It also obligated more introverted students to meet with their teachers and address their special needs, difficulties, or even uncertainties. The interviews created a sense of deeper awareness and developed better understanding among the teachers of the students' struggles and specific needs. This practice, in comparison to previous years where only students who experienced difficulties in their classes were offered such help, does not stigmatize weak students and

counteracts any previous tutoring policies that had negative effects on the learner's self-esteem.

8. CASA III

Two previous CASA graduates, successfully applied and were accepted to the CASA III program. They came with research interests in Classical Arabic and Sufi texts. One of the professors, who spoke fluent Moroccan dialect, was interested in brushing up on her Egyptian Colloquial communication skills to be able to function in her research environment. The CASA administration succeeded in linking both professors to distinguished Egyptian professors in their fields of specialization. The following was their program outline:

1. Dr. Gretchen Head

Egyptian Colloquial Arabic
Arabic Literature

Ahmed Abdel Moneuim
Dr. Mohamed Salama

2. Dr. Wilson Jacob

Sufi Texts

Dr. Mohamed Salama

APPENDIX I

Administration and Staff

I. Administration

Dr. Martha Schulte-Nafeh	CASA Director Senior Lecturer of Arabic in the Department of Middle Eastern Studies at the University of Texas in Austin
Dr. Zeinab Taha	Director of the Arabic Language Institute and CASA Co-Director, AUC
Dr. Iman Soliman	CASA Executive Director, AUC Arabic Language Instructor, ALI, AUC
Selina Keilani	CASA Program Coordinator, University of Texas
Iman Abdel Aziz	CASA Acting Program Coordinator, AUC
Hany Yousry Sarfeen	CASA Junior Secretary, AUC
Mohib Nassif	CASA Student Assistant, AUC
Anita Hussein	CASA Cultural Assistant, AUC
Dustin Stevenson	CASA Cultural Assistant, AUC

APPENDIX II

CASA Summer Teaching Faculty

II. CASA Full-Time Teachers

Teacher	Courses Taught
Laila El-Sawi (B.A., M.A., AUC)	Egyptian Colloquial Arabic
Shahira Yacout (M.A. TAFL, AUC)	Egyptian Colloquial Arabic
Nadia Harb (M.A. TAFL, AUC)	Modern Standard Arabic

III. CASA Part-Time Teachers

Dina Bashir ElDik (M.A. TAFL, AUC)	Egyptian Colloquial Arabic
Mahmoud Shoman (M.A. Cairo University)	Modern Standard Arabic
Sayed Ismail (M.A. Cairo University, AUC)	Modern Standard Arabic
Ahmed Abdel Hameed (M.A. Ein Shams University, AUC)	Modern Standard Arabic

APPENDIX III

Biographies

Full Year Fellows

Kristine Anderson graduated from The University of Arizona in 2008 with a degree in Near Eastern Studies and Spanish, and is currently pursuing a Master's degree in Arabic Studies at The University of Texas at Austin. Her academic interests include Arabic linguistics and modern Arabic literature.

Rachel Antonsen has completed her junior year at Stanford University, where she studies Middle East history. She is working on an honors thesis concerning the residents of Geziret ad-Dahab/Qursaya. Interests include contentious collective action in the Middle East, Muslim immigrants in Europe and the United States, and classical and modern Arabic literature and linguistics. After completing CASA, she will return to Stanford to write her thesis, after which she plans to pursue projects related to immigrants as well as graduate work in Middle Eastern studies.

Kirsten Beck is pursuing her PhD in Arabic Literature at The University of Texas at Austin. She received her MA in Religious Studies from Columbia and her BA in Mathematics and South Asian Studies from Barnard College.

Gretchen Belnap graduated in April with a BA in Middle East Studies/Arabic from Brigham Young University. She has studied Arabic in Jordan (summer 2006, 2008) and in Egypt (summer 2009). Her interests include modern Arabic literature and poetry as well as contemporary Arabic media. After completing CASA, she plans to pursue an MA in either Arabic language or ethnomusicology.

Alexandra Blackman received her BA in May 2010 from Tufts University, where she majored in International Relations and minored in Arabic. She has also studied Arabic at Alexandria University, the French Institute in Damascus, and Middlebury College. Her interests include comparative politics and political reform in the Middle East.

Erin Collins has studied Arabic in France, Germany, Morocco, and Pennsylvania. Directly after completing CASA, she plans to finish the BA and MA programs at Penn State University.

Maryah Converse served for two years as a Peace Corps Volunteer in rural Jordan before completing an MA in Near Eastern Languages and Cultures at Indiana University. She returned to Jordan on a Critical Language Scholarship in 2008, and has been living there since. After CASA, she intends to pursue a PhD in Applied Linguistics with a concentration in Arabic language acquisition.

Emily Drumsta earned an AB in Comparative Literature from Brown University in 2006. She is currently working on a PhD in Comparative Literature at UC Berkeley, with a focus on literature in Arabic and French. Her academic interests include Arabic poetics (classical and modern), religion and aesthetics, Maghrebi literature, and literary translation. She has lived and studied in Tunis (Bourguiba School) and Tangier (Critical Language Scholarship Program), as well as in Paris (Sorbonne Nouvelle, Paris VIII-Saint-Denis).

Jonathan Endelman graduated this year from Emory University with highest honors and a BA in Middle Eastern Studies. He has spent a semester studying abroad at AUC as well as a summer studying Arabic in Amman on a CLS scholarship from the US State Department. He is interested in politics, wants to get a PhD in IR focused on the Middle East after completing CASA, and hopes to work either for State or a think tank in Washington.

Anna Jozwik set off on a life of adventure after obtaining her BA in political science from Northwestern University. She studied languages and conducted independent research in Poland, the UAE, and Syria where she became interested in working with refugee populations and dabbled in journalism. Following CASA, she plans to pursue an MA in Middle Eastern studies and a JD in international law, in sha allah.

Evan Langenhahn has a BA in International Studies from Emory University and will complete his MA in Middle Eastern Studies from The University of Chicago this summer. He is particularly interested in the comparative intellectual, political, and social evolution of Islam/Islamicate and Christianity/Christendom since the Middle Period and plans to apply for his doctorate in History of Religion this fall.

Sarah Layton graduated this year from Columbia University with a BA in Comparative Literature and Society. Her academic interests include contemporary Arabic literature, the long tradition of Arabic travelogues, and literary translation. Eventually she hopes to pursue a PhD in Comparative Literature with Arabic as one of her primary languages.

Yasmeen Mekawy graduated from New York University in 2007 with an interdisciplinary BA entitled "Orientalism: The Politics of Identity." In New York she worked for ArteEast, a nonprofit that promotes Middle Eastern art and film. She is currently pursuing a PhD in Political Science at The University of Chicago. Her interests include authoritarian rule, nationalism and collective identity, and media and internet technology. She has also previously studied Arabic in Cairo.

Emilie Minnick spent the last year working for the International Rescue Committee in Iraq implementing a protection program for displaced Iraqis in Baghdad and other Central governorates. She obtained her MA in Migration and Refugee Studies at AUC in 2009. While in Cairo, she also worked as Director of an educational outreach program for refugees, as a researcher at the Center for Migration and Refugee Studies, and on the Iraqi resettlement program run by the International Organization for Migration (IOM). She has also worked at a law firm in New York City specializing in immigration and refugee law. Emilie has studied Arabic in Iraq, Jordan, Yemen and Egypt. After CASA, she plans to return to Iraq or move to Yemen to continue her work on IDP and refugee issues.

Sarah Mishkin graduated in 2009 with BA in History from Yale College. Since April 2009, she has lived in Cairo working as a research fellow with AUC's Economic and Business History Research Center and as a reporter with the magazine Business Today Egypt. Her academic interests include comparative Islamic/Western law and Arabic-English translation.

Emma Moros, a native of Vermont, graduated from Middlebury College this year with a BA in English and American Literatures, and a minor in Arabic. As an undergraduate, Emma studied as much Arabic as English, and after completing CASA, she hopes to combine both areas of study through graduate work in Comparative Literature. Her eventual plan is to work as a literary translator.

Tom Osann graduated this year from New York University with a BA in Middle Eastern and Islamic Studies. Academically, he is particularly interested in Arabic to English translation. After completing CASA, he hopes to work for a company or consultancy in the Middle East, and then to pursue a Masters in Environmental Management.

Brian Powell graduated with a BA in English from Boston University in 2006. After living in France and Italy, he returned to the US to pursue an MA in Near Eastern Studies at The University of Arizona. His research interests include classical Arabic and Persian literature, Islamic mysticism, and Islam in South Asia.

Schadi Semnani has just finished her first year of the MA in Arab Studies at Georgetown University. Before that, she spent two years in Syria studying Arabic, translating for an online Syrian magazine, and working with Iraqi refugees. She is particularly interested in Arab media.

Andrew Simon graduated from Duke University last year with a BA in Arabic, Middle Eastern Studies, and Islamic Studies. He studied Arabic in Sana'a while interning at a children's rights NGO, and later enrolled in Arabic classes in Cairo as a Boren Scholar. Most recently, he completed a senior honors thesis on intertwining narratives regarding Coptic-Muslim relations. After CASA, he plans to pursue a PhD in Modern Middle Eastern Studies.

Macey Stapleton is an MA candidate in Arab Studies at Georgetown University's Center for Contemporary Arab Studies. Prior to her graduate work, Macey worked in the Department of English Literature and Linguistics at Qatar University. She has previously studied Arabic in Morocco (SIT, Center for Cross Cultural Learning), Qatar (Qatar University), and at Duke University. Her academic and professional interests lie primarily in education and development in the Middle East.

Heather Sweetser graduated from The Ohio State University in March 2008 with 3 BAs in Arabic, Islamic Studies, and International Studies. She is currently working on her MA in Arabic with a focus on classical Arabic literature and recently returned to the US after spending a year in Yemen.

Levi Thompson is a 2009 graduate of The University of Pennsylvania with a Masters in Arabic and Islamic Studies. He holds a BA in History and Government from The College of William and Mary. His research interests include Arabic literature, particularly the character of the rogue, authorial identity, and autobiography. Following CASA, he will enroll in UCLA's NELC PhD program.

Cosette Wong graduated this year from Duke University with a double major in Mathematics and Asian & Middle Eastern Studies, Arabic concentration. (In a sense, she graduated with a double major in two languages.) She has studied Arabic in Egypt and Syria.

Anna Ziajka graduated from Georgetown University in 2007 with BAs in Arabic and English. Since then she has lived between Cairo and Abu Dhabi while working in various outlets of the Arab publishing industry, most recently as cultural program manager at the Abu Dhabi International Book Fair. After CASA, she hopes to study Arabic fiction with a focus on bringing more of this literature to the English-language book market.

Summer Only Fellows

Stephen Bush is currently an MA student in Middle Eastern Studies at The University of Texas at Austin where he concentrates on modern Middle East history. He received a BA in Political Science from Westmont College in 2004. Previously, he taught in Egypt and the Palestinian Territories.

Ilaria Giglioli has recently graduated with a Masters in Geography from The University of Toronto, where her research investigated the relationship between water, infrastructure and territory in Palestine. After completing CASA, she plans to continue her studies with a PhD in Geography at UC Berkeley, focusing on colonial urbanism in the Mediterranean Basin.

Brian Torro is currently pursuing an MA in Near Eastern Studies at New York University. He has studied Arabic in Cairo (AUC-ALI) and in Amman (University of Jordan). He graduated from the University of Notre Dame in 2009 with degrees in economics and Arabic. His research interests at NYU focus on the political economy of oil in modern Iraq.

APPENDIX IV

Attendance Policy



قواعد برنامج "كاسا" في الحضور والغياب

إن الحضور في الصفوف المختلفة من أهم شروط الالتحاق ببرنامج "كاسا". فالحضور في الصفوف فرصة لممارسة مهارات اللغة المختلفة والمشاركة الفعالة مع الزملاء مما يفيد العملية التعليمية ويساعد على التعلم. ولذلك فإن فشل الطلاب في حضور الصفوف يعد فشلاً في الاستفادة من الفرص التعليمية التي يوفرها لهم البرنامج. ولهذا السبب يتوقع من الطلاب الحضور بانتظام، ولا وجود لنظام يسمح بالغياب، ولكن هناك مبادئ وأسس عامة يتبعها البرنامج بهذا الشأن:

التغيب عن الصفوف:

- التغيب عن الصفوف سيؤثر سلباً على درجة الطالب. وتكرار الغياب قد يؤدي إلى رسوب الطالب أو إلغاء منحه الدراسية بالبرنامج.
- الأستاذ ليس ملزماً بأن يعطي أي ساعات تعويضية، أو مهمات خاصة أو امتحانات خاصة للطلاب المتغيب. ولكن على الطالب متابعة ما فاتته.
- في حالة المرض يجب على الطالب إبلاغ منسق البرنامج وأستاذ المادة بسبب الغياب ومدته مقدماً.
- في حالة الغياب لظروف طارئة وخارجة عن إرادة الطالب، غير الظروف الصحية، يجب ألا تتجاوز ساعات غياب الطالب (6 ساعات) في فصلي الربيع والخريف، و (4 ساعات) فقط في فصل الصيف، إن كانت هناك ظروف طارئة- يجب على الطالب كتابة طلب إلى مدير البرنامج شارحاً له سبب الغياب بالتحديد وإخبار أستاذ الصف بذلك.
- في حالة السفر لأغراض علمية، مثل الامتحانات الدولية أو لحضور المؤتمرات العلمية، يجب على الطالب الحصول على تصريح بذلك من مدير البرنامج "بتكساس" مباشرةً على أن يقدم نسخة من هذا التصريح إلى مكتب "الكاسا" بالقاهرة قبل موعد السفر بثلاثة أيام على الأقل، بشرط أن يكون على اتصال بأستاذ المادة، لأنه في هذه الحالة سيكون مطالباً بإمام ما سقط من دراسته طوال فترة غيابه.

التغيب عن الأنشطة الثقافية:

كلنا يؤمن بأن تعلم اللغة لا يكون بعيدا عن الثقافة وتعلمها؛ لذلك فقد نظمنا برنامجا ثقافيا متميزا يشتمل على عدد من المحاضرات العلمية والأنشطة الثقافية والزيارات بهدف توفير فرص متنوعة للاحتكاك الثقافي وتأكيد ضرورة تعلم الطالب من مصادر متعددة داخل الصف وخارجه. كما وضع برنامج "كاسا" ميزانية خاصة للإنفاق على مثل هذه الأنشطة الثقافية، وسوف يتم الإعلان عنه في الصفوف قبل بدايتها، ولذلك فإن مشاركة الطلاب في مثل هذه الأنشطة يعتبر جزء لا ينفصل من البرنامج، ولا يسمح للطلاب بالغياب عن مثل هذه الأنشطة والمحاضرات، وإذا حدث يعتبر تغيبا عن الصف ويطبق عليه ما جاء تحت التغيب عن الصفوف.

الأنشطة الاختيارية والترفيهية:

إن الأنشطة الاختيارية والترفيهية مثل الرحلات اختيارية ومن حق الطالب أن يمتنع عنها إذا شاء ذلك بعد إخبار سكرتير البرنامج بعدم رغبته في المشاركة فيها لعمل اللازم.

نظام الحضور:

على الطالب أن يلتزم بمواعيد حضور الصفوف؛ لأنه إذا تأخر الطالب مدة (15 دقيقة أو أكثر) عن موعد الصف سيتم احتساب يومه غيبا.

تكرار التأخر:

إذا تكرر التأخير مدة (5-10 دقائق) أو أكثر، فمن حق الأستاذ أن يجمع المدة حتى تصل يوما كاملا ويحتسبه غيبا.

التغيب وأثره على الدرجة النهائية:

عند التغيب من حق الأستاذ أن يخصم من الدرجة المخصصة لحضور والمشاركة نسبة 1% عن كل يوم غياب في فصل الصيف و 1/2 % عن كل يوم غياب في فصل الخريف وفصل الربيع.

الأندية المختلفة:

يعتبر الاشتراك في أحد النوادي ضرورة وجزءا من الخبرة التعليمية. ولا يستطيع الطالب التغيب عن النادي لأكثر من 3 مرات في فصل دراسي واحد.

ولكم منا كل احترام
إدارة برنامج كاسا

APPENDIX V

Summer 2010 Class Schedule

اللغة العربية المعاصرة

الغرفة	غرفة 107	غرفة 108	غرفة 108	غرفة 108
	أ. نادية حرب	أ. سيد اسماعيل	أ. أحمد عبد الحميد	
اليوم	الاثنين - الثلاثاء - الأربعاء - الخميس	الاثنين - الثلاثاء - الأربعاء - الخميس	الاثنين - الثلاثاء - الأربعاء - الخميس	الاثنين - الثلاثاء - الأربعاء - الخميس
الساعة	10:30 - 8:30	10:30 - 8:30	10:30 - 8:30	11:00 - 1:00
الاستراحة	10 دقائق استراحة بين الساعتين	10 دقائق استراحة بين الساعتين	10 دقائق استراحة بين الساعتين	10 دقائق استراحة بين الساعتين
1	آنا جازويك	إلاريا جيلبولي	إرن كلنز	
2	برلين باول	ألكساندرا بلاكمان	آنا زايبكا	
3	جيونثان اندليمان	أندرو سايمون	توماس ليواي تامسون	
4	ستيفن بوش	إيفان لنجنهاهن	توماس وسان	
5	شادي سمناني	أيلما موريس	كوزيت وانغ	
6	هينر سويتسر	سارة ليتن	كريستن باك	
7	سارة مشكن	مرايا كونفريس	ميسي ستانتون	

جدول العمالية المصرية

الغرفة	غرفة 106	غرفة 109	غرفة 109	غرفة 109
	أ. شهيرة باقوت و أ. دينا بشير	أ. ليلم الصاوي و أ. دينا بشير	أ. شهيرة باقوت و أ. دينا بشير	أ. ليلم الصاوي و أ. دينا بشير
اليوم	الاثنين - الثلاثاء - الأربعاء - الخميس	الاثنين - الثلاثاء - الأربعاء - الخميس	الاثنين - الثلاثاء - الأربعاء - الخميس	الاثنين - الثلاثاء - الأربعاء - الخميس
الساعة	10:30 - 8:30	10:30 - 8:30	10:30 - 8:30	11:00 - 1:00
الاستراحة	10 دقائق استراحة بين الساعتين	10 دقائق استراحة بين الساعتين	10 دقائق استراحة بين الساعتين	10 دقائق استراحة بين الساعتين
1	إيميلي مينيك	إلاريا جيلبولي	إرن كلنز	إيفان لنجنهاهن
2	آنا زايبكا	ألكساندرا بلاكمان	إيميلي درومستا	برلين باول
3	برلين تورو	آنا جازويك	توماس ليواي تامسون	جيونثان اندليمان
4	جريتشن بلناب	أندرو سايمون	توماس وسان	سارة ليتن
5	كريستن أندريسون	أيلما موريس	كوزيت وانغ	مرايا كونفريس
6	كريستن باك	سارة مشكن	هينر سويتسر	
7	ميسي ستانتون	ستيفن بوش		
8	باسمين مكاوي	شادي سمناني		

APPENDIX VI

Student life and activities pamphlet



THE AMERICAN UNIVERSITY IN CAIRO
الجامعة الأمريكية بالقاهرة



برنامج خدمة المجتمع

<http://www.aucegypt.edu/StudentLife/Development/CSP/Pages/default.aspx>

يشترك طلاب الجامعة الأمريكية مشاركة نشطة في مجالات خدمة المجتمع، وتنوع أنشطتهم من جمع للتبرعات لبناء مكتبة في قرية صغيرة إلى استضافة حفلٍ للأيتام داخل الحرم الجامعي. ويقوم برنامج خدمة المجتمع التابع للجامعة بربط نوادي الطلاب مع المنظمات غير الحكومية وغيرها من المؤسسات التي يبنون عملها على الخدمة الاجتماعية بغرض تقديم مجموعة من الخدمات والأنشطة بعيدة المدى التي تستهدف المحتاجين.

نوادي خدمة المجتمع بالجامعة:

ما يلي قائمة بنوادي خدمة المجتمع المسجلة للعام الأكاديمي 2010 وهي مرتبة ترتيباً ألفبائياً:

علشانك يا بلدي:

علشانك يا بلدي هو المشروع الخدمي الرئيسي لاتحاد الطلاب، وهو برنامج يركز على جعل طلاب الجامعة الأمريكية بالقاهرة أكثر اهتماماً بالمساهمة في التنمية المستدامة في بلادهم. ويتم تنفيذ المشروعات في إحدى أفقر مناطق القاهرة، عين الصيرة، حيث يجري العمل على مشروعات تنموية تهدف إلى تحسين الأوضاع الاقتصادية والاجتماعية في البلاد.

فريق مكافحة السرطان:

يهدف فريق مكافحة السرطان إلى التخفيف من معاناة الأطفال المصريين المصابين بالسرطان، حيث نقدم دعماً نفسياً وأخلاقياً ومعالجات شعورية، ونقوم بتنظيم عدد من الأنشطة الخيرية بهدف جلب الدعم لبعض المشروعات مثل شراء الأدوية، تغطية تكاليف العمليات الجراحية، و تزويد معهد السرطان باحتياجاته الأساسية.

AUC من أجل مصر:

نقوم بعمل مشروعات خيرية سنوياً حتى نعطي الطلاب فرصة في الاستفادة من المهارات التي تساعد في نفع المجتمع. هدفنا هو نشر مفهومي المشاركة المدنية والمسؤولية الاجتماعية بين طلاب المدارس الثانوية والمدارس الدولية الذين هم إما طلاب مستقبليين بالجامعة أو طلاب بها بالفعل.

الطريق الصحيح:

نرفع الوعي حول مختلف قضايا السلامة على الطريق، من خلال إقناع الشباب بتوحي الحذر أثناء القيادة من خلال العديد من الأنشطة. يقدم النادي كذلك دورات في القيادة الدفاعية والإسعافات الأولية.

رسالة:

تعمل على الاقتراب من حياة الفئات المهمشة التي تستهدفها خدمات مؤسسة رسالة الغير حكومية من خلال العديد من المشروعات التنموية. تشارك رسالة كذلك في نشر الوعي بين طلاب الجامعة حول القضايا المجتمعية مع التركيز على تقوية الروابط بين بعضهم البعض و بينهم وبين المجتمع الخارجي.

رابطة الوعي البيئي

تهدف إلى خلق جيل من الأفراد الواعين بيئياً من داخل مجتمع الجامعة من خلال زيادة روح الفهم والمسؤولية تجاه القضايا البيئية المحلية والعالمية والمبادرات الرامية إلى التغيير.

عالم أفضل:

نمى المجتمع المصري من خلال تقديم طلاب الجامعة الأشد فقراً والخريجين الجدد إلى عالم و سوق عمل محتاج إلى من يتقن التعامل مع الحاسب الآلي.

مشروع بوسي

ينشر الوعي بقضايا المرأة وحقوقها من خلال تناول مشاكل المنطقة كالتحرش، والزواج المبكر، والختان، تكافؤ الفرص في العمل والتعليم وغيرها.

في مواجهة الأزمة المصرية..:

نساعد أطفال الشوارع على الارتفاع فوق مستوى الفقر من خلال تقديم الدعم النفسي و مراقبة الأخلاقيات والأداب الاجتماعية.

يد بيد

ندعم كبار السن في مصر مالياً ومعنوياً من خلال الزيارات والأنشطة الترفيهية يعرض تضيق الهوة بين الأجيال من خلال وصل الشباب والأطفال بالكبار، كما يساهم هذا النادي في توعية المجتمع بمشاكل كبار السن واحتياجاتهم.

نادي المساعدة:

ينشط في الإحسان للمحتاجين وتوعيتهم وترفيهم من خلال إعداد حقائب الطعام، الخروج على رأس حملات التوعية، تنظيم العروض الهزلية التي تتناول قضايا اجتماعية تشغل بال الشباب.

حركة طلاب من أجل اللاجئيين:

هذا النادي ملتزم بالعمل مع اللاجئيين لتحسين أوضاعهم في المنفى، كما يقوم بالتوعية بحقوق اللاجئيين، وتنظيم برامج للغتين العربية والإنجليزية وبعض المعارض الفنية.

متطوعون في قلب الحدث

مجال العمل الأساسي لـ (متطوعون في قلب الحدث) - أقدم وأكبر نوادي الجامعة - هو تنظيم الفعاليات الترفيهية والتعليمية للأيتام من خلال بعض البرامج مثل فصول محو الأمية، مساعدة ساكني منطقة ميت عقبة على بدء مشروعات صغيرة، توزيع ملابس جديدة وحقائب الطعام على دور الأيتام والأسر الفقيرة، وكان آخر مشروع لنا هو مساعدة الفتيات اليتامي المقبلين على الزواج في تجهيز بيوتهم.

مشاريع خاصة تحت مظلة برنامج خدمة المجتمع

مشروع مكتبة القرية:

يعمل هذا المشروع على جمع الكتب على مدار العام من مجتمع الجامعة والتبرع بها لمجتمعات أخرى محتاجة بهدف إنشاء مكتبات خاصة بها. يسير هذا المشروع بالتوافق مع المشروع القومي الأكبر " القراءة للجميع " الذي يؤكد على أهمية القراءة في تنمية المجتمعات.

يوم المنظمات غير الحكومية Basaisa Day

هذا يوم تُدعى فيه المنظمات غير الحكومية كل عام إلى أرض الجامعة لعرض منتجاتهم، وهي فرصة طيبة لطلبة الجامعة وأساتذتها وفريق العاملين بها للتواصل مع المنظمات غير الحكومية أو التطوع في المنظمات التي تستهويهم.



الأنشطة الثقافية وبرامج الاهتمامات الخاصة

<http://www.aucegypt.edu/StudentLife/Development/CASIP/Pages/default.aspx>

هذه البرامج هي أمثلة على فلسفة الجامعة في دعم الفنون الحرة والتنوع؛ فهي تتيح الفرص لأفراد المجتمع لإدراك الفروق التي تميز كل فرد من خلال توفير المناخ الجامعي الذي يعزز التعليم و التقدير واستيعاب الثقافات الأخرى بالإضافة إلى أهمية العلاقات التي تربط الثقافات بعضها البعض.

نادي القدس

مهمته تعريف الطلاب بالقضية الفلسطينية عبر السبل المتاحة في إطار سياسات الجامعة ولوائحها.

نادي الأدب العربي:

يُعرّف الطلاب بجماليات اللغة العربية من خلال ورش العمل ، والمحاضرات، والأمسيات والمسابقات الشعرية.

المجموعة الفنية:

تقدم المواد الخام والتوجيه المهني و فرصاً طيبة للطلاب المهتمين بتنمية مواهبهم الفنية، تلك المواهب التي لعبت دوراً لا يُنكر على مر التاريخ.

الفتيان ضد الفتيات:

منتدى قيادي تنافسي يهدف إلى الترفيه بعد يوم دراسي مشحون. ويستطيع الطلاب من خلال ما في المنتدى من تحديات ذهنية وعاطفية، وجسدية، يستطيعون تنمية مزيد من الانفتاح وإقامة الصداقات الجديدة.

نادي الشطرنج:

يقيم بين الحين والآخر بطولات وورش عمل تدريبية وغير ذلك من الأنشطة تهدف جميعها إلى نشر اللعبة. هذا النادي مسؤول عن تشكيل الفريق الرسمي للجامعة، والذي يتكون من الفائزين في بطولة الجامعة السنوية للعبة الشطرنج.

فريق الكورال:

تأسس في 1982 وقاده عدد من المؤدين المحترفين. شارك الفريق منذ تأسيسه بانتظام في مسابقة الجماعة الثقافية بالإضافة إلى العديد من المهرجانات الدولية بالإمارات وتونس ولبنان والأردن.

الكتابة الإبداعية:

أُمست الكتابة العربية الإبداعية من شعر وقصة ومقالات نقدية وسلسلة أصيلة من وسائل تنمية وتعزيز الهوية والإرث الثقافي. لقد أثبت طلاب الجامعة أنهم يملكون زمام العربية، ولا أدل على ذلك من تكرار فوزهم بمراكز متقدمة في المسابقة الثقافية .

الإبداع و مهرجان الفنون:

يركز على التوعية بأهمية الفنون عبر تشجيع المشاركين على التفكير الإيجابي والاستباقي وتنمية المواهب. فورش العمل عن المسرح والأعمال الوثائقية والأفلام القصيرة متاحة لمن أراد من الطلاب، كما يعقد مهرجان يمتد إلى ثلاثة أيام بالجامعة لاختيار أحسن إنتاج من خلال المعارض التي تختتم بتوزيع الجوائز من قبل لجان التحكيم .

نادي الاكتشاف الثقافي:

برز نجم الثقافة القبطية إبان الفترة من 100 إلى 800 بعد الميلاد باعتبارها رمزاً لمصر القديمة، بل لا تزال آثارها باقية في مصر حتى اليوم، وقد أنشأت الجامعة برنامجاً للدراسات القبطية عام 2002. يعتمد نادي الاكتشاف الثقافي كل الاعتماد على هذا البرنامج من حيث إنه يستكشف الفن القبطي ولغته وفنه المعماري من خلال العديد من المحاضرات والأفلام والمعارض و ورش العمل والرحلات الميدانية حتى يلمس الطلاب بأنفسهم الثقافة القبطية على حقيقتها.

أبعاد

صحيفة يقوم على إصدارها الطلاب بإشراف اتحاد الطلاب. تسعى أبعاد من خلال مناقشة الموضوعات الاجتماعية والأكاديمية وغير الأكاديمية إلى صقل المهارات الصحفية والإبداع لدى الطلاب حتى ينقلوا أخبار الجامعة بمصدقية وشفافية وموضوعية.

علم المصريات:

يهدف إلى التوعية بالحضارة المصرية القديمة وإلى تقديرها من خلال الأفلام والمحاضرات والحلقات النقاشية و الرحلات الميدانية.

نادي صناعة الأفلام:

يعقد دورات وورش عمل تتيح للمشاركين تعلم و ممارسة صناعة الأفلام على نحو محترف. وهو من افروض الممتازة التي تتيح لطلبة قسم السينما اكتساب خبرات في المجال ، بل إنها فرصة لأي شخص مهتم باكتساب مهارات في مجال السمعيات والمرئيات.

فلامنكو فيوجن:

يسعى هذا النادي إلى دمج رقصة الفلامنكو مع سائر أنواع الفلكلور حتى نخرج بصور فريدة من الرقص تختلف كلياً عن أي شئ آخر نراه اليوم. يقوم فريقنا بتعلم المكونات الأساسية للرقص الفني من إيقاع وتعبير ذاتي وأحاسيس و حركات الجسم الإيقاعية، رغبةً في تقديم فن نادر يجذب انتباه الجمهور في الحفلات والمهرجانات.

فريق الفلكلور:

سحر هذا الفريق جمهوره المحلي والعالمي بأزيائه الجذابة و أصواته العذبة، ما يعكس قدرة الشباب و ثراء الثقافة المصرية، وقد مثل الفريق مصر والجامعة في مهرجانات الفلكلور العالمية في أوروبا وأمريكا.

كشافة الفتيات:

الكشافة حركة عالمية تدعم الشباب روحياً و ذهنياً وبدنياً كي يكونوا أفراداً ذوي أدوار بناءة في حضارتهم.

رابطة الطلاب الإيطاليين:

تسعى إلى توعية المشاركين بالثقافة الإيطالية وتكوين كيان إيطالي صغير للطلبة الإيطاليين في مصر.

فريق الموسيقى:

تحول فريق الموسيقى من مجرد عدد محدود من الطلاب الموهوبين الذين كانوا يعزفون فرادى إلى فريق كامل من العازفين يشرف عليهم أحد العازفين المحترفين. ويتم تدريب الطلاب على لعب الآلات الشرقية والغربية على السواء كالكماني والعود والجيتار والطلبة. يلتحق العازفون المميزون بفريقي الكورال والفلكلور في المهرجانات الدولية.

موزيكا:

فريق يجمع بين الغناء والرقص في آن واحد بغرض تقديم مختلف الثقافات. في هذا النادي يتدرب الطلاب على أنواع مختلفة من الرقص بهدف التوصل إلى عروض تمزج بين ألوان مختلفة من هذين الفنين

نادى الأداء والفنون المرئية.

هذا النادي مهتم بشكل أساسي بالفنون. بالرغم من اعتيادنا على الاهتمام بالمرح والسينما والموسيقى، نشعر أننا اهتمامنا الرئيسي ينصب في الأنشطة القائمة على الفن كالرسم والتصوير الزيتي. هدفنا هو تعزيز الاهتمام بمجال الفنون من خلال تزويد الطلاب بورش العمل والمحاضرات في مختلف مجالات الدرس الفني، ونحن الآن بصدد البحث عن رعاة للمساعدة في تكثيف أنشطتنا ودعم المهمة التي يضطلع بها النادي.

فريق المسرح:

ينتج الفريق عددا من المسرحيات الصغيرة ويشارك في المسابقات الثقافية للجامعة. قدم الفريق إنتاجه المسرحي الأول، الكوميديا العربية "سجن النساء" في ربيع 2004، كتبتها فتحية العسال، وقام ببطولتها عدد من طلاب الجامعة.

APPENDIX VII

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: _____

APPENDIX IX

صيف 2010
Mid Summer Evaluation

1. To what extent do you feel that you are making good progress towards your goals at this point in the summer program? Is there anything you think the program could do to help you learn better?

2. Please rate the following aspects of the CASA classes (NA indicates that the activity is not done in class)

A) *The ECA Class*

Instructor's Name : -----

I. In-Class Activities

<u>Useful</u> <u>NA</u>	<u>Not Useful</u>	<u>Somewhat Useful</u>	<u>Useful</u>	<u>Very</u>	
Activating new vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Debates & presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar explanations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening for the gist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intensive listening (for details)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. The Materials

<u>Strongly Agree</u>	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	
Reflect the goals of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are appropriate for our level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are intellectually challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are well organized				<input type="radio"/>

III. The Instructor

<u>Strongly Agree</u>	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	
Is well-prepared and organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is always on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses the time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informs students of their progress				<input type="radio"/>
Pays attention to errors		<input type="radio"/>		<input type="radio"/>

On average, how many hours a day do you spend preparing for this class?

Additional comments on the ECA class:

B) The MSA Class:

Instructor's Name : -----

I. In-Class Activities

	<u>Not Useful</u>	<u>Somewhat Useful</u>	<u>Useful</u>	<u>Very</u>	
<u>Useful</u> <u>NA</u>					
Activating new vocabulary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Debates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grammar explanations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening for the gist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intensive listening (for details)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. The Materials

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	
<u>Strongly Agree</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Reflect the goals of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are appropriate for our level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are intellectually challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Are well organized				<input type="radio"/>

III. The Instructor

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	
<u>Strongly Agree</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is well-prepared and organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is always on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses the time effectively	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
Informs students of their progress				<input type="radio"/>
Pays attention to errors		<input type="radio"/>		

On average, how many hours a day do you spend preparing for this class?

Additional comments on the MSA Class:

C) The CASA Cultural Activities program:

	<u>Not Useful</u>	<u>Somewhat Useful</u>	<u>Useful</u>	<u>Very Useful</u>	
<u>NA</u>					
Clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speakers and Visitors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visits and Trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX X



Copy of Summer 2010 Program Evaluation

Please fill in the circle that most closely matches your opinion:

1 = Poor, 2 = Fair, 3 = Neutral, 4 = Very Good, 5 = Excellent

1. Please rate the general organization of the CASA program

1 2 3 4 5

2. Please rate the general organization and usefulness of the CASA Orientation events and orientation pack:

1 2 3 4 5

3. Please rate the helpfulness and the competence of the Executive Director:

1 2 3 4 5

Comments:

4. Please rate the helpfulness and the competence of the assistance offered by the CASA staff:

1 2 3 4 5

Comments:

5. Please rate the helpfulness and the competence of the cultural assistants (Dustin & Anita):

1 2 3 4 5

6. Please rate the value of the "summer club" cultural activities:

1 ○ 2 ○ 3 ○ 4 ○ 5 ○

Comments:

Please state if you wish to have the club activities continuing in the fall):

YES ○
NO ○

7. Please rate the value of the "the Egyptian Colloquial in-class Interviews and Home Visits" component of the cultural program(e.g. taxi driver , tourist guide):

1 ○ 2 ○ 3 ○ 4 ○ 5 ○

Comments:

8. Please rate the value of the "lectures" component of the cultural program(e.g. Harassment, The *Maulid*, Ancient Egyptian linguistic influence on ECA, Alaa Alaswani's what happened to the Egyptian society):

1 ○ 2 ○ 3 ○ 4 ○ 5 ○

Comments:

9. Additional comments and/or suggestions to improve the program:

APPENDIX XI

Results of Assessments

Please fill in the circle that most closely matches your opinion:

1 = Poor, 2 = Fair, 3 =Neutral, 4 = Very Good, 5 = Excellent

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1. Please rate the general organization of the CASA program:		1	2	12	7
2. Please rate the general organization and usefulness of the CASA Orientation events and orientation packet:		1	5	14	2
3. Please rate the helpfulness and the competence of the Executive Director:				8	14
4. Please rate the helpfulness and the competence of the assistance offered by the CASA staff:				6	16
5. Please rate the helpfulness and the competence of the cultural assistants (Dustin & Anita):			3	4	15
6. Please rate the value of the "summer club " cultural activities:		2	7	7	6
7. Please rate the value of the "the Egyptian Colloquial in-class Interviews and Home Visits" component of the cultural program(e.g. taxi driver , tourist guide):			5	8	9
8. Please rate the value of the "lectures" component of the cultural program(e.g. Harassment, The <i>Maulid</i> , Ancient Egyptian linguistic influence on ECA, Alaa Alaswni's what happened to the Egyptian society):		1	4	10	7

<u>Please state if you wish to have the club activities continuing in the fall):</u>	<u>YES</u>	<u>NO</u>
	20	1