



Modules at the American Language Center Rabat: Ramadan, July, FALL 2017

Modules at ALC are designed specifically for our advanced and proficiency learners to personalize their studies and build strong English fluency. We accomplish this through carefully planned, learner-centered courses that typically embrace the liberal and creative arts. The successful module student enjoys a progressive learning environment, learner autonomy, projects and presentations, collaborations, and teachers as facilitators.

Only learners who have completed Advanced 4 or who have achieved a score of 56 or higher on our placement test are eligible for ALC Modules. New modules are introduced each term, and popular modules are repeated on a regular basis.

Advanced students who successfully complete two modules are eligible for an advanced certificate; successfully completing an additional three modules qualifies students for a proficiency certificate.

The Four Skills	Academic English 1*
Stories of Mystery and Fear (new)	Academic English 2*
Inside the Young Learner Classroom	Applied Linguistics
Business English 1* (Ramadan & Fall Terms)	English for Job Hunting (new)
Business English 4*	Debate: The Art of Arguing
Public Speaking (July & Fall terms)	Current Events (Ramadan & Fall terms)
Soliya Connect (dates to be announced)	

* These courses may be taken in any sequence. You do not need to start with Level 1.



Continue onward for a complete
description of each module.



Soliya Connect: Exploring Global Issues & Social Challenges

Fall Term: Dates to be Announced

Course Description

ALC Rabat is proud to join Soliya's "Connect Program," a US non-profit organization providing high quality cross-cultural virtual exchange. Soliya is a partner of the **United Nations Alliance of Civilizations** and endorsed by the **League of Arab States**. In ALC's Soliya module, advanced/proficiency students meet online with other students from around the world to examine pressing global and social challenges. Together, students aim to improve their intercultural awareness and understanding. More than 6,500 students from over 28 countries and 100 universities have participated in Soliya.

Each ALC Soliya module student will join other university students from the US, the MENA region, Asia and Europe in a weekly, online virtual class for two-hours, guided by a highly trained Soliya facilitator. Carefully chosen topics encourage discussions on socio-cultural matters that help you build a deeper understanding of global issues, and to build strong leadership and employability skills. All ALC Soliya students will also meet together every *second* week at ALC with an ALC teacher to discuss your individual online experiences. Upon completion of this module and receipt of your Soliya certificate, ALC will issue you a **100% refund of your tuition** for the term.

Soliya Students Gain:

- Insight into the critical current issues impacting societies;
- Exposure to a multiplicity of global perspectives;
- A chance to meet peers from around the world, share opinions and build contacts;
- Leadership, analytical, critical thinking and collaborative skills;
- English speaking skills. Students will be speaking with native speakers of English, increasing their confidence and comfort with conversational English.
- A certificate of completion from Soliya verifying their participation.
- The opportunity to study tuition-free at ALC during fall 2017.



Here is your virtual, online class. You, a facilitator, and students from around the world will use Soliya's custom-designed web interface. The experience allows for rich and intimate discussion, despite the distances separating you.

Weekly topics may include:

- Identity, culture and stereotypes
- Global and social challenges
- Values and social norms
- Life experiences and world views
- Youth empowerment

Soliya Connect: Exploring Global Issues & Social Challenges

Assessment:

Full attendance is required and vital for the success of the program. There are two reading assignments and a collaborative final project. Students who successfully complete the class will receive a certificate from Soliya. Upon receipt of your Soliya certificate, ALC will issue you a **100% reimbursement of your tuition.**

About the Facilitators:

Soliya facilitators have come from Egypt, France, Finland, the USA, Lebanon, Morocco, the Netherlands, Turkey, India and Bangladesh. Most hold master's degrees in International Relations or Conflict Resolution at prestigious universities. All receive extensive training from Soliya and follow a professionally constructed curriculum. Your ALC facilitator is also internationally qualified as an English instructor and trained in facilitating extended discussions.



Stories of Mystery and Fear

New for Autumn 2017

Course Description:

In Stories of Mystery and Fear, we shall descend into the weird world of the bizarre, evil, and supernatural, shining our flashlights into the dark corners of foreboding short story, thrilling film, and sinister poetry. Feel your heart pound as we analyze the creation of fear in stories, deliberate on its cultural effects, and create a bit of creepiness ourselves. Students should come prepared to read a lot, write a lot, and leave with a sense that the world is not as bright as we may have once believed.

Assessment: 30% - in class participation/attendance; 30% - 3 essays; 40% - final short story/film project.
Late work will be deducted 10% for every class period late.

About the Instructor:

Benjamin Friesen

Ben has been writing stories since he could hold a pencil, from under a cherry tree in Pakistan, to the frozen northern plains of the US, to humming cafés in the ancient city of Rabat. He cultivated his craft at Minnesota State University Moorhead where he received a Bachelor's of Arts in Writing. His poetry, flash fiction, and articles have appeared in Red Weather and Wolfree magazines. He loves writing by day and teaching by night, biking, tea drinking, and competing in poetry slams and storytelling competitions.

English for Job Hunting

New for Autumn 2017

Course Description:

English for Job Hunting is designed for both working professionals and those new to the world of work, who must use English in the job application process. The course will help you to develop the language knowledge and communication skills necessary to apply for and secure a job in a competitive marketplace. The course will focus on the following areas:

- Researching the market.
- Preparing and writing a CV
- Writing a cover letter.
- Answering interview questions.
- Answering competency based questions.
- Turning the negative into the positive.
- Negotiating terms and conditions of service.

This course will use the textbook *Cambridge English for Job Hunting*

Assessment:

Attendance (10%), **Participation** (20%), **Oral Exam** (Job Interview Situation (35%) **Written Exam** (CV and Cover Letter 35%)

About the Instructor:

Ameur Benhami

After graduating with a Bachelor's degree in English Studies from Mohammed V University in 2009, Ameur pursued his studies in Moulay Ismail University in Meknes. There, he obtained a Master's degree in Media and Communication studies in 2011. Two years later, he obtained the Cambridge Certificate in Teaching English to Adults (CELTA) and became a qualified teacher.

He is currently teaching general English at the ALC to adults, children and professionals. Prior to that, he taught Business English at different multinational companies, particularly in Casablanca. He has also designed and taught Business and Technical English courses at well-known engineering schools, both in the public and private sectors.

As an individual, he is diligent, conscientious, creative, and flexible. He strongly believes in solidarity.



Inside the Young Learner Classroom

Course Description:

Learn classroom fundamentals while assisting in ALC young learner classes. The class has two components: a theory course with other module students and multiple practicum visits inside a young learner classroom. The practicum will occur at different times from the theory class and will be scheduled individually by each student. Students will learn the fundamentals of teaching by building a strong foundation in the areas of best practice teaching methods and student centered lesson planning. Additionally, when participants complete the course, they will be equipped with proven differentiation and classroom management strategies. Participants will walk away with a concrete list of resources and strategies they can employ in their own or future classroom.

Assessment:

20% Participation, 20% Attendance, 20% Assignments, 15% Discussion Posts, 25% Activity Plans

*Assignments include a philosophy of education and practicum reflections

About the Instructor:

Anna Fuchtman

Ms. Fuchtman graduated from the University of South Dakota in 2009 with a B.A. in Political Science and International Studies and a minor in Russian. Upon completion of her degree, she accepted a position at Verdigre Public Schools within the special education department. This job sparked her interest in working with students with special needs and encouraged her to return to school to pursue teaching. In 2012, she earned a Masters in Education from the College of Saint Mary. She worked as a special education teacher in the Westside Community School District before moving to Morocco. It was after her first cup of mint tea on a volunteer trip in 2012, that she decided to move here and hasn't looked back since.



Academic English One (May Be Taken in Any Sequence)

All Academic English modules at ALC use the Advanced level of the highly acclaimed Quest series. Unique among academic texts, this two-part series parallels and accelerates the process native-speaking students experience in a university environment, both in academic content and language skills. ALC's Academic English is an ideal study path for serious university students or for those who plan to attend university.

Quest is available at the ALC Bookstore at a special discounted price for ALC students only.



Course Description:

Unit 1 Anthropology: Chapters 1 & 2: Cultural and Physical Anthropology

Academic English improves students' academic performance, with highly integrated and realistic learning strategies designed to build the critical thinking and analysis skills necessary for successful university study. The course integrates reading, writing, speaking and listening in authentic content found at the university level, including academic essays with rich vocabulary, general interest articles, listening activities, radio programs, and videos of classroom lectures.

Academic English One focuses on Cultural and Physical Anthropology, examining topics such as feng shui, symbolic systems and meanings, the anthropological view of religion, primate behavior, and Stone Age humans.

Assessment: 20% Reading, 20% Writing, 20% Speaking, 20% Listening, 20% Final Exam

About the Instructor:

Tony Cordaro

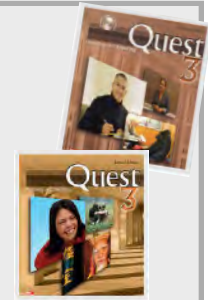
Tony is from Kansas City, Missouri, in the U.S.A. He graduated in 2011 from the University of Pennsylvania, with a B.A. in South Asian Studies, with minor concentrations in Cultural Anthropology and Arabic and Islamic Studies. For his thesis paper on the economic and social networks of truck drivers in northern India, he spent several months living and working at restaurants and other roadside establishments in India, and traveling with truck drivers on the job. After graduating, he returned to India for about a year with a grant to do participant observation among Bhojpuri-speaking migrant workers living in urban Punjab for research on labor, identity politics, and community networks. Before moving to Morocco in 2014, he taught Hindi and Urdu for two years in New York City.



Academic English Two (May be taken in any sequence.)

All Academic English modules at ALC use the Advanced level of the highly acclaimed Quest series. Unique among academic texts, this two-part series parallels and accelerates the process native-speaking students experience in a university environment, both in academic content and language skills. ALC's Academic English is an ideal study path for serious university students or for those who plan to attend university.

Quest is available at the ALC Bookstore at a special discounted price for ALC students only.



Course Description:

Academic English improves students' academic performance, with highly integrated and realistic learning strategies designed to build the critical thinking and analysis skills necessary for successful university study. The course integrates reading, writing, speaking and listening in authentic content found at the university level, including academic essays with rich vocabulary, general interest articles, listening activities, radio programs, and videos of classroom lectures.

Academic English Two focuses on Economy, examining topics such as poverty, development economics, emerging nations, global markets, and international trade.

Unit 2: Economics

Chapter 3: Developing Nations

Chapter 4: The Global Economy

Assessment: 50% in-class assessment and class work (quizzes, presentation, take-home paper); 20% class participation; 30% final exam.

About the Instructor:

Tony Cordaro

Tony is from Kansas City, Missouri, in the U.S.A. He graduated in 2011 from the University of Pennsylvania, with a B.A. in South Asian Studies, with minor concentrations in Cultural Anthropology and Arabic and Islamic Studies. For his thesis paper on the economic and social networks of truck drivers in northern India, he spent several months living and working at restaurants and other roadside establishments in India, and traveling with truck drivers on the job. After graduating, he returned to India for about a year with a grant to do participant observation among Bhojpuri-speaking migrant workers living in urban Punjab for research on labor, identity politics, and community networks. Before moving to Morocco in 2014, he taught Hindi and Urdu for two years in New York City.



Four Skills

Course Description:

This course is for module-level students, especially those entering from the Advanced program, who want or need *additional practice* in the four skills: reading, writing, speaking and listening. The course will also include a comprehensive review of English grammar.

Please note: The primary goal of this module is to provide participants with a stronger foundation in English proficiency, thus allowing them to advance through other modules with increased confidence and language skills.

Assessment:

Student's positive engagement in the learning process (active in-class participation, note-taking, weekly homework assignments) – 20%;

Combined skills assessments (4 x 15% each) = 60%;

Comprehensive Final assessment – 20%.

About the Instructor:

Ben Friesen

Ben Friesen has been writing stories since he could hold a pencil, from under a cherry tree in Pakistan, to the frozen northern plains of the US, to humming cafés in the ancient city of Rabat. He cultivated his craft at Minnesota State University Moorhead where he received a Bachelor's of Arts in Writing. His poetry, flash fiction, and articles have appeared in Red Weather and Wolfree magazines. He loves writing by day and teaching by night, biking, tea drinking, and competing in poetry slams and storytelling competitions. New in Morocco, he is finding the country inspirational and fascinating and hopes to be here for years to come.

Four Skills

Class time each week will include:

- Practice in one or more of the four specific skills, including but not limited to:
 - Reading exercises (reading comprehension, vocabulary)
 - Writing exercises (essay structure, mechanics such as punctuation and spelling, sentence structure)
 - Speaking exercises (fluency, pronunciation, using English correctly)
 - Listening exercises (listening comprehension, vocabulary)
- Practice (and assessment) in combined skills:
 - Speaking exercises based on reading exercises
 - Speaking exercises based on listening exercises
 - Writing exercises based on reading exercises
 - Writing exercises based on listening exercises
- Grammar review and practice.
 - Specific to the wants and needs of the individual class

All students must take an active role in the learning process – participating in class discussions, taking notes and doing weekly homework assignments. There will be four in-class assessments using combined skills, as well as a comprehensive final assessment using all four skills.



Applied Linguistics

Course Description:

This is an advanced-level course about how language works, how it is influenced by the world around it, and how it too influences the world. We will learn linguistic theory (for example, phonetics for pronunciation, semantics for meaning...etc) but predominantly focus on discussions and debates on how language influences perception, culture, identity, and politics. Analyzing language through the lens of linguistics will give you a new perspective on some of the language you have been learning. Module students already know how to use/create language, so through academic texts (written and visual), class debates and discussions and some simple linguistic experiments, they expand their understanding of why we use language this way and what that does to the world around us. In doing so, you will develop a deeper understanding of the many functions of English (such as why politicians love the passive voice, and non-verbal ways to express politeness), while practicing reading, listening and speaking skills and practicing academic vocabulary.

Assessment:

40% Final project (presentation or paper on a language related topic of their choice); 30% Classroom participation / attendance
30% Class work/assignments

About the Instructor:

Rachida Rhazali

After graduating in 1985 with a BA in English Language and Linguistics from Mohammed V University in Rabat, Rachida went to Essex University in England for postgraduate studies in Descriptive and Applied Linguistics. Upon graduating, Rachida started working as a Professor at Ibn Tofail University where she spent 25 years teaching various subjects at all levels and supervising BA monographs and MA theses. She started working at the American Language Center in 1989 and has taught all levels from Child 1 to Proficiency. Although Rachida's major was Linguistics, she has also been interested in Literature, Gender Studies, Folklore, Cultural Studies, Sociology and Translation. She has published a book wherein she translated Moroccan folktales from Arabic into English. She has also translated many texts from Arabic into French. She likes reading and traveling.



Business English One*

Ramadan 2017 & Fall 2017

Course Description:

Business English One will help students develop English for the business world. Topics include how to create a good first impression, training and apprenticeships, clean energy and decision making, and networking. This course will be practical and hands on. Each unit culminates in a case study which will give students the chance to put their business skills to use through real life situations. Students will be active participants in lessons through research and readings, writing assignments, working in groups, role plays, simulations, and presentations. This course will use the Advanced level text: *Market Leader*, which is a course book specifically designed for Business English.

**Note: You do not need to complete the levels of Business English in order; you can begin with any level that interests you.*

Assessment:

20% participation; 3 x 20% Case Studies; Final 20%

About the Instructor:

Philip McNair

Philip is originally from Lisbon, Portugal. His mother is German and his father British, so he was brought up speaking three languages. He moved to Germany to study Media Technology after finishing school in Portugal. During his studies, he started giving private English lessons to teenagers, and enjoyed this so much that he decided to pursue teaching English as a profession when he finished his studies. Before coming to Morocco, he was in Germany teaching Business English, working as an English teacher for companies like 3M, Ingenico Payments, Terex, Innogames and several pharmaceutical companies. Philip taught people from the upper management as well as regular employees and he learnt a lot from getting insights into these different companies and their ways of working.



Business English Four*

Course Description:

Business English Four will help students develop English for the business world. Topics include how to lead a successful teleconference, Developments in online businesses, advice for start-ups, issues in project management and presentations. This course will be practical and hands on. Each unit culminates in a case study which will give students the chance to put their business skills to use through real life situations. Students will be active participants in lessons through research and readings, writing assignments, working in groups, role plays, simulations, and presentations. This course will use the Advanced level text: *Market Leader*, which is a course book specifically designed for Business English.

**Note: You do not need to complete the levels of Business English in order; you can begin with any level that interests you.*

Assessment: 20% participation, 3 x 20% Case Studies, Final 20%

About the Instructor:

Philip McNair

Philip is originally from Lisbon, Portugal. His mother is German and his father British, so he was brought up speaking three languages. He moved to Germany to study Media Technology after finishing school in Portugal. During his studies, he started giving private English lessons to teenagers, and enjoyed this so much that he decided to pursue teaching English as a profession when he finished his studies. Before coming to Morocco, he was in Germany teaching Business English, working as an English teacher for companies like 3M, Ingenico Payments, Terex, Innogames and several pharmaceutical companies. Philip taught people from the upper management as well as regular employees and he learnt a lot from getting insights into these different companies and their ways of working.



Current Events

Ramadan 2017

(not offered Fall 2017)

Course Description:

High-level students discuss and critically analyze current events in small groups and class discussions. Discussions are supplemented by videos and listening activities. About $\frac{2}{3}$ student-led discussions and $\frac{1}{3}$ teacher-led activities.

Each participant signs up for the date that s/he will lead a current events discussion, choosing from categories such as politics, social issues, sports, entertainment, etc. Discussions can be facilitated with a video, an article, or even a song - as long as it is current and engaging. When it is your turn to choose a topic, you prepare discussion questions in advance and lead the discussion. Topics are usually posted to a Facebook group or mass email and reviewed by all before class.

Participants will keep an on-going written journal, in which they reflect on the topics discussed that day. Final projects may be prepared individually or in groups.

Assessment:

30% evaluation of student facilitation; 30% final project; 20% class participation in discussions; 20% reflection journals.

About the Instructor:

Anna Fuchtman

Ms. Fuchtman graduated from the University of South Dakota in 2009 with a B.A. in Political Science and International Studies and a minor in Russian. Upon completion of her degree, she accepted a position at Verdigre Public Schools within the special education department. This job sparked her interest in working with students with special needs and encouraged her to return to school to pursue teaching. In 2012, she earned a Masters in Education from the College of Saint Mary. She worked as a special education teacher in the Westside Community School District before moving to Morocco. It was after her first cup of mint tea on a volunteer trip in 2012, that she decided to move here and hasn't looked back since.



Debate: The Art of Arguing

Course Description:

This course aims to familiarize students with the different styles and systems of debate and argumentation used around the world. Students will work on developing their public speaking skills in order to craft arguments, refute claims, and to think critically about the world around them. Higher order critical thinking skills (analysis and synthesis of information) will be stressed. Students will learn various aspects of debate and critical thinking which will then be employed and practiced in classroom debates. Although this class will be predominately speaking-based, students will also hone their reading, writing, and listening skills in the processes of preparing for debates. Students will work frequently in small groups/teams throughout the session. Some individual work will also be used in order to help students to master the art of arguing.

Assessment:

40% classroom and group participation; 60% in-class assignments (One writing assignment, (10%), one speaking assignment (10%), and 2 in-class debates (20% each). *Please note* that students must complete all assignments in order to pass the course.

About the Instructor:

To be announced.



Public Speaking

July and Fall Terms



Course Description:

Public speaking is for those who want to improve their speaking fluency and their presentation skills. Students will learn technical skills to improve their public speaking abilities, and will explore various types of public speaking such as formal speeches, reader's theater, debates, and ceremonial speeches. Students will work to overcome their fears, take ownership of the stage, and connect with their audience. Class participation and attendance is a must for this module. Students will be assessed on their class participation, class assignments and presentations, a final reflection essay or journal, and a final presentation.

Assessment:

20% Overall speaking and listening/class participation/behavior - teacher assessment;
40% In class assignments-extemporaneous, expository, and impromptu speeches;
20% At home assignments – persuasive and demonstrative speeches;
20% Final Presentation.

About the Instructor:

Anna Fuchtman

Ms. Fuchtman graduated from the University of South Dakota in 2009 with a B.A. in Political Science and International Studies and a minor in Russian. Upon completion of her degree, she accepted a position at Verdigre Public Schools within the special education department. This job sparked her interest in working with students with special needs and encouraged her to return to school to pursue teaching. In 2012, she earned a Masters in Education from the College of Saint Mary. She worked as a special education teacher in the Westside Community School District before moving to Morocco. It was after her first cup of mint tea on a volunteer trip in 2012, that she decided to move here and hasn't looked back since.