

Beginning Swahili Language (Online)

SWAH-1003-1503 (3 credits)

Tanzania: Swahili Language for Health Sciences

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

The Beginning Swahili Language course is designed to prepare students for daily social and academic demands and to provide access into the Tanzanian host culture. The course is designed to expand student ability to function effectively in the host language. Classes and field-based language activities are taught by native-speaking Kiswahili teachers experienced in teaching Kiswahili to non-native speakers.

Language study consists of formal instruction including experiential sessions on shopping, bargaining, eating out, and Tanzanian cooking. Language study is reinforced through quizzes/tests, assignments, and individual tutoring.

Students with prior Kiswahili study are placed into appropriate language levels based on in-country oral proficiency interviews. These placements may not directly correspond to the student's level at the home institution as SIT courses focus on communicative competence and linguistic functional ability.

Learning Outcomes

By the end of the course, students will be able to:

- Demonstrate functional proficiency in spoken Kiswahili, Tanzania's national language, as the primary tool needed for entry into Tanzania's many cultures;
- Utilize strong listening comprehension, performance and interpersonal communication skills; and
- Apply language confidently and effectively in everyday situations.

Module 1: Orientation: Greetings and introductions

Sessions 1	Greetings List of useful words including names of Tanzanian wildlife	Simple constructions Introduce the pronouns and noun classes
Session 2	Group introduction Greetings and responding to greetings	Introducing one's self (giving names, nationality and professions) Written homework assignment
Session 3	Review homework assignment Introducing others and talking about present activities	Useful phrases and cultural issues, e.g. Dos and Don'ts

Each session in Module 2 begins with a *Habari Moto Moto*, a general review of language learned thus far and, more importantly, a review of cultural and linguistic issues that have arisen during the homestay.

Module 2

Session 1	<i>Habari Moto Moto</i> General Review Continue present tense affirmative & negative tense	Counting numbers Useful prepositions & conjunctions. <u>Memory Game</u> (people, nationalities and professions) Written homework assignment
Session 2	Habari Moto Moto Review - Talking about past activities Reference days & days of the week Introduce past tense	At the hotel: Ordering food and drinks and requesting the bill and paying; At the post office: buying stamps & post cards and sending letters Role play at the hotel & post office; <u>Language Game</u> Written homework assignment

Session 3	<p>Habari Moto Moto</p> <p>Verbal assignment about town trip</p> <p>Introduce: noun classes & agreement of noun classes</p>	<p>Reading: Family</p> <p>Verbal exercises: talking about family members</p> <p>Written homework assignment</p>
Session 4	<p><i>Habari Moto Moto</i></p> <p>Time telling</p> <p>Reading: daily activities</p>	<p>Exercises: talk about daily activities & <u>Time Machine Game</u></p> <p>Short Written and Verbal Weekend homework assignment</p>

Module 3:

Session 1	<p><i>Habari Moto Moto</i></p> <p>Conversation on weekend verbal assignment</p> <p>General review of first week</p> <p>Introduce present perfect tense</p>	<p>Continue with future and present perfect tense</p> <p>Mixed verbal exercises & <u>Memory Game (Verbs)</u></p> <p>Written homework assignment</p>
Session 2	<p><i>Habari Moto Moto</i></p> <p>Introduce object pronouns</p> <p>Introduce market/shop vocabulary</p>	<p>Role play: Purchasing, bargaining at the market and identifying items at the market and shop</p> <p>Written homework assignment</p>
Session 3	<p><i>Habari Moto Moto</i></p> <p>Verbal assignment about market trip</p> <p>Introduce imperatives</p>	<p>Cooking practical</p> <p>Language application: giving and receiving instructions</p> <p>Written homework assignment</p>

Session 4	<i>Habari Moto Moto</i> Quiz – “Test Yourself” Introduce locatives	Verb “to have” and “to be (at the place)” with other tenses & <u>Bingwa Game</u> Short Written and Verbal Weekend homework assignment
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Module 4:

Session 1	<i>Habari Moto Moto</i> Conversation on <i>habari za wikiendi</i> General overall review	Introduce “po” (as when) & “ki” (as if) <u>Tetemeko Game</u> Written homework assignment
Session 2	<i>Habari Moto Moto</i> General review (conversations)	Written narration of a story from pictures Verbal presentation of a story
Session 3	<i>Habari Moto Moto</i> Private and directed study	Preparation of activities for the homestay party, and translation for Mid Term portfolio
Session 4	Oral proficiency exam	Oral proficiency exam

Course Readings:

The course readings will be assigned taking into account each individual student’s progress/language ability as the semester progresses. Students achieving higher competence level will be assigned high level texts. The goal is to continuously challenge learners so that they are constantly improving their language ability.

Required

Lyimo, B (2018). Kitabu cha Mazoezi: Kozi ya Kwanza – Introductory Kiswahili workbook, self-published

Optional/supplementary

Almasi, H (1997) Basic Kiswahili Phrases, Expressions and Grammar, self-published

Fantini, A. E. et al (2000) Student Handbook: Swahili, a student field-based language-culture handbook for SIT Study Abroad participants, Language and Cultural Center, School for International Training

Fantini, A. E. et al (2000) Kiswahili chenye Uhakika: A Manual for Teachers of Swahili Language and Culture for Study Abroad Programs, Language and Cultural Center, School for International Training

Safari, J. F. (2005) Swahili made easy: A beginner's complete course, Dar es Salaam, Tanzania Publishing House

PLEASE NOTE: COURSE CONTENTS, LECTURERS AND READINGS MAY BE MODIFIED AS NEEDED. SHOULD ANY CHANGE OF CLASS TOPICS OR LECTURERS BE NECESSARY, STUDENTS WILL BE PROMPTLY NOTIFIED.

Evaluation and Grading Criteria

Course Evaluation:

Attendance and class participation		10%
Homework and outside activities	15%	
Tests	30%	
Final exam (oral component)		45%

The language grade reflects the Kiswahili instructor's evaluation of student grammar, vocabulary, accent, and class participation (including tardiness, absences, comportment, and active engagement in class). This assessment occurs on all written assignments returned the following day, immediately on verbal assignments and weekly using a matrix for each individual student examining the past week's overall content. The students complete 10 written assignments, 4 verbal assignments, and various exercises including readings, role-plays, and games, in addition to the formal classroom instruction of the required Kiswahili language components.

At the end of the intensive language period, students will be given an oral proficiency exam to test their language skills. The exam consists of a brief oral interview that is designed to evaluate student speaking abilities and comprehension of spoken Kiswahili.

GRADING CRITERIA

Grading Scale		
A	94+	Achievement that is outstanding relate to the level necessary to meet course requirements
A-	90-93	Achievement that is necessary above the level to meet course requirements.
B+	87-89	
B	84-86	

B-	80-83	Achievement that meets the course requirements in every respect.
C+	77-79	
C	74-76	
C-	70-73	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	64-66	
F	<64	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

“A” grade refers to full attendance, punctuality, attentive listening and active engagement in all Academic Seminar lectures, discussions, field trip and other activities. It also means polite respectful behavior. The level frequency and quality of the students’ participation will be monitored and considered.

Student Expectations

Class Participation

Participation in class refers to attendance, punctuality, attentive listening and active engagement in all conversations, discussions, field trips and other activities. Participation in all instructional activities, including an average of 3 hours of daily formal classroom training. It also means polite and respectful behavior.

Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person.

Use Swahili Language

Speaking, breathing, and dreaming in Kiswahili are the best ways to improve your language skills. We recognize that language learning can be exhausting and frustrating, but we also recognize that the best way to learn is to focus on using the target language as much as possible. Use of Swahili Language in non-instructional settings, and in daily encounters with the society (where the language is spoken) (e.g., shopping, restaurants) is encouraged.

Feedbacks

Oral feedback will be provided to students throughout the course.

Completion of assignments

Students are expected to put much effort in completing their assignments on time and seek assistance when necessary. Assignments handed in late will be penalized.

Program Expectations

- Participate fully in all program components.
- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Use Swahili language skills outside of class time and wherever is appropriate.
- Storing your work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available despite technical issues. Lost files, deleted drives, or computer crashes are not excusing for late, missing work.
- Personal technology use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.
- Course communication: Course documents and assignments will be posted on the learning management system. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.
- Content considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will

flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.

- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.