Swahili Language for Health Sciences
(Onsite in Arusha, Tanzania)

SWAH-3003-3503 (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
During this onsite term course, students will mainly focus on practical and field study. Nevertheless, the focus of this course is on oral proficiency in the context of public health and health sciences, including the critical thematic areas of healthcare in the public and private sectors in Tanzania. This course builds on the linguistic groundwork provided in the online course and students prior coursework elsewhere, which helps students understand the issues and challenges of public health and the strategies taken by Tanzania to improve health services. Students will define and master the concepts of public health and understand the importance of health aid from developed countries to developing countries particularly in Tanzania.

During this course students will have the opportunity to apply their oral proficiency in different areas such as classroom discussions, presentations, homestays and field trips by interacting with medical and public health care professionals and in small mini research projects on a topic of their choosing. They will visit urban and rural health care centers as well as herbal clinics. Students will also visit market places, museums and monuments to enhance oral proficiency skills.

Learning Outcomes
Upon completion of the course, students will be able to:

- Comprehend complex terminology in Kiswahili used in public health discourse;
- Exhibit knowledge in Tanzanian traditional medicine through Kiswahili language;
- Apply language effectively in everyday situations, as well as with health professionals both in public and private sectors;
- Utilize culturally appropriate language in the context of health services, market interactions, and relating everyday experiences; and

- Engage in themes and challenges in public health and health sciences through the Swahili language.

Language of Instruction

Readings, fieldwork, site visits, student discussions and presentations are all conducted predominantly in Kiswahili. Code mixing can be used occasionally especially during the introduction of new matter/topics. The language instructors and the local staff will help translate and interpret as needed.

Instructional Methods

This course will use the cognitive method to develop student strategies of identification, comparison, interpretation, elaboration of hypotheses of meaning in a precise context, synthesis, and analysis. Reflective activities will increase Swahili language oral and reading comprehension. This cognitive approach will simplify the acquisition of linguistic skills, both lexical and grammatical; in communication situations that are varied enough to generate interaction strategies that gradually make the learner an independent speaker (Huong, 2010).

A commutative approach with different techniques such as role play, question and answers, discussion, listening and task to complete will be applied to enhance interaction.

Course Schedule

Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs

Module 1: Tanzania's Strategy to Improve Health Services

In this module students will demonstrate the strategies taken by Tanzania to improve health services, although many Tanzanians lack access to high-quality health services. Nearly one-in-four women in Tanzania would like to prevent pregnancy, but lack access to family planning (FP). Moreover, students will assess challenges linked to the HIV epidemic that continues to undermine the health and well-being of Tanzanians, with the burden falling disproportionately on women and vulnerable populations. Students will identify challenges facing health centers in Tanzania particularly in the Arusha region.

Excursion: Visit different health centers in Arusha (urban and rural)

Module 2: Health Aids in Developing Countries

This module will provide knowledge to students on how health aid to developing countries is an important source of public health funding for many developing countries, particularly Tanzania. Health aid to developing countries has shown a significant increase after World War II as

concerns over the spread of disease as a result of globalization increased, and the HIV/AIDS epidemic in sub-Saharan Africa surfaced.

Excursion: Visit Arusha public health centers including herbal clinics.

Course Readings
The program language teachers will provide students with reading materials and assignments throughout the Kiswahili course. In addition, students should buy, English/Kiswahili-Kiswahili/English dictionary to assist in classes and homestays.

Required Texts
Lyimo, B (2018). Tujifunze Kiswahili: – Kiswahili workbook, unpublished

Optional/supplementary
Mohammed, M. A. (2001), Modern Swahili Grammar: East African Publishers Ltd in Nairobi. Kampala. Dar es Salaam
Wilson, P. M. (1985) Simplified Swahili: Pearson Education Limited in England

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

1. Case studies (40%).
During the onsite term, students will collect data for the case study mini-project that they proposed. This can take a variety of forms, from helping doctors and nurses in hospitals (only for qualified students that have healthcare background) or doing a mini internship with a local public health organization. Students are then asked to integrate their broader knowledge of Tanzania's public health with their personal experiences to prepare an oral presentation based on their case study.

2. Presentation & Lead Discussion (30%)
Each student is expected to present once during the term for 10 minutes to the whole class and lead the discussion. Students are encouraged to ask questions or make comments during the discussion session following the presentation. Your participation will be scored (see below).
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3. Participation (10%)
The level, frequency, and quality of student participation will be taken into consideration. This includes active involvement in all sessions of lectures, presentations, discussions, excursions, and other academic activities using the following criteria:
- Attendance - punctuality and positive presence in class.
- Attentive Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, and taking notes.

- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities.

3. Final Evaluation (20%)

For the final evaluation, students are evaluated on oral presentations, written work in Kiswahili and efforts made to use Kiswahili outside the classroom. The evaluation for the course consists of the weekly oral presentation that students will do, and the report written in Kiswahili for the mini-project. For the oral presentation, the following will be taken into consideration:

- Clarity of the presentation
- Organization
- Development of theme
- Grammar and syntax
- Use of appropriate visual aids
- Volume and clarity of voice
- Pronunciation and articulation
- Style and fluency

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 taken into account.

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 excuses 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, Moodle. 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.