Course Description
The purpose of the language study course is to give students the necessary fundamentals of Acholi language. Having a basic understanding of the language facilitates a deeper understanding of Acholi culture and helps students to integrate more effectively into their host communities. The course consists of 45 hours of instruction taught by native speakers and concentrates on situational texts for the purposes of functionality: greetings, describing oneself, market language, asking for directions and other ‘functional’ language that give students the necessary grounding to use the language in day-to-day interactions as well as a framework from which they can continue further with their language study on the ground. Assignments are designed to compel students to learn independently and to reinforce language use in the community and with their homestay families.

Course Objectives
Intensive Language Study: Acholi has an interdisciplinary and critical focus encompassing 45 academic hours (3 credits). Its main objectives:
- To provide students with basic skills in Acholi so as to facilitate daily function in Ugandan life;
- To expose students to cross-cultural nuances of language in the broadest sense, thereby enhancing their ability to communicate more effectively; and
- To gain insights into everyday life in the Acholi community, with a specific focus on the recent history of conflict and the current post-conflict environment, through language.

Expected Learning Outcomes
By the end of the course, students will:
- Use basic Acholi, in typical, everyday contexts;
- Compare Acholi language to their own language to gain a better understanding of Ugandan and Acholi cultures through language; and
- Demonstrate an enhanced awareness of the recent political history of northern Uganda through the Acholi language.

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Course Requirements

Readings
You are responsible for all the required readings, and should be prepared to bring them to bear on discussions in class. The readings will help you place the classes in their context, to challenge and engage lecturers, to generate questions for class discussions and to deepen your knowledge of particular aspects discussed in class. They are not necessarily tailor-made for each and every class.


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

Intensive Language Study: Acholi Assignments
Timely completion of all assignments is expected. Late hand-ins will be penalized. All assignments are evaluated according to organization, analytical quality, and depth of understanding, argumentation and presentation of evidence.

Instructors’ assessment of class work, homework, and participation: 70%
Directors’ evaluation of participation and use of Acholi beyond the classroom: 30%

Grading Scale: The grading scale for all classes is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
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<tr>
<td>84-86%</td>
<td>B</td>
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<tr>
<td>80-83%</td>
<td>B-</td>
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<td>77-79%</td>
<td>C+</td>
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<tr>
<td>74-76%</td>
<td>C</td>
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<tr>
<td>70-73%</td>
<td>C-</td>
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<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>64-66%</td>
<td>D</td>
</tr>
<tr>
<td>below 64</td>
<td>F</td>
</tr>
</tbody>
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Grading Criteria
An “A” grade for an assignment entails superior (not just “very good”) performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and

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the provision of factual, numerical and/or historical evidence. In terms of Class Participation, an “A” grade refers to full attendance, punctuality, attentive listening and active engagement in all Academic Seminar lectures, discussions, field trips and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the students’ participation will be monitored and taken into account.

Course Outline

Unit 1: Introductory Lesson
This unit provides a brief background of the Acholi community, including local socio economic and political history, to contextualize Acholi language learning. Students will learn:
- Who the Acholi people are and the place they occupy on Uganda’s cultural and linguistic map
- The social, cultural, economic and political way of life of the Acholi people, as relates to Acholi language

Unit 2: Introduction to Acholi Orthography
This unit introduces students to Acholi words and sound systems. Students will learn the Acholi alphabet with a focus on:
- vowels
- consonants
- syllables

*Students will be required to make a comparative analysis of the Acholi alphabet with their respective indigenous/national language alphabet. This will form part of the student’s classroom assessment.

Unit 3: Communicating in Acholi Language (For Beginners)
This unit will provide students with language skills to be able to communicate and interact with their colleagues and other Acholi speakers in the community using simple and easy to learn words and sentences. Students will learn:
- Greetings in Acholi (and their different contexts - time, place, gender, age, etc.)
- Showing gratitude in Acholi context and language
- Common interactive skills and how to apply the skills using common question techniques e.g. Questions for:
  - Introduction
  - Inquiry
  - Permission
  - Interrogation (for persons, things, place, time, manner and why)

*Students will be expected to interact with colleagues and the community in simple Acholi language and be required to conduct short dialogue sessions in class as part of the classroom assessment.

Unit 4: Acholi Calendar System
This unit will introduce students to understanding how the Acholi people work with time and how they relate major events in their life to time. It will also help students to learn how to tell the time in Acholi in terms of:
- Minutes, hours, day(s)
- Weeks
- Months
- Year(s)

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• **Acholi Numeracy**
  This subunit will equip students with skills in counting and understanding figures in Acholi language. Students will learn how to count in Acholi language and use applied arithmetic methods of Thousands, Hundreds, Tens, and Ones. Further application and usage of this subunit’s contents will be encountered in later course units under business transactions.

*Students will also be required to write up and keep a simple itinerary using the Acholi calendar. Students will be required to construct short outlines of their daily activities.*

### Unit 5: Introduction to Basic Acholi Grammar
This unit will introduce students to understanding and using basic Acholi grammar. Students will learn the following parts of grammar and how to apply them:

- Nouns (common nouns, proper nouns, abstract and collective nouns), as applied to different contexts, things, places and functions
- Tenses (present, past and future) and their use in simple sentences in Acholi
- Pronouns:
  - 1st person, 2nd person and 3rd person
  - Demonstrative pronouns
  - Possessive pronouns
- Verbs (active and passive/abstract verbs)
- Adverbs (of manner, place, time and frequency)
- Special application of nouns to color and meaning in the Acholi context.

*Students will be tested on their basic understanding and use of the above areas of Acholi grammar.*

• **Grammatical Application of Acholi Language (Basic Morphology)**
  This subunit will introduce students to understanding word formation in the Acholi language, taking into account the singular and plural aspects of Acholi grammar. Students will learn how words in Acholi language are formed – affixes (prefix, infix and suffix) and other methods, including borrowing.

*Students will identify and compare affixes in Acholi language as part of their classroom work and assignment.*

### Unit 6: Understanding Acholi Family Structure
Unit six will introduce students to basic understandings of the family unit and structure of the Acholi people. Aspects of gender relations and kinship will be discussed with reference to language usage. Key aspects of the family structure include understanding:

- The household and its members
- Village and its composition
- Clan and its composition
- Gender interaction and roles at each level of the family structure

### Unit 7: Acholi Language Usage and Current Development Context
This course unit will take students through understanding on contemporary usage of Acholi language with particular reference to development context in Acholi land. Reference will be made terms related to:

- Growth and development (education, health, economies)
- Resources – land, people and livestock
- Resource distribution

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Unit 8: Language Usage in Conflict and Post-Conflict Eras
This unit will acquaint students with common terminologies in Acholi language that emerged during the conflict and post-conflict time in Acholi land and will explore its implications in the current context of peace, recovery and development.

Unit 9: Review and Q&A
This session will provide students with the opportunity to interact at length with their tutors and academic director. Students will present questions that they have gathered during the course, as well as during their field interactions with the community. The session will also be used to assess in-depth the student’s grasp of the course unit as s/he applies the linguistic aspects learnt during the entire course period.

Unit 10: Course Assessment Tests
The course will conclude with two exams: oral and written. The oral exam equals 30% of the final grade. The written exam equals 20% of the final grade. An additional 20% of the final grade is an assessment of classroom participation and homework by the language teachers. The final 30% of the grade reflects the director’s assessment of student Acholi usage throughout the program.

Student Expectations

Class Participation
Participation in class refers to attendance, punctuality, attentive listening and active engagement in all Academic Seminar lectures, discussions, field trips and other activities. It also means polite and respectful behavior.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.

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