



Intensive Wolof Language Study

WOLO 1003-3503 (3 Credits / 30 class hours and 30 practice hours)

SIT Study Abroad Program:

Senegal: Global Security and Religious Pluralism

Please Note: *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 intensive Wolof language course is primarily intended to enhance students' Wolof oral and writing proficiency, and to introduce students to the variety of Senegal's rural and urban cultures. The course is deliberately designed to take full advantage of students' immersion in Senegalese society. Students spend 30 hours on formal classroom instruction and another 30 hours on field activities that are intended to support language acquisition. Field assignments in recreational activities such as sports, song and dance, shopping, cooking and treasure hunts enhance students' language acquisition in interesting and engaging ways, build new vocabulary and develop inter-cultural competence. Students practice learned vocabulary and fluency using simple texts, moving to more complex texts as they gradually develop their language abilities. Language proficiency assessment will include in-class oral and written tests and student's use of Wolof throughout the course of the program, in everyday life and field assignments. Student's language abilities are assessed through an oral proficiency test at the beginning of the semester to determine language class level assignment. A second midterm assessment reviews progress in order to reassign class level. A third assessment at the end of the semester determines students' final language proficiency level.

Learning Outcomes

By the end of the course, students should have attained the ability to:

- Express basic oral competencies including: introducing oneself and others, asking and answering basic questions, greeting and leave-taking in a culturally appropriate manner, asking for directions, conducting basic market interactions, and talking about their environment and daily activities;
- Apply knowledge of grammar in expression of tense and negation in real language situations; and
- Demonstrate increased proficiency in Wolof by two sublevels – i.e., if entry level is determined at “novice low”, students successfully completing the course should achieve “novice high”.

Course Requirements

A course schedule outlining weekly lessons plans for Wolof language comprehension and writing goals will be circulated at the beginning of the course and revised each week. Lesson plans will list readings, videos, music, practice assignments and field activities.

Students are expected to complete all readings and assignments by the expected due date, and students should be prepared to discuss these during respective class periods.

Required Texts:

Diallo, Moutarou; Mame Bineta Fall, Keba Mane and Fatou Kandji. *An Introduction to Beginning Wolof* (revised edition). SIT Dakar, 2009.

Kantorek, Nyima. *Wolof-English/English-Wolof Dictionary & Phrasebook*. New York: Hippocrene Books (bilingual edition), 2005.

Select Films (these are available at the program center):

Sembène, Ousmane, et al. *Faat Kine*. [San Francisco, CA]: California Newsreel, 2001.Xala

Sembène, Ousmane, and Makurelia Guey. *Mandabi*. New York, NY: New Yorker Video, 1999Touki

Diop Mambéty, Djibril, et al. *Touki-bouki*. San Francisco, CA: California Newsreel, 1993

Music Genres (these are available at the program center):

Students examine and analyze texts from local musical genres such as:

Wolof Music of Senegal and the Gambia. New York: Folkways Records, 1955.

Print and additional textual resources to be used in instruction:

Local and regional newspaper and periodical sources

Comic strips

Local publications

Kirikou

Proverbs

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: Wolof Assignments

Student performance is evaluated by teachers at each class meeting. Lessons are planned and students regrouped according to learning pace and individual strengths and weaknesses. At the end of the semester, teachers will compose an evaluation for each student, taking into account both classroom performance, effort and the use of and improvement in language skills over the course of the class. Students will be evaluated on oral presentation, written assignments, and on the extent to which they make an effort to use Wolof both inside and outside the classroom. In addition, students will be given an oral exam to assess progress. The final semester grade is determined by the academic director based on a combination of the criteria above.

Homework assignments	20%
Quizzes and oral exams	20%
Analytical paper	30%
Class participation	10%
Use outside the class	20%

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

94-100% A

90-93% A-

87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Grading Criteria

An “A” grade for an assessment entails superior (not just “very good”) performance in terms of intonation, increased fluency, command of the course materials covered, attention to cultural norms regarding non-verbal communication, etc. Regarding participation, an “A” grade refers to full attendance, punctuality, attentive listening and active engagement in all 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.

**All written assignments should be typed. Texts sent by e-mail will not be accepted. Make sure you have a laptop or computer available and keep back up files so nothing gets accidentally lost or erased.*

Student Expectations

Class Participation

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

PLEASE NOTE: All classes leave ¼ of the scheduled time for the purpose of class discussion of the lecture and/or readings.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at <http://studyabroad.sit.edu/disabilityservices>.

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