

## Wolof Language Study

FREN 1003-3503 (3 credits / 45 hours)

SIT Study Abroad Program:  
Senegal: Hip-hop, African Diaspora and Decolonial Futures

PLEASE NOTE: This syllabus represents a recent 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, by building new vocabulary and developing 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 students' use of Wolof throughout the course of the program, in everyday life and field assignments. Students' 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, greeting, asking for directions and leave-taking;
- Conduct basic market conversations and talk about their environment and daily activities;
- Apply knowledge of grammar in expression of tense and negation in real language situations;

### Course Schedule

## WEEK 1

- **Wolof grammar**
- **Greetings and presentation / taking leave / cultural notes**

Greet appropriately, formal and informal at different times of the day. Useful expressions. Greet an elderly person. Say your name, your first name, say your nationality, origin. Marital status. Saying good bye

**Grammar:** the presentative - the emphasis on the object - the enunciatives.

Cultural notes: the importance of greetings. Greetings mourides-Layénes-the Ibadous. Remote-Proverbs. Passwords (expressions around the bowl). Vocabulary: the rainy season

- **Talk about your family:** Describe your family, say what they do as a job, where they are, numbers from 1 to 10.
- **Grammar:** Strengthening structures: the accomplished and the unfulfilled (passive verbs / active verbs) - possible adjectives (singular / plural) - numbers from 1 to 100 - interrogatives-negation - enunciatives (reinforcement) - The disjoint pronouns
- **Cultural notes:** the extended family, how to ask for the number of children without offending - Polygamy, ethnic groups and castes - Cousins.
- **Identification:** things, people, places

## WEEK 2

- **Strengthening structures:** Various exercises on the grammar points covered during the first week.
- **Speaking Activities:** Direct / Indirect Issues
- **Describe your immediate environment:** Identify places (markets, beaches, shops, toilets ...).
- Describe one's state of health, quote the parts of the body, the weather, emotions ..., the seasons, insects, stray animals.

**Grammar:** The explanatory *Dafa* (accomplished, unfulfilled)

- Describe a person (sex, height, colors, diminished physical, rich, poor, strong, weak)
- Talk about a meal (too spicy, salty, sweet, spicy)
- Say your choice
- Conversation: All structures combined
- Transformation exercises. Translation
- Reading and reviewing student notes / questions (reinforcement)

## WEEK 3

- Correction / Reinforcement of structures
- **Jënd ak jaay** (Purchasing): Name some basic necessities. Please inquire about prices. Bargain, pay and ask for your money. Buy items at the shop, at the weekly market and markets, on the street.
- **Grammar:** active verbs, passive verbs - The imperative. Explicatives (reinforcement)
- Demonstrations (near / far) - The object pronouns.
- Related articles / Related objects
- **Around the bowl:** Useful expressions - Cultural notes.
- **Talk about your favorite meals-**Make comparisons with the LA modalizer Grammar: Strengthening structures. The projective.

#### WEEK 4

- Reinforcement: The relative subject defined (perfective aspect / imperfective aspect). The object relation
- Various exercises on the relative (Transformation, change of time and forms). Oral exercises
- **Yëngu yëngu bés bi**: Daily activities: Talking about morning-day activities.
- **Grammar**: active verbs vs passive verbs - the suffixes **i - Ji** (exitive), if (aditive).
- Hypothetical (affirmative / negative) Hypothetical + title
- Temporal + subject pronouns / Temporal + titles
- Control

#### Written exam

#### WEEK 5

- **Control and reinforcement of structures** - Expression activities - Evaluation of the program with students and practical situations.
- Emphasis on the subject (perfective aspect / the accomplished) Ask questions to break a topic / Emphasize the subject
- The negotiation Oral and written exercises / speaking activities • comparison and superlative.
- Narratives: with **laata, balaa** and subordinates, **tax** ...
- CORRECTION AND STRENGTHENING
- **Tegtal** (Directions); Orient someone and ask for directions.
- **Grammar**: The prepositional phrases-prepositions the imperative (reinforcement) - explicative (reinforcement) - Hypothetics and temporal - Demonstratives (near, distant) - Names of places and landmarks. Cultural notes/proverbs
- WRITTEN TEST.

#### WEEK 6

- How to give instructions, explain how to make or prepare a cake or other
- **Tukki (Transportation)**: Learn about transportation and fares.
- **Grammar**: The interrogatives (how - At what time ... - what are ... - prepositions. Cultural notes: yekkale. Choice of medium-stops.
- Outings in town by fast bus, TATA, Dakaar Dem Dikk / Visit to the bus station and different garages clando
- Conversation on the outputs (reports and comparison USA and Senegal)
- Visits: outings to acquaintances
- Speaking of immediate projects

#### WEEK 7

- **Wax ci li weesu** (talk about the past): Talk about recent experience, studies, work and previous activities.
  - **Grammar**: Time markers (**oon, doon, daan**) - Temporal and hypothetical - Expressions of time.
- Negation in the past (active verbs / passive verbs)
- Seasons. The weather - cultural notes
  - Examen oral

- **Reinforcing grammatical structures, expression activities.**
- **Leisure:** invite someone; refuse an invitation. Talk about his/her hobbies
- **Speaking activities:** drills question, Translation, structured conversation, description games, role playing, images and creation, Americanisms, evaluation, decision-making, reconstitution of texts. • • Questions from students
- INTERVIEWS

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:*  
N/A

*Print and additional textual resources that may be used in instruction:*

Local and regional newspapers and periodical sources  
Comic strips  
Local publications  
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.

### **Evaluation:**

Homework assignments 20%

Exams – every three weeks 40%

Final oral exam 40%

**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

## **Class Participation**

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

Disability Services: Students with disabilities are encouraged to contact Disability Services at [disabilityservices@sit.edu](mailto: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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