Swahili Language for Health Sciences
(Online)

SWAH-2003-3503 (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

The online term course focuses on oral proficiency in the context of public health and health science, including the critical thematic areas of healthcare in the public and private sectors in Tanzania. It builds on the linguistic groundwork to help students understand the issues and challenges of public health and the organization of the health system in Tanzania. The course assists students to define and master the concepts of public health, and to know the appropriate population-based approaches to public health. This linguistic groundwork also enhances students' oral proficiency and guides them to lead discussions in Kiswahili with a range of professionals working in the field of healthcare while onsite. Swahili language learning is facilitated through practice in homestays, lectures, and site visits.

Learning Outcomes

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

- Demonstrate advanced Kiswahili language skills needed in a career as a health professional;
- Read, understand and produce healthcare discourses in a variety of media in the Swahili language;
- Engage effectively with health professionals both in public and private sectors;
- Use Kiswahili more confidently in formal and informal settings; and
- Engage in themes and challenges in public health and health sciences through the Swahili language.

Language of Instruction

Readings are predominantly in Kiswahili. Students will be exposed to Swahili vocabulary through class interactions using the target language. Code mixing can be used occasionally especially during the introduction of new matter/topics.

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).

Tutors with academic qualifications, have been able to apply the cognitive method as well as commutative approach with different techniques such as role play, question and answers, discussion, listening and other tasks. These techniques proved to be very effective as it combines communication processes with structured grammar, whilst incorporating them into language teaching aspects such as oral comprehension, written and oral expression.

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: **Understanding Tanzanian's public health system**
This module provides students with an understanding of Tanzanian's healthcare system in the public and private sectors. Considering that Tanzania is a developing country, students will learn how the country is facing health challenges including epidemics such as HIV/AIDS, tuberculosis (TB), malaria as well as limited access to health facilities.

	GRAMMAR POINT	**COMPETENCIES**
Session 1.	**NA/ME/LI/TA** **I/JA/KU/TA** (Review of the four basic tenses)	Talk about different events taking place on different occasions **Written homework assignment**.
Session 2.	Review of the **M-Wa** noun class Hu- tense	**Reading**: Health system in Tanzania **Assignment:** Describe the health system in Tanzania
Session 3.	Kauli ya kutendea (Prepositional form of the verb)	**Reading**: Chakula na afya **Assignment:** Talking about food and health
Session 4.	Ki-Vi Noun Class	**Reading:** hygiene (usafi) chumba cha Amina Bingo Game.

		Written homework assignment
Session 5.	Kauli ya kutendana (Reciprocal form of the verb)	**Reading**: Comprehension Describe health challenges facing urban and rural health center in Tanzania.

Module 2: Health development policy

With this module, students will see how Tanzania has made substantial progress in the area of health. Life expectancy has improved, and child mortality has declined rapidly. Yet, Tanzania still faces a host of challenges. Many Tanzanians lack access to high-quality health services. The objective of this is to enable electronic delivery and interventions of **health** services to reduce child mortality; maternal mortality; and the burden of HIV/AIDS, tuberculosis (TB), malaria, and non- communicable diseases.

Students are encouraged to maintain a critical perspective when considering human rights, understanding the significance of healthcare, and government management of healthcare systems.

	GRAMMAR POINTS	**COMPETENCIES**
Session 1	kauli ya kutendwa (Passive Form of the verb)	Reading dialogue: Tanzania health policy **Assignment:** Talking about the strategies taken by Tanzania to accomplish the health policy.
Session 2.	Kauli ya kutendesha (causative form of the verb)	Reading: Afya ya jamii. (community health) **Verbal assignment**
Session 3.	Ngeli ya N-N (N-N noun class)	**Reading:** Tropical diseases. Talk about how some tropical diseases are reflected by the climate change.
Session 4.	Describe fruits and things belong to **Ji-Ma** noun class -po- (when) & -ki- (if)	Talking about an interesting trip/occasion **Written homework assignment.**
Session 5.	Weekly test	Describing different kinds of fruits and medicine trees belong to M-Mi noun class

	Evaluation for the program	**Written homework assignment**.

Module 3: Global Health Services

In this module students will employ knowledge on how health systems around the globe still fall short of providing accessible, good-quality, comprehensive and integrated care. As the global health community is setting ambitious goals of universal health coverage and health equity in line with the 2030 Agenda for Sustainable Development, there is increasing interest in access to and utilization of primary health care in low- and middle-income countries.

	GRAMMAR POINTS	COMPETENCIES
Session 1.	Conversation about *weekend* General overall review	Reading dialogue: At the hospital Talking about traditional medicine. **Written homework assignment**
Session 2.	Polite form of the verb **E-ending**	Reading: Global health community. **Assignment:** Demonstrate the strategies to be taken by global health organization to overcome challenges facing health sectors in developing countries.
Session 3.	**-ki- participle tense**	Reading: Child health in Tanzania **Assignment:** Talking about challenges facing child health in Tanzania especially under age of 5 years.
Session 4.	Provide list of review questions for discussion	Presentation of the questions discussed
Session 5.	**Proficiency oral examination**	

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

M. A. Mohammed (2001), Modern Swahili Grammar: East African Publishers Ltd in Nairobi. Kampala. Dar es Salaam

Peter M. Wilson (1985) Simplified Swahili: Pearson Education Limited in England

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

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 in 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 9 written assignments, 3 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 examination to test their language skills. The examination consists of a brief oral interview that is designed to evaluate student speaking abilities and comprehension of spoken Kiswahili. The oral interview will take ten (10) minutes for each student

Evaluation

Students are evaluated on the extent and quality of their written and oral participation during the course and their performance on exams and the final evaluation exercises. Also, students are evaluated on preparedness and participation in class and in field assignments.

Assessment

- Attendance and class participation   10%
- Written homework and verbal assignments   30%
- Written test   20%
- Final examinations (oral component)   45%

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.