

Intermediate Kiswahili

SWAH 2004-2504 (4 credits)

Tanzania: Zanzibar Coastal Ecology and Natural Resource Management

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

This course is designed to further develop student proficiency and communication in Kiswahili, while helping students understand cultural aspects of Tanzanian society through language. Cultural awareness is introduced through lectures and activities and is reinforced through field exercises. At the intermediate level, the course is designed to give students more in-depth cultural background via discussions of everyday life and contemporary issues, while students master more advanced language skills. Students are thus enabled to enrich all aspects of their experience abroad through greater ability to function in the host language in lectures, during field methods exercises, while conducting fieldwork for the Independent Study Project, and when interacting with local contacts. Classes and field-based language activities are taught by native-speaking Kiswahili teachers using oral proficiency-based methods. Students are placed into appropriate language courses based on in-country oral proficiency interviews.

Learning Outcomes

Upon completion of the course, students will have the ability to:

- Demonstrate an improved ability to speak, understand, read, and write Kiswahili, enabling students to handle daily tasks and interactions with others;
- Utilize culturally appropriate language in the context of greetings, introductions, market interactions, relating everyday experiences, asking directions, etc.;
- Exhibit a deeper knowledge of Tanzanian cultural practices through Kiswahili, including a familiarity with culturally appropriate behavior associated with language use in a variety of contexts;
- Achieve an improved capacity to function independently in Tanzania through the knowledge of a local language; and
- Apply language confidently and effectively in everyday situations, and extend the usage within the context and demands of the Independent Study Project.

Language Levels and Placement

Non-beginner participants are placed into appropriate language course levels based on estimated oral proficiency interviews and written exams (placement tests) conducted during orientation in Tanzania. Course content, field exercises and readings will be assigned based on student's assessed language ability.

Course Readings

The program language teachers will provide students with reading materials and assignments throughout the Intensive Intermediate Kiswahili course. In addition, students should bring, or obtain in Tanzania, an English/Kiswahili-Kiswahili/English dictionary to assist in classes.

The required reading, in addition to that listed in the Beginning Kiswahili Course, will be determined based on student's assessed language ability. Students are expected to be prepared to present on, and to discuss the readings and scheduled sessions. The readings listed below serve only as an example of the level of reading that may be assigned. Students achieving higher competence level will be assigned high level texts. The goal is to continuously challenge learners so that they are constantly improving their language ability.

Abdulla, M.S. (1992). *Duniani Luna Watu*. East African Educational Publishers.

Ngugi, P. (2010). *Kijana Mwaminifu*. East African Educational Publishers.

Stevenson, R.L. (2004). *Kisiwa cha Hazina*. Longhorn East African Publishers.

Course Requirements

Students are required to participate in all instructional activities. Students are further encouraged to use Kiswahili in appropriate non-instructional settings, such as in daily encounters with the host society (e.g., shopping, restaurants, games).

Field Exercises

Through field assignments, students enrich their classroom learning experience and their ability to function in real life language situations, assimilate everyday life issues, and immerse themselves in the host culture. Field assignments are done both individually and in groups. Field assignments may include visits to the following places:

- Markets: to practice bargaining skills and have contact with Tanzanians
- Cafés and restaurants: to rehearse how to order food and drink
- Museums and monuments: to learn about historical sites and handicrafts
- Additional language assignments.

Evaluation and Grading Criteria

Course Evaluation:

Attendance and Participation - 10%

Homework and Outside Activities - 15%

Mid-Term Exam - 30%

Final Exam (Oral) - 45%

The language grade also reflects the Kiswahili Instructor's evaluation of student grammar, vocabulary, accent, and class participation (including tardiness, absences, comportment, and active engagement in class).

At the end of the intensive language period, students will be given an oral proficiency exam to test their language skills. The exam consists of a brief oral interview that is designed to evaluate student speaking abilities and comprehension of spoken Kiswahili.

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 assignment entails superior (not just "very good") performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and 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.

Student Expectations

Timely completion of all language assignments is expected. Class attendance is mandatory. Students are evaluated on preparedness and participation in class and in field assignments. Students receive oral feedback from the instructors throughout the course. They 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.

Participation

Students are required to participate in all instructional activities, which include an average of four hours of daily formal classroom training. Students are further encouraged to use Kiswahili in non-instructional settings in daily encounters with the host society (e.g., shopping, restaurants, games).

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.