

Intensive Language Study: isiZulu

ZULU-1003 (3 credits)

South Africa: Community Health and Social Policy

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 language course is designed to prepare students for daily social demands and to provide access into the host culture. Students are given the tools that will allow them to enrich all aspects of their experience abroad through greater ability to function in the host language. This is especially true when interacting with homestay families and local contacts in Cato Manor and Nzinga along with those who choose to go back to a rural community to conduct fieldwork for the Independent Study Project.

This course provides beginning isiZulu language instruction and aims to develop students' conversational abilities in isiZulu, as well as to provide them with greater insight into various aspects of Zulu culture. The isiZulu language coordinator and the team of language instructors/tutors will lead the language course. Most classes will be held at the SIT house, although students will also participate in a number of educational excursions focusing on isiZulu language and the use of the language.

The emphasis in this course is upon basic, practical conversation and cultural cues. This will assist students to make their way around on a daily basis and provide them with the building blocks to improve their conversational abilities on their own. To maximize opportunities to learn a new language in South Africa, students need to seek out occasions to practice isiZulu. In their homestays, students are encouraged to speak isiZulu as much as possible with their host family and other community members.

Learning Outcomes

Upon completion of the course, students will:

- Demonstrate a functional ability to speak, understand, read, and write IsiZulu, enabling students to handle basic daily tasks and interactions with others (culturally appropriate greetings, introductions, market interactions, relating everyday experiences, asking directions, etc.);
- Develop a deeper knowledge of Zulu cultural practices, including a familiarity with culturally appropriate behavior associated with language use in a variety of contexts;

- Exhibit an improved capacity to function independently in South Africa through the knowledge of a local language;
- Acquire insight into the culture of both national Zulu groups and those in the KwaZulu Natal region of South Africa;
- Become familiar with aspects of grammatical expressions and concepts; and
- Recognize the relationship between language and power in context.

Instructional Methods

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of experience" (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a *concrete experience, reflective observation, abstract conceptualization, and active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

Course Schedule:

The course is divided into 3 modules, taught over 5-weeks every Monday, Wednesday and Friday. Each day allocates 45 minutes to learning new vocabulary and grammar and 45 minutes to oral practice and reinforcement. Students might have difficulty learning are encouraged to attend an additional 30 minutes with their tutor at the end of the day. Students take their learning back to their homestays where they are encouraged to share their newly-acquired abilities with their homestay families.

Module 1

This module provides students with the vocabulary and grammar needed to have a basic initial conversation, plus the essential phrase, "I speak very little IsiZulu but am learning".

- Perform greetings and introductions and leave-taking.
- Tell people where one lives and what one is doing in South Africa
- Ask for assistance and directions
- Identify one's nationality and that of others
- Say Yes and No
- Know family Identifiers
- Grammar: Pronunciation, personal pronouns, present tense, concords

Module 2

This module introduces the more-common noun classes with their concords, while providing vocabulary for the classroom, shops and restaurants. Students are given a toolbox of useful nouns and verbs by which to start creating their own simple sentences. They will:

- Use the verbs *to be* and *to have*
- Identify objects and items in the classroom and in the shops
- Order food, drinks and use public transport, ask prices
- Respond to requests and instructions related to teaching/ learning activities
- Chat about the weather
- Use questions and commands
- Express needs and wants
- Grammar: Noun Classes and Useful Verbs

Module 3

This module revises and builds on the above and facilitates more-technical phrasing.

- Phrase in the negative
- Change between past, present and future tenses
- Know useful place-names and activities
- Name parts of the body and illnesses
- Order sequentially and counting from 1-100
- Adverbs of time, days of the weeks, and months
- Quantify entities in response to questions “how much/ how many”
- Describe Colors and use adjectives
- Grammar: Negatives, Past and Future tense, Connectives

Readings

Tailor-made course-readers will be given to students. Students are expected to read and practice the examples given in the reader.

Assignments and Evaluation

Class attendance is required, and students are expected to be prepared for class and to participate actively. Students will be assigned exercises and tests (both written and oral) by the instructor and will be expected to complete a final exam (oral and written).

1) Greetings and Leave-taking Oral (10%, 4 minutes)

Students will be paired up and will go through a greeting with each other. They will then greet the teacher who will ask them about their homes. All oral tests will be graded according to fluency, content, and pronunciation, which are expected to start hesitantly but improve with each oral.

2) Home, Class, Requests & Directions Quiz (10%, 20 minutes)

Students will be given a situation to describe in IsiZulu and will be asked 5 questions. Answers will be in written IsiZulu and will be graded according to content and grammar. (+/- 20 lines)

3) Describe Family, School, and Home Oral (10%, 3 minutes)

Students will sit with the teacher and will talk about their families in the US and in homestay. They will then be asked 3 questions. All the above will have been practiced before in tutorial sessions.

4) Sentence Construction Exercise (20%, 40 minutes)

Students will be given diagrams or situations described in English and will be asked to construct sentences that are suggested by the prompts. Answers will be in written isiZulu and will be graded according to content and grammar (+/- 40 lines)

5) Final Oral Exam (20% 6 minutes)

In IsiZulu, students will tell their teacher about their homestay and will then answer questions about things they have done on the program. All questions will have been practiced in tutorials and the teacher will prompt in English if necessary.

6) Final Written Exam (25%, 1 hour, +/- 2 pages)

Students will be given diagrams or situations described in IsiZulu and/or English and will be asked to construct sentences and paragraphs that are suggested by the prompts. All situations will have previously been covered in class and practiced in tutorials. Some questions will involve changing tense, applying correct concords, and expressing in the negative. Answers will be in written isiZulu and will be graded according to content and grammar (+/- 40 lines)

7) Participation (5%)

The participation grade will be determined by the student's efforts to speak IsiZulu in and out of class. This grade will be determined with the assistance of homestay families. Students judged not to be participating adequately will be informed at the start of week 3 and given an opportunity to improve. Continued disruptive behavior in class will adversely affect the participation grade.

Assessment

- Greetings and Leave-taking Oral – 10%
- Home, Class, Requests & Directions Quiz – 10%
- Describe Family, School, and Home Oral – 10%
- Sentence Construction Exercise – 20%
- Final Oral Exam – 20%
- Final Written Exam – 25%
- Participation – 5%

The following breakdown of grades will be used to arrive at the final letter grade:

Assignment	Percentage	Due Date
Greetings Oral	10 percent	Week 2
Home, Class, Requests & Directions Quiz	10 percent	Week 3
Describe Family, School and Home Oral	10 percent	Week 4
Sentence Construction Exercise	20 percent	Week 5
Final oral exam	20 percent	Week 6
Final written exam	25 percent	Week 6
Participation	5 percent	Daily

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

Grading Scale

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

Program Expectations

- 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.
- 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 to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses 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.
- 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.