

Intensive Language Study: isiZulu

ZULU-1003 (3 credits)

South Africa: International Relations in the Global South

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 constitutes 3 credits. It provides beginning Zulu language instruction, and aims to develop your **conversational** abilities in Zulu, and to provide you with greater insight into various aspects of Zulu culture, through seminars and excursions. Your Language Coordinator will lead the language course. They will work together with a team of language instructors/tutors. Classes will be held primarily in the SIT program center. The emphasis in this course, rather, is upon basic, practical conversation and cultural cues. This will assist you to make your way around on a daily basis, and to provide you with the building blocks to improve your conversational ability on your own. To maximize opportunities to learn a new language in South Africa, you need to seek out occasions to practice Zulu. In your homestays try to speak to Zulu speakers in Zulu. It is up to you to make as much as you can of the opportunities available. If you have young children in the home, they are usually delighted to be able to teach an adult. Watching Zulu TV, either the news or children's programs, is also beneficial. You are also advised to purchase a Zulu-English dictionary.

Course Objectives

The Intensive Language Study: isiZulu course has an interdisciplinary and critical focus encompassing 45 academic hours (3 credits). Its main objectives:

- To enhance student interaction with Zulu society through the development of practical communicative language skills and knowledge;
- To build a foundation upon which further studies in Zulu can be undertaken;
- To acquire insight into the culture of Zulu groups nationally and in the Kwazulu Natal region of South Africa.

Learning Outcomes

By the end of the course, students will have the ability to:

- Demonstrate foundational understanding of Zulu through texts built upon self-introduction, culturally appropriate greetings, asking for directions, market language, and other forms of basic self-expression.

- The requisite background knowledge from which to further build upon one’s vocabulary and comprehension of Zulu;
- The capacity to demonstrate deeper and more nuanced understanding of Zulu culture.

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 Requirements

Required Texts

You are responsible for all the required readings, and should be prepared to bring them to bear on discussions in class. The readings will help you place the classes in their context, to challenge and engage lecturers, to generate questions for class discussions and to deepen your knowledge of particular aspects discussed in class. They are not necessarily tailor-made for each and every class.

Nyembezi, C. L. S. and G.R. Dent. *Scholar’s Zulu Dictionary (English-Zulu, Zulu-English)*. Pietermaritzburg, KwaZulu-Natal: Shuter & Shooter Publishers (PTY) Ltd., 1982.

Recommended Reading

Ngwane, Zolani. *Zulu*. New York: The Rosen Publishing Group, Inc., 1997.

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: isiZulu Assignments

Class attendance is required and students are expected to be prepared for class and to participate actively in class. Your participation grade will be determined by your efforts to speak Zulu in and out of class. It will be negatively affected by failure to pay attention, talking, or other disruptive behavior. 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). The following breakdown of grades will be used to arrive at the final letter grade, which is determined by the Academic Director based on the instructor's evaluation and the staff's observations of the student's efforts to use Zulu both in and out of class:

Oral:

Class Oral	20 percent
Final Oral exam	30 percent

Written:

Narratives & Class work	10 percent
Final Written Exam	30 percent
Participation	10 percent

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.

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.

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

All grades assigned will take into account the students' special circumstances and challenges they face as foreign students. 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.

Course Schedule

The course on Zulu is divided into two complementary modules:

Module 1 – Introduction to Zulu

This unit is designed to introduce students to the basics of Zulu including structure, grammar, vocabulary and tense. Students will learn fundamental phrases and be introduced to the essential lexicon in order to be able to engage in culturally appropriate greetings, self-introduction, asking for directions, vital market activities, and other essential and basic tasks. Through building capacity at the introductory level, students are encouraged to actively learn outside the formal classroom setting.

Module 2 – Zulu Language and Culture

Complementing the unit on the fundamentals of Zulu language, this unit integrates the goal of language acquisition with developing students' knowledge of Zulu culture and artistic expressions. To this end, through organized excursions and the support of the Zulu Department at the University of KwaZulu-Natal, students participate in Zulu storytelling, hear invited guests speak on Zulu cultural issues, attend cultural events such as the Zulu Reed Dance, visit the University of Zululand, or study Zulu song lyrics or other textual materials in Zulu.

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.