
Intermediate Swahili II

COURSE DESIGNATOR MSID 3226

Language of Instruction Kiswahili

NUMBER OF CREDITS 4

Contact Hours 60

COURSE DESCRIPTION

The intermediate II course completes the Intermediate level. It deals with more advanced forms of expression, grammar and vocabulary required for an intermediate high qualification.

INSTRUCTOR

Name: Mwalimu Judy Kiprop

COURSE OBJECTIVES

The course will equip you with language skills (reading, writing, listening, speaking) and cultural information to make you a competent user of Swahili. The course will additionally provide you with the opportunity to enhance soft skills such as collaboration, respect for others' opinions, netiquette, planning and managing your own learning, etc

LEARNING OUTCOMES

At the end of the course, you should be able to:

- Make travelling arrangements in Swahili;
- Describe leisure activities;
- Express and defend an opinion on an issue;
- Express dreams and hopes;
- Write simple texts on familiar topics;
- Discuss political and economic activities;
- Write an official letter;
- Translate documents from Swahili to English and vice-versa;
- Highlight the main points of a newspaper article, news item, etc;
- Write short poems;
- Read and answer questions on short Swahili narratives;
- Discuss social issues such as marriage, art, dances, etc;
- Discuss environmental issues such as climate change, sanitation, water, etc.;
- Answer questions on an extract of a Swahili novel;
- Work effectively in groups;
- Respect netiquette;

- Plan and manage your own learning (learning autonomy).

METHODOLOGY

The course is divided into two major components designed to address different skills in complimentary ways.

1. The first component is time spent in class, where listening, speaking and interacting in cultural appropriate ways will be our goals. You will be assigned readings which will be followed by discussions in class.
2. The other component occurs outside of the classroom involving reading (Swahili novels, newspapers), media, interacting with locals, interviews and personal interactions. Using texts to address reading, writing and grammar skills allow us to use our limited time in classroom as an opportunity for (primarily but not exclusively) oral communication and interaction.

You will be required to write 3 essays on given topics (during week 2,4 and 6,) and you will write and do a presentation on a case study project on Swahili culture . You are free to choose a topic on Swahili culture (art, music, dance, dress, ceremonies, etc.) by week 3 and prepare a 1500-word paper. Due week 7

COURSE PREREQUISITES

REQUIRED READING/MATERIALS

- Swahili dictionary
- P. M Wilson, simplified Swahili
- Taifa lea newspaper
- Ken Walibora, Ndoto ya Amerika
- Leonard & Angaluki Muaka, Tusome Kiswahili

GRADING

CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	95+	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-94	Achievement that is significantly above the level necessary to meet course requirements.
B+	86-89	
B	83-85	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	76-79	
C	73-75	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	66-69	
D	60-65	

F	<59	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.
---	-----	--

Summary of how grades are weighted:

Attendance & Class Participation	10%
Assignments	15%
Midterm Exam	25%
Final Exam	25%
Oral Proficiency Interviews	10%
Swahili Culture Case Study Project	15%
Overall Grade	100%

PLEASE NOTE

- It is good to work together on homework and assignments, but be sure to write your own answers and try to understand what you are writing.
- If you anticipate needing any type of accommodation in this course please tell the instructor as soon as possible.
- Exams will be done without the aid of outside materials. You may use a dictionary when doing homework

CLASS SCHEDULE

WEEK	CLASS WORK	GRAMMAR POINTS	LEXICON	CULTURAL POINTS
WEEK 1	Make travelling arrangements in Swahili. Describe leisure activities.	review of Swahili verb extensions (conversive, stative & prepositional) The relative amba-with noun classes; Use of hu-;	Common expressions in travelling: How do I get to...how much is the ticket, means of transport, etc. Names of common games, leisure activities, hobbies, etc.	Read text about Matatu Culture in Kenyan cities on p. 149. Read the passage on sports in East Africa on p. 197.
WEEK 2	Express dreams and hopes. Express and defend an opinion on an issue.	-po suffix and -po-prefix; -ataka- tense. Conditional: -nge-, -ngeli-/ngali; Bado adverb.	Expressions for expressing hope or future plans. Expression for expressing and defending an opinion: Nadhani,	Read the text on Education Elimu ya Jadi na ya Kisasa on p. 88 Read passage on p. 30 entitled Dhana ya urembo (concept

			nafikiri, kwa ukweli, sikubaliani na, etc.	of beauty in Africa)
WEEK 3	Discuss political and economic activities.	-ki- (while); Huku + -ki- (while) -mesha tense.	Common words in politics and economics: siasa, mwanasiasa, chama, uchaguzi, kura, etc; and uchumi, sera, ushuru, sekta, biashara, etc.	Read the passage on African politics on p. 207.
WEEK 4	Discuss social issues such as marriage, art, dances, etc. Read and answer questions on short Swahili narratives (folktales, fables,	Duplication as an intensifier : wawili wawili, fupi fupi, etc. Duplicative verbs e.g. kupigapigwa, kuchekacheka, etc	Vocabulary on marriage, art, dance, e.g. harusi, ndoa, sherehe, sanaa, ngoma, chakacha, taarabu, kuchora, kuchonga, etc. Basic vocabulary in Swahili fables and folk tales, e.g hekaya za Abunwasi, Kaka sungura na kaka mbweha, vitendawili, etc	Read about Swahili traditional dance Taarab on p. 133. Read about Swahili literature (fasihi ya kiswahili) on p. 228
WEEK 5	Discuss environmental issues such as climate change, sanitation, water, etc.	Ka-/ki-vi- noun prefixes ; 'although' : ijapokuwa, ijapo, ingawa.	Vocabulary on climate and sanitation e.g. tabianchi, hali ya hewa, usafi, ustawi, mbomba, mazingira, etc.	Read the text on African traditional weather forecasting on p. 172.
WEEK 6	Answer questions from Swahili novel. Ndoto ya America	Nominalization	Various forms of creating nouns from verbs, adjectives, etc.	Listen to the text on the importance of Grandparents in Africa from p. 160.
WEEK 7	Revision for final examinations. Final oral and written Examinations.			

ATTENDANCE POLICY

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student's responsibility to find out what information was given in class including any announcements made.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

SCHOLASTIC DISHONESTY:

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.