
Wolof

COURSE DESIGNATOR SNGL 1101

LANGUAGE OF INSTRUCTION French

NUMBER OF CREDITS 4 credits

CONTACT HOURS 7 hours/week

COURSE DESCRIPTION

This Wolof course will be structured around ten competencies drawn from the Competency Based Teaching (CBT) approach. Each competency will be taught with a sensitivity to students' different learning styles.

To address these different styles, we'll approach each competency through four methods:

- Motivation: warm up, review, introduction (kinesthetic and visual)
- Exploration/information (reflective and visual)
- Practice (reflective and applied)
- Application (kinesthetic and applied)

INSTRUCTOR

Sidy A.K.J. Guéye

Mr. Sidy Guéye is an instructor of language and culture. Following training in the competency-based approach, Mr. Guéye trained language teachers as well as Peace Corps and Japan International Cooperation Agency (JICA) volunteers.

COURSE OBJECTIVES

Our primary objective will be the acquisition and integration of the ten competencies, granting the learner a foundation in Wolof that will enable communication at the Center as well as in daily interactions in town. Each lesson will work toward specific objectives through the use vocabulary, grammar, and functional communicative structures.

The ten competencies are:

1. Nuyoo ak wonale: greetings appropriate to different times of day; describing and introducing one's self; taking leave of someone; cultural context.
2. Waa kër gi: presenting one's family (age, profession, marital status); cultural context.
3. Li nu wër: describing the immediate environment.
4. Cër u yaram: parts of the body; health; naming certain ailments; cultural context.
5. Tegtal: asking for and giving directions; cultural context.
6. Jënd ak jaay (purchases): soliciting information about the quality, quantity, and price of goods at markets and stores ; learning about currency; negotiating with retailers and taxi drivers; getting change.
7. Ci restoran bi (paasion bi): ordering at a restaurant; paying; asking for the check; popular dishes; learning food restrictions (religious); cultural context.
8. Ci ñawkat bi: identifying clothing and fabric; giving examples; expressions useful for alterations; collecting one's clothes; cultural context.
9. Tukki: modes of transportation (city and country); schedules, timetables, and prices; the quality of roads and highways; cultural context.
10. Wax cli weesu ak wax ci say mēbët: past and future plans; professional experience; describing one's educational focus and research projects; cultural context.

METHODOLOGY

The competency-based approach was adapted from the American Peace Corps global curriculum and structures the course of study around the learner's needs. Accordingly, it follows no single teaching methodology because there is no one "best way" to learn a language, as students have a range of learning styles. Different teaching methods will be used with equal importance. We will deploy a variety of methods based on the most recent professional standards. We will use techniques that include the natural approach, the communicative approach, and the audio-aural method.

Lessons will include a variety of activities that respond to a range of learning styles. The four approaches outlined above reflect current research on adult language learning.

We will begin with review and warm-up exercises in a non-stressful environment that will reactive previously studied material through personalized and fun activities. Secondly, we will introduce new material, linking it to previous lessons and students' specific needs. In the third and most important stage, the lesson will present students with new material and ample opportunity for practice. Finally, students will have the opportunity—both in and outside of the classroom—to improvise in Wolof and simulate real world interactions.

Resources and activities include:

- Visual: flash cards, pictures, realia, handouts, worksheets, demonstration, observation use of flip chart and board.
- Auditory: drills, discussions questions and answer sessions, listen and then do a task, songs, proverbs, listening to short stories, pass words, guessing games, tapes.
- Kinesthetic: interviews with people games, community assignments, total physical response, role play

REQUIRED READING/MATERIALS

List of useful expressions. Grammar textbook (written by Wolof faculty members at the WARC).

GRADING

Homework due dates will be announced by the instructor at least one week in advance.

CRITERIA FOR GRADING AND GRADING STANDARDS

Grading Rubric		
A	93+	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
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.

GRADING FOR ASSIGNMENTS

Class participation	10%
Written assignment #1	20%
Written assignment #2	20%
Final oral exam	50%
Overall grade	100%

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.