SWAHILI SYLLABUS

AFRICAN AMERICAN STUDIES 11A

COURSE DESCRIPTION
This course provides students with an introduction to the Swahili language, and the general culture of Swahili speakers. The primary goal of the course is to provide the students with the spoken knowledge of the language. By the end of the course, students should have also acquired some knowledge of reading and writing in the Swahili.

SPEAKING AND WRITING GOALS
- Students use appropriate Swahili expressions and gestures to greet and take leave of teachers and classmates.
- Students give and follow simple instructions in Swahili in order to participate in classroom activities. Students share their likes and dislikes in Swahili with each other or with students on other schools via notes, letters or e-mail.
- Students play role in Swahili everyday situations, such as buying wares in the market or ordering food at a restaurant.
- Students talk about and describe aspects of the Swahili world, such as food, clothing, type of dwellings, modes of transportation, buildings, and monuments.
- Students ask and answer questions in Swahili about topics such as family, school, animals, familiar objects, and possessions. These exchanges may be done in person or via notes, e-mail, audio CDs or videotapes.
- Students dramatize Swahili-language songs and poems.
- Students prepare and present in Swahili short illustrated personal descriptions of topics, like their home or their family.
- Students prepare and present and/or record in Swahili short skits, and simple plays based on familiar folktales and stories.
- Students retell stories in oral and written Swahili.
- Students perform songs, poetry, stories, skits or plays in Swahili for a classroom, school or community event.
- Students retell familiar stories or create and illustrate stories in Swahili to present to others.
- Students communicate in Swahili through e-mail.
- Students perform in Swahili for a school or community cultural event.

LISTENING and READING GOALS
- Students follow oral instructions in Swahili related to daily classroom activities.
- Students understand oral and written statements in Swahili on familiar topics, such as numbers, time of day, and weather.
- Students read and listen in Swahili to descriptions and identify the corresponding pictures or illustrations, such as people, animals, objects, places, common activities, weather and time of day.
- Students understand familiar songs Swahili such as Malaika (Angel), videos, and stories in Swahili.
- Students understand brief spoken or written Swahili messages on familiar topics, such as personal preferences, family, school, and celebrations.
• Students understand the content of simple Swahili-language realia, such as picture books, menus, posters or advertisements.

CULTURAL GOALS:
• Students use appropriate gestures and Swahili expressions for greetings, leave takings and common classroom interaction.
• Students participate in cultural activities such as games, songs, dances, celebrations, storytelling, or dramatizations.
• Students identify social customs that are of interest to either children or adults, topics, may include traditional foods, aspects of family life, and typical holidays in various Swahili regions.
• Students identify the similarities and differences between their own region and in Swahili regions.
• Students identify and recognize products and symbols of the Swahili world, such as foods, clothing, type of dwellings, modes of transportation, and famous monuments.
• Students identify and learn about products reflecting the lifestyle of people in various Swahili communities, such as household items, clothing, and foods. Students recognize and experience or interact with the products of Swahili cultures, such as children’s songs, children’s videos, and selections from children’s literature.
• Students identify age-appropriate folk art and crafts typical of Swahili cultures.

Required Texts:

Grading Policy

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
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<td>93-97</td>
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CLASS PARTICIPATION – 20% of grade
Students are expected to attend class regularly and to the assignments for that day. The class participation grade will be based on whether the student is prepared for class or not. Students are encouraged to ask questions, participate in drills and discussions, and volunteer answers. More than THREE absences will lower the class participation grade. Coming late to class will also affect your class participation grade.

**SWAHILI LANGUAGE TABLE – 5% of grade**
Everyone is required to attend the Swahili language table at least eight (8) times during the semester for 5% of your grade. This is a time when students interact with other Swahili learners and have the opportunity to practice their Swahili. The time and place will be arranged after classes have started.

**QUIZZES – 10% of grade**
There are short quizzes every Monday of the week apart from the first Monday of the semester. Where a holiday falls on a Monday, the quiz will is given on a Tuesday. Ten of these quizzes count towards the 10% of the total grade. There will be no make-up quizzes except for unavoidable circumstances.

**WRITTEN ASSIGNMENTS – 15% of grade**
These essays are assigned every Thursday via b-Space, and are due at 9 a.m on Monday. FIVE of such graded assignments count towards 15% of the total grade.

**MIDTERM EXAM – 20% of grade**
The midterm exam includes an Oral Proficiency Interview (OPI) (20%) to assess student’s oral proficiency level. It also includes an essay (20%) that students write from home. It include listening comprehension (20%) and reading comprehension activities (20%). The midterm is 20% of a student’s total grade.

**FINAL EXAM – 30% of grade**
The final exam includes an OPI, reading, listening, a final essay and a short play that is performed by the whole class. Students write an autobiographical essay between 3-4 double-spaced pages long. Students are expected to give an oral presentation of your final paper before they turn in their final draft. The final paper is due on the final day of instruction.

**CLASSROOM RULES and ASSIGNMENT GUIDELINES**
1. **ABSOLUTELY NO EATING** in the classroom. We’ll be doing a lot of talking, and in East African culture it’s taboo to talk with food in your mouth. Non-alcoholic drinks are allowed, as long as they don’t interfere with the learning of other students.
2. Disruptive behavior in class is **NOT** tolerated. Students interrupting the learning process of their peers may be asked to leave.
3. Absolutely **NO** cell phone use in the classroom. All phones, including the instructor’s, **MUST** be in silent mode.
4. Students pick an East African name that they use throughout the year. They are known by this name to your peers.
5. No two students sit next to each other for more than once a week. The cultures of the Swahili world emphasize the value of knowing all your neighbors.
6. The class is the true “NO CHILD LEFT BEHIND” class. Every student is responsible for making sure that everyone succeeds in the class. This is not a competition. People in Swahili-speaking countries – and Africa – are communal people. Students are answerable to each other. If a student can’t make it to class, s/he sends an e-mail to swahilif12@bspace.berkeley.edu informing her / his classmates of his / her absence. The absent student doesn’t have to explain to them why, but they need to send another e-mail to the instructor with the reason.

7. **CLASS PARTICIPATION** is paramount to passing the class.

8. All written assignments **MUST BE TYPED**, unless indicated otherwise by the instructor. No exceptions. Please plan ahead to avoid “printer problems.” All assignments **MUST** be turned in **ON THE DAY THEY ARE DUE**. According to University Policy, “It is the student's responsibility to inform him/herself about material missed because of an absence, whether or not he/she has been formally excused.”

9. Where handwritten assignments are permitted, students **ONLY** use blue or black ink or No.2 pencil.

10. Students are **NOT** allowed use Google Translate or similar translators for any assignment. Doing so is considered cheating, and violators will receive a big, fat **ZERO** on the assignment with no chance to make up.

11. If a student is failing the class, the instructor informs her / him. If a student needs information about his /her progress, it is a student’s responsibility to review the issue with the instructor, sooner than later, during office hours.