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## Swahili II Fall 2018 Syllabus

FORLANGC 112S Swahili II (half course)  
Five College Center for the Study of World Languages

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Date span	Assignment	Self-assessment
Sep 4 to Sep 7	Tutorials and conversation sessions start this week. Prepare at least one half of the study guide for your first sessions. Written work for the first study guide will be due at tutorial next week.  <a href="#">Mentored Swahili Study Guide 11</a>	<a href="#">Self-assessment due end of week</a>
Sep 10 to Sep 14	Study Guide 11 homework due at tutorial.  <a href="#">Mentored Swahili Study Guide 11</a>	<a href="#">Self-assessment due end of week</a>
Sep 17 to Sep 21	Study Guide 12 homework due at tutorial.  <a href="#">Mentored Swahili Study Guide 12</a>	<a href="#">Self-assessment due end of week</a>
Sep 24 to Sep 28	Study Guide 13 homework due at tutorial.  <a href="#">Mentored Swahili Study Guide 13</a>	<a href="#">Self-assessment due end of week</a>
Oct 1 to Oct 5	Study Guide 14 homework due at tutorial.  <a href="#">Mentored Swahili Study Guide 14</a>	<a href="#">Self-assessment due end of week</a>
Oct 8 to Oct 12	Study Guide 15 homework due at tutorial.  <a href="#">Mentored Swahili Study Guide 15</a>	<a href="#">Self-assessment due end of week</a>
Oct 15 to Oct 19	Review week - Sessions meet for review.	<a href="#">Self-assessment due end of week</a>
Oct 22 to Oct 26	Study Guide 16 homework due at tutorial.  <a href="#">Mentored Swahili Study Guide 16</a>	<a href="#">Self-assessment due end of week</a>
Oct 29 to Nov 2	Study Guide 17 homework due at tutorial.  <a href="#">Mentored Swahili Study Guide 17</a>	<a href="#">Self-assessment due end of week</a>
Nov 5 to Nov 9	Study Guide 18 homework due at tutorial.  <a href="#">Mentored Swahili Study Guide 18</a>	<a href="#">Self-assessment due end of week</a>
Nov 12 to Nov 16	Study Guide 19 homework due at tutorial.  <a href="#">Mentored Swahili Study Guide 19</a>	<a href="#">Self-assessment due end of week</a>
Nov 19 to Nov 23	<b>Thanksgiving Week</b> - no sessions, no self-assessments	
Nov 26 to Nov 30	Study Guide 20 homework due at tutorial.  <a href="#">Mentored Swahili Study Guide 20</a>	<a href="#">Self-assessment due end of week</a>

Date span	Assignment	Self-assessment
Dec 3 to Dec 20	<p><b>End of the Semester Writing Skills Assessments</b></p> <p>Drop-in hours for completing writing skills assessments will be held in this time period.</p> <p><b><i>Graduating seniors need to see that home campus senior grade deadlines are met.</i></b></p>	
Dec 10 to Dec 20	<p><b>Final Oral Evaluations</b></p> <p>Individual oral evaluations will be scheduled in this time period.</p> <p>Do not make travel plans until you know the date and time of your individual oral evaluation.</p> <p><b><i>Graduating seniors need to see that home campus senior grade deadlines are met.</i></b></p>	

## FORLANGC 112S Swahili II (half course) Course Description and Requirements

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**Interim Director:** Janna White

**Contact Information:** [fclrc@hfa.umass.edu](mailto:fclrc@hfa.umass.edu) or 542-5264

### Course Description

Mentored Swahili II is part of the Mentored Language Program administered by the Five College Center for the Study of World Languages. Mentored courses focus on all four skills (speaking, listening, reading, and writing) using one-on-one tutorials with a language mentor, small group conversation sessions, and guided individual study. Students follow a series of detailed study guides outlining homework assignments and preparation steps for tutorials and conversation sessions.

Mentored Swahili students have weekly one-on-one tutorial meetings with Agnes Kimokoti (Ph.D. Kenyatta University) and weekly small group conversation sessions led by Dr. Komikoti, a Foreign Language Teaching Assistant, or a trained student conversation partner who is a native speaker of the language. Dr. Kimokoti conducts tutorials on each of the Five College campuses. Conversation sessions meet on multiple campuses.

The Mentored Swahili program covers both spoken and written Swahili with an emphasis on developing speaking, listening, reading, and writing skills. The prerequisite for Swahili II is Swahili I or the equivalent. The course is followed by Mentored Swahili III and IV. The four courses together cover material roughly equivalent to one year of college-level Swahili study in a more traditional classroom course.

The syllabus for this course assigns materials at a pace necessary to complete the assigned materials within a semester. Students who fall behind this pace will be in danger of not passing the course and should discuss their situation with the program director or associate director. Students who prefer to move faster than the assigned pace are most welcome to do so. Any student who finds him/herself significantly ahead on the syllabus, should contact the program director or associate director to see

what accommodations might be made to facilitate the faster pace.

## Course Materials

**Textbooks** should be purchased online or through a special order at your local bookstore.

*Swahili*. (Spoken World) by Living Language. Text written by Khalfan Mohamed and Abdulwahid Mazrui. Edited by Christopher A. Warnasch and Agnes C. Kimokoti. Published 2007. ISBN: 978-1400023462

Hinnebusch, Thomas J. and Sarah M. Mirza. *Kiswahili, msingi wa kusema kusoma na kuandika (Swahili, a foundation for speaking, reading, and writing)* (University Press of America) ISBN: 978-0761809722

**Mentored Swahili II Course Website** online at <http://langmedia.fivecolleges.edu>.

### **Additional online materials:**

Online Audio for *Kiswahili* by Thomas J. Hinnebusch and Sarah M. Mirza at

<http://langmedia.fivecolleges.edu>

LangMedia, Swahili in Kenya and Swahili in Tanzania at <http://langmedia.fivecolleges.edu>

## Requirements

- 1. Successful mastery of the material assigned on this syllabus and its accompanying study guides.** Students are reminded that their final comprehensive oral evaluation will cover all material assigned for the course regardless of whether it was used or discussed in tutorials or conversation sessions.
- 2. At least 7 hours per week of independent study (at least one hour per day).** The program provides weekly study guides which include instructions for both oral and written practice. The guides also include preparation for conversation sessions and homework to be handed in at tutorial.
- 3. Weekly 30-minute individual tutorials with the mentor assigned to the course.** Mentors will collect and go over written homework assignments, answer questions brought by students, work on individual issues with pronunciation and grammar, and provide practice drills in preparation for written and oral evaluations.
- 4. Weekly one-hour small group conversation sessions.** Conversation sessions are led by the mentors and/or undergraduate native speakers. Conversation sessions provides practice with both speaking and listening comprehension. The sessions constitute the primary practice for the oral fluency portion of the final evaluation.
- 5. Weekly homework assignments handed in at the tutorial meeting.** Homework will be collected by the mentors, photocopied and placed in a portfolio for each student. Homework must be handed in on time at the tutorial to receive credit. Mentors may read and comment on late homework, but students will not receive credit toward their final course grade unless the homework is turned in on time. Any exceptions due to illness or other emergencies must be cleared by the program director.
- 6. Weekly self-assessment reports submitted on time.** Self-assessments are due at the end of each week and are recorded as "on time" as long as they are received by 9:00 am the following Monday morning. Late self-assessments will only receive partial credit. The self-assessments help students to evaluate their own progress in learning the language, their overall development of

language learning strategies, and also alert the program staff to any problems with preparation or logistical details of the course.

7. **Writing skills assessment** to be completed by the end of the semester.

8. **Final comprehensive oral evaluation** covering listening and reading comprehension, conversational fluency, vocabulary, grammar, pronunciation, and cultural knowledge.

## Grading

10% attendance, preparation, and participation in all tutorials and conversation sessions, plus on-time submission of homework and self-assessment reports

40% overall quality of the homework portfolio

10% writing skills assessment (assesses ability to write short paragraphs, dialogs and essay topics)

40% final comprehensive oral evaluation covering listening and reading comprehension, conversational fluency, vocabulary, grammar and pronunciation

Grading scale: A (94-100); A- (90-93); B+ (87-89); B (84-86); B- (80-83); C+ (77-79); C (74-76); C- (70-73); D+ (67-69); D (64-66); D- (60-63); F (59 or lower). Final oral evaluation must be completed in order to pass the course.

Both the writing skills assessment and the final comprehensive oral evaluation must be passed in order to receive credit for the course.

Final grades are submitted by the program director based on final evaluation grades and the student's overall course participation record and homework portfolio.

## Study Guides, Homework Assignments and Self-Evaluation

Weekly study guides serve as the student's primary guide to the course and are essential to a student's independent learning. The study guides are accessed through the course website and contain live links to any online materials students need to access. Students are responsible for accessing the online study guides and downloading printed copies for themselves as necessary.

Most of the study exercises included on the guides are activities a student does on his/her own. Some of the texts and online exercises include answer keys. Students are expected to use these keys to evaluate their own work. Exercises that do not include or lend themselves to simple answer keys cover material that will be "checked" through the process of using the material in tutorial interactions and conversation sessions.

Each study guide also includes work that should be handed in for feedback from the course mentor and to become a part of the student's homework portfolio. If students have access to an answer key for any homework to be handed in, they are expected to use the answer key ahead of time to correct their own work. They should bring the page with noted corrections to the tutorial and have the mentor clarify any remaining confusions.

**Homework handed in for the portfolio needs to be clearly labeled at the top of each page in English with the students name, the date, and the Study Guide number.**

## Accommodations

The University of Massachusetts Amherst and the Five College Center for the Study of World Languages are committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS) at UMass or on your home campus, you may be eligible for reasonable academic accommodations to help you succeed in your mentored language course. If you have a documented disability that requires an accommodation, please notify the program director as soon as possible and no later than the third week of the semester so that appropriate arrangements can be made.

## Academic Honesty Policy

Students must adhere to all University of Massachusetts Amherst and Five College policies regarding professional conduct and ethics, including policies covering non-discrimination, sexual harassment, and academic honesty. **University of Massachusetts Amherst Academy Honesty Policy:** Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University.

Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct.

Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible.

Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent

([http://www.umass.edu/dean\\_students/codeofconduct/acadhonesty/](http://www.umass.edu/dean_students/codeofconduct/acadhonesty/)). More information about the Academic Honesty Policy and Procedures may be found online here: <http://www.umass.edu/honesty/>.

## Importance of Communication

Practice communication skills similar to what you would need in a professional work or internship situation: check e-mail twice per day; read e-mail carefully and respond in a timely manner; contact the office by e-mail or phone about questions or issues; take a proactive approach to solving any problems or issues that come up. Save [fcmlp2@hfa.umass.edu](mailto:fcmlp2@hfa.umass.edu) in your address book to help ensure that important messages about your course do not end up in your spam folder.

## Schedules and Schedule Changes

Each student will be assigned regular weekly tutorial and conversation session times. Any temporary or permanent changes in these times must be worked out with the director of the Five College Center for the Study of World Languages, who maintains the master schedule of all tutorials and conversation sessions. E-mail questions related to schedules to your course organizer. Do not ask your mentor directly for changes because s/he may not be aware of other scheduling issues affected by the change. The mentors have been instructed to refer anyone who requests schedule change to the program office.

Students who miss tutorials or conversation sessions will not be provided with make-up opportunities. Students who know ahead of time that they will need to miss a future session, should clear the

absence with the program director or associate director at least a week ahead. If sufficient notice is given, it may sometimes be possible for a student to attend an alternative conversation session or tutorial, although such arrangements cannot be guaranteed.

In the event that the mentor or conversation partner has to cancel a session due to illness or another emergency, every effort will be made to provide an appropriate make-up session or substitute.

**Snow emergencies and snow days:** Winter snow emergencies occasionally cause delays and cancellations of Five College bus service, early closings of campuses, or snow days being declared on one or more campuses. Because we do not want any students or mentors to get stranded away from their home campus, we will generally cancel tutorials and conversation sessions if 1) the National Weather Service has issued a warning for severe winter weather for the time period of the sessions; and 2) the students and or mentors affected would have to travel to other than their own campus. We will not cancel if the mentor and the students involved live on the same campus, unless that campus has cancelled classes for the relevant time period. If a snow day has been declared in the morning, tutorials and conversation sessions may still take place late in the late afternoon or evening if the weather has cleared and the buses are running. Cancellations due to weather will be sent by e-mail. If you have weather related questions, e-mail your course organizer or call the office at 542-5264.

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