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FORLANGC 211S Swahili V and FORLANGC 212S Swahili VI (full course)

Five College Center for the Study of World Languages

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Date span	Assignment	Self-assessment
Sep 3 to Sep 6	Tutorials and conversation sessions start this week. Study Guide 41 homework due at tutorial. Look ahead and begin Study Guide 42.  Mentored Swahili Study Guide 41	Self-assessment due end of week
Sep 9 to Sep 13	Study Guide 42 and Study Guide 43 homework due at tutorial.  Mentored Swahili Study Guide 42  Mentored Swahili Study Guide 43	Self-assessment due end of week
Sep 16 to Sep 20	Study Guide 44 and Study Guide 45 homework due at tutorial.  Mentored Swahili Study Guide 44  Mentored Swahili Study Guide 45	Self-assessment due end of week
Sep 23 to Sep 27	Study Guide 46 and Study Guide 47 homework due at tutorial.  Mentored Swahili Study Guide 46  Mentored Swahili Study Guide 47	Self-assessment due end of week
Sep 30 to Oct 4	Study Guide 48 and Study Guide 49 homework due at tutorial.  Mentored Swahili Study Guide 48  Mentored Swahili Study Guide 49	Self-assessment due end of week
Oct 7 to Oct 11	Review Study Guides 41-50 Study Guide 50 homework due at tutorial. END OF SWAHILI V: Swahili V Evaluations will take place next week.  Mentored Swahili Study Guide 50	Self-assessment due end of week
Oct 14 to Oct 18	Mid-Term Evaluation Week for Full Courses All sessions will meet as scheduled this week. Oral evaluations will take place during tutorial times. Drop-in hours for completing writing skills assessments.	Self-assessment due end of week
Oct 21 to Oct 25	Study Guide 51 and Study Guide 52 homework due at tutorial.  Mentored Swahili Study Guide 51  Mentored Swahili Study Guide 52	Self-assessment due end of week

Date span	Assignment	Self-assessment
Oct 28 to Nov 1	Study Guide 53 and Study Guide 54 homework due at tutorial.  Mentored Swahili Study Guide 53  Mentored Swahili Study Guide 54	Self-assessment due end of week
Nov 4 to Nov 8	Study Guide 55 and Study Guide 56 homework due at tutorial.  Mentored Swahili Study Guide 55  Mentored Swahili Study Guide 56	Self-assessment due end of week
Nov 11 to Nov 15	Study Guide 57 and Study Guide 58 homework due at tutorial.  Mentored Swahili Study Guide 57  Mentored Swahili Study Guide 58	Self-assessment due end of week
Nov 18 to Nov 22	Thanksgiving Week - no sessions, no self-assessments	
Nov 25 to Nov 29	Study Guide 59 and Study Guide 60 homework due at tutorial.  Mentored Swahili Study Guide 59  Mentored Swahili Study Guide 60	Self-assessment due end of week
Dec 2 to Dec 6	Review of Study Guides 41-60 Tutorials and conversation sessions WILL meet this week for review	Self-assessment due end of week
Dec 4 to Dec 19	End of Swahili VI: Review and Swahili VI: Final Evaluations Writing Skills Assessments Drop-in hours for completing writing skills assessments will be held in this time period. <i>Graduating seniors need to see that home campus senior grade deadlines are met.</i>	
Dec 9 to Dec 19	Final Oral Evaluations Individual oral evaluations will be scheduled in this time period. Do not make travel plans until you know the date and time of your individual oral evaluation. <i>Graduating seniors need to see that home campus senior grade deadlines are met.</i>	

FORLANGC 211S Swahili V and FORLANGC 212S Swahili VI (full course)

Course Description and Requirements

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Course Description

Mentored Swahili V and VI are 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.

Students enrolled in accelerated Swahili V and VI complete both courses within one semester. Students complete all assignments and the final oral and written evaluations for Swahili V by the mid-semester point; students complete all assignments and final evaluations for Swahili VI during the regular final evaluation period. Students receive separate grades for each course.

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 prerequisites for the Swahili V and VI accelerated course are Swahili I through IV or the equivalent. Students starting the course also must demonstrate previous success in language learning and evidence of self-discipline in managing independent work.

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

Biersteker, Ann *Masomo ya Kisas: Contemporary Readings in Swahili* (Africa World Press)
(Contact your course organizer about how to get this book)

Mentored Swahili VII Course Website online at <http://langmedia.fivecolleges.edu>. Click on the link for your course.

Additional online materials:

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 two final comprehensive oral evaluations will cover all material assigned for each course regardless of whether it was used or discussed in tutorials or conversation sessions.

2. Fourteen to sixteen hours per week of independent study (at least two hours 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 sixty-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. One weekly ninety-minute small group conversation session. 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 or associate 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 for each course. The first writing skills assessment will be done at mid-semester and the second completed by the end of the regular semester.

8. Final comprehensive oral evaluation for each course covering listening and reading comprehension, conversational fluency, vocabulary, grammar, pronunciation, and cultural knowledge. Students in the accelerated course sequence take the first final evaluation at mid-semester and the second during the regular final evaluation period.

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.

Students in the accelerated format will receive separate grades for each 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 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. 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 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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