

Department of Languages, Literatures & Cultures

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AKA 1130 Beginning Akan 1

UST 0104 (9:35-10:25)

Description

This course will introduce students to the language and culture of the Akan people. It aims to equip students with the basic skills necessary to read, write and converse in Akan. The communicative abilities will be built in many ways, including in-class activities, Tuesday/Thursday Assignments (in Akan). There will be role-playing in class where various scenarios will be given for students to act out in Akan. Students will be encouraged to practice dialogs with native speakers. This is a hybrid course, which means that students will meet in person on Mondays, Wednesdays and Fridays. On Tuesdays and Thursdays, they will work with materials on Canvas.

Objectives

By the end of the semester, students should be able to, among others, greet each other, introduce themselves and ask about others, talk about where they come from and where they live, the number and names of their family members, where they live, their age, and the work they do. They would also be able to do basic description, tell the time and talk about emotions and ailments, as well their likes and dislikes.

Course Material

Students will use video recordings at the course website in Canvas with a supporting *Online Akan Textbook* which can be downloaded from Canvas. This will be supplemented with materials from *Ma yensua Twi, A comprehensive Course in Twi (Asante)*, and notes from the instructor.

Requirements

Attendance and participation	10%
Tuesday/Thursday Assignments	25%
Conversation Project	20%
Writing Project	20%
Final Exam	20%

Week 1. Syllabus

There are 3 ways to talk about one's name. One is *mede* (*me* = I) and (*de* = be called)

Introduce yourself using *mede* (M2L4)

Video: The Akan language - Introduction (M2L1)

Classroom expressions (Online textbook pp 3-4)

Week 2. Greetings

By the end of this week, students should be able to:

- (i) Exchange greetings, tell your name and ask for another person's name
- (ii) Learn the alphabets (focus on key vowels and consonants)
- (iii) Distinguish 3 basic tones
- (iv) Read vocabulary items on pages 1 & 3 of *Ma yɛnsua Twi*

Mon, Aug 26. Introductions (M2L1)

- *Maakye*
- Review *mede*
- *Yɛfrɛ me* ____ (the second way to talk about one's name)
- *Na wɔɛ?* ('what about you')
- *Yɛfrɛ* ____ *sɛn?* ('what is ____ called?')

Grammar: Personal pronouns

Video: Tone in words (M2L1)

Reading: Adesuadeɛ a ɛdi kan (*Ma yɛnsua Twi*, page 1 -Canvas)

Tue, Aug 27. Greetings (M2L1)

Video: *Maakye, Maaha & Maadwo*

Video: *Maakye Response*

Assignment: Record yourself saying *maakye, maaha* and *maadwo* (5 pts)

Video: The alphabet **a** pronounced **ə**

Assignment 1 (Page 7) (10 pts)

Wed, Aug 28. Greetings & alphabets (continued)

- Exchange greetings and say your name
- Akan alphabet song
- Distinguish between **e** and **ɛ** (M2L1)
- Distinguish between **i** and **ɪ** (M2L2)
- distinguish between **o** and **ɔ** (M2L3)
- TONE: Distinguishing the 3 Basic Tones in Akan

Reading: Adesuadeɛ a ɛto so mmienu (*Ma yɛnsua Twi* page 3. -Canvas)

Thu, Aug 29 (M2L2)

- Respond to greetings from child, older male and female
- Grammar: Pronoun **mo** 'y' all'

Tone Game Assignment 1 on page 15. Record words/expressions (10 pts)

Fri, Aug 30. Practice exchange of greetings between people of different ages and tell your names (M2L3)

- Identify the two pronunciations of 'o' (M2L3)
- Identify the two pronunciations of u (M2L4)
- Distinguish between DW & GY, KY & TW, and HW & HY

Review of vocabulary

Week 3. Introductions

By the end of this week, you should be able to:

- Introduce yourself using *me din de* (the third way to talk about one's name) (M2L4)
- Learn day names and the names associated with them (M3L3)
- Ask people about their names
- Ask people how they are doing and provide response

Mon, Sept 2. Labor Day. No classes

Tue, Sept 3. Birthday song

Video: M3D4. 3 Birthday Song

Assignment. Record yourself singing the song (10 pts)

Wed, Sept 4. Akan birthday and personal names associated with them M3D4)

enne ye da ben ('what day is today?')

Yewoo ___ da ben? Yewoo ___ ('___ was born on which day?' '___ was born on ___')

Enti ___ din de ___ sen? ('So what is ___ name?')

Grammar: Possessive Pronouns

Thu, Sept 5.

Write about how the 14 male and female names were derived from the day names (20 pts)

Fri, Sept 6.

Wo ho te sen? 'How are you?'

X ho te sen? 'How is X?'

Reading: Making friends. In *A comprehensive Course in Twi (Asante)*, page 12

Week 4. Family

By the end of this week, you should be able to:

- (i) Talk about where you come from (*firi*) and where you live (*te*)
- (ii) Talk about your family
- (iii) Count from 1-10

Mon, Sept 9.

Say where you and others come from (*firi*)

Reading: Dialog 5 in *A comprehensive Course in Twi (Asante)*, page 14-15

Kan adeɛ firi baako kosi du 'count from 1 – 10'

Tue, Sept 10

Video: M3D2. Family member names (kinship terms)

Record the words *maame, papa, nua, nuabaa, nuabarima* (5 pts)

Wed, Sept 11.

Ask people about their parents' names and tell them about yours (*Online Akan Textbook*, pp 52-55)

Tell people about the number of brothers and sisters you have.

Forming plural for kinship terms

Grammar: *wɔ* 'to have' versus *nɔni* 'not to have'

Thu, Sept 12

Assignment: Say the number of X in the pictures (Canvas assignment) (10 pts)

X no ye ɛn? 'How many X are there?'

Ans. *ɛye* ____

Fri, Sept 13.

Extended family (*nana, panyin, kumaa, wɔfa, sewaa*)

Read Dialog 17 in *A Comprehensive Course in Twi (Asante)*, pp 54-55

Tell the class about yourself and your family.

Week 5. Nationality & Professions

By the end of this week, you should be able to:

- (i) Talk about nationality and some professions (*Amerikani, Gainesvilleni...*)
- (ii) Say where a person works

Mon, Sept 16.

Talk about one's nationality and city one comes from

Reading: Dialog 6 in *A comprehensive Course in Twi (Asante)*, page 17

Tue, Sept 17.

Assignment: Record the nationality of the people in the picture (10 pts)

Wed, Sept 18.

Professions

Osuani 'student', *dwadini* 'trader'

Ye adwuma wo ___ ('work at ___')

Thu, Sept 19

Assignment: Record where the people in the picture work (10 pts)

Fri, Sept 20.

More on professions

Week 6. Talk about age

By the end of this week, you should be able to:

- (i) Count from 20 – 100
- (ii) Tell your age and other people's age
- (iii) Do arithmetic in Akan

Mon, Sept 23.

Kan adeɛ firi aduonu kosi ɔha 'count from 20 – 100'

Woadi mfeɛ sɛn? 'How old are you?'

Afe 'year' versus *mfeɛ* 'years'

Addition

Tue, Sept 24.

President Biden adi mfeɛ aduonwotwe baako (81 years)

Assignment: *Ɔomo adi mfeɛ sɛn?* (Write the ages of the people in the picture) (10 pts)

Wed, Sept 25.

Discuss the age of institutions and objects

Da 'day' versus *nna* 'days'

Bosome 'month' versus *abosome* 'months'

Thu, Sept 26.

Assignment: *Adi mfee sen?* (Write the ages of the objects in the picture) (10 pts)

Fri, Sept 27.

More on age

Week 7. Time

By the end of this week, you should be able to talk about:

- (i) The time
- (ii) Schedules
- (iii) Time spent at a place

Mon, Sept 30.

Abɔ sen? 'What time is it'

Tue, Oct 1.

Assignment: What time is it? (10 pts)

Wed, Oct 2.

Discuss schedules (*bere bɛn* 'what time') (Class notes)

Thu, Oct 3.

Assignment: Provide the departure schedules for the vehicles in the picture (10 pts)

Fri, Oct 4.

Talk about spending minutes, days, weeks, months, and years (M4L3 & Class notes)

Week 8. Description

By the end of this week, you should be able to talk about:

- (i) Basic descriptions with adjectives
- (ii) Basic descriptions with verbs
- (iii) Colors

Mon, Oct 7.

Describe people and things using adjectives

Colors

Tue, Oct 8.

Assignment: Describe the people and things in the picture (10 pts)

Wed, Oct 9.

Describe people and things using verbs (M5L4, pp163-164)

Thu, Oct 10.

Assignment: Describe the things in the picture (10 pts)

Fri, Oct 11.

Use *ho* 'body' in descriptions

Week 9. Emotions

By the end of this week, you should be able to talk about:

- (i) Emotions
- (ii) Do things with emotions

Mon, Oct 14.

Talk about happiness (*anigye*), sadness (*awerεhoο*), boredom (*aniha*), seriousness (*anibere*)

To be happy, sad, bored, serious

Tues, Oct 15.

Assignment: Describe the emotion of the people in the picture

Wed, Oct 16.

Use *de* to describe doing things with emotion

Thu, Oct 17.

Assignment: Write about the emotion that the people in the picture are using to work

Fri, Oct 18.

Things people do that show emotion (*su* 'cry', *sere* 'laugh', *muna ani* 'scowl')

Week 10. Ailments

By the end of this week, you should be able to talk about:

- (i) Human body
- (ii) Ailments

Mon, Oct 21.

The human body

Tue, Oct 22.

Assignment: Record body-part song (10 pts).

Wed, Oct 23.

Ailments

Thu, Oct 24.

Assignment: Talk about the ailment afflicting the people in the pictures (10 pts).

Fri, Oct 25.

Hospital dialog

Week 11. Likes & dislikes

By the end of this week, you should be able to talk about:

- (i) Things you like and things you don't like
- (ii) What you like to do and what you don't like to do

Mon, Oct 28.

Likes (*πε*) and dislikes (*μπε*)

Tue, Oct 29.

Assignment: Write whether you like or dislike the things in the picture (10 pts)

Wed, Oct 30.

Things you like to do

Grammar: Negation

Thu, Oct 31.

Assignment. Write about 5 things you like to do and 5 things you don't like to do (10 pts).

Fri, Nov 1.

More on likes and dislikes

Week 12. What's going on and what happened

By the end of this week, you should be able to talk about

- (i) Things you are doing
- (ii) Things you did

Mon, Nov 4.

Talk about what are you doing (M5L5)

Tue, Nov 5

Assignment. Write about what the picture in the picture are doing

Wed, Nov 6.

Talk about things you did

Thu, Nov 7.

Assignment. Write about 5 things you did last week.

Fri, Nov 8.

Narrating ongoing and past events

Week 13.

By the end of this week, you should be able to talk about

- (i) Things you will do

Mon, Nov 11.

Veteran's Day, No classes

Tue, Nov 12.

Record yourself reading Dialog 28 in A Comprehensive Course in Twi, page 88

Wed, Nov 13.

Planning an event

Thu, Nov 14.

Write about 5 things you will do during thanksgiving

Fri, Nov 15.

More on future events.

Week 14. Work on language and conversation projects

Week 15. Thanksgiving Break

Week 16. Finals

Mon, Dec 2.

Review

Wed, Dec 4

Final exam

Attendance and participation

Students are expected to attend class and participate in class exercises. Any unexcused absence will attract a 0.5% deduction.

Tuesday/Thursday Assignments

On Tuesdays and Thursdays, students will do assignments covering the topic of the week. These assignments should be submitted on Canvas by the close of the day (i.e. 11:00 pm).

Language Project

At the end of Week 14, students will submit an essay that covers the following (i) their name, (ii) where they come from, (iii) where they live, (iv) what they do, (v) the names of their parents, (vi) where they live and (vii) what they do, (viii) the number of siblings they have, (ix) their names, (x) where they live and (xi) what they do.

Conversation Project

Students will be required to record a conversation with a native speaker in which they strive to cover all the essential things they learned in class. Students will have Week 14 to work on the project after which they must record and submit the work. Note: the recording should be by video so the instructor can ascertain that there was no reading. All pauses, hesitations, and reconstructions should be left as is without editing.

Final exam

The final exam will be written and will test everything we've covered during the semester. It will be taken on Wednesday, December 4, during class hours.

Grading Scale

93-100 (A); 90-92 (A-); 87-89 (B+); 83-86 B; 80-82 (B-); 77-79 (C+); 73-76 (C); 70-72 (C-); 67-69 (D+); 63-66 (D); 60-62 (D-); 59 or below (E)

A grade of Incomplete (I) will not be issued under any circumstance.

Grading Policy

Information on current UF grading policy can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Students with disabilities

The University of Florida provides high-quality services to students with disabilities, and you are encouraged to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources (352-392-8565), and 2) Bring a letter to the instructor from Disability Resources indicating that you need academic accommodations. Please do this as soon as possible, preferably within the first week of class.

Attendance and make up

Information on students who are qualified to take the course can be found at the site below:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

No points are given for attendance. However, I do not post my presentation slides on Canvas. Therefore, students need to show up in class to take notes. A student who misses class for a justifiable reason can reach out to me to discuss a topic that she/he missed.

Honor/Conduct Code

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will be sanctioned.

Face-to-Face requirements

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](#).