

DEPARTMENT OF LANGUAGES, LITERATURES & CULTURES
SPRING 2024
AKA1131: BEGINNING AKAN 2
VENUE: USTLER 0104

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Course Description/Objectives

Beginning Akan 2, the sequel to Beginning Akan 1, is designed to further immerse students in the language and culture of the Akan people. This course aims to enhance students' reading, listening, writing, and speaking skills in Akan, building upon the foundational knowledge acquired in the first course. It will delve deeper into grammatical structures and vocabulary, fostering less sophisticated conversational abilities. Students will engage in various activities, including in-depth cultural exploration through Akan literature, music, and film, interactive role-playing in increasingly complex scenarios, and comprehensive listening and speaking exercises. The course also includes project-based learning, where students undertake research or creative projects focused on Akan culture. Prerequisite: Successful completion of Beginning Akan 1 or equivalent proficiency.

Modes of Communication

Interpersonal Communicative Mode:

- Students use appropriate Akan/Twi expressions and gestures to greet and take leave of teachers and classmates.
- Students give and follow simple instructions in Akan/Twi to participate in classroom activities.
- Students share their likes and dislikes in Akan/Twi or with students in other schools via notes, letters, or email.
- Students play a role in Akan/Twi everyday situations, such as buying wares in the market or ordering food at a restaurant.
- Students talk about and describe aspects of the Akan/Twi world, such as food, clothing, type of dwellings, modes of transportation, buildings, and monuments.
- Students ask and answer questions in Akan/Twi about family, school, animals, familiar objects, and possessions. These exchanges may be done in person, via notes, email, audiocassettes, or videotapes.
- Students prepare and present in Akan/Twi short illustrated personal descriptions of topics, like their home or family.
- Students retell stories in oral and written Akan/Twi.

- Students prepare and contribute information in Akan/Twi for an audio or video exchange or a web page on topics such as school and hobbies.
- Students' role-play for a classroom, school, or community event/ meeting native speakers in Gainesville.

Interpretive Communicative Mode:

- Students follow oral instructions in Akan/Twi related to daily classroom activities.
- Students understand oral and written statements in Akan/Twi on familiar topics, such as numbers, time of day, and weather.
- Students read and listen in Akan/Twi to descriptions and identify the corresponding pictures or illustrations, such as people, animals, objects, places, everyday activities, weather, and time of day.
- Students understand familiar songs, poems in Akan/Twi.
- Students understand brief spoken or written Akan/Twi messages on familiar topics, such as personal preferences, family, school, and celebrations.
- Students understand the content of simple Akan/Twi language realia, such as picture books, menus, posters, or advertisements.

Presentational Communicative Mode:

- Students write about or orally present simple stories and descriptions about themselves, their family members, friends, classmates, and so on in simple sentences.
- Students write about or orally present their likes and dislikes.

Students write about or orally present their daily activities

Requirements

Final grading is based on all your homework, a final exam, a language project, a writing project, and oral exercises. The breakdown is as follows:

| | |
|----------------|-----|
| Homework | 40% |
| Final project | 30% |
| Presentations | 20% |
| Oral exercises | 10% |

The above shows that completing and submitting every assignment is extremely important.

Homework

Some homework exercises are in the course textbook, while some (mainly audio) are only on the course website. Therefore, students must ALWAYS check the assignment section of the course

website before doing the homework. Homework should be submitted by 11:59 pm on the due date. Note that any work submitted to my email box will be discarded.

Language Project

During week 8, students will work on an essay about themselves and their families. The information in the essay should include their (i) 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. The essay should be submitted on Friday, March 3.

Final project

Students will choose from a list of topics to present in class during the examination week. Students will be expected to answer questions regarding their presentations.

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 the current UF grading policy can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> (Links to an external site.)

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 (352392-8565) and 2) Bring a letter to the instructor from Disability Resources indicating that they need academic accommodations. Please do this as soon as possible, preferably within the first week of class.

Honor/Conduct Code

An academic honesty offense is lying, cheating, or stealing academic information to gain academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, the student must report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will be sanctioned.

SPRING 2024 AKAN SYLLABUS

| WEEK | TOPIC |
|-------------|-----------------------------------|
| 1 | Emotional Expressions |
| 2 | Human body |
| 3 | Fruits, vegetables, & crops |
| 4 | Clothing and some crucial phrases |
| 5 | Giving directions |
| 6 | Questions |
| 7 | Nnuma (Professions) |
| 8 | Transportation |
| 9 | Poems |
| 10 | <i>Spring Break</i> |
| 11 | Festivals |
| 12 | Anansesem (stories) |
| 13 | House and Household objects |
| 14 | Special topic discussion 1 |
| 15 | Special topic discussion 2 |
| 16 | Special topic discussion 3 |