

**BEGINNING WOLOF
AFLI SUMMER 2021
Class: TBA**

Venue:
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Course Description: This is an intensive two semester Wolof course leading towards intermediate to low advance proficiency in oral expression, listening comprehension, reading, writing, and cultural understanding. Students will be trained using the communicative teaching approach. It will combine written and oral practice based on major cultural aspects of traditional and modern Wolof society. These exercises will include oral production, listening comprehension, reading comprehension, and writing.

Course Objectives for 1st semester:

At the end of this semester, students should

- be able to hold a basic conversation in Wolof, to ask as well as answer questions.
- be able to correctly spell, read, and interpret written text and audio recordings in areas of practical needs covered in the course materials (greeting, introducing self and family, kinship terminologies, taking public transportation, going shopping at market, cooking and food etiquettes, family ceremonies, sport and major cultural and religious events, etc..).
- be able to express oral and in writing basic ideas in areas of pratique needs in everyday life.
- be able to develop insight into Wolof culture, and Senegalese culture in general.

Course Objectives for 2nd Semester

Speaking and writing: By the end of the 2nd semester students are expected to be able to successfully handle basic conversations. They will also be able to ask for directions and services, buy food and clothes, bargain prices, make phone calls, write emails, etc. They will also be able to express themselves in a comprehensible manner, write and elaborate on various topics, describe themselves and the people around them.

Listening and reading: In class, students will hear and follow instructions in Wolof. In the course of the program, they will be provided with various listening skills so that they can understand conversations in Wolof, weather broadcasts and news on radio and television. They will be able to watch skits in Wolof and understand the topic. As a result of their developing comprehension skills, students will be able to read short news stories in Wolof.

Cultural understanding: Students will learn about the most important cultural aspects of the Wolof society related to greetings, social behaviors and ceremonies. They will watch Senegalese movies, music videos, concerts and ceremonies and also people's interactions in real life settings. They will also be able to explain some aspects of the cultural practices to someone not familiar with them.

REQUIRED TEXT:

- Omar Ka (2009). *Nanu Dégg Wolof*. NALRC.
- Sana Camara (2006). *Wolof Lexicon and Grammar*. NALRC press, 2006.
- Nanu dégg Wolof*, Mamaramé Seck [MS]

Recommended: Pamela Munro and Dieynaba Gaye, *Ay Baati Wolof-A Wolof Dictionary*, (revised edition). UCLA Occasional Papers in Linguistics, Number 19. Los Angeles, 1997.

Additional handouts and printout materials will be provided by the instructor.

Useful websites:

http://langmedia.fivecolleges.edu/collection/lm_senegal/sn_index.html

http://www.africa.upenn.edu/afl/materials/wo_ketchen.html

<http://www.africanculture.dk/gambia/ftp/wolffgram.pdf>

<http://www.africanculture.dk/gambia/ftp/wollof.pdf>

<http://langmedia.fivecolleges.edu/wolof/senegal-links.html>

http://www.humnet.ucla.edu/humnet/aflang/Wolof_video_course/wolof_vid_course.html

COURSE POLICY

Class attendance is required. Students are expected to attend class regularly and participate in discussions and activities. Cell phones and other mobile devices should be turned off in class. The coursework will comprise series of take-home assignments and weekly tests (on Friday). All assignments are due at the beginning of the class and they must be typed. Each student is also expected to keep a personal journal on daily basis written in Wolof, which the professor will collect for grading during the Semester. Each student is required to an oral presentation in Wolof on a subject of her choice.

Attendance

Since language is learned over time, with persistence, consistency and great deal of patience, regular class attendance and individual/group studies are crucial to the learning process. For this reason, there shall be various penalties for the violation of class attendance policy. The following penalties shall apply for the violations listed below:

Lateness: A student is considered late if s/he arrives in class after attendance as been taken (i.e. about 5 minutes into the class period). Lateness shall be calculated on 2 lateness = 1 absence basis.

Absences: Any lateness beyond the first 15 minutes of class is considered an absence for that day (even if such student decides to remain in class!)

Lateness and absences: These shall be calculated and penalized on pro-rata basis (i.e. points will be deducted from the attendance and participation grade based on the number of total absences from the Semester).

Grade point Reduction: Starting with the third absence, your grade will be reduced by a half point (for instance, if your grade amounts to an 'A' and you were absent four times during the Semester, your grade will be reduced to a 'A-'). However, genuine excuses for absence (if the need arises) should be made known to me at least 24 hours prior to such an absence, except in cases of emergencies. Except with authentically documents stating the cause of an absence (e.g. doctor's report in cases of emergency) missed quizzes, tests and other assignments will not be re-administered on any other grounds. (N.B. Note that 80% minimum attendance is required to make a passing grade in this course! Anything less than this minimum requirement will earn an E in the course).

COURSE EVALUATION

Attendance and class participation: 10 %

Assignments: 20%

Weekly Tests: 20 %

Journal: 10 %

Oral presentation: 10%

Semester examination (oral and written): 30%

Total: 100%

GRADE CORRESPONDENCE

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-
Below 60 =E		

COURSE SCHEDULE

Ayubés (weeks)	Bés (days)	Ligéey (In-class activity)	Mën-mën (Achievement/Goal)
1	Altine 06/03	<i>Words of welcome</i> <i>Dal leem ci jámm</i>	Say helo and welcome
	Talaata 06/04	-Introduction -Who speaks Wolof and where -The Wolof language family -The Alphabet: Spelling and Pronunciation -Key Grammatical characteristics	Be able to greet and welcome people Have basic information about Wolof as a language
	Àllarba 06/05	Nuyoo, Day 3: Unit 1: Meeting Between Strangers (Textbook, p.1) -Demba Njaay ak Nafi Sekk -Formal Greetings -Cultural Notes -Greetings vocabulary	Greetings, Introduce yourself Learn the cultural significance of greetings Learn how to pronounce and distinguish Wolof long and short vowels.

		<p><i>and videos</i></p> <p><i>-Pronunciation and Spelling guide</i></p>	Learn how to pronounce double consonants in Wolof
Alxames 06/06	<p>Day 4: Unit 2: Meeting Between Friends (Textbook p.13)</p> <p>-Aram ak Badu</p> <p>-Informal greetings</p> <p>-Simple and Long vowels</p> <p>-Simple and Double consonants</p>	<p>Introduce your family, a friend</p> <p>Be able to take leave from people you just greeted</p>	
Àjjuma 06/07	<p>Day 5: Unit 3</p> <p><i>-Identifying yourself and others</i></p> <p><i>-Cultural note</i></p> <p><i>-Grammar: The predicator LA in the singular</i></p> <p><i>-The Independent/Emphatic Pronouns</i></p> <p><i>-Senegalese music: Na nga def by Umar Pen</i></p> <p>Unit 4</p> <p><i>Unit 4: Identifying Someone Else (Textbook p.37)</i></p> <p><i>-Identifying a person (kii kan la?), an object (lii lan la?), a place (fii fan la?)</i></p> <p><i>-The Family</i></p> <p><i>-Grammar: The Identifying Predicator LA and the Predicator</i></p>	<p>Be able to tell what you and other do in life using the predicator LA in wolof</p> <p>Learn how to use the independent/Emphatic Pronouns in Wolof</p> <p>Listen to Senegalese music and video and recognize some words learned in class.</p> <p>Providing descriptions of cities and other geographical locations; giving travel directions</p> <p>Being able to master wolof kinship terminology</p> <p>Present one's whole family (how they are</p>	

		<p><i>LA in a negative form</i> <i>-Cultural Note</i></p> <p>Test 1</p>	related to ego and what they do in life) in Wolof.
2	Altine 06/10	<i>Klas amul: No classes</i>	
	Talaata 06/11	<i>Klas amul: No classes</i>	
	Àllarba 06/12	<p><u>Day 3:</u> <i>-Unit 5: Identifying others and their social status (Textbook, p.51)</i> <i>-Family relationships, Geographic origin</i> <i>-Cultural Note on regional origins</i> <i>-Grammar: The predicator LA in the plural and the negative plural</i> <i>-Demonstrative pronouns and question words</i> <i>-The possessives in the first and second persons</i> <i>-The suffix –kat</i> Body Parts (Nanu Jáng Wolof, p 19.)</p>	<p>Master the use of possessive in Wolof</p> <p>Master the use of demonstrative pronouns (Kii, Lii, Fii)</p> <p>Tell people’s professions using the suffix Kat in Wolof.</p> <p>Differentiating the questions lan la? And Kan la?</p> <p>Be able to say the body parts.</p>
	Alxames 06/13	<p><i>Day 4</i> Unit 6: Eating and Food <i>-Meals and food etiquette</i> <i>-ndekki (breakfast), ań (lunch), reer (dinner)</i> <i>-Main dishes</i> <i>-Grammar: The imperative, Kaay ak Amm, the object pronouns, expressing ongoing actions</i> <i>-The suffix –e</i></p>	<p>Learn eating habits and good and bad eating manners</p> <p>Learn how to say breakfast, lunch and diner</p> <p>Learn the main dishes and the ingredients you need to make them.</p> <p>Learn about cooking and gender roles</p>

	Àjjuma 06/14	<p>Day 5. At the Market Place: (Nanu Jáng Wolof, unit 7) <i>-Daily market visits</i> <i>-Daily allowances to wives to do shopping and prepare daily meals</i> <i>-video: Goorgorlu</i> Test 2</p>	<p>Learn the name of common food staples How to ask about prices? Learn how to bargain Counting and money.</p> <p>Write a paragraph about shopping ingredients and making Ceebu Jen</p>
3	Altine 06/17	<p>Day 1 Unit 7: At the Corner Store <i>-Buying items</i> <i>-Counting money</i> <i>-Cultural note: the neighborhood store (bitik)</i> <i>-Grammar: Numbers and nouns, the genitive construction, expressing possession</i></p>	<p>Counting money</p> <p>Asking for change</p> <p>Learning the importance of neighborhood stores</p>
	Talaata 06/18	<p>Day 2 Unit 8: Tea Time (textbook p.97) <i>-The Attaaya ceremony</i> <i>-Cultural note: How people socialize in Senegambia</i> <i>-Grammar: the NA conjugation, the ordinal numbers, the question words Ana and Naka</i></p>	<p>The importance of tea time in socializing in Senegal.</p> <p>The ingredients you need to make tea</p> <p>The process of tea making</p>
	Àllarba 06/19	<p>Day 3 Unit 9: Shopping at the market <i>-How people buy clothes and dress in Senegambia</i> <i>-Bargaining (waxaale)</i></p>	<p>The importance of clothing as a cultural marker.</p> <p>Buy clothing at specialized markets</p>

		<ul style="list-style-type: none"> -Types of clothing -Family and religious ceremonies -Grammar: the noun classes, the object pronouns in plural, the benefactive suffix <i>-al</i> 	Clothing and religious and cultural celebrations.
	Alxames 06/20	<p><u>Day 4</u> <i>Unit 10: Using Means of Transportation (textbook p.125)</i> <i>-Getting Around</i> <i>-Means of transportation and social conventions</i> <i>-Grammar: The demonstratives, the possessives in plural, the DA conjugation</i></p>	Provide descriptions of Senegalese forms of entertainment: wrestling, rap/hip-hop.
	Àjjuma 06/21	<p><u>Day 5:</u> Unit 11: Clothing and fashion <ul style="list-style-type: none"> -Gender differentiation -Grammar: Relative clauses, Negation, Expressing “one” versus another, expressing “every” versus “all” Test</p>	Provide paragraph length talking about buying cloth and asking a tailor to sew it for you and your family.
4	Altine 06/24	<p><u>Day 1:</u> <i>Unit 12: Telling time</i> <ul style="list-style-type: none"> -Complete and uncomplete action in Wolof - The A conjugation -Past </p>	Planning in wolof: daily, weekly, monthly and annually
	Talaata 06/25	<u>Day 2:</u>	Identify means of

		<p>Unit 13: Visiting Relatives -Grammar: The imperfective aspect, expressing the future, the position of object pronouns, the locative pronouns <i>fi</i> and <i>fa</i> Film: <i>Tableau Ferraille</i></p>	<p>transportation, Public transportation in Senegal</p> <p>Describe traffic jam, Provide paragraphs length of traffic and flood during rainy season</p>
	Àllarba 06/26	<p>Day 3: Unit 14: Village hospitality -Welcoming <i>Daily activities in rural communities</i> -Grammar: <i>The past tense, expressing "another one" versus "everyone"</i></p>	<p>Make travel plan, change travel itinerary.</p>
	Alxames 06/27	<p>Day 4. Unit 15: Farming -Identifying the seasons and main crops -Grammar: <i>The imperfective past, the habitual past</i></p>	<p>Identify seasons in Senegal, Describe the weather, Report the weather forecast</p>
	Àjjuma 06/28	<p>Day 5. Unit 16: Giving directions -Identifying geographic locations, right and left, the cardinal points -Grammar: <i>The locative prepositions</i></p>	<p>Write a paragraph giving direction from your house to the classroom.</p>
5	Altine 07/01	<p>Day 1. Medical Appointment <i>(Nanu Jáng Wolof, Unit 4)</i> -Going to the doctor's office</p>	<p>Write a paragraph about your last doctor's visit in wolof</p>

		-How to describe one's pain to the doctor -Past progressive	
	Talaata 07/02	<u>Day 2 Unit 17: Ceremonies and celebrations</u> - Family celebrations and ceremonies -Grammar: The auxiliary verbs, the imperative negative	Provide descriptions of a family ceremony and its main activities. What do men and women do?
	Àllarba 07/03	<u>Day 3:</u> Oral presentation Final exam 1st semester	-Turn journal in.
	Alxames 07/04	<u>Mid-program break</u>	
	Àjjuma 07/05	Mid-program break	
6	Altine 07/08	<u>Day 1</u> Unit 18: Forms of entertainment - Describing the sabar and wrestling - Grammar: temporal clauses, conditional clauses	Write a paragraph describing what takes place in a Sabar or Lamb performances
	Talaata 07/09	Day 2. Waruwaay, (Nanu Jáng Wolof, p70) Waruwaay yi ak ndox mi ci tali yi, (Nanu Jáng Wolof, p77)	Describe traffic jam, Provide paragraphs length of traffic and flood during rainy season
	Àllarba 07/10	Day 3.	Make travel plan, change

		Amanda ag biyeem , (Nanu Jáng Wolof, p 82)	travel itinerary.
	Alxames 07/11	Day 4. Njàng ci Senegaal ak Amerig (Nanu Jáng Wolof, p.109)	Talking about the education system at different levels; traditional and modern; comparing education system in the target language country and students' own countries) Provide paragraph length of students registration process; academic interest
	Àjjuma 07/12	Day 5. Njàng ci Senegal (Nanu Jáng Wolof, p. 111) Song: Salañ-salañ-Yuusu Nduur Test 5	Talking about adult literacy vs. formal education Essay on education- adult literacy Provide paragraph length of abstract ideas about love and friendship -Turn journal
7	Altine 07/15	Day 1. Koom-Koom: cuub, napp- AD	Describe cattle raising and dyeing, provide paragraph length of these occupations
	Talaata 07/16	Day 2. Koom-Koom: mbey, camm AD Song: immigré	Talking about resources in Senegal; Provide paragraph length of economic issues
	Àllarba 07/17	Day 3. Africa Eats Event No class (we will meet to cook for AFLI)	Cooking tasks in wolof
	Alxames 07/18	Day 4. Gereew yi Song: Bul kupe	Report the news: strikes Provide paragraph length of claims, complaints
	Àjjuma 07/19	Day 5. Léeb: Lan mooy àddina Test 6	Provide paragraph length of abstract ideas about life; norms of the society
8	Altine 07/22	Day 1.	Report the news: politics

		Eleksiyon yi di ñów Video: Ndary Baaba	Provide paragraph length of politics and elections
	Talaata 07/23	Day 2. Cosaan- AD	Talking about people origins and place origins; Provide paragraph length of a place or group of people origins
	Àllarba 07/24	Day 3. Domen nasonaal- AD	Identify Senegalese territory administration; Compare US and Senegal
	Alxames 07/25	Day 4. Xeet yi ci Senegaal Song: Yusu Nduur: Africa	Identify different ethnic groups in Senegal, Provide paragraph length of ethnic differences and similarities
	Àjjuma 07/26	Oral presentation Film: Faat Kine	Turn journal in
	Altine	End of lectures	
	Talata	Exams for Boren	
	Allarba	Final exam 2nd Semester	