

SWA 2201/AFS 6905: INTERMEDIATE SWAHILI 2. SECTION 7N57 SPRING 2025

Mwalimu: Dr. John Muchira

Ofisi: Grinter Hall 423

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Lini: Jumatano na Ijumaa (W, F)

Muda: W (12:50 -2:45PM), F (10:40-11:30 AM)

E-mail: jmuchira@ufl.edu, Office Hours: M & Wed, 11:00 AM-12:00PM

Wapi: DAUER HALL 0342 (12:50 PM - 2:45 PM); CSE E222 (10:40-11:30 AM)

MAELEZO YA KOZI (COURSE DESCRIPTION)

KARIBUNI! This course is designed with the assumption that students enrolled have already been introduced to basic elements of Standard Kiswahili Language and culture at the elementary level and have already done one semester of Intermediate Kiswahili course. The primary goal of this course is therefore to build and enhance what was covered in the first section of the intermediate Kiswahili and further provide students with the spoken knowledge of the language so that they can engage in meaningful speaking activities. Ultimately, the course is designed to help students acquire the skills of reading, writing, listening, and speaking. The course will also focus on comprehension and interpretation of Swahili texts and foster development of advanced grammatical and expository writing skills. By the end of the course, learners will advance their Kiswahili proficiency to Intermediate High and Advanced Low levels.

MALENGO YA KOZI (OBJECTIVES)

Communication

Learners will be able to:

1. Exchange personal information in relation to various topics such as health, family, travel and entertainment.
2. Respond to questions about their daily routines during the homestay and compare that schedule with what they normally do at home and what they are doing in the target country.
3. Talk about the tourism aspects of the trip - places they visited and things they did during the visits.
4. Respond to questions about important products from their home countries and the different ways
5. Talk about a few customs and traditions that they learned when interacting with native speakers of the language they are learning.
6. Can describe their summer plans for traveling, booking tickets, and living with a family in East Africa
7. Can write a blog about a trip they took to East Africa.
8. Can provide descriptions of the places they visited.
9. Can understand questions about a recent or forth coming trip.
10. Can understand personal questions asked on an application to live with a host family.
11. Can understand information on travel brochures and on travel-related websites

Culture

Learners will be able to:

1. Understand the importance of knowing how to use honorific terms and pronouns for bosses and older people in the society.
2. Understand that East Africans show a high level of tolerance for other religious beliefs.
3. Understand the critical role that respect to elders and superiors at work play in the society.
4. Understand the important role that age plays in Swahili culture.
5. Understand that hierarchy is important in Swahili, so relationships should be respected even in seating arrangements.
6. Understand the etiquette at social engagements, such as accepting someone's hospitality graciously after making a token effort to pay or waiting to talk about business at a business dinner only after the host does

Connections

Learners will be able to:

1. Read and present Swahili news, linked to one of the topics in the course
2. Identify connections of the content they are learning in Kiswahili language and culture with their disciplines, majors, and other related courses they have taken in the past.
3. Acquire viewpoints and understanding that is unique to the Swahili community.

Comparisons

Learners will be able to:

1. Compare how Swahili food, clothing and ornaments, music and other cultural components differ from that of their native cultures.
2. Compare popular products to those in their home countries.
3. Compare the communication style of high-context cultures, such as the Swahili, with that of low-context cultures, such as the US.
4. Compare appropriate and inappropriate conversation topics when meeting someone for the first time in East Africa with acceptable topics in other cultures.

Communities

Learners will be able to:

1. Use their Swahili language to interact with native speakers of Swahili in their school, at work, and in the community.
2. Present Swahili skits during class cultural activities for others in the community to enjoy.
3. Give a presentation on any topic of their choice to native speakers of Swahili in the community

VITABU VINAVYOHITAJIKA (REQUIRED TEXTS)

1. *Tusome Kiswahili* by Leonard Muaka & Angaluki Muaka (2006)
2. *Ndoto ya Amerika* by Ken Walibora (2006)

KISWAHILI KATIKA MTANDAO (Swahili Internet Resources)

- Hujambo: A Standards-Based Approach to Introductory Kiswahili: <https://olrc.ku.edu/hujambo>
- Tusome Kiswahili(<http://ccat.sas.upenn.edu/plc/kiswahili/video/reading/index.html>)
- Tuzungumze Kiswahili (<http://ccat.sas.upenn.edu/afl/course.html>)
- The KIKO website: <http://www.africa.uga.edu/Kiswahili/doe/kikoteam.html>
- Noun Classification in Swahili: <http://www.iath.virginia.edu/swahili/swahili.html>
- Swahili Kanga Writings: <http://www.glcom.com.hassan/kanga.html>
- Yale University's Internet Swahili-English Dictionary:www.cis.yale.edu/swahili/
- Swahili Music: check You-Tube clips.
- Swahili Exercises for Listening and Reading from the University of Pennsylvania. Contains sound files and videos:<http://ccat.sas.upenn.edu/plc/kiswahili/video/video.html>
- Swahili Proverbs: <http://swahiliproverbs.afrst.illinois.edu/ambition.html>
- Classification in Swahili <http://www.iath.virginia.edu/swahili/swahili.html>
- Swahili Kanga Writings: <http://www.glcom.com/hassan/kanga.html>
- Swahili Language History: http://www.glcom.com/hassan/swahili_history.html

IDHAA ZA REDIO (RADIOS)

- Radio Britain (Idhaa ya Kiswahili ya BBC-. Swahili programming 3 hours /day: www.bbc.co.uk/swahili
- Radio Germany (Sauti ya Kiswahili ya Ujerumani)-programming 3 hours/day: www.dwelle.de/kiswahili
- Voice of America Swahili program (VOA (Sauti ya Kiswahili ya Amerika): www.voa.gov/swahili
- KTN (Kenya Television Network) and a series of videos.

MAGAZETI KATIKA MTANDAO (ONLINE NEWSPAPERS)

IPPMEDIA, *Majira*, *Taifa Leo*, *Alasiri*, *Nipashe*, *Raia Mwema*, *Anza/Deutsche Welle*, *News in Swahili/IPS Inter Press Service*, *Habari Leo*.

KAMUSI (Dictionaries):

Swahili-English, English-Swahili Dictionary by Awde, Nicholas (2004)
Yale's Internet Living Swahili Dictionary

| TATHMINI (EVALUATION) | Points | Percentage |
|---|------------|-------------|
| Attendance, Participation & Homework | 100 | 20% |
| Reading & interpretation of <i>Ndoto ya Amerika</i> | 50 | 10% |
| Weekly roundtable conversations | 50 | 10% |
| 1 You Tube News presentation | 25 | 5% |
| 1 Essays (insha moja) | 25 | 5% |
| Participation in African cultural events | 25 | 5% |
| Mid Semester Exam (written and Oral) | 100 | 20% |
| Final Exam (written) | 125 | 25% |
| Total Points | 500 | 100% |

ALAMA (GRADE INTERPRETATION)

A=93-100, A- =90-92, B+=87-89, B= 83-86, B- =80-82, C+ = 77-79, C= 73-76,
C- =70-72, D+ =67-69, D= 63-66, D- =60-62, below 59 = F.

Academic Honesty

The University of Florida's honor code requires all students to be honest in their academic work. University policies on cheating, plagiarism, and related issues are available at:

<http://www.dso.ufl.edu/judicial/procedures/academicguide.html>

Students with disabilities

Students with disabilities will be accommodated accordingly. Those requesting such accommodation must first register with the Dean of Students Office which will provide them with documentation.

MAHUDHURIO (Class attendance, participation & Homework) 20%

Attendance to all classes is essential. Since the objectives of the course is to build on what was learned at elementary level of communication in Kiswahili and Intermediate 1 course, students must utilize their knowledge in preparing well before class. They must read the required chapters in the texts in order to engage in meaningful discussion. The course will also involve watching authentic videos, listening to songs, and documentaries, and short films in class, and discussing in pairs and groups and reporting to the other students. Every student will be expected to participate in the class reading and discussion. Attendance and participation in class activities will comprise 20 points. Students will be assigned four homework assignments based on readings in *Tusome Kiswahili* by Leonard Muaka & Angaluki Muaka (2006). Each homework assignment will comprise 20 points.

READING & INTEPRETATION ON *NDOTO YA AMERIKA* (10%)

Students will be expected to work on portions of the text outside class and prepare to share with others in class. Issues arising from the text will be used to generate discussion topics, while difficult grammatical constructions will be highlighted and reviewed in class. For each Chapter, students will answer 5 questions in class to demonstrate understanding of the content.

EAST AFRICAN SWAHILI NEWS PRESENTATION (5%)

Each student will be expected to familiarize themselves with news from the Swahili world. They will be given a chance to select a spoken news item and present it in class, explaining what it is about and generating discussion of the issue in the news.

INSHA (1 Essay) 5%

Students will be expected to write 1 essay to demonstrate writing skills and development of cultural proficiency based on the topics covered in the course. Other instructions on grammar usage will be given in class. The essay will be typed, double space, font 12, not more than three pages and will be emailed to the instructor on the due date.

PARTICIPATION IN AFRICAN CULTURAL EVENTS (5%)

Students will be expected to participate in at least 2 African cultural events scheduled over the semester and write a 1 pager report about the events and make a 5-minute presentation in Swahili on the events in class. These events include AfroFuturism Week: January 16-30, 2025 <http://www.afrofuturismweek.org/>; Study Aboard and Career Opportunities Webinar on February 6, 2025 Organized by John Muchira'; Art After Dark- Annual Africa at the Harn Museum February 13, 2025; SERSAS Annual Meeting February 28- March 1, 2025 Southeast Regional Seminar in African Studies; New Directions in African Studies organized by CAS in Collab w/ UNC https://calendar.ufl.edu/clas_africanstudies/event/42269-sersas-annual-meeting-2025-new-directions-in; Annual Carter Conference on Knowledge Production and African Intellectual Histories: March 27-28, 2025 organized by Phil Janzen <https://africa.ufl.edu/newsandevents/carter-conference/>; African Languages Expo and Food Festival on April 1, 2025 at Pugh Hall 5:00-7:00 PM Organized by John Muchira & CAS Ambassadors Tabling/ ASU Involvement; A full list of events will be provided in the first 2 weeks of class.

JARIBIO LA NUSU-MUHULA (Mid Semester comprehension Exam) 20%

A mid-semester comprehension exam will be administered to evaluate the students' ability to comprehend Swahili content from varying language registers and describe social and cultural issues covered. Students should be able to reference the text and other supplementary materials used in class as this is a take-home exam.

MTIHANI WA MWISHO WA MUHULA (Final Exam) 20%

Students will be required to take a short written final exam on the content covered throughout the semester and have a conversation of the issues discussed in class and demonstrate understanding of the class readings. This will be an in-class exam and part of the questions will address literary issues from *Ndoto ya Amerika* and the films watched. The exam will comprise 25 points (5%) written section followed by 100 points (20%) oral part. The oral part will comprise a 10 minute presentation on the content learnt in the course and a 5 minutes conversation between the student and the instructor regarding the presentation and course materials.

RATIBA YA MASOMO (Course Schedule)

| Week and Dates | Preparation before Class | In Class | Assignments |
|-------------------------------------|--|--|---|
| Week 1 & 2 January 13-26 | <p>Vocabularies: Review content covered in Intermediate 1 Kiswahili course.</p> <p>Grammar: Review of basic grammar; Noun classes and their negations; Tenses and their negations); Irregular verbs “to have” (Nina, Nilikuwa na Nitakuwa)</p> <p>Kuandika: Write a short essay about what you did during the summer holiday to briefly present in class</p> <p>Mada: Elimu katika Afrika Mashariki/Education in East Africa</p> <p>Reading: <i>Tusome Kiswahili</i>: Somo la Tano, UK 81-83 “Alijua Elimu ilikuwa jawabu kwake”</p> <p>Kusoma Ndoto ya Amerika Sura ya 4</p> | <ul style="list-style-type: none"> Overview of the course and expectations Mazungumzo kuhusu likizo Msamiati: Review of key vocabulary and phrases covered in Intermediate 1 Kiswahili. Sarufi 1: Review of basic grammar and noun classes. Tenses: Present tense, past tense, future tense, noun class and their negation. Present about the education and schooling in an East African Country of your choice Present about your schooling history Talk about challenges facing education in East Africa versus the US. Role plays assigned scenarios Reading: Read and respond to questions about East Africa from a newspaper article Compare and contrast Education in East Africa versus the United State Sarufi 2: The prepositional verb and object markers <i>Tusome Kiswahili</i> UK 83 Speaking; Role play: January 24- Kuzungumza kuhusu Elimu na Masomo katika nchi tofauti. Kujadili Sura ya 4 ya Ndoto ya Amerika na kujibu maswali Matano. | <p>Homework 1. Read comprehension, “Alijua Elimu ilikuwa jawabu kwake” Uk 81-82 and respond to the questions</p> <p>Due January 22nd</p> |
| Week 3 & 4 January 27-February 9 | <p>Mada: Miji ya Afrika Mashariki/ East African cities <i>Tusome Kiswahili</i>: Somo la Tatu, UK 51-63</p> <p>Reflection: Reflect on these questions and prepare response prior to class:</p> <p>Miji mikuu ya Afrika Mashariki ni gani?</p> <p>Je, wewe umesafiri katika miji gani?</p> <p>Ungependa kusafiri katika miji gani?</p> <p>Miji hii ina utamaduni gani?</p> <p>Reading: <i>Tusome Kiswahili</i> UK 51-53 “ Sehemu ya Katikati mwa jiji la Nairobi”</p> <p>Sarufi 1: The locative ‘- po-ko-mo’; UK 54-55</p> <p>Sarufi 2: Hali ya kutendana/reciprocal</p> <p>Msamiati: Review vocabulary on 63-65 and to apply the vocabulary in class activities</p> | <ul style="list-style-type: none"> Respond to questions on Sehemu ya katikati mwa jiji la Nairobi, UK-53 Kuwasilisha na kujadiliana kuhusu Video kwenye YouTube kuhusu <i>Top 10 miji mizuri zaidi Afrika Mashariki</i> https://youtu.be/JLAFv4dpug8?si=QHX2A4VL3yYgUfV . Compare and contrast about cities in East Africa versus another culture Ask and respond to questions about cities Narrate about your experience in a city that you currently reside in or have lived before Reading: Soma Ufahamu kuhusu “<i>Jiji la Kampala</i>”, UK 59-60 Speaking; Role play: Interview someone from East Africa or another culture to ask for information and details about a city in the region of choice | <p>Homework 2 Based on Jili la Kampala, UK 59-61 Zoezi la Sita (5 questions), Zoezi la Saba (Questions 1 (and 2) na Swahili la (ii) katika Zoezi la Nane</p> <p>Due February 7</p> <p>News Report 1</p> |

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| <p>Week 5 & 6 February 10-23</p> | <p>Mada: Sifa za Watu na sifa za viongozi wa Afrika ya Mashariki/ Character traits of people and leaders in East Africa</p> <p><i>Tusome Kiswahili:</i> Somo la Kwanza, UK. 17-31</p> <p>Sarufi: Adjectives and use of “Nge” na “Ngali”</p> <p>Msamiati: Sifa za watu</p> <p>Kusoma zaidi: Ndoto ya Amerika Sura ya 5</p> | <ul style="list-style-type: none"> • Demo how to describe physical characteristics and personality traits. • Tell us about your friend. • Describe leaders in the society • Uliza na kujibu maswalikuhusu sifa na haiba • Tazama Filamu ya Chumo kwenye YouTube https://youtu.be/0zSkKwytELE?si=BMcbYuNsxbQNmZ4v • Eleza sifa na Haiba ya watu katika Familia kwenye Filamu Chumo na pia katika wahusika kwenye Ndoto ya Amerika • Discuss qualities of political leaders in East Africa and the US. • Kujadili Sura ya 5 ya Ndoto ya Amerika na kujibu maswali Matano darasani | <p>Essay Writing: Kuandika insha kuhusu Filamu ya Chumo au wanasiasa;</p> <p>Due February 21st</p> <p>News report 2</p> |
| <p>Week 7 & 8 (February 24-March 9</p> | <p>Mada: Shughuli za Starehe/Hobbies and Leisure activities</p> <p><i>Tusome Kiswahili:</i> Somo la Nane UK, 127 – 137</p> <p>Reflection: Reflect on these questions and prepare response: Wewe unapenda michezo gani Uraibu wako ni gani? Wewe hufanya nini kustarehe? Linganisha uraibu Marekani na Afrika Mashariki</p> <p>Students read mchezo wangu ni kandanda</p> <p>Grammar/Sarufi: The use of -ni suffix on verbs and nouns Different functions of na and the -an- verbal extension</p> <p>Kusoma: Ndoto ya Amerika, Sura ya 6</p> | <ul style="list-style-type: none"> • Exchange information about their favorite sports • Ask and answer questions about your favorite hobbies and leisure activities • Make a presentation about your favorite or least favorite leisure activity • Listen and respond to questions from a news bulletin/blog post about hobbies and leisure activities • Speaking: Role play scenarios about hobbies and leisure activities • Compare and contrast hobbies and leisure activities in East Africa versus your culture • Create a story about leisure activities from photo collage • Roundtable conversation: Jadili shughuli za starehe na uraibu katika Afrika Mashariki; Linganisha na shughuli hizi Marekani na nchi zingine • Kujadili Sura ya 6 ya Ndoto ya Amerika na kujibu maswali matano | <p>Homework 3 Based on Ufahamu “Ngoma na Historia ya Taarab” UK 133-134 (Zoezi la 7, Questions 1-9, and Zoezi la Nane, Question 3)</p> <p>Due February 28th;</p> <p>Midterm Due March 10</p> <p>News report 3</p> |
| <p>Week 9 March 10-16</p> | <p>Review feedback on the mid-term exam</p> | <p>Provide feedback on mid-term exam Prepare for African Languages Expo and Food Festival Role play assigned scenarios Listen to the song Malaika by Miriam Makeba - Malaika (Live Performance 1969) https://youtu.be/Q1UID0vEeqI?si=3A03QhSGAF9aGcJz, and write familiar vocabulary and phrase Dramatize the song in class</p> | <p>News report 4 and 5</p> |

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| Week 10 March 17-23 | SPRING BREAK | | |
| Week 11&12 March 24- April 6 | <p>Mada: Hali ya hewa Afrika Mashariki na Mabadiliko ya tabia ya nchi/ Weather in East Africa and Climate Change <i>Tusome Kiswahili:</i> Somo la Kumi na Moja, UK 163 – 173</p> <p>Reading: Soma Monologia “Nayachukia majira ya mvua”, and respond to questions 1-10</p> <p>Sarufi/grammar: The a of association Hali ya hewa iko leo vipi? Hali ya hewa kesho itakuwa vipi? Hali ya hewa ya eneo hili huwa vipi? Utabiri wa hali hewa? Unapenda majira gani?</p> <p>Reading: Ndoto ya Amerika, Sura ya 6</p> | <p>Ask and respond to questions about the weather conditions Describe to your classmates the weather conditions in East Africa Compare and contrast the weather forecast in East Africa versus other regions.</p> <p>Role play: Mwambie mwenzako hali ya hewa ya jana na mwenzako akuelezee hali ya hewa ya leo</p> <p>Watch video clip on Utabiri wa Hali ya Hewa 09 01 2025 https://youtu.be/GFrxFj-T8Ec?si=4ZHyXI1eLacqy_SX na andika sentensi tano</p> <p>Watch the Video clip on Mabadiliko ya tabia nchi ni nini? on YouTube https://youtu.be/R78eRraYyaM?si=ldygQYT_WhqSPAvj and respond to questions</p> <p>Watch the video clip, <i>Idara ya utabiri wa hali ya hewa yasema kuna ElNino</i> https://youtu.be/tFWSr7YgtGs?si=Ly2HLewOrycEqJn4 on YouTube and discuss major issues mentioned in a roundtable</p> | <p>Homework 4 Read Monologia “Nayachukia majira ya mvua”, and respond to questions 1-10</p> <p>Due April 11 * No class (Attending ALTA conference)</p> <p>News report 6 presentation</p> <p>April 1, 5:00-7:00pm African Languages Expo and Food Festival at Pugh Hall</p> |
| Week 13 &14 April 7-20 | <p>Mada: Taaluma na Kazi/Professions and Livelihoods <i>Tusome Kiswahili:</i> Somo la Kumi na Mbili, UK. 175-179</p> <p>Reflect on the following questions prior to class Ungependa kufanya kazi gani baada ya kuhitimu na kwa nini? Kazi hii inahitaji tajriba gani? Umewahi kutafuta kazi? Watu katika familia yako wanafanya kazi gani? Msamiati wa hisia (Describing how one feels</p> <p>Grammar/Sarufi: Abstract nouns and expressing other or another (Vivumishi vya pekee, enye, -enyewe) (UK. 177-179)</p> | <ul style="list-style-type: none"> • Talk about your prospective profession • Ask and respond to questions about your prospective future profession • Talk about your past profession or career opportunities • Compare and contrast formal and informal professions in East Africa versus the United States • Interview someone about their previous career or job engagements and report back to the class • Write a letter to apply for a job • Participate in a mock interview for an internship • Talk about the challenges of unemployment in East Africa versus the United States • Compare the workplace culture of the US and East Africa. • Review of final exam | <p>In-class Exam start on April 17th</p> |

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| Week 15 April 21- May 2 | Preparation for the final presentations | Final Exam Presentations | Final Exam Presentations on April 23 |
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NATUMAINI TUTASOMA KWA FURAHA!
NAWATAKIA KILA LA HERI KATIKA KOZI HII