SYLLABUS

Course Description: Elementary Wolof I is a course appropriate for beginners. It is designed to allow students a quick acquisition of Wolof linguistic and communicational skills at the beginner level. The course offers elementary competences in reading, writing, listening and speaking skills and prepares learners for both Elementary II and Intermediate Wolof courses. For the sake of communicativeness, classroom activities integrate activities based on major cultural aspects of both traditional and modern Wolof society in Senegal and the Gambia. Activities are centrally based on speaking and writing practice, as well as listening and reading comprehension activities, which all emphasize the 5 Cs of the Foreign Language National Standards (Communication, Cultures, Communities, Connections, and Comparisons).

Course Objectives: The goal of this Wolof course is to provide learners with Wolof language competences that allow them to communicate in basic Wolof and to discuss and engage with contemporary Wolof cultures in Senegal and the Gambia.

Course Expectations: By the end of this course, Wolof students should be able to:
- How to greet conveniently in Wolof and to introduce themselves and someone else
- Describe weather conditions in relation to time and personal preferences
- Know how to tell the date and the calendar in Wolof
- Make inquiries (and answer questions) about present situations and daily routine
- Talk about special events and holiday activities in and outside school.
- Talk about past situations in both progressive and simple forms
- Describe situations implying comparisons
- Describe daily work/school routine and discuss job skills
- Give (and ask for) directions
- Express recent past, and complete past situations
- Do shopping and bargaining in a Wolof market setting
- Order meals and discuss food preferences
- Identify the human body parts and describe health condition, medical situations
- Elaborate on personal future plans in life
- Make recommendations and advice
- Give instructions and suggestions
- Discuss about Wolof cultures in Senegal and the Gambia
Required Materials:
- *Déggnga Wolof?* (Course pack prepared by instructor. PDF file will be available on Blackboard for print by August).
- *Nanu Dégg Wolof* (Omar Ka, NALRC, WI) available on Amazon and from publisher
- Hand-outs will be distributed to students when necessary

Additional Materials (Not Required for Purchase)
- Audio & video records by instructor, on YouTube, Internet, CDs, pictures, Technology and other computerized material.
- Original dialogs, stories, and texts collected by instructor

Methods of Instruction: The structure of each lesson depends on the language skill(s) targeted in the course objective. But four major stages are used in each lesson: (1) vocabulary teaching, followed by (2) reading/listening comprehension or writing/speaking practice, then (3) grammar teaching, and finally (4) follow-up activities. Activities are communicative and aim to transform the classroom into a “Wolof society in miniature” so as to facilitate acquisition of both language and culture.

- **Listening section:** Students will listen to an audio or audiovisual record and will be asked questions about their comprehension of the material.
- **Grammar section:** Knowledge of syntax (sentence structures/formation) will be tested through multiple choice, sentence completion, jigsaw, gap-filling activities, etc.
- **Reading Section:** Reading abilities will be tested through written texts, stories, dialogs, news excerpts, etc. Learners will be asked to answer questions to demonstrate comprehension of the material.
- **Writing section:** Students will be asked to write a length-determined paragraph/essay on a topic based on the themes covered in class.

Class Requirements and Evaluation:

a. **Attendance and Participation:** All students are required to attend class and to participate actively in every classroom activity.

b. **Students conduct:** Be courteous to the instructor and to your fellow students. Be respectful and act in respectful manners.

- Turn off or set in silent mode your cell phones and keep them aside before class.
- Listen while the instructor or your fellow is speaking, take notes, and be ready to participate.
- Bring all your learning materials in every class: textbook, dictionary, manuals, notes…
- Group or pair work are designed to be a time to practice the target language and not to talk freely in the classroom.
- As you are expected to be speaking in the classroom, you must not take food in the classroom as it may hinder your oral communication, however you may carry drinks
- No smoking in the classroom is allowed

c. **Evaluation/Testing**

1. **Assignments:** Teaching, testing, and evaluation are necessarily to be combined to make successful language classes. As such, in-class and out-of-class activities will be assigned as mandatory follow-up activities. Assignments will entail all the four language skills.
2. **Pop Quizzes:** These will be assigned whenever the instructor needs to assess the learners’ progress. Pop quizzes aim for evaluating a specific skill.

3. **Tests:** As detailed in the course schedule, there will be in-class tests assigned at a given time. Tests evaluate students’ oral and written competences and look back into a several-week period of coursework.

4. **Personal dictionary:** You are required to submit a personal Wolof/English dictionary at the end of the semester. The dictionary must be arranged in the Wolof *alphabetical order* and must include:
   - as much lexical items (seen in class) as possible.
   - specify the grammatical nature of each lexical item. E.g.: *ndox* (*n-m*) = water (*n-noun* and *m* –standing for *mi* the determiner).
   - For complex lexical items, use additional examples to explain the lexical item.
     * E.g: *war* (*aux*) = *should*. E.g.: *Man war naa dem lekkool tey* (I should go to school today)
   - Avoid copying from other dictionaries words that have not been seen in class
   - Build your dictionary on a daily basis to help you in the timing.
   - Make sure that you can re-use the lexical items that you include in your dictionary in your Wolof communication efforts.

**d. Final exam:** This examination looks back into all the material covered throughout the semester. It has two components, including oral and written sections.

**PENALTY FOR ACADEMIC DISHONESTY:**

Ohio University Student Code of Conduct forbids all forms of academic dishonesty. These include cheating; plagiarism; etc. A student involved in academic dishonesty may receive a zero grade for an assignment, an ‘F’ for the course, and/or referral to Ohio University judiciaries. Refer to the OU Student Handbook for more information: (http://www.ohiou.edu/judiciaries/conduct.htm).

**Course-mark Breakdown**
- Attendance and class participation: 10%
- Language table and *Gmail* discussions: 10%
- Pop quizzes: 15%
- Tests: 20%
- Personal dictionary: 15%
- Final exams: 50%

**Grading Scale**
- **A:** 96-100
- **A-:** 90-95
- **B+:** 86-89
- **B:** 80-85
- **C:** 70 - 79
- **D:** 60 - 69
- **F:** Below 60
Course Schedule

- **Tues- 08/25**
  Course Introduction
  *Na nga def!* First meeting dialog: A Taste of Wolof greetings! (*Dégg Nga Wolof?*)

- **Thurs- 08/27-**
  Use of the *LA* conjugation in the first-meeting dialog (*Dégg Nga Wolof?*)
  The Wolof Alphabet (listening to alphabet recording)
  Sound discrimination practice Activities from *Dégg Nga Wolof?*

- **Tues- 09/1-**
  The Present Tense (*NA & NGI*) & The Subject Personal Pronouns (SPP) (*Dégg Nga Wolof?)
  Reading Practice – alphabet – (hand-outs)
  Phonetic discrimination practice

- **Thurs – 09/3-**
  The Present Tense in other forms – *A* & *DA* Conjugations
  *Juróóm-ñaari fian yi ci ayu-bës* (The 7 days of the week)
  *Nu Jàng Wàññ* (The Cardinal and the Ordinal numbers)
  Activities from *Dégg Nga Wolof?*

- **Tuesday: 09/08 –**
  The date in Wolof – Q: *Tey lan la?* – A: *Tey la...?*
  The days of the week, months of the year
  Dialog practice on the date – S1: *itey lan la?* – S2: *Tey la……*

- **Thurs – 09/10 –**
  Articles (definite & indefinite) (*Dégg Nga Wolof?)
  Application Activities from *Dégg Nga Wolof?*

- **Tues - 09/15 –**
  Practice/develop *First-meeting dialog* (watch/listen video) (*Dégg Nga Wolof?)
  Nouns & Noun formation (singular/plural)
  Application activities

- **Thurs - 09/17 –**
  Gender in Wolof (male/female) (*Dégg Nga Wolof?)
  The Use of *DA* in the present tense general truth expressions

- **Tues - 09/22 –**
  Practice – the date & peer info-quest/dialog
  The Personal Pronouns Subject (SPP) and Object (OPP) & Simple Sentence formation:
  *subject + verb+ object* (*Dégg Nga Wolof?)

- **Thurs – 09/24**
  *Ban waxtoo Jot?* (Telling the time) (*Dégg Nga Wolof?)
  In-class drilling assignments on the use of the Present Tense and pronouns

- **Tues 09/29-**
  Text 1 – The possessive case
  Application exercises from *Dégg Nga Wolof?*

- **Thurs 10/01**
  *Ndigël ak Tere* (Order and defense in the Imperative form)
  Text 2 – “*Ca Palaasu Màngo ba*” (*Dégg Nga Wolof?)
• Tues – 10/06-
TEST I: Grammatical Competence

• Thurs – 10/08 -
Affirmative Vs. Negative forms (for NA, NGI, and DA) (Dégg Nga Wolof?)
Text 3- “Sama waa kêr” (My family)

• Tues – 10/13 -
Lexis related to family relations
The Wolof family tree components
PowerPoint show followed by class discussion

• Thurs – 10/15
Text 4 - “Sunuy cëri yaram” (the parts of the human body) (Dégg Nga Wolof?)
Narration getDescription activities on family relations and body parts
Activities based on [Sama + cëru yaram + da + metti] structure
Making suggestions and recommendations (Use of “war” = should)
Application Activities

Tues – 10/20 -
Reading – Text 5: “Ca Marse Ja” (at the market) (Dégg Nga Wolof?)
Waxdaale (Bargaining at a Senegalese market)
Lexis related to market products (PowerPoint)

• Thurs – 10/22 -
The Future Tense (Dégg Nga Wolof?)
Text 6 – “Baxam Dingeen ko toggaat?”
Application and Follow-up Activities

• Tues – 10/27 -
Giving directions (handouts from CIEE textbook)
Text 7 – “Ca Restoraŋ ba” (at the restaurant) (Dégg Nga Wolof?)
Baati Laajte yi (The Interrogative Form)

• Thurs – 10/29-
Video – “Ca Restoraŋ ba” (Dégg Nga Wolof?)
Listening comprehension activities based on video
Lexis related to cooking, serving, ordering, and prices
Role-playing How to order a meal

• Tues – 11/03-
Follow-up: Assignment on ordering food at a Wolof and an American restaurant
Dialog practice activities from Dégg Nga Wolof?

• Thurs – 11/05-
TEST II: Communication Competence: Reading Comprehension

• Tues – 11/10-
Text 8: “Ci Yoonu Daara ja” (Dégg Nga Wolof?)
Vocabulary: related to school, teachers, students, age
Grammar – Telling the age “at”

• Thurs – 10/12 –
The Past tense (Dégg Nga Wolof?)
Text 9 – “Waxtaan digënte njiitu rééwu Amerig ak benn taskatu xibaar”
• **Tues – 11/17 –**  
  [gën a + adj] structure – The Comparatives (equality & superiority)  
  Text 10 – “Nu Togg Ataaya” (Let’s make ataaya!)  
  PowerPoint & Lexis: related to Senegalese tea (Ataaya)  

• **Thurs – 11/19 -**  
  Text 11 – “Li ma bègg ak li may bañ” Hand-out from instructor  
  Bègg (to want) – Grammar functions for appreciations/likes and dislikes  
  Video – Sambaak Usmaan  

• **Tues - 11/24 –**  
  Text 12– “Ci kaar ràppit bi” (Dégg Nga Wolof?)  
  Ci Wallu Dem ak Dikk (Exploring the means of transportation)  
  Negotiating transportation and transportation costs (taxi, public bus, etc.)  

• **Thurs – 11/26 – No Class – Thanksgiving Break**  

• **Tues – 12/01**  
  Video Séance: “Gurup elektorosen” from Youtube  
  Listening comprehension activities based on video  
  Lexis related to fasting in Senegal  

• **Thurs – 12/03**  
  Video- Wolof Proverb 4- ([https://www.youtube.com/watch?v=zeuktv6kQkY](https://www.youtube.com/watch?v=zeuktv6kQkY))  
  Listening comprehension based on video  
  General Review of the material covered during the session  
  Review and Open discussions on selected topics  

• **7-12 Finals week**  

  **Best of luck!**