

Fall 2020: Intermediate Akan 1 (AKA 2200)

Instructor: Mohammed Mustapha

Class periods: TBA

Office hours: M/TR 2-4 PM or by appointment

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Course description:

This course is a follow up of the beginner's class where a general introduction to the Twi language is instructed. In the intermediate class is designed to build on previous knowledge of the Twi language, expanded the vocabulary base and improve on proficiency level. The class focuses on fluency skills in speaking, reading and writing complex texts in Twi. These basic commutative skills will be built in many ways including a series of in-class and take-home exercises (in Akan). Role-plays will be used where various scenarios will be act out by students in Twi. We will be reading stories of the Akan people, listen to Twi music and movies to improve our proficiency and communication skills. Students will be engaged in projects to describe socio-economic settings in Akan societies such as market spaces in Ghana, transportation system, as well as festivals and other celebrations in Ghana. Class exercises will include grammar, storytelling/writing, comprehension exercises (both written and listening comprehension), and essays on different contexts of language usage. Students are encouraged to find native Twi/Akan speakers and interact with them in regularly basis to improve their listening and speaking skills.

Course Objective:

Students should be able initiate and sustain spontaneous conversations; ask and answer questions related to personal and daily life. The student will also be able to read, comprehend, compose, and discuss short Akan texts on familiar topics and mundane social events as well as some cultural practices in Ghana.

Course Policy: The course plan is subject to change to reflect students' interest while not disrupting the general outline of the course syllabus. Any such change(s) will be announced during the semester.

Academic Dishonesty

Students are required to uphold high academic standards and avoid academic dishonesty. Details on student responsibilities and regulations can be viewed at: [Student Conduct and Honor Code](#).

Online class activities:

Daily topics will be introduced to students, there will be repetitive practice of scenarios to ensure that each student understand topic for the day. Students will be selected to role-play/read dialogues and/or speak on given language situations. Grades will be awarded for class participation and preparations.

Course requirements

Class attendance: Online class attendance is required. Class attendance and participation will count for 10% of the final grade.

Assignments: Daily and weekly assignments will be given and will form 10% of final grade. Daily assignments will be posted online every week for students to turn in their completed work the following day. Weekly assignments will be posted every Friday and students are required to turn in their assignment on the Sunday before the beginning of each week. Questions regarding weekly assignment should be sent through email to be addressed.

Mid-term exam: There will be a midterm exam. The mid-term exams will be 20% of the final grade.

Project work: There will be a required project work for students. The project work will count as 20% towards the final grade. Students will have to propose a project to be done in Twi by midterm. The final project must be submitted by the end of the class.

Final exams: The final exam will be in two forms; oral exams and a written exam. Oral exam is 20% of the final grade while the written exam will count for 20% of the final grade. The final exam will be 40% of the final grade.

Final evaluation:

Class attendance/participation	10%
Class assignments	10 %
Midterm exams	20 %
Project work	20%
Finals (Oral and written)	40%

Grading scale

A	94-100	B-	75-79	D+	60-63
A-	90-93	C+	70-74	D	55-59
B+	85-89	C	67- 69	D-	50-54
B	80-84	C-	64-66	F	0-49

Text:

Banning-Pepurah and Agyemang, 2002. Ma y3nsua Twi kasa ne amammer3. Book 5.
Essegbey, J., Ofori, E., and Bass, M. Online Beginning Akan 2. University of Florida
Ofori, S. A (2006). Ma Yenka Akan (Twi). Madison, Wisconsin. NARLC Press

Supplementary resources: Various online and soft copies of materials will be provided to students. Because there are not so much online materials developed for the teaching of Twi language, most online resources will be sourced from YouTube.

Intermediate Akan Syllabus

Week: MTWRF	Topics	Expected outcome(s)	Activities
1 08/31-09/4	<p>Syllabus review</p> <p>Akan people's greetings and responses (Ofori, 2006, p. 1-3)</p> <p>Reading and comprehension: Ghana nnuane titire no mu baako (Banning-Peprah and Agyemang, 2002, p. 8)</p>	<p>By the end of this class, students will be able to greet in all cultural settings in Akanland. The student will also be familiar with some popular foods in Ghana.</p>	<p>Students are expected to read class materials for the week which will be provided on canvas.</p> <p>Students submit audio recording of how to greet in various context in Ghana.</p> <p>Turn in weekly assignment on canvas.</p>
2 9/8-11	<p>Talking about Myself</p> <p>Grammar Points: the different types of pronouns in Twi language (Ofori, 2006, p. 23-30)</p> <p>Reading and comprehension: Tema harbor nsrahwe (Banning-Peprah and Agyemang, 2002, p. 13)</p>	<p>By the end of this class, students will be able to introduce herself/himself in a conversation with to native Twi speakers and ask for questions to know about people. The student should be able to use pronouns in Twi effectively.</p>	<p>Students are expected to read class materials for the week posted on canvas.</p> <p>Students have online conversation with each other role playing -asking and answering questions.</p> <p>Students submit audio/video recording talking about herself/himself.</p> <p>Turn in weekly assignment on canvas.</p>
3 9/14-18	<p>Talking about my Family</p> <p>Grammar Points: Plural making in Twi (Ofori, 2006, p. 39-48)</p> <p>Reading and comprehension:)yarefo) bi nsrahw3 w)</p>	<p>By the end of this class, students will be able to talk about their family members, what they do, and some detailed information about family members, and their relationships with them.</p>	<p>Students are expected to read class materials for the week posted on canvas.</p> <p>Students have online conversation with each other role playing -asking and answering questions.</p> <p>Students submit audio/video recording talking about family and what they do, and relationship with them in Twi.</p>

		ayaresabea (Banning-Peprah and Agyemang, 2002, p. 17)		Turn in weekly assignment on canvas.
4	9/2 1- 25	<p>The human body</p> <p>Grammar Points: progressive sentences, and the use of ne, na, nanso (Ofori, 2006, p. 60-67)</p> <p>Reading and comprehension: Kyakyato) ho k)k)b) (Banning-Peprah and Agyemang, 2002, p. 21)</p>	By the end of this class, students will be able to describe the human body, understand how some parts of the body are used to make words, and phrases to describe human characters and attributes.	<p>Students are expected to read class materials posted on canvas.</p> <p>Watch videos YouTube videos on kids singing the parts of human body.</p> <p>Role play online: students ask colleagues about the various body parts and their functions.</p> <p>Students submit audio/video recording describing the features of the human body, talk about the functions of the various parts of the body in Twi.</p> <p>Turn in weekly assignment on canvas.</p>
5	9/2 8- 10/ 1	<p>Personal information and activities (Ofori, 2006, p. 57).</p> <p>Grammar points: Locative and command verbs in Twi (Ofori, 2006, p. 79-85).</p> <p>Reading and comprehension:)b)fo) ho as3m (Banning-Peprah and Agyemang, 2002, p.)</p>	By the end of this class, students will be able to talk about what they do daily, their aspirations, achievements, talk about things they like and do not like and the reasons why. Students will also be able ask for personal details and information from other people.	<p>Students are expected to read class materials posted on canvas.</p> <p>Role play online: students ask colleagues about what they did in the morning, afternoon, and evening. Ask and answer questions about friend's future plans.</p> <p>Students submit audio/video recording talk about she/he would like to do in future in Twi.</p> <p>Turn in weekly assignment on canvas.</p>
6	10/ 5-9	The months in Akan Akan calendar and cultural significance	By the end of this class, students will be able to name the months in Akan calendar and seasonal changes in	Students are expected to read class materials posted on canvas.

		<p>Adjective and adjectival verbs in Twi (Ofori, 2006, p. 108-111)</p> <p>Reading and comprehension: Amanfo) kuro ho as3m (Banning-Peprah and Agyemang, 2002, p. 32)</p>	<p>Ghana. Students will also be able to talk about activities associated to seasons and dates in Ghana.</p>	<p>Role play online: students ask and answers colleagues about months in Akan calendar. What one can do in the various months.</p> <p>Watch YouTube videos about farming activities in Ghana and submit a summary report in an audiovisual recording in Twi.</p> <p>Turn in weekly assignment on canvas.</p>
7	10/12-16	<p>Shopping in an open market and Akan Numerals</p> <p>Grammar: expressive words and phrases in economic transactions (Ofori, 2006, p. 160-166)</p> <p>Reading and comprehension: Papay) y3 (Banning-Peprah and Agyemang, 2002, p. 36)</p>	<p>By the end of this class, students will be able to talk about currencies in Twi language, will be able sustain conversations in economic transactions in a Ghanaian environment.</p>	<p>Students are expected to read class materials posted on canvas.</p> <p>Watch YouTube videos about visitors in open markets in Ghana. Students submit audio/video recording buying and negotiating for items in a market in Twi.</p> <p>Role play online: students buy and negotiate prices of items they would like to purchase.</p> <p>Turn in weekly assignment on canvas.</p>
8	19-23	<p>Asking and giving directions in Twi</p> <p>Midterm Exams</p>	<p>By the end of this class, students will be able to ask for directions to places in a Ghanaian environment as well give out directions to some locations.</p>	<p>Students are expected to read class materials posted on canvas.</p> <p>Role play online: students ask and answers colleagues about direction to places.</p> <p>Turn in midterm exams/project.</p>
9	10/26-30	<p>Talking about the environment, compound, landscape</p>	<p>By the end of this class, students will be able to talk about their environment, describe nature, and</p>	<p>Students are expected to read class materials posted on canvas.</p>

		<p>Grammar: using reflexives in Twi (Ofori, 2006, p. 242-243)</p> <p>Reading and comprehension: Wofa adamfo a, s) no hwe (Banning-Peprah and Agyemang, 2002, p. 58)</p>	<p>worldviews. Students will also be able to use names of things in the natural world to create symbolic names.</p>	<p>Role play online: students ask and answers colleagues about what they have in their houses, gardens, school campuses.</p> <p>Watch YouTube music in Twi about preservation of the environment. Students submit a summary report of the online video in an audiovisual recording in Twi.</p> <p>Turn in weekly assignment on canvas.</p>
10	11/2-6	<p>Transportation: getting a Taxi and the Trotro in Ghana</p> <p>Grammar: using reflexives in Twi (Ofori, 2006, p. 242-243)</p> <p>Reading and comprehension: Nya ntoboase3 (Banning-Peprah and Agyemang, 2002, p. 84)</p>	<p>By the end of this class, students will be able to get locate bus stations in a Ghanaian setting, have conversation with drivers and conductors of trotro's and other passengers.</p>	<p>Students are expected to read class materials posted on canvas.</p> <p>Watch YouTube videos about Taxi Driver series show. Students submit a summary report in an audiovisual recording in Twi talking about the series.</p> <p>Role play online: students tell drivers where they are going to and negotiate taxi fares.</p> <p>Turn in weekly assignment on canvas.</p>
11	9-13	<p>Dressing for an occasion in Ghana</p> <p>Reading and comprehension: Adwuma a daakye mey) (Banning-Peprah and Agyemang, 2002. P. 78)</p> <p>Grammar: Tenses-present perfect and past tense (Ofori, 2006, p. 140-145)</p>	<p>By the end of this class, students will be able to identify the appropriate dress code for traditional and social programs or gatherings. They should be able to describe the dress code as well understand the symbolic meanings of dress codes and patterns on traditional textiles.</p>	<p>Students are expected to read class materials posted on canvas.</p> <p>Students watch YouTube videos about funeral celebrations, weddings, and other activities in Ghana. Students submit a summary report in an audiovisual recording in Twi.</p> <p>Turn in weekly assignment on canvas.</p>

1 2	16- 20	<p>Attending the Homowo festival in Accra.</p> <p>Reading and comprehension: Agya Bonsu akutufuo (Banning-Peprah and Agyemang, 2002. P. 72)</p> <p>Grammar: Tenses-present perfect and past tense (Ofori, 2006, p. 140-145)</p>	<p>By the end of this class, students will be able to know some festivals celebrated in Ghana, how to participate and be able talk about some festivals and their traditional significance.</p>	<p>Students are expected to read class materials posted on canvas.</p> <p>Watch YouTube videos about the Homowo festival submit a summary report in an audiovisual recording in Twi.</p> <p>Role play online: students ask and answers from colleagues about participating in the Homowo festival in Accra.</p> <p>Turn in weekly assignment on canvas.</p>
1 3	11/ 23, 24, &3 0	<p>Inviting friends for a party</p> <p>Reading and comprehension: Ahennie mu nnipa titire baanu (Banning-Peprah and Agyemang, 2002. P. 97)</p> <p>Grammar: the use of adjectives and adjectival verbs (Ofori, 2006, p. 108-111)</p>	<p>By the end of this class, students will be able to write messages inviting friends to programs or party's with detailed description of the program and the program order and expectations from guests.</p>	<p>Students are expected to read class materials posted on canvas.</p> <p>Role play online: students interreacts with colleagues and talk about their coming event, invite friends to the event.</p> <p>Turn in weekly assignment on canvas.</p>
1 4	12/ 1-4	<p>Going to the beach with friends in Ghana</p> <p>Reading and comprehension: Osuk3se3 bi a 3t)) w) Badukurom (Banning-Peprah and Agyemang, 2002. P. 54)</p> <p>Grammar: the use of adjectives and adjectival</p>	<p>By the end of this class, students will be able to describe the beach experience in a Ghanaian setting and talk about their experience on beach trips.</p>	<p>Students are expected to read class materials posted on canvas.</p> <p>Role play online: students ask and answers colleagues about experience at beach trip.</p> <p>Students watch YouTube videos of about farming activities in Ghana and submit a summary report in an audiovisual recording in Twi.</p>

		verbs (Ofori, 2006, p. 108-111)		Turn in weekly assignment on canvas.
1 5	12/ 7-9	Revision week		
1 6		Finals week	Format: TBA	