

**Uhlelo Lwezifundo ZesiZulu Sabaqalayo.1**  
(Syllabus Of-isiZulu For-beginners.1): SSA4905, 2A82. Beginning isiZulu 1.

**EKwindla (In-Fall): 2016.**  
**EYunivesithi YaseFlorida (At-University of Florida)**



**IZIKHATHI ZAMAKLASI (CLASS TIMES/PERIODS):**

**NgoMsombuluko ukuya koLwesihlanu (M-F):**

**NINI? (WHEN?) {Period 2}**

**PHI? (WHERE?) E-CBD. 0216**

**UTHISHA (Teacher): Z Zungu**

**IZIKHATHI ZEOFISI (Office Hours): Monday Period 6 (Or by appointment)**

**IOFISI: 442 Grinter Hall**

**IFOWUNI (Phone): 352-352 575 6087**

**I-IMEYILI (E-mail): [zzungu@ufl.edu](mailto:zzungu@ufl.edu)**

**QAPHELA:** Le silabhasi izomana ishintsha, uma kukhona isidingo.

*Please note: This syllabus is subject to change, according to need*

**A. Izincwadi Ezifunekayo (Lit: Books That are Required)**

(i) Mkhize, D. & Nxumalo, T. (2005). **Masikhulume isiZulu.** (Let's speak series) NALRC Press, Madison, WI. (KZ = *Masikhulume isiZulu, for short*)

(ii) Dent, G. R. and Nyembezi, C.L.S (1995) \***Scholar's Zulu Dictionary.** Shuter & Shooter, Pietermaritzburg, South Africa.

**B. Recommended Texts and Other Resources:**

(v) **CD-ROM and Manual:** Gowlett, D, *et al* (1999) **Speak Zulu with Us.** by Mother Tongues Multimedia Development CC trading as African Voices. (Latest version if any)

(vi) Mbeje, Audrey [Recommended text] (2005) **Zulu Learner's Reference Grammar** NALRC Press, Madison, WI. **On reserve in Library West**

**C. Other supplemental resources may be provided as/if they become available**

(vii) e.g. CDs, reading texts, and language texts and *Bona & Drum isiZulu Magazines.*

(viii) **Audio for Sanibona 1 [Dialogues, Rhymes, Songs and Chants]**

**D. Feature Films, Sitcoms & Documentaries:**

[We may use some of the following as time permits]

Emzini wezinsizwa

Sgudi Snayisi (uSdumo)

Ukwemula (Girls' Rites of Passage Ceremony on video tape)

Ubambo

Shaka Zulu (Clips)

Yesterday

Amandla

**E. Isizulu Websites To Use For Extra Practice:**

(1) **Websites** by Zoliswa O. Mali: [http://emt.bu.edu/tl512/tl512\\_spring\\_2008/zolimali/](http://emt.bu.edu/tl512/tl512_spring_2008/zolimali/)  
[all sites with various cultural aspects; linked to the one above]

(2) We will listen to isiZulu broadcasts as often as possible on [www.ukhoziFM.co.za](http://www.ukhoziFM.co.za)

(3) An online dictionary website: [www.isizulu.net](http://www.isizulu.net)

**COURSE.**

**Introduction**



- (iv) To help them gain the ability to listen to an IsiZulu speaker with understanding
- (v) To help them achieve the ability to interact with isiZulu speakers intelligibly
- (vi) To assist them in the achievement of the ability to use isiZulu grammar and the skill to translate simple English sentences into IsiZulu and vice versa.

#### 1. **REQUIREMENTS AND GRADING POLICY:**

- Participation, assignments/home works, quizzes, 1 oral and written midterm, a final oral and written exam.
- **Submission dates** for tasks given should be observed and all homework should be completed before coming to class and submitted at the beginning of a class, or sent by email to instructor, if so decided.
- **Regular attendance** is encouraged and poor attendance will affect the final grade. Each student will be granted one unexcused absence; all beyond this will cost a point each – except for prior reported cases of sickness.
- Much of the class will consist of student **discussions**; each serves as a conversational partner for the other, therefore your attendance is essential. If you miss a class please speak to me, and note also that your absence (or late coming) affects both your own learning and that of your fellow students. This means that attendance in this class is mandatory.
- Please contact me immediately if you have any difficulty with concepts discussed in class.
- **Assignments** should be done before the class in which they are due. Not all home works will be graded, but all will be marked and discussed in class. Of those graded, the lowest two will be dropped. If you have not tried homework assignments before hand, you will not benefit from the class discussion as much as you would, had you tried.
- **NOTE.** If you have any difficulty with an assignment, consult the course instructor by email or in person before it is due.
- We will have **short weekly quizzes** of 20 points, for 20 minutes each. Out of these, only the best 10 will contribute to the final grade.

#### **WEEKLY ASSIGNMENTS/ACTIVITIES:**

1. Writing Activities
2. Reading Activities
3. Listening Activities
4. Speaking Activities

NOTE: Culture will be discussed as it relates to the use of the language and as context dictates.

#### **EXAMS:**

Conversational/Oral Questions [**All elicited via an interview and a presentation**]  
Listening Questions; Written Questions & Reading Questions

#### **ACADEMIC INTEGRITY:**

Plagiarism, that is unacknowledged use of someone else's ideas, words or sentences, is illegal and unacceptable. Academic integrity is taken seriously at UF as in all institutions of higher learning (see website for policy on this). Everyone is encouraged to do the right thing so that we never have to deal with problems relating to this.

**GRADING:** + / \_\_ Grading will be used.

Attendance and class participation:	20%
Assignments (viz., compositions, skits, simulations, and other homework)	20%
Quizzes (1 each month):	20%
MidTerm: Oral & Written:	20%
Final Project: Written & Oral:	20%
Total :	100

(Final Project Required: A power point presentation of project, and a fully written Word version for submission.)

**Grading Scale with Numerical Equivalents**

Points	Letter Grade or Symbol	Grade Point value
95 and above	A	4
90-94	A-	3.67
85-89	B+	3.33
80-84	B	3.0
77-79	B-	2.67
74-76	C+	2.33
70-73	C	2.0
67-69	C-	1.67
64-66	D+	1.33
60-63	D	1.0
57-59	D-	0.67
56 or below	E-	0.0

**WEEKLY SCHEDULE:**

**1. IVIKI / ISONTO LOKUQALA (Week 1):**

Welcoming remarks and orientation; general introduction to isiZulu, its geographical setting and simple language family tree.

- Greetings, and enquiring after someone's health
- Introduction /identification by name and surname (last name).
- Sounds, Grammar, & Culture in lesson's contexts
- Going over the syllabus
- Umsebenzi Wasekhaya (*Lit: Work Ofathome = Homework*): Sawubona: Students to practice greeting in class, introducing themselves to teacher and public

**Iviki 2**

- Culture:
- Importance of greetings in isiZulu; and
- Naming in isiZulu (Introduction)

(d) Social interaction continued: Greetings dialogue extended by use of more expressions, namely:

- ngiyabonga (thank you)
- kulungile; kuhle (Lit: itisgood = it is well; it is okay; okay)

(i) Sounds, Vocabulary, Grammar, & Culture in lesson's contexts

(ii) Umsebenzi Wasekhaya (Lit: *Work Ofathome = Homework*):

(iii) Students to study new vocabulary; and start making flash cards, preferably working together in some way.

(iv) Students to practice Greetings and Preliminary Social Interaction dialogue; and

(v) Short language use exercise: e.g. simple translation of isiZulu utterances to English

### **Iviki 3**

(a) Culture:

(ii) Naming in isiZulu, continued

(ii) Students adapt isiZulu names on the basis of their birth stories and / or meaning of their names

(b) Social interaction continued:

(i) Greetings dialogue extended by introduction by both given names and isiZulu names, and

(ii) by bidding one another goodbye, as we all leave the classroom: Uhambe/nihambe kahle.

(c) Sounds, Vocabulary, Grammar, & Culture in lesson's contexts

(d) Umsebenzi Wasekhaya (Lit: *Work Ofathome = Homework*):

(i) Students to study new vocabulary

(ii) (ii) Students to practice Greetings and Preliminary Social Interaction dialogue; and

### **Iviki 4**

- Culture:

- Social interaction continued: Greetings dialogue extended by:

- Weather, Days of the Week, Time

- Sounds, Vocabulary, Grammar, & Culture in lesson's contexts

- Structure of isiZulu nouns:

Umsebenzi Wasekhaya (Homework):

Use Sawubona to respond about weather conditions

### **Iviki 5**

(a) Continue with learning about time and days of the week

(b) Ekhishini

(c) Esitolo

(d) Watch wedding video (cultural lesson)

Students learn about the kitchen and duties related to being in the kitchen.

Students learn about shopping at a grocery store and about items to buy.

**Iviki 6**

- (a) Oral presentation on introduction
- (b) Class expressions
- (c) Reading from different source
- (d) Listening to radio Zulu

\*\*\*\*\*

**Iviki 7**

- (a) Banani
- (b) Unani
- (c) Bayesaba
- (d) Exercises and Recap
- (e) Weekend Homework

Independent Discovery Day: (I-I.D. Yokuqala)

Discover on your own more information on isiZulu language, or aspects of the history or culture of amaZulu people of your own interest and choice. Write it in English for a start. Then write it in isiZulu. Then practice to speak it in isiZulu. You will be asked to speak about in class the following Monday, and answer questions on it from the class. The aim here is that you discover something related to the IsiZulu language, and also practice to talk about it in the target language. use simple sentences, utilizing only those structures that you have already encountered in class.

On the following Monday, you will bring to class a glossary of all words used in your short essay, and provide a copy for each member of the class. This will enable others to understand you when you present in class, and to ask questions if they so desire. It will enable all to gain more insight into isiZulu and related knowledge, as well as communicate each student's thoughts and ideas in isiZulu.

\*\*\*\*\*

**Iviki 8**

- (a) Talk about last Friday's independent discoveries
- (b) Ukugula (Sawubona)
- (c) Uphethwe yini?
- (d) Telephone Conversation
- (e) Weekend Homework: Student to create a dialogue of phone conversation to friend or family member back at home telling them about life in the city and new campus.

**Week 9**

- (a)
- (b)
- (c)
- (d)
- (e) Weekend Homework:

\*\*\*\*\*

**Week 10**

- (a) SIYACHAZA (We're describing (things, etc)  
IMIBALA (Colors) in context -mhlophe (white), -buhlaza (green/blue),-mnyama (black), -nsundu (brown), -bomvu (red)
- (b) Adjectives in context  
-de (tall), -fishane (short), -ningi (many), -ncane (small/little), -khulu (big), -bili (two) -nye (other/another), -thathu (three), -ne (four), -hlanu (five)
- (c) UZinhle: Uzothengani? (What are you going to buy?  
UThando: Ngifuna ukuthenga isikhwama esikhulu ( I want to buy a big bag)
- (e) Weekend Homework

\*\*\*\*\*

**Week 11**

- (a)Where (Kuphi/-Phi)?
- (b) Noun classes (continued in context)
- (c) Reading, speaking and writing activities on pp. 21-25 & 31-37 & 42-43 Nxumalo & Mkhize
- (d) Role play
- (e) Singing
- (f) Read cultural notes on p45-48 Nxumalo & Mkhize

\*\*\*\*\*

**Week 12**

- (g) **Quiz. 3 (20 mins)**
- (h) Izikhathi zosuku (Times of the day revisited)
  - Ekuseni (in the morning), Emini (during the day); ebusuku (at night), Ntambama (in the afternoon)
  - Pp 61-67 **KZ** [ People and their languages]
  - Your people and your languages
  - Languages where you have travelled to or worked at

\*\*\*\*\*

**Week 13**



Places & -s- in Zulu locatives [For example: Usekhaya (he/she's at home)]

- (a) Writing activities from p. 16-20
- (b) Speaking activities on p18
- (c) Ku- and Kwa- in locatives [see Umsebenzi 2 p5 *Sanibona 1*]
  - (i) Isicathamiya music video viewing
  - (j) Arts/Theatre

**Week 14**

- (a) Negative of Commands (Continued): use of **-nga-**
  - e.g. A: Ngiyahamba. (I'm leaving) (Hamba – leave)
  - B: Ungahambi/ Musa ukuhamba. (Don't leave)
- (b) P117-120 **KZ**.
- (c) Weekend Homework: Exercises in Masikhulume

\*\*\*\*\*

**Week 15**

- Present & Future Tense Negatives ANGIFUNI UKU... (I don't want to...) e.g. Angifuni ukukhuluma isiNgisi, ngifuna ukukhuluma isiZulu. ( I don't want to speak English, I want to speak Zulu.) Angizukhuluma isiZulu.
- Pp147-155 **KZ & p.61 'Nini' in SN**.
- Role play; and written exercises.
- Review for mid-term exam (C)
- Role plays on p47 & 48 **SN**
- Written exercises: p47-49 **SN**
- Singing/ Listening to music
- Oral Midterm Exam

\*\*\*\*\*

**Week 16**

Week of final exam

A role play to practice the forms will be done.