

University of Florida
Language Literature and Culture
Center for African Studies

SSA 4905 Uhlelo lwezifundo zesiZulu sabasemkhathini (*Syllabus for Intermediate isiZulu*)

Ebusika 2019 (Fall 2019)



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(Fall 2019)

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Amalanga nezikhathi zamaklasi (*Days and times for classes*):

Amalanga nezikhathi (Days and times): ngoMsombuluko (Monday: P6), ngoLwesithathu (Wednesday: P 6), ngoLwesihlanu (Friday: P 6)

Iklasi (*classroom*): 0103 Ustler Hall

Izikhathi zeofisi (*Office Hours*): ngoLwesibili (Tuesday P3) at 442, Grinter Hall.

Course Description

Welcome to IsiZulu (also known as Zulu), a language spoken in the southern part of Africa, including South Africa, Swaziland, Zimbabwe, Zambia, Lesotho, Mozambique and Malawi. In South Africa there are about 57 million people consisting of numerous ethnic groups, each with their own unique languages. There is a total of 11 official languages and several dialectical variants. Among these official languages is a group of Nguni languages (IsiZulu, IsiXhosa, siSwati and IsiNdebele), which are spoken by over 20 million people.

IsiZulu is the most widely spoken of all the Nguni languages, followed by IsiXhosa. Although only approximately 8 million people of South Africa can speak, read and write IsiZulu the majority of South Africans who cannot speak IsiZulu fluently can understand it. One of the advantages of learning IsiZulu is that it forms the basis for understanding other Nguni languages. IsiZulu is spoken by over 13 million people of the world.

This course introduces learners to the language and cultures of the Zulu people, and it will also integrate the five Cs of the National Foreign Language Standards, i.e.

Communication, Cultures, Connections, Comparisons, and Communities.

COURSE GOAL:

At the end of the course, students are expected to be able to communicate in IsiZulu to a level where they can formulate short sentences and sustain conversations about everyday familiar topics. Students will do this whilst demonstrating a knowledge of IsiZulu in relation to communication, cultures, connections, comparisons, and being part of communities.

SPECIFIC OBJECTIVES FOR THIS SEMESTER:

- Students will build on previous knowledge of isiZulu grammar and master words that are used in every day familiar conversations
- Students will increase their knowledge of nouns and verbs and be able to differentiate and use them in short familiar conversations
- Students will be able to use simple verb conjugations in short familiar topics whilst focusing on tenses.
- Students will be able to communicate by utilizing the three modes of communication namely; talking, writing and reading.
- Students will be able to demonstrate the four pinnacle skills of language learning namely; reading, listening, writing and speaking

Recommended Texts and Other Resources: Most lessons will come from these resources according to our requirements.

1. Mkhize, D. & Nxumalo, T. (2005). **Masikhulume isiZulu.** (Let's speak series) NALRC Press, Madison, WI. (KZ = *Masikhulume isiZulu, for short*) There is a copy in Library West Reserve.
2. Wilkes A. & Nkosi, B. (2010) **Teach Yourself Complete Zulu** (New Edition) by McGraw-Hill Companies, Inc. (Available on Amazon)
3. Dent, G. R. and Nyembezi, C.L.S (1995) ***Scholar's Zulu Dictionary.**
4. Mbeje, Audrey [Recommended text] (2005) **Zulu Learner's Reference Grammar** NALRC Press, Madison, WI. A copy in Library West Reserve.
5. **An online dictionary website: www.isizulu.net (a useful website)**

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

1. CDs, reading texts, and language texts and *Bona & Drum* isi**Zulu Magazines.**
2. Audio for Sanibona 1 [Dialogues, Rhymes, Songs and Chants] (Mostly in class).
3. CD-ROM and Manual: Gowlett, D, *et al* (1999) Speak Zulu with Us.by Mother Tongues Multimedia Development CC trading as African Voices.

Feature Films Sitcoms & Documentaries:

1. Lion King
2. Emzini wezinsizwa
3. Sgudi Snayisi (uSdumo)
4. Ukwemula (Girls' Rites of Passage Ceremony on video tape)
5. Ubambo
6. Short stories in Ukhozi FM

Isizulu Websites: will look for more freely available sources.

1. IsiZulu radio broadcasts on www.ukhoziFM.co.za

Grading system: final grades will be based on:

- | | |
|-----------------------|-----|
| ➤ Class attendance: | 20% |
| ➤ Weekly Assignments: | 30% |
| ➤ Midterm exam: | 25% |
| ➤ Final Exam: | 25% |

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 related to this.

GRADING POLICY

- A95 – 100
- A-90 – 94
- B+87 – 89
- B83 – 86
- B-80 – 82
- C+77 – 79
- C73 – 76
- C-70 – 72
- D+67 – 69
- D63 – 66
- D-60 – 62

Tentative schedule

Day	Topic/theme for learning activities	Can-Do's	Role play (scenarios)/tasks
21 Aug	Introductions, testing for previous knowledge. Discussing and setting targets for the semester		<p>-You arrive at the SRC (Eswatini) for the first time, introduce yourself to the camp manager.</p> <p>-Give a short outline of your African experiences this past summer</p> <p>-Read and interpret a short story</p>
23 Aug	<p>-Finalizing discussion of the syllabus structure and the expected level of proficiency by the end of this semester</p> <p>-Go through important words for everyday communication in class</p>	-Students will be able to indicate if they understand or not, ask teacher to slow down and clarify or repeat content during a lecture	
26 Aug	Greetings and small talk about weather	-Student will be able to introduce themselves to a stranger and talk about the weather in an informal setting	-Whilst doing fieldwork in Eswatini, you are approached by an old lady from the community and she is interested in knowing you and the also what you doing out there. Greet her and make a small talk about the weather then introduce your work thereafter.

28 Aug	-Explaining your work further in an informal set-up	-Students will be able to describe their work to a community member in an informal set-up	-Whilst in South Africa doing your fieldwork you are approached by an old man (same age as your grandpa), he wants to know what you are doing. Explain your work to him.
30 Aug	-Reading: Izinsimbi	Reading: Izinsimbi	Reading: Izinsimbi
2 Sept	HOLIDAY: Labor Day	HOLIDAY: Labor Day	HOLIDAY: Labor Day
4 Sep	Classes Cancelled: Hurricane	Classes Cancelled: Hurricane	Classes Cancelled: Hurricane
6 Sep	Reading: Umntwana	Reading: Umntwana	Reading: Umntwana
9 Sep	-Giving an informal talk to a group of primary school children	-Students will be able to briefly present their work to children in an informal setting	-Whilst in Eswatini you get an invitation to go talk to a group of primary school kids at Lusoti Primary School in Simunye. -Introduce the three pillars of ecosystem services and then focus on explaining the Regulating service.
11 Sep	Explaining what belongs to who	-Students will be able to use familiar possessive pronouns in everyday conversations	-Whilst in Eswatini at the SRC, trying to describe your family to Phumlile you produce your family photo showing things like your parent's house, your dog, your dad's car, your brother's soccer ball. -Describe what she sees.
13 Sep	Finished-up the above lesson	Finished-up the above lesson	Finished-up the above lesson
16 Sep			
18 Sept			

20 Sept	-Listening to a podcast about the relevance of college for South African youth	-Students will be able to listen and understand information about normal everyday issues	-Write down all words you heard, put them together and try to explain what the talk was about
23 Sept	-Listening and interpreting	-Students will be able to listen and understand a short presentation on a familiar topic	
25 Sept	-Listening and interpreting	-Students will be able to listen and understand a simple conversation between native Zulu speaker	
27 Sept	-Talking to community authorities asking permission to do research	-Students will be able to introduce themselves, their work and ask for permission to conduct research from community authorities.	-Whilst in Eswatini you realize some of your sampling points lie within communal areas, go to an Indvuna's home and ask permission to do research in the community
30 Sept			
2 Oct			
4 Oct			
7 Oct			
9 Oct			
11 Oct			
14 Oct			
16 Oct			
18 Oct			

21 Oct			
23 Oct			
25 Oct	Midterm-Exam	Midterm-Exam	Midterm-Exam
28 Oct			
30 Oct			
1 Nov			
4 Nov			
6 Nov			
8 Nov			
11 Nov			
13 Nov			
15 Nov			
18 Nov			

20 Nov			
22 Nov	Thanksgiving!	Thanksgiving!	Thanksgiving!
25 Nov			
27 Nov			
29 Nov			
2 Dec			
4 Dec			
6 Dec			
9 Dec	Final exam	Final exam	Final exam

Izilimi zaSeningizimi Afrika (*Languages of-South Africa*)

South Africa consists of a population of about 57 million comprising many ethnic groups, each with their own distinctive languages. In all there are 11 official languages and several dialectical variants. Among these official languages is a group of Nguni languages (isiZulu, isiXhosa, siSwati, isiNdebele), which are spoken by more than 30 million people. Of all the Nguni languages, isiZulu is the most widely spoken, followed by isiXhosa. Approximately 12 million South Africans can speak, read, and write isiZulu. The majority of South Africans who cannot speak isiZulu fluently are at least able to understand it. One of the advantages of learning isiZulu is that it can form the basis for understanding other Nguni languages. If one can speak isiZulu, invariably can speak siSwati, isiXhosa, and isiNdebele with ease.

Umlando wesizwe samaZulu (*History of the AmaZulu*)

The history of the amaZulu can be traced back to the 18th century hero, Shaka Zulu, who, after the death of his father, Senzangakhona, conquered many nations and amalgamated them under his reign, thus creating a huge Zulu nation. Even after Shaka's death, the Zulu nation continued to grow considerably under the leadership of Cetshwayo. The nation is well known for conquering the British at the Battle of Isandlwana in 1879. This is a nation known for continually fighting the powers that threatened their kingdom. To date, the amaZulu people remain the largest of all South African ethnic groups, followed closely by the amaXhosa.

UKUBALULEKA KOKUFUNDWA KWESIZULU (*RATIONALE FOR TEACHING AND LEARNING ISIZULU*)

There are many reasons why learning IsiZulu and acquiring a global understanding of South Africa is of utmost importance. First, the peaceful transformation of South Africa from the racist, apartheid society has global implications in terms of international peace and stability and also in terms of global economic trade. During the apartheid era many North American companies severed their ties with South Africa as a form of economic sanctions to pressurize South Africa to change its undesirable policies of that time. The independence of South Africa in 1994 brought about the lifting of the sanctions, resulting in a growing interest in the country by business people, including North Americans who today invest millions of dollars in South Africa. An example of this growing interest can be seen in coalitions such as South Africa- U.S Business Forum, which is meant to increase business between these two countries. That this coalition, and many others like it, flourishes manifests itself in the millions of North American businessmen who fly to and back from South Africa every day. Undoubtedly, many of these business people do their business with non-whites, the majority of whom converse in IsiZulu. It is with this idea in mind that learning IsiZulu by American people who have interest in South Africa becomes crucial.

Another important factor is that prior to the independence of South Africa, Peace Corps opportunities were not available in the country. It is only very recent that individuals who would like to go to South Africa on Peace Corps were able to do so. There is a high probability that

knowing IsiZulu would put these Peace Corps volunteers at an advantage of communicating with South Africans, whether they are in KwaZulu-Natal, Gauteng, Northern Cape, or in any province in South Africa. Some missionaries who have done work in South Africa attest to the significance of knowing IsiZulu in a South African context.

Included in the category of people who have found the knowledge of IsiZulu in South Africa to be profound and of utmost importance are students who have been to different regions of this country to conduct research and do other academic exercises like practicum. These students attest to the fact that even a mere greeting in IsiZulu made a difference to how they were viewed and received in South Africa. Many of those students who have taken the GPA (Group Projects Abroad) to SA have found their knowledge of isiZulu to have paid dividends and they have gone back on their own and have amazing stories to tell.

The general orientation of this class is captured in the standards set by the American Council on the Teaching of Foreign Languages (ACTFL). These are the five Cs, namely, communication, culture, connections, comparisons, and communities. The goal of the class is communicative competence. This will be achieved by applying the communicative language teaching approach whose main focus is communication. Focus will also be placed on the other essential aspects of comprehensible communication, including interpretive, presentational and interpersonal modes. Culture and grammar will be tackled in the context of communicative tasks learned. This class will increase students understanding of the basic structure of the IsiZulu language, and those aspects of the culture that are intertwined with language use. Students will learn the structure of isiZulu as they communicate using the different modes of communication in class. The goal of communication will be reached by the development of the four language skills of listening, speaking, reading, and writing, as well as relevant, appropriate grammar knowledge.

ACTFL Standards, the five Cs

Communication: Is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature.

Culture: Through the study of other languages, students gain a knowledge and understanding of the cultures that use that language and, in fact, cannot truly master the language until they

have also mastered the cultural contexts in which the language occurs.

Connections: Learning languages provides connections to additional bodies of knowledge that may be unavailable to the monolingual English speaker.

Comparisons: Through comparisons and contrasts with the language being studied, students develop insight into the nature of language and the concept of culture and realize that there are multiple ways of viewing the world.

Communities: Together, these elements enable the student of languages to participate in multilingual communities at home and around the world in a variety of contexts and in culturally appropriate ways.