



CIEE Global Institute – Cape Town

Course name:	Survival Afrikaans
Course number:	NONCR AFKS CTSA
Programs offering course:	Cape Town Open Campus
Language of instruction:	English/ Afrikaans
U.S. semester credits:	0
Contact hours:	15
Term:	Fall 2019

Course Description

Program participants are strongly encouraged to enroll in this course to help them to engage more closely with Cape Town community members and develop a better understanding of South African society. Students need no prior knowledge of spoken and written Afrikaans. The course actively engages students in learning the language with an integrated approach of acquiring speaking, writing, and comprehension skills. Students learn basic grammar in context, and are expected to apply grammatical knowledge in task-based (oral and written) situations.

Learning Objectives

By completing this course, students will:

- Understand familiar words and very basic phrases.
- Be able to write familiar names, words and very simple sentences.
- Be able to interact with an Afrikaans speaker in a simple way
- Be able to function in everyday situations so as to allow greater contextual awareness of South Africa and the role of Afrikaans in the broader context.
- Be sensitive to the links between Afrikaans language and Afrikaans culture.

Course Prerequisites

None, apart from an enthusiastic, positive and open approach to participative language learning.

Methods of Instruction



This course centers on participation and active practice of grammatical, vocabulary and expression points. Learning will involve in-class exercises, active reflection, discussion, readings, interactive lectures (incorporating multimedia presentations, songs etc.), and out-of-class activities. Assessment is regular and is designed to reinforce learning.

Assessment and Final Grade

1.	Reading Assignment	20 %
2.	Listening Assignment	20%
3.	Writing Assignment	20%
4.	Speaking Assignment	20%
5.	Class Participation	20%
	TOTAL:	100%

Course Requirements

Assignment 1: READING

Read and explain selected prepared and unprepared texts. Focus on pronunciation.

Assignment 2: LISTENING

Dictation. Listen closely to a recording/reading and write down what you hear. Hear a story and explain what you heard.

Assignment 3: WRITING

Show basic competency in a sense of the language structure to build from the phrase to the sentence level. And then from the sentence to the paragraph level.

Assignment 4: SPEAKING

Effectively achieve the communication tasks in Afrikaans only. You are not to read a prepared written speech. You can prepare cryptic notes and use them as a reference as you tell or talk about the topic in your own words.

Participation



Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
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Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

Week 1 Orientation Week

Class 1:1 Introduction to class

This opening lecture will introduce students to key terms and present an outline of the prominent debates in popular music studies. By the end of this lecture students will have gained fundamental knowledge and awareness of the variety of approaches used to understand and discuss popular music.

Week 1

- Class 1.1.
1. Introduction. Phonetic pronunciation: Consonant and Vowel Sounds/General Rules / Cognates.
 2. Greetings & Introductions.
 3. Question words. Asking for help. Asking for direction. Common questions.

Week 2

- Class 2.1.
1. Assignment 1: READING (Prepared and unprepared text. Focus on pronunciation)
 2. Me, my family and my life.



3. Guided visit to Afrikaans Language Museum and Monument. Guest lecture on origins and development of Afrikaans.

Explorative reading:

1. Museums and the Intangible Heritage: the Case Study of the Afrikaans Language Museum:

<http://tichct.org/portals/En/Templates/PDF-Vol2.pdf#page=82>

2. The hidden histories of Afrikaans (Hein Willemse):

http://www.up.ac.za/media/shared/45/willemse_mistra-20151105-2_2.zp80127.pdf

Week 3

- Class 3.1.
1. Assignment 2: LISTENING (Dictation)
 2. Routine: My day consists of...
 3. Shopping: Basic transactions.

Week 4

- Class 4.1.
1. Building a sentence. Word Order: Sv1TOMPv2I.
 2. Sentences in the past tense. Sentences in the future tense.
 3. Basic Rules: Plurals, Diminutives, Degrees of Comparison, Adjectives

Week 5

- Class 5.1.
1. Assignment 3: WRITING (Creative & Transactional Writing with focus on correct use of grammatical structure)
 2. Negation: Sometimes we have to say no!
 3. Co-curricular 2: Interactive exposure to the different Afrikaans Speech communities.
TBC



Explorative reading:

1. Language shift or maintenance? Factors determining the use of Afrikaans among some township youth in South Africa (Charlyn Dyers):

<http://repository.uwc.ac.za/xmlui/bitstream/handle/10566/1012/DyersLanguageShift2008.pdf?sequence=1>

2. Comparability of the Black-White Divide in the American Speech Community and the Coloured-White Divide in the Afrikaans Speech Community (Gerald Stell):

<http://americanspeech.dukejournals.org/content/87/3/294.short>

Suggestion:

1. Screening and led discussion of AfriKaaps (documentary film).
2. Focus groups within class context/outside visit with selected members of different speech communities in order to stimulate active discussion with a comparative approach.
3. Visit to UWC campus and guest lecture on Afrikaans variants with a leading academic in the field.
4. Guest lecture on the role and importance of Afrikaans poet Adam Small.

*The ideal would be a combination of some of the above, with an outside visit and interaction with different speech communities as an after hour event.

Week 6

- Class 6.1
1. Assignment 4: SPEAKING (Speech Production – Oral)
 2. Assignment 4: SPEAKING (Speech Production – Oral) cont.
 3. Final Words: Conclusion and Feedback

Readings

Readings are developed by instructor