



## Elementary Twi I – 01-013-192

Department of African, Middle Eastern, and South Asian Languages and Literatures  
Rutgers, New Jersey State University  
New Brunswick Campus  
Fall 2019

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<b><u>Phone Number:</u></b> 862-755-3609	<b><u>Class Meeting:</u></b> Dates: <b>Tuesday:</b> 3:20-4:40, <b>Thursday:</b> 3:20-4:40, <b>Friday:</b> 3:20-4:40
<b><u>Office Hours:</u></b> BY Appointment	<b><u>Office:</u></b> Academic Building 5123 [College Ave Campus]
<b><u>Mode of Instruction:</u></b> Lecture	

### **COURSE DESCRIPTION**

This is an introductory course for non-Akan speakers. The course focuses on the basic structure and the culture of the Akan language and the people. The course employs the communicative approach to language teaching. Culture will be taught in context.

### **COURSE OBJECTIVES**

The objectives of the course are:

1. To help learners acquire the four major skills in language learning: listening, speaking, reading and writing as beginners.
2. To provide learners with an insight into the culture and customs of the Twi speaking people as expressed in the language and compare it with their own.
3. To help learners acquire the basic grammatical structure of the language.

### **COURSE READING/TEXTBOOK**

Amoabeng, A. et. Al. (1996). A Comprehensive Twi Manuel for Peace Corps Dolphyne, Abena (1996). A Comprehensive course in Twi (Asante) for Non- Twi Learners. Ghana Universities Press, Ghana.

### **GRADING POLICIES**

Evaluation of your performance in this course is based on the percentage of the total points that you earn in the course. Course assignments have point value and the total number of points will be used to calculate the final grade. Late assignments will only be accepted with the permission of the instructor and will lose 5% points for each day they are late. **Class participation is required in this class.** Group work is based on assigned readings in class; as a result, it is important that students keep up-to-date on their reading in order to be good group members. Due to the hands-on-approach attendance is imperative. Therefore 5 points will be deducted from the class work score for each absence. **Attendance is very IMPORTANT.** Students should notify the instructor by e-mail or in writing when they are absent.

### Course Requirements:

Class attendance (only 3 excuse absence allowed)	-10%
Quizzes (written and oral)	-15%
Weekly Assignment/homework	-15%
Midterm Oral Examination	-15%
Midterm Written Examination	-15%
Final Oral Examination	-15%
Final Written Examination	-15%

Number grades will be converted to letter grades as follows:

90-100%	= A
85-89%	=B+
84-80%	=B
79-75%	=C+
74-70%	=C
69-60%	=D
60% and below	=F

### VERY IMPORTANT:

1. This syllabus is subject to change depending on student rate of learning, progress and interest/needs of students.
2. Every student should have time to meet the instructor at least once a week for consultation.
3. All learners are requested to have a pocket note book or anything that may serve the purpose in which they will write important Twi expressions they encounter in class or outside class in it. This will be inspected every week.
4. Get a blank tape or any recording device for your oral assignment.
5. There will be a quiz at the end of every TWO weeks.

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## **ASSIGNMENT SUBMISSION POLICY**

- Additional assignments will be give out at the beginning of class. If late to class students will be responsible for checking with other students.
- Late assignments are accepted only at the discretion of the instructor. If you are absent the day an assignment is due, you must email the assignment to the instructor or the assignment will be counted as late and 5 percentage points will be deducted per day.
- Students should review and be familiar with Policy on Academic Integrity. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and result in course failure and/or expulsion. Plagiarism, handing in someone else's work, work obtained on the internet without documenting the source, or work written for another professor's course are all reasons for failure of this course and possible dismissal from this university.

## **Current Academic Integrity Policy**

The consequences of scholastic dishonest are very serious. Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

**A SPECIAL NOTE:** Students often assume that because information is available on the Web it is public information, does not need to be formally referenced, and can be used without attribution. This is a mistake. *All* information and ideas that you derive from other sources, whether written, spoken, or electronic, must be attributed to their original source. Such sources include not just written or electronic materials, but people with whom you may discuss your ideas, such as your roommate, friends, or family members. They deserve credit for their contributions too! For more, please see the following sites:

- Please review the Rutgers' academic integrity policy.  
<http://academicintegrity.rutgers.edu/academic-integrity-policy/>
- General Academic Integrity Link: <http://academicintegrity.rutgers.edu/>
- Resources for instructors (and students) can be found at:  
<http://academicintegrity.rutgers.edu/resources>
- The Camden Plagiarism Tutorial (INTERACTIVE):  
<http://library.camden.rutgers.edu/EducationalModules/Plagiarism/>
- Consult Don't Plagiarize: Document Your Research! For tips about how to take notes so that you don't plagiarize by accident. [http://www.libraries.rutgers.edu/avoid\\_plagiarism](http://www.libraries.rutgers.edu/avoid_plagiarism)

## Course Outline

This outline is subject to alterations

Date	Topic
Week 1	<p>Akan sound systems and classroom expressions (Akan kasa ngyegyee ne sukuudan mu nsɛm)</p> <p>By the end of lesson learners should be able to</p> <ol style="list-style-type: none"> <li>a. Pronounce the Twi alphabets correctly and identify them in words</li> <li>b. Use some simple classroom expressions               <ol style="list-style-type: none"> <li>1. The Akans of Ghana</li> <li>The Akan sound systems                   <ol style="list-style-type: none"> <li>a. Alphabets</li> <li>b. Tones</li> <li>c. Nasalization</li> <li>d. Vowel harmony</li> </ol> </li> </ol> </li> </ol>
Week 2	<p>Greetings and responses (Nkyia ne Ngyesoɔ)</p> <p>By the end of the lesson learners should be able to</p> <ol style="list-style-type: none"> <li>a. Greet and respond to daily and festive greetings</li> <li>b. Use singular personal pronouns correctly               <ol style="list-style-type: none"> <li>1. Greetings and Responses                   <ol style="list-style-type: none"> <li>a. Daily greetings</li> <li>b. Special greetings</li> </ol> </li> <li>2. Grammar- Personal Pronouns (Objective/ subjective- singular/ plural)</li> </ol> </li> </ol>
Week 3	<p>Talking about self and others (Woreka who ne obi ho asɛm)</p> <p>By the end of the lesson learners should be able to</p> <ol style="list-style-type: none"> <li>a. Talk about themselves to a friend e.g. name, place of birth, date of birth, school etc.</li> <li>b. Use personal pronouns in the plural form.               <ol style="list-style-type: none"> <li>1. Introduction                   <ol style="list-style-type: none"> <li>a. Introducing oneself</li> <li>b. Introducing a friend, family member or teacher</li> </ol> </li> <li>2. Grammar: Personal pronouns (cont'd) (Possessive – singular/plural)</li> </ol> </li> </ol>

<p>Week 4</p>	<p>Visiting and leave-taking (Nsera ne akwangye)            By the end of lesson learners should be able to</p> <ol style="list-style-type: none"> <li>a. announce their presence to a friend’s house and ask permission to leave.</li> <li>b. Welcome their friends into their homes and say goodbye.               <ol style="list-style-type: none"> <li>1. Visiting and leave-taking</li> <li>2. Admittance and saying goodbye</li> <li>3. Grammar: Pronouns (cont’d)</li> </ol> </li> </ol>
<p>Week 5</p>	<p>Identifying day and family names (Nda ne abusua din)            By the end of the lesson learners should be able to</p> <ol style="list-style-type: none"> <li>a. mention the week day names and family for males and females               <ol style="list-style-type: none"> <li>1. Naming systems                   <ol style="list-style-type: none"> <li>a. Weekday names</li> <li>b. Family names</li> <li>c. Others</li> </ol> </li> <li>2. Grammar: Proper and common nouns (singular/ plural)</li> </ol> </li> </ol>
<p>Week 6</p>	<p>Naming parts of the body (Nnipa Akwaa edin)            By the end of the lesson learners should be able to</p> <ol style="list-style-type: none"> <li>1. mention the various parts of the body and their functions.</li> <li>2. Say some idiomatic expressions associated with the body parts               <ol style="list-style-type: none"> <li>a. Parts of the body</li> <li>b. Uses of the body parts</li> <li>c. Others</li> </ol> </li> <li>3. Grammar: Adverbs</li> </ol>
<p>Week 7</p>	<p>Revision and mid semester exam (Ntimu ne nsɔhwɛ)</p>
<p>Week 8</p>	<p>Expressing sickness (Worekyerɛ sɛ woyare)            By the end of lesson learners should be able to</p> <ol style="list-style-type: none"> <li>a. Mention the names of some common diseases in Akan</li> <li>b. Indicate the part of their body which is hurting</li> </ol>

	<p>1.Disease and sickness</p> <p>2.Grammar: Present tense (positive/negative)</p>
Week 9	<p>Counting (Nkanee)</p> <p>By the end of the lesson learners should be able to</p> <ol style="list-style-type: none"> <li>a. Count and write from 1-1000</li> <li>b. Write the date on which they and their family members were born             <ol style="list-style-type: none"> <li>1.Numbers                 <ol style="list-style-type: none"> <li>a. Ordinals</li> <li>b. Cardinals</li> <li>c. Fractions/Percentages</li> </ol> </li> <li>2. Grammar: Progressive tense</li> </ol> </li> </ol>
Week 10	<p>Asking for and telling the time (Worebisa na worekyerɛ)</p> <p>By the end of the lesson learners should be able to</p> <ol style="list-style-type: none"> <li>a. Tell the time in Twi</li> <li>b. Identify the periods of the day             <ol style="list-style-type: none"> <li>1.Telling time</li> <li>2.Periods of the day</li> <li>3.Grammar: Perfect tense 'a'/e and future.</li> </ol> </li> </ol>
Week 11	<p>Asking for and telling the time (Worebisa na worekyerɛ)</p> <p>By the end of lesson learners should be able to</p> <ol style="list-style-type: none"> <li>a. Show their friend directions to specific place.</li> <li>b. Use postpositions appropriately</li> </ol> <ol style="list-style-type: none"> <li>1.Showing directions</li> <li>2.Grammar: Postpositions</li> </ol>
Week 12	<p>Shopping for items in the market (Adwadie wɔ dwaso)</p> <p>By the end of the lesson learners should be able to</p> <ol style="list-style-type: none"> <li>a. Bargain in the market</li> <li>b. Able to ask simple questions about items and respond to them.</li> </ol>

	<ol style="list-style-type: none"> <li>1. In the market</li> <li>2. Grammar: Past tense</li> </ol>
Week 13	<p>Having your dress made (Worepam w'atadeƐ)</p> <p>By the end of the lesson learner should be able to</p> <ol style="list-style-type: none"> <li>a. Ask a seamstress/tailor to them a traditional Ghanaian dress.</li> <li>b. Use adjectives (singular/plural) to describe a noun             <ol style="list-style-type: none"> <li>1. Talking about dresses</li> <li>2. Grammar: the verb: “yƐ” and bƐtumi + perfect</li> </ol> </li> </ol>
Week 14: 4/25/16	<p>Essay</p> <p>Introduction to myself</p> <p>2. Grammar: Prepositions</p>
Week 15: 5/2/16	<p>Culture</p> <p>Puberty rites</p> <p>Importance of Puberty rites</p>
Week 16	Revisions, Reviews & Exams

## **Student-Wellness Services:**

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

<http://codu.co/cee05e>

## **Counseling, ADAP & Psychiatric Services (CAPS)**

**(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ [www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)**  
CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

## **Violence Prevention & Victim Assistance (VPVA)**

**(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)**  
The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

## **Disability Services**

The link is here:

[http://www.sas.rutgers.edu/cms/sasoue/component/docman/doc\\_download/46-sample-syllabus-format-with-links?Itemid=](http://www.sas.rutgers.edu/cms/sasoue/component/docman/doc_download/46-sample-syllabus-format-with-links?Itemid=)

**(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>**

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

## **Scarlet Listeners**

**(732) 247-5555 / <http://www.scarletlisteners.com/>**

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.