

Course Title

Twi Language (Accelerated)

Course Number

G01

Course Code

SCA-UA GHAN

Instruction Mode:In-person**Fall 2022**

If you are enrolled in this course 100% remotely and are not a Go Local/Study Away student for NYU Accra, please make sure that you've completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. Please contact Dr. Nicholas Okai (nno211@nyu.edu) and Ms. Sharon Agbemenya (sa158@nyu.edu) if you have trouble accessing the Brightspace site.

Syllabus last updated on: 02-08-2022

Lecturer Contact Information**Prof. Kofi K. Saah**

- Lecture Venue: Room 2, NYU Accra Centre, Labone.
- Contact Phone
- By Appointment
- Email

Prerequisites

There is no prerequisite for this course

Units earned

4 credits

Course Details

- Class meeting day/time: Monday 9.30am – 12 noon
- All times are GMT (00.00) Greenwich Mean Time
- Location: Rooms will be posted in Albert before your first class.
- Remote Participants: Your instructor will provide you with the Zoom link via NYU Classes.
- COVID-related details: In the interest of protecting the NYU Accra community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.
 - If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing.
 - Additionally, in-person students will be split into cohorts who will attend sessions.

Course Description

This course is designed to provide basic communicative competence in oral and written Twi for beginners. It focuses on the structure of the language as well as the culture of the people. The areas covered include: i) Alphabet and sound system, Getting to know people, ii) being polite, iii) Talking about one's self and family, iv) buying and bargaining, v) Talking about food, clothes and the body, etc. The grammar of the language (parts of speech, nouns, e.g., verbs, adjectives, adverbs, pronouns, particles, determiners; tense, aspect, negation, and asking questions) will be covered. Students will be expected to do a lot of oral drills.

Course Objective

Upon Completion of this Course, students will be able to:

- Demonstrate survival-level skills in the use of Twi language through conversation.
- Express themselves in simple conversation and be understood.
- Understand others when they speak Twi to them.
- Demonstrate basic knowledge of the culture of the Twi-speaking people and how this affects how they speak.
- Demonstrate knowledge of aspects the grammar of Twi.

Assessment Components

You are expected to attend class in person or remote synchronously. Failure to submit or fulfill any required component may result in failure of the class, regardless of grades achieved in other assignments.

Since this is a language class, you will be expected to repeat words and phrases after the instructor, make your own sentences with given words/phrases, read dialogues and passages in the text aloud and create your own dialogues.

Assignments

After session 1, assignments will be given every week. See the course schedule for the weekly assignments and the dates on which they are due. You will write one journal in Twi in which you either talk about either, i) your expectations in the course and what you think knowledge of Twi will do for you, or ii) your experiences in Ghana. It should not be less than one page long.

Tests & Quizzes

There will be a mid-semester exam on 22nd October 2022 and a final exam on 5th December 2022. These will be in the form of i) translating sentences from English to Twi and from Twi into English, ii) using given words to make sentences, iii) using a substitution table to create grammatical and meaningful Twi sentences, iv) writing passages, dialogues or essays on given topics, and answering questions on aspects of Twi grammar.

Teaching & Learning Philosophy

As a language teacher, I know the anxieties and difficulties that adult learners bring to the language classroom, especially when the target language is completely different from the ones they know and speak. As a result of this, I try to make my classroom as congenial as possible

and make my teaching student-friendly and student-centered. I employ the Communicative Language Teaching (CLT) approach which emphasizes interactions among the students and with the instructor. I create discourse situations which allow students use the target language in its different aspects (speaking, writing, and reading). I encourage the use of the language in and outside the classroom. I encourage students to ask questions as they help me to know the areas that I need to clarify or stress on in my teaching. The assignments I give are structured in such a way as to help the students to hone in on the particular vocabulary and grammatical skills they are expected to master.

Required Texts

Electronic Resources (via Brightspace / NYU Library Course Reserves)

Dolphyne, Abena. 2020. *A Comprehensive Course in Twi (Asante) for Non- Twi Learners*. 2nd Edition. Legon: University of Ghana Press.

Supplemental Text(s) (not required to purchase)

Ofori, Seth A. 2006. *Ma Yenka Twi. (A multidimensional approach to the teaching and learning of Akan (Twi) as a foreign language)*. Madison, Wisconsin: NALRC Press.

Additional Required Equipment

Not applicable.

Session 1 – 5th September 2022. Introduction to the Akan Language and People. We will discuss the Akan people, their geographical location, and the different dialects of the language (e.g., Twi: Asante, Akuapem, Akyem, Kwahu, etc., Fante: Borbor, Nkusukum, Agona, etc. We will then look at the sound patterns of the language; the consonant and vowels sounds and how they are represented in the orthography. We will examine those sounds that are common to both English and Twi as well as those peculiar to Twi. Reading: pp01-04 of the textbook. There will be no assignment for this session.

Session 2: 12th September 2022

Greetings and responses; Being polite.

Reading: Dialogues 1, 2&3, pp.05-10 of the textbook.

Assignment #1, due on Sept.19



Session 3: 19th September 2022

Making friends; Tense and aspect in Twi.

Reading: Dialogues 4, 5, and 6, pp.11-19 of the textbook.

Assignment #2, due on Sept 26.

Session 4: 26th Sept 2022

Finding out what one does; Finding out where one lives; Counting in Twi; Forming the plural of nouns in Twi.

Reading: Dialogues 7&8, pp.20-26; 106-108 of the textbook.

Assignment #3, due on 3rd October.

Section 5: 3rd Oct 2022

Finding out Each Other's Interests; Serial Verb Constructions

Reading: Dialogues 9&10; pp.27-31 of the textbook.

Assignment #4, due Oct 10.

Section 6: 10th Oct 2022

Buying and bargaining; Serial verb constructions

Reading: Dialogue 11; pp.32-36 of the textbook.

Assignment #5, due Oct 17.

Section 7: 17th Oct 2022

Talking About Food; More about Tense and Aspect

Reading: Dialogues 14&15; pp.45-51; 82-97 of the textbook.

Assignment #6, due on Oct 24.

Section 8: 24th Oct 2022

The family; Making Negative Sentences

Reading: Dialogue 17; pp.53-55, 86 of the textbook.

Mid-semester Exam (Take home)

Session 9: 31st Oct 2022

Talking about Clothes; Adjectives and Adverbs

Reading: Dialogue 18; pp. 57-61; 104 of textbook

Assignment 7; Due on Nov 7.

Session 10: 7th Nov 2022

The body; Postpositions

Reading: Dialogue 19; pp. pp. 62-64; 110-111 of textbook

Assignment 8; Due on Nov 14.

Session 11: 14th Nov 2022

Asking questions; Conjunctions

Reading: Dialogue 20; pp. 65-66; 112-114 of textbook

Assignment #9; due on Nov 21

Session 12: 21st Nov 2022



Telling time Dialogues 21&22

Reading: Dialogues 21&22; pp. 67-70 of the textbook.

Assignment #10; Due on Nov 28

Session 13: 28th Nov 2022

Marriage,

Reading: Dialogue 25; pp. 71-78 of the textbook.

Journal due

Session 14: 5th Dec 2022

Final exam

Classroom Etiquette

To optimize the experience in a blended learning environment, please consider the following:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary).
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.

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- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class.
- If you would like to speak, you should signal the instructor by raising your hand.

Suggested Co-Curricular Activities

None

Your Lecturer

Kofi Korankye **Saah** (PhD), is a retired Associate Professor of Linguistics, formerly of the Department of Linguistics, University of Ghana, Legon. He received his Bachelor's degree in English and Linguistics from the University of Ghana, Legon, and his Master's and Doctoral degrees in Linguistics from Indiana University, Bloomington and the University of Ottawa, respectively. Most of his teaching and research is focused on syntactic theory and the syntax of the Akan language, child language development, sentence processing, etc. He has been teaching Twi at NYU Accra since its inception. He draws on his considerable experience as a professor of linguistics and a researcher in the Akan (Twi-Fante) language to make his teaching interesting to his students.

Selected publications:

Saah, Kofi K. 2018. The syntax of reciprocal constructions in Akan. *Ghana Journal of Linguistics* 7.2: 52-70 (2018)

Nana Aba Appiah Amfo, Tope Omoniyi, Nii Teiko Tagoe, Obadele Kambon & **Kofi Korankye Saah**. 2018. *Therapeutic Communication Competencies for Nurses and Midwives*. Tema: Digibooks Ghana Ltd.

Saah, Kofi K. 2017. The null 3rd person object pronoun and the syntax of Akan. In Obeng, Samuel G. & Christopher R. Green (eds.) *African Linguistics in the 21st Century: Essays in Honor of Paul Newman*. Köln: Rüdiger Köppe Verlag , pp 107-126.

Goodluck, Helen, **Kofi K. Saah** & Frank Tsiwah. 2015. 'In Akan, violation of island constraints cannot be reduced to sentence processing.' *Proceedings of the 2015 annual conference of the Canadian Linguistic Association conference*.

Saah, Kofi K. 2010. Relative Clauses in Akan. In Enoch O. Aboh & James Essegbey (eds.) *Topics In Kwa Syntax (Studies in Natural Language and Linguistic Theory 78)*. Dordrecht, Heidelberg, London: Springer, pp 91-107.

Yankah, Kwesi, **Kofi K. Saah** & Nana Aba Appiah Amfo (eds.). 2014. *A Legon Reader in Ghanaian Linguistics*. Barnbury, OX: Ayebia Clarke Publishing.

Saah, Kofi K. 2014. Reflexive Marking and Interpretation in Akan. In Yankah, Kwesi, **Kofi K. Saah** & Nana Aba Appiah Amfo (eds.) 2014. *A Legon Reader in Linguistics*. Barnbury: OX: Ayebia Clarke Publishing, pp.37-50.

Selected conferences and seminars

Saah, Kofi K. 2018. The syntax of reciprocal constructions in Akan. Paper presented at An International Symposium in Honour of Professor Florence A. Dolphyne, University of Ghana, Legon, 28th February, 2018.

Ofori, Seth Antwi & **Kofi K. Saah**. 2017. Verb Reduplication in Akan: Structure, function and constructions. Paper presented at the Second School of Languages Conference (SOLCON II), 24th – 26th October 27, 2017, University of Ghana, Legon.

Goodluck, Helen, **Kofi Saah** & Frank Tsiwah. 2015. 'In Akan, violation of island constraints cannot be reduced to sentence processing.' Presented at the Canadian Linguistic Association conference as part of the Congress of the Humanities and Social Sciences at the University of Ottawa, from Saturday May 30 to Monday June 1, 2015.

Saah, Kofi K. & Mark Dundaa. 2012. 'Interrogative Sentences in Akan and Kaakyi: A comparative study'. Paper presented at the 5th Linguistics Association of Ghana conference, University of Education, Winneba, May 2012.

Saah, Kofi K. 2009. 'Questions about Questions in Akan'. Paper read at Departmental Seminar, Department of Linguistics, University of Ghana, Legon. March 3, 2009.

Goodluck, Helen, & **Kofi K. Saah**. 2009. '(How) Does Akan Drive Us To Retain A Competence Account Of Islands?' Paper presented at Conference on Formal vs. Processing Explanations of Syntactic Phenomena, The University of York, York, UK. April 24-25.

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Saah, Kofi K. & Kofi Baku. 2009. 'Do not rob us of ourselves: Language and nationalism in colonial Ghana'. Paper presented at the 7th Faculty of Arts Colloquium, University of Ghana, Legon, 15-16 May.

Academic Policies

Grade Conversion

Your lecturer may use one of the following scales of numerical equivalents to letter grades:

A = 94-100 or 4.0

A- = 90-93 or 3.7

B+ = 87-89 or 3.3

B = 84-86 or 3.0

B- = 80-83 or 2.7

C+ = 77-79 or 2.3

C = 74-76 or 2.0

C- = 70-73 or 1.7

D+ = 67-69 or 1.3

D = 65-66 or 1.0

F = below 65 or 0

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The final grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Assignments	20%
Mid-semester exam	20%
Journal	10%
Oral exam	10%
Attendance and Class Participation	10%
Final Exam	30%

Attendance Policy

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to nno211@nyu.edu to see if you can take your remote class at the Academic Center.

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As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail immediately (i.e. before the start of your class). Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Final exams

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Late Submission of Work

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU SITE Staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged

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extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the **Site Director**.

- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU SITE's Academics Office in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, [NYU Classes](#), the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU [SITE].

Bias Response

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The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277
- 030 276 1528

NOTE: Aspects of this course syllabus might change during the semester.