

**YORK UNIVERSITY**  
**Faculty of Liberal Arts &**  
**Professional Studies**  
**Department of Languages, Literatures & Linguistics**

**SWAH1000 6.0**  
**INTRODUCTION TO SWAHILI**

**COURSE DIRECTOR:**  
**PROFESSOR MWALIMU DKT. OSWALD ALMASI, Ph.D.**  
**FALL/WINTER 2023-2024**

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## STATEMENT OF LAND ACKNOWLEDGEMENT

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

Course Code: SWAH1000 A  
Course Title: Introduction to Swahili  
Academic Year: Fall/Winter 2023-2024  
Prerequisite: None.  
Course Director: Professor *Mwalimu Dkt.* Oswald Almasi, Ph. D.  
Office: S545 Ross Building South  
Tel# 416-736-2100 Extn. 66287  
E-mail: oalmasi@yorku.ca  
Classroom Location: 0011 DB-Mondays  
(MLC-Ross Building South)-Room TBA-Wednesdays  
3004VH-Only for the first and possibly second week of class  
Times: 4:30 p.m. – 6:30 p.m.  
Mode of delivery: In person.  
Virtual office hours: Any time during the week Monday-Friday, between 09:00 a.m-4:00 p.m.,  
via e-mail & zoom. If via zoom, students to provide zoom links.

**Expanded Course Description:**

Organization of the course: The course involves formal lectures to be supplemented by invited guests; use of the Multimedia Language Centre (MLC) for access to Swahili language materials available in the Internet, Swahili newspapers, pictorial depiction of Swahili artifacts, poems, dramatic presentations, proverbs, Swahili songs, *kanga* writings and relevant videos. Students will be involved in class discussions to encourage them to communicate effectively in Swahili. Emphasis will be placed in helping students to acquire writing, speaking, listening and reading skills.

Course Learning Objectives:

Brief Statements of the purpose:

- 1) The purpose of this course is to help students acquire skills listed above and to expose them to some aspects of the culture of the Swahili speaking peoples of East and Central Africa.
- 2) Brief list of specific learning objectives of the course:

The specific objectives of the course are that by the end of the course students will be able to:

- Read Swahili books;
- Write simple Swahili sentences;
- Speak simple but grammatically correct Swahili sentences;
- Have an appreciation of some aspects of Swahili culture;
- Watch Swahili plays and understand words used in the play; and
- Have a grasp of basic Swahili grammar especially the Swahili Noun Class System.

**Required Course Readings:**

Students are encouraged to have the following books which are or will soon be available in York University Bookstore.

Almasi, Oswald, Fallon Michael David and Pardhan-Waresh Nazish. 2014. *Swahili Grammar for Introductory and Intermediat Swahili*. The University Press of America:New York

Awde, Nicholas. 2000. *Swahili/English/Swahili Dictionary*.

Outten, Kim. 2007. *Hadithi Njoo: Sauti ya Mgeni*. Fortune Press:Toronto.

Mwanasimba Swahili Grammar Book Online

Videos:

The Swahili Coast by Professor Henry Gates Jr., Harvard University

Taking Root: The Vision of Professor Wangari Maathai, University of Nairobi

The History of Mombasa by Kulthum Noor, former student of Mwalimu

### **Recommended Readings:**

Students are also encouraged to consult the following Swahili books in order to expand their knowledge of Kiswahili:

Ashton, E.O. 1964. *Swahili Grammar*. Longmans: London

Dickinson, L. 1978. *Self Instruction in Language Learning*.

Hinnebusch, T.J. et al. 1998. *Swahili: a foundation for speaking, reading and writing*. University Press of America: New York.

Lioba, J. M. 1988. *Mazoezi ya Kiswahili*. University Press of America.: New York.

Maw, J. 1985. *Twende! A Practical Swahili Course*. Oxford University Press: Dar es Salaam.

Naiman, N. et al. 1978. *The Good Language Learner*. Ontario Institute for *Studies in Education*: Toronto.

Nassir A. 1975. *A Concise Dictionary of English-Swahili Idioms*. Shungwaya Publishers Ltd.: Nairobi.

Perrott, D.V. 1965. *Concise Swahili and English Dictionary*. David Mackay Co. Ltd.: New York.

\_\_\_\_\_ 1957 *Teach Yourself Swahili*. The English Universities Press Ltd. : London.

British Broadcasting Corporation (BBC) & Voice of America (VOA) daily half hour Swahili news bulletins at [bbc.swahili](http://bbc.swahili) & [voa.swahili](http://voa.swahili) respectively.

**Evaluation:**

The final grade for the course will be based on the successful completion of the following assignments and tests as indicated below:

<b>Assignment &amp; Tests</b>	<b>Value</b>	<b>Due Dates</b>	<b>Feedback Dates</b>
1 <sup>st</sup> Written Test	10%	Oct 25, 2023	Nov 01, 2023
Swahili Dictation Test	10%	Nov 29, 2023	Dec 04, 2023
Reading Test	15%	Jan 17, 2024	Jan 22, 2024
Speaking Test	15%	Feb 28, 2024	Mar 04 , 2024
2 <sup>nd</sup> Written Test	10%	Mar 13, 2024	Mar 18, 2024
Participation	10%	All year round assessment	Mar 27, 2024
Kiswahili Final Written Test	20%	Mar 20, 2024	Mar 25, 2024
Kiswahili Quiz	10%	Apr 03, 2024	Apr 08, 2024
<b>Total</b>	<b>100%</b>		

What follows below is a detailed description of each of the above components which students must complete in order to succeed in this course.

**Course modules which will be examined in the 1<sup>st</sup> Written Test worth 10%:**

Questions for this test will be based on the following course components:

- Swahili language and culture;
- Swahili alphabet and pronunciation;
- Affirmative and negative personal subject prefixes;
- Independent Pronouns;
- Arabic, Bantu and Monosyllabic verbs;
- Present, Future, Simple Past and Past Perfect tenses and their negations;
- Swahili greetings;
- The Shikamoo Story
- The Swahili Coast Video by Harvard Professor Henry Gates Jr.
- Taking Root: The Vision of Professor Wangari Maathai;
- The History of Mombasa; and
- Comprehension questions based on the passage “Mwindaji na Simba”, taken from Kim Outten’s book, *Hadithi Njoo Sauti ya Mgeni*, page 1.

This test will be posted on e-class and student will download the test, write it and upload it. The test will be conducted online in class. If the test is not written in class, it will not be graded and a zero grade will be assigned to the student who wrote the test outside the class.



**Course modules which will be examined in the 2<sup>nd</sup> Written Test worth 10%:**

Questions for this test will be based on the following course components:

- M(W)-WA- Noun Class;
- M(W)-MI- Noun Class;
- JI-MA- Noun Class;
- KI-VI-/CH-VY- Noun Class;
- N-N- Noun Class;
- U- Noun Class;
- KU- Noun Class;
- MAHALI Noun Class;
- Object infixes;
- Questions based on the Present Indefinite Tense; and
- Comprehension questions based on the passage “Hekaya ya Kitega Ndoto” from Kim Outten’s book *Hadithi Njoo Sauti ya Mgeni*, page 5.

This test will be posted on e-class and student will download the test, write it and upload it. This Test will be conducted online in class. If the test is not written in class, it will not be graded and a zero grade will be assigned to the student who wrote the test outside the class.

**Course modules which will be examined in the Kiswahili Final Written Test worth 20%:**

Questions for this exam will be based on the following course components:

- Affirmative and negative subject prefixes of Swahili noun classes;
- Object infixes;
- Adjectives;
- Possessives;
- Demonstratives;
- Question words;
- Question phrases;
- Interrogatives;
- Verbs to be, to have and to be in a place;
- Numerals in Swahili;
- Swahili dates;
- Telling the time in Swahili;
- Infinitive verbs;
- Imperative verbs;
- Diminutive nouns;
- Augmentative nouns; and
- Comprehension questions based on the passage “Majani ya Maple Milele” from Kim Outten’s book, *Hadithi Njoo Sauti ya Mgeni*, page 8, (see Appendix B).

This test will be posted on e-class and student will download the test, write it and upload it on e-class. The Kiswahili Final Written Test will be conducted online in class. If the test is not written in class, it will not be graded and a zero grade will be assigned to the student who wrote the test outside the class.

**Speaking Test worth 15%:**

The Kiswahili Speaking Test is designed to assess the student's ability to speak Kiswahili by answering 50 questions which will be presented in a form of a dialogue between *Mwalimu* and the student. Questions for the Kiswahili Speaking Test will be based on the following questions, namely:

- Swahili Greetings;
- The Swahili Noun Class System;
- Demonstratives;
- Numerals;
- Days of the week, months and dates;
- Telling the time in Swahili;
- Question words;
- The population of Canada and the City of Toronto;
- Knowledge of institutional, national and international leaders;
- Knowledge of the history of York U; and
- Number of students & faculty at York U.

The Kiswahili Speaking Test will be administered online. Although cheat notes will be permitted during the test, students will not be allowed to answer questions by reading answers from them. The Speaking Test is on the next page for students to practice by role-playing,

When students are ready, they can do the test at any time by recording the dialogue with someone playing the role of *Mwalimu* by asking the student questions in either Swahili or English and the student answering them in correct Swahili. The student can then e-mail *Mwalimu* the recording which should include his/her name and student number.

The Kiswahili Speaking Test will be marked according to the following criteria:

- 1 Correct Swahili pronunciation
- 2 Giving correct answers to the questions asked
- 3 Using correct Swahili grammar
- 4 Meeting the duration of 10 minutes

Penalty:

There will be a penalty of 0.1% each time a student: gives a wrong answer to a question, makes a grammatical mistake in Kiswahili; and exceeds his/her time of 10 minutes.

The Kiswahili Speaking Test will be conducted in person in class with Mwalimu on a first come first served basis (see Appendix C for the Kiswahili Speaking Dialogue).

### **Kiswahili Reading Test worth 15%**

This test is designed to test the student's Kiswahili reading skills. The test will focus on the student's ability to:

- Pronounce each syllable clearly and distinctly;
- Read flawlessly;
- Read continuously while observing punctuation marks; and
- Adhere to the duration of 10 minutes or better.

Each time a word is repeated, or not pronounced correctly, or skipped, there will be a penalty of 0.1 of a percentage point.

The Reading Test will be conducted in person in class on the first come first served basis. See Appendix D which contains the passage for the Reading Test.

**Kiswahili Dictation Test worth 10%:**

The dictation test is designed to test students' listening and writing skills in the Kiswahili language and will be based on a recording which will be posted on e-class. The Dictation will be conducted online in class. If the test is not written in class it will not be marked and a zero grade will be assigned to the student in the grade book.

The recording for the Dictation Test will be posted on e-class on the day and time when it is scheduled. Students will listen to the recording and write everything they hear and e-mail Mwalimu what they have written making sure that they include their full name and student number. The Dictation Test will be conducted online in class. If the test is not written in class, it will not be graded and a zero grade will be assigned to the student who wrote the test outside the class.

**Penalty:**

There will be a penalty of 0.1% each time:

- there is an error in spelling;
- a word is omitted; and
- a punctuation mark is not observed.

**Class Participation worth 10%**

Students will receive their participation marks after they have completed the following:

- 1<sup>st</sup> Written Test;
- 2<sup>nd</sup> Written Test;
- Dictation Test;
- Reading Test;
- Kiswahili Speaking Test; &
- Final Kiswahili Written Test.

In addition, in order to receive the full marks allocated for participation, a student must:

- Participate in doing practice exercises in class individually or in groups ranging from 2-4; and
- Respond to Mwalimu's questions when asked to do so.

What follows in the chart below is the day to day teaching process and the resources needed in order to accomplish the task.

## **MODUS OPERANDI**

<b>DATE</b>	<b>MODULE</b>	<b>RESORCES</b>
Sep 06	Syllabus review	Course Syllabus
Sep 11 & 13	About the Swahili language & culture , the Alphabet , pronunciation & common mistakes made by non-Swahili speakers	Mwalimu chapter 1 & 2 & Mwanasimba Online
Sep 18 & 20	Video: The Swahili Coast by Professor Henry Gates	Video available Online
Sep 26 & 27	Basic Swahili verbs, Affirmative & Negative Personal Subject Prefixes & Independent Pronouns	Mwalimu chapter 3 & Mwanasimba Online Kila Mtu (Everybody) Musical Presentation by Adam Faux, former student of Mwalimu
Oct 02 & 04	Swahili greetings: Jambo, Habari, Shikamoo & other greetings	Mwalimu chapter 4 & Mwanasimba Online Shikamoo Story Online
	Tenses & their negations: Present, Future, Simple Past & Past Perfect	Mwalimu chapters 5-6 & Mwanasimba Online Kim Outten p. 1
	Reading Practice: Mwindaji na Simba (The Hunter and the Lion)	

<b>Fall Reading Week</b> <b>Oct 07-13</b>	Review for the 1 <sup>st</sup> Swahili Test	
Oct 16 & 18	Review for the 1 <sup>st</sup> Written Test. The 1 <sup>st</sup> Written Test is due today, Wednesday October 28, 2020. M(W-)/WA- & M(W-)/MI- Noun Classes	The Test will be written Online and submitted Online via Quercus. Mwalimu chapters 7 & Mwanasimba Online
Oct 23	M(W-)/WA- & M(W-)/MI-Noun classes	Ditto
<b>Oct 25</b>	<b>1<sup>st</sup> Written Test-Conducted online in class</b>	<b>If a student writes the test outside the class, it will not be marked and a zero grade will be registered against the student.</b>
Oct 30 & Nov 01	JI=/MA- & KI-/VI-CH-/VY-Noun classes	Mwalimu Chapter 8 & Mwanasimba online
Nov 06 & 08	N-/N- & U-/W-Noun classes	Mwalimu chapter 9 & Mwanasimba online
Nov 13 & 15	MMAHALI Noun class	Peter Wilson (Simplified Swahili chapter7)
Nov 20 & 22	KU- Noun Class & Infinitive verbs & their negation	Mwalimu chapter 10 & Mwanasimba Online
Nov 27 & 29	Review for the Kiswahili Dictation Test	The test will be conducted online in class.

Nov 29	<b>Kiswahili Dictation Test-Conducted online in class</b>	<b>If a student writes the test outside the class, it will not be marked and a zero grade will be registered against the student.</b>
Dec 04	Subject Prefix agreements of all noun classes	Chapter 10 of Mwalimu's book & Mwanasimba online
Jan 08 & 10	Present Indefinite Tense	Mwalimu chapter 10 & MwanasimbaOnline
Jan 15 &	Object Infixes & Possessives	Mwalimu chapter 33 & Mwanasimba Online
Jan 17	<b>Kiswahili Reading Test-Conducted in class in person on first come first served basis.</b>	<b>In order to demonstrate their Kiswahili reading skills, students must follow pronunciation rules, read succinctly &amp; flawlessly.</b>
Jan 22 & 24	Adjectives	Mwalimu chapter 11 & 12 of Mwalimu's book respectively & Mwanasimba Online
Jan 29 & 31	Adjectives	Mwalimu chapter 13 & Mwanasimba Online
Feb 05 & 07	Demonstratives	Ditto
Feb 13	Demonstratives	Mwalimu chapter 14 & Mwanasimba Online
		Mwalimu chapters 14 & 16 respectively & Mwanasimba Online



Feb 15	Question words, interrogatives question phrases & questions made from statements	Mwalimu chapter 16 & Mwanasimba online
<b>Winter Reading Week Feb 17-23</b>		
Feb 26	Verbs to be (Kuwa), to have (Kuwa na) and to be in a place (Kuwapo, Kuwako & Kuwamo).	Mwalimu chapter 17 & Mwanasimba Online
Feb 28	<b>Kiswahili Speaking Test-conducted in class in person on first come first served basis.</b>	<b>In order to demonstrate their Kiswahili speaking skills, students must make sure that they speak and/or verbalize their responses instead of reading them.</b>
Mar 04 & 06	Numerals in Swahili	Mwalimu chapters 18-19 & Mwanasimba Online
Mar	Telling the Time in Swahili & Days, Months & Dates in Swahili	Mwalimu chapters 20-21 respectively & Mwanasimba Online
Mar 13	<b>2<sup>nd</sup> Written Test-conducted online in class</b>	<b>If the test is written outside the class, it will not be marked and a zero grade will be registered against the student.</b>
Mar 18	Imperative verbs and their negation 2 <sup>nd</sup> Written Test (March 15, 20210)	Mwalimuchapter 30 & Mwanasimba Online

<b>Mar 20</b>	<b>Kiswahili Final Written Test-conducted online in class</b>	<b>If the test is written outside the class, it will not be marked a zero grade will be registered against the student.</b>
Mar 25	Review for Kiswahili Quiz & Program & instructor Evaluation online	
<b>Mar 27</b>	<b>Participation marks made available to students</b> Review for the Kiswahili Quiz	In order to receive 10% a student must have submitted all tests, namely: 1 <sup>st</sup> & 2 <sup>nd</sup> written tests; Kiswahili Dictation test, Kiswahili reading & speaking tests & Kiswahili Final Written test. .
Apr 01	Program & instructor evaluation Online Review for the Kiswahili Quiz	
<b>Apr 03</b>	<b>Kiswahili Quiz-conducted online in class</b>	<b>If the quiz is written outside the class, it will not be marked and a zero grade will be registered against the student.</b>
Apr 08	Program & instructor evaluation All outstanding matters must be settled today.	

## **Matters pertaining to class policies:**

### **Penalty for handing in assignments late:**

There is a penalty for submitting assignments late. 0.2% of a percentage point will be deducted per business day the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds such as taking care of an ill relative, may be entertained by *Mwalimu* if authentic supporting documentation is produced, e.g. a doctor's note or a note from the elder of the community including mosque, church and other community organizations.

### **Submitting assignments:**

Unless otherwise instructed, assignments and tests will be submitted:  
Electronically online;

### **Missed Tests:**

Students with documented reasons for missing a course test, such as illness, may request accommodation. Such a student may be allowed to write a make-up test two days after the request has been approved upon presenting. That is to say, if the request for accommodation is approved on Monday, the make-up test will be written on Wednesday of the same week. Whereas if it is approved on Wednesday, the test will be written on Monday of the following week. Variations will occur only under extenuating circumstances. Make-up tests will be written at a scheduled time online and will be supervised by *Mwalimu* himself in order to ensure fairness, transparency and the integrity of the tests. When students are writing make-up tests, they must be allowed to use the Kiswahili Practical Dictionary and any digital resources they can find.

### **Marked assignments and tests:**

Students will receive feedback on their tests and assignment online in moodle. Also, handouts (*vitini*) will also be posted online in e-class. Students are advised to keep marked tests and assignments for their records.

**Letters of recommendation:**

Professor *Mwalimu* loves to help students to realize their dreams and he considers it an honour and privilege to be asked to write letters of recommendations to support students' applications for further studies and/or employment opportunities. In order to help him fulfill this important responsibility, he needs the following documents and/or information:

1. Statement of intent;
2. Up to date and current resume;
3. Deadline for submitting reference letters; and mode of transmitting the reference letters, whether by mail or via the electronic medium.
4. Three (3) weeks notice to prepare your reference.
5. A maximum of two (2) reference letters per student.
6. A request and relevant documents for each reference.

**E-mail response time:**

Professor Mwalimu will endeavour to respond to your e-mails within 48 hours. It is expected that students will reciprocate the gesture.

**Copyright in instructional setting:**

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by Professor *Mwalimu*, he or she must obtain his written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited.

**Borrowing and lending dictionaries during tests:**

A student who borrows or lends a dictionary during the test will be reported in accordance with the Senate Policy on Academic Integrity and until the matter is resolved, the student's test or quiz will remain unmarked. As well, it is the student's responsibility to make sure that the dictionary he/she is using during tests contains no inserts or handwritten notes. If such unauthorized material is found in the student's dictionary, such a student will be reported to the Office of The Director of Undergraduate Programs.

For more information about academic integrity, please read York University document which pertains to student academic integrity. As the saying goes, “Ignorance of the law is no excuse

## **York University Policies:**

### **Academic Integrity**

Academic integrity is a commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage (ICAI, 2021).

York is committed to maintaining the highest standards of academic integrity in all areas of academic life, including teaching, learning, and research. Everyone at the university has a role to play in upholding the values of academic integrity. To that end, this website provides information and resources to help foster awareness of academic integrity, clarify York’s expectations for maintaining academic integrity, and explain the process for suspected breaches.

### **Artificial Intelligence (AI)**

Reminder: Using AI tools for your assignments may be considered academic misconduct

TUESDAY, FEBRUARY 14, 2023

#### [All Students Updates & Notices Academic Integrity](#)

Artificial Intelligence (AI) tools, such as ChatGPT, have led to many recent discussions about their potential impact on academia.

With this new technology and others to come, we wanted to remind students that using AI tools on assignments and academic work – whether it’s for part of the work or its entirety – could be considered as plagiarism or cheating under York University’s Senate Policy on Academic Honesty. Students across York are not authorized to use text-, image-, code- or video-generating AI-tools when completing coursework, unless explicitly permitted by a specific instructor in a particular course.

There may be instances where some instructors will allow the use of AI for assignments. If you have questions about what is allowed, we encourage you to check your assignment’s guidelines or connect directly with your instructor for additional guidance. We strongly recommend clarifying any questions to ensure coursework is completed appropriately.

We wanted to share the below resources to assist with your coursework:

- [Academic Integrity webpage for students](#): Find tips on how to complete your assignments properly and avoid academic misconduct.
- [Resources from York Libraries](#): Access modules, resources and workshops to help you complete your schoolwork.
- [Support from the Writing Centre](#): Book tutoring sessions, appointments with specialists and workshops to improve your writing.

For any faculty-specific or additional questions about academic integrity, visit the [Contact page on the Academic Integrity website](#).

York is committed to maintaining the highest standards of academic integrity and we look forward to supporting your studies.

Academic Integrity Office

## **Religious Accommodation**

Religious Accommodation Guidelines: Term Work/Course Components other than Final Examinations

Students seeking accommodations under the terms of this policy may do so in order to reschedule the date of:

- a test
- submission of an assignment
- any other required form of course evaluation (such as labs or presentations)

Students are responsible for making a formal request (in person or in writing) to their instructor(s) for accommodation within 14 days of the date for which accommodation is sought. If the day of religious significance occurs within 14 days of the start of a term, the student shall contact the course director at the earliest opportunity to request accommodation.

Normally the forms of accommodation provided by the course instructor will be to:

- i. re-schedule the evaluation to an alternative date
- ii. provide an alternative evaluation for satisfying the course requirement (including a common date for the class for all deferred tests / mid-term examinations)
- iii. provide an alternative assignment for satisfying the course requirement

In exceptional circumstances, re-calculating the evaluation scheme in a course to eliminate the component that has been missed may be determined to be the most appropriate accommodation for individual students. Consistent with the Guideline that the essential learning outcomes of a course must be satisfied (Section II a), no component worth more than 20% may be re-weighted within the grading scheme.

If a course instructor and a student are unable to agree on the form of accommodation, the request will be referred to the Associate Dean to determine the form of accommodation consistent with these Guidelines / Principles and Procedures.

You can find the current [list of Commonly Observed Dates of Religious Significance](#) online.

## **Academic Support & Accommodations**

The first step in arranging academic support and accommodations will be for a disability counsellor in Student Accessibility Services to review your medical and/ or psychological diagnostic assessment report. This is the beginning of an interactive process whereby you and a disability counsellor will discuss:

- Your learning style
- Your academic program of study
- The method of course delivery and the type of participation required of students (e.g. lecture, seminar, tutorial, practicum)
- The nature of your disability and its impact on the postsecondary learning process
- The recommended accommodations in the diagnostic assessment report

Determining which academic accommodations are appropriate is a shared responsibility among students, the disability counsellor, and the professor or course director in each course. Although professors are not "disability experts", they are the authority in their field and in the course they teach; therefore, sometimes they may suggest a more appropriate, practical or creative accommodation that best suits the course and respects academic integrity.

The process of accommodation is very individualized. Students diagnosed with the same type of disability may have very different accommodation plans. The disability counsellor will consider the recommendations in the diagnostic report along with the other factors noted above. Depending on the circumstances, additional, or sometimes, fewer, accommodations may be recommended to your professors.

Provided that the recommended accommodations do not undermine the academic integrity of the course, they will be implemented as recommended. The scheduling logistics of accommodated exams and tests will be handled by the Office of the University Registrar. Additional information about the policies and procedures involved with accommodated tests and exams is available from [Alternate Exam/Test Scheduling](#).

## Trans and Non-Binary Guidance

At YUSU and the University of York we recognise the value of a diverse community. We do not discriminate against people on the grounds of gender identity or gender reassignment. It is really important to us that transgender and non-binary students feel welcome.

Here is an overview of the support and services available for transgender and non-binary students, to ensure you feel welcome and represented as a member of YUSU.

### Definitions

- By ‘trans’ and ‘transgender’ we mean people whose gender identity differs from the sex (male or female) they were assigned at birth.
- By ‘non-binary’ we mean people who have a gender identity which is in between or beyond ‘male’ or ‘female’, or who have no gender either permanently or for some of the time.

### Pronouns

If you want, you are able to register with your chosen pronoun on University documentation– speak to a [Student Advisor](#) if you need assistance in doing this.

If you prefer to use a gender neutral title, you can choose the title ‘Mx’ when registering on our student record system.

Here at YUSU many of our staff and student representatives choose to place pronoun identifiers as part of their email signature, to ensure anyone we contact is aware of our pronoun preference and will be less likely to misgender someone. You can easily set one of these in your student email settings.

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### Facilities

There are inclusive facilities in buildings across campus, available for use by staff and students, including all gender toilets. The University’s website has a detailed list of the range of inclusive facilities available, and where to find them, which you can find by clicking [here](#).

At college level a large portion of our sports teams are also mixed and multi gender. You are also able to compete in College Varsity (against Durham) in gendered teams if you wish.

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### Support and Advice

There are loads of services and groups available for you to access as a York student, both on and off campus. They’re broken down here into: *Representation*– helping you get your voice heard; *On Campus Support*–services offered by YUSU and the University; and *Wider Support*–services available in York city and around the country.

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## Representation

- Within your college you will have a college LGBT+ officer, who works alongside the JCRC, the YUSU LGBTQ Officer and the SABBs. Their name should be available on your [college website](#). They are a great first point of call if you have any questions.
  - YUSU [LGBTQ Part Time Officer](#) and [Community and Wellbeing Sabbatical Officer](#). Again, you can message these officers with any questions you may have and they can signpost you to the relevant services. They can also help you with any campaigns you want the union to run, or help advocate for any specific needs identified by trans or non-binary students that aren't currently provided.
  - [LGBTQ Network](#)– This group is made up of all University of York students who self-identify within the LGBTQ community, with representatives on the committee for lesbian, gay, bi, trans, queer, asexual, aromantic, and intersex people. They run meetings, campaigns, events, and socials throughout the year.
- 

## On Campus Support

- [Student Advisers](#) (Student Hub)– Our Student Advisers can offer advice on a range of issues including changing your name, title and gender with the University, government departments and on identification documents.
  - [Open Door](#)– Our Open Door Practitioners can offer psychological and mental health support. They can provide either crisis support or more long term support depending on your need. You can self-refer to Open Door using their online form which can be found on their [dedicated webpage](#).
  - [ASC](#) (Advice and Support Centre)– YUSU's own independent advice and support team, which provides confidential advice on academic, personal and welfare issues. Based in the YUSU offices in James College, get in touch with them on [asc@yusu.org](mailto:asc@yusu.org) to book an appointment.
  - Postgraduate Advice– Postgraduate students can also contact the [GSA Advice Service](#) for confidential and independent support and guidance.
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## Wider York Support

- [York LGBT Forum](#)– they help ensure that the rights and interests of LGBT people are represented in York and North Yorkshire. They run workshops designed to help people along with their transition as well as more general LGBT+ social events
- 

## Changing your Name, Title, or Gender

### Changing your name

- If you are age 16 or over, changing your name is relatively simple and can be done free of charge. The most straightforward way to change your name is by making a change of name deed, commonly known as a deed poll. The deed would have to be signed in front of two witnesses who will also have to sign the deed (Student Hub can help with providing witnesses).

- A change of name deed would be accepted by: the University, government departments, local authorities, banks and other agencies. You can make your own change of name deed on the Free Deed Poll website, by clicking the link [here](#).

#### Changing your title

- When you are informing companies that you have changed your name you will also need to let them know which title you prefer to use. You can usually only use a title such as Miss, Mrs, Ms, Mr or Mx unless you are permitted to use an alternative title such as Dr, Professor or a royal title.
- With the exception of ‘professional’ titles like Dr and Professor, titles do not require documentation to change– you don’t need a change of name deed in order to change documents from, say, ‘Miss’ to ‘Mx’.

#### Changing your gender

- To change your gender you will find there are different rules, depending on the type of document or agency. Some agencies may allow you to change your name and title as you wish, others may require a Gender Recognition Certificate or another document confirming your change of gender is likely to be permanent. Find out how to apply for a Gender Recognition Certificate by clicking the link [here](#).
- Gender Recognition Certificates are not required to change your gender on documents such as UK driving licences, UK passports or bank details– all you need for these is a doctor’s note confirming that your change of gender is likely to be permanent.

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#### Further information about changing your details

- [Passport](#)
- [Driving licence](#)
- [National Insurance Number](#)

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#### Reporting Problems

York is an inclusive campus and we do not tolerate discrimination or mistreatment of our students in anyway. If you find yourself a victim of any form of hate speech, harassment, or violent behaviour there are several avenues you can take.

In an emergency:

- If you are on campus call Security services– 01904 323333
- If you are off campus call North Yorkshire Police on 999
- As a general piece of advice we encourage all students to download the free [SafeZone app](#), a service that makes it easier to alert security if you need help while you are on campus.

Non-emergency:

You don't need to do all of these, these are just options. Reporting the incident is very important, but do it in the way you feel most comfortable.

- Use the online [student misconduct reporting form](#)

or:

- Contact the [Student Hub](#)
- Contact [your College](#)'s Assistant Head, Administrator or College Tutor
- Contact [campus security](#)
- Contact North Yorkshire Police– dial 101 or visit your local police station
- Contact ASC ([Advice and Support Centre](#)) in YUSU or the [GSA support services](#) for free, confidential, and impartial advice.

[Here](#) is an online portal for reporting hate crime to the police– if possible it is also good to report all criminal incidents to the police as well as the university.

The group [Supporting Victims](#), can also support you with this process and afterwards. They provide free advice, information and support to victims of crime. They can also make referrals to Victim Support for 1-1 appointments– call 01609 643100 or go online to speak to them.

## **Academic Freedom**

York University Statement of Policy on Free Speech Draft – November 15, 2018

### **Purpose**

1. York University wishes to affirm its longstanding protection of and support for free speech as a fundamental principle upon which it pursues its mission. This Statement of Policy has been informed and enhanced by submissions, comments and suggestions shared by many members of the York community who participated in consultations over a number of weeks in the Fall of 2018. York's Definition of Free Speech
2. In light of York University's policies, and the laws governing the University, freedom of speech is the right to seek, receive, share and impart information and ideas of all kinds, in a variety of forms, including orally, in writing, in print, and in the form of art or music, or through any other media of one's choice. In the words of the Task Force on Student Life, Learning & Community (2009), the "University has an unwavering commitment to fundamental values of free expression, free inquiry, and respect for genuine diversity of thought and opinion." Preservation of free and open exchange of ideas and opinion for and by all members of the community through respectful debate, including robust rights to protest and express dissent, are central to the mission of York University. Attempts to prevent such free inquiry, whether from other members of the University community or from external groups, are inconsistent with this mission. York's Policy on Free Speech

3. As set out in the York University Act, the objects and purposes of York University are, (a) the advancement of learning and the dissemination of knowledge; and (b) the intellectual, spiritual, social, moral and physical development of its members and the betterment of society. York University is committed to the goal of a welcoming and approachable campus, embracing global perspectives and differences in cultures, people and thinking, by engaging communities in collegial dialogue and supporting diversity awareness and cross-cultural knowledge.

4 York University reaffirms its commitment to provide an environment conducive to freedom of enquiry and expression where all members of the community may learn, teach, work and live, free from prejudice, inequality and discrimination based on race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

5. A range of York Policies reflect the right of all community members and invited guests to express their views within the law without fear of intimidation or harassment. To guarantee this right, it is recognized that community members may be exposed to ideas or opinions they find disagreeable or offensive. Freedom of speech is not Executive Appendix A 26 absolute and does not protect expression that constitutes hate speech, harassment, threats, discrimination or otherwise violates the law. Consequently, the University will not tolerate members of our community or guests engaging in threatening speech or actions which violates York's commitments to ensure the safety of community members, as noted in various policies such as Disruptive and/or Harassing Behaviour in Academic Situations, Racism, Sexual Violence which address the priority of community safety and the harm that can arise from some forms of expression. These policies also provide recourse for those affected by such speech.

6. All persons having access to and use of University property must comply with York's policies and the laws of Canada, which circumscribe where, when and how speech may be permitted. Students, for example, are responsible for upholding an atmosphere of civility, diversity, equity and respect in their interactions with others, and should strive to make the campus safe, support the dignity of individuals and groups, and uphold individual and collective rights and responsibilities. The autonomy and responsibility of student groups over activities they organize or sponsor, and the development of their own policies in relation to freedom of speech and expression, are also affirmed.

7. This Statement of Policy draws from a number of policies at York University (set out in the Related Policy Section below), and the specific procedures in relation to complaints, dispute resolution, enforcement and remedies are set out under each underlying policy and also under applicable collective agreements.

8. York University affirms that it has in place mechanisms to deal with complaints and ensure compliance. Each of the existing policies underlying this Statement of Policy include mechanisms for interpretation, compliance and enforcement. Complaints that remain unresolved may be referred to the University Ombudsperson and to the Ontario Ombudsman. Additional guidelines, tool-kits, education and training with respect to free speech will be developed from time to time as needed.

9. York University will prepare an annual report on implementation progress, publish it online and submit it to the Higher Education Quality Council of Ontario (HEQCO).

10. This Statement will be reviewed coincident with the release of the first annual report, then 2 years following that and thereafter every five years. 27  
Related Policies Code of Student Rights and Responsibilities Computing and Information Technology Facilities Policy Disruptive and/or Harassing Behaviour in Academic Situations Policy Firearms and Weapons Policy and Procedures Hate Propaganda Guidelines Healthy Workplace Policy Policy Concerning Racism Policy on Acceptance and Display of Commemorative Artwork Postering Policy Presidential Regulation Number 4 Regarding Student Government/Organizations Prohibiting On-Campus Essay Writing Services Policy School of Nursing Policy on Social Media Sexual Violence

Policy Special Events and Visits of High Profile Guests Policy Student Professional Behaviour Policy (BScN) Student Professional Behaviour Policy (BSW) Temporary Use of Space Policy Workplace Harassment Prevention Policy Workplace Violence Prevention Policy.

## **York University Launches New YU Screen Tool**

Posted on 19 August 2021

This week, York University launched [YU Screen](#), an automated COVID-19 self-assessment screening tool that supports our plans for a safe return to York's campuses this fall. All York community members and visitors must use this tool prior to each visit to York's campuses to confirm that they have not been exposed to COVID-19.

YU Screen walks you through a range of questions including symptoms to possible exposure, recent travel and testing history. The tool will also be used to support case management and contact tracing in consultation with Toronto Public Health for any cases that are confirmed at York.

All information related to screening is confidential, and York is committed to the protection of privacy, as required under the Freedom of Information and Protection of Privacy Act (FIPPA).

### **Tips for Using YU Screen**

- Go to the home page of the [Better Together](#) website to access YU Screen. You can complete the screening process on your phone, computer or tablet.
- You will need your Passport York login information.
- Once logged in to [YU screen](#), choose your "group", indicating whether you are a student, staff, faculty member or guest, and then select "start screening".
  - When the survey is completed, an automated prompt will appear to identify whether you have been "cleared" to come to campus.
  - If you do not pass the screening, self-isolate and do not come campus. You will be provided with educational resources and instructions on what to do next.
- You must complete YU Screen each time, **prior to coming to campus**. We encourage you to opt-in to receiving daily reminders to complete your screening by email.
- When on York's campuses, you may be asked to show that you have cleared the screening.

We are excited to make this tool available to the community and to support you further in the gradual return to campus. For ongoing updates on York's safe return to campus, please continue to visit the [Better Together](#) website.

Sincerely,

Parissa Safai

Special Advisor to the President for Academic Continuity Planning & COVID-19 Response

## Appendix A

### York University Grading Scheme

Letter Grade	Grade Point	Percentage Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(Marginally below 50%)	Marginally Failing
F	0	(Below 50%)	Failing

**Note:** all of the above-noted grades are used to calculate averages and credits.

**A+ Exceptional.** Thorough knowledge of concepts and/or techniques and exceptional skill or great originality in the use of those concepts/techniques in satisfying the requirements of an assignment or course.

**A Excellent.** Thorough knowledge of concepts and/or techniques together with a high degree of skill and/or some elements of originality in satisfying the requirements of an assignment or course.

**B+ Very Good.** Thorough knowledge of concepts and/or techniques together with a fairly high degree of skill in the use of those concepts/techniques in satisfying the requirements of an assignment or course.

**B Good.** Good level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

**C+ Competent.** Acceptable level of knowledge of concepts and/or techniques together with considerable skill in using them to satisfy the requirements of an assignment or course.

**C Fairly Competent.** Acceptable level of knowledge of concepts and/or techniques together with some skill in using them to satisfy the requirements of an assignment or course.

**D+ Passing.** Slightly better than minimal knowledge of required concepts and/or techniques together with some ability to use them in satisfying the requirements of an assignment or course.

**D Barely Passing.** Minimum knowledge of concepts and/or techniques needed to satisfy the requirements of an assignment or course.

**E Marginally Failing.**

**F Failing.**



## Appendix B

### MAJANI YA MAPLE MILELE

Kuna nchi ya mbali sana ambapo miti ya maple inakua; nchi hii inaitwa Kanada. Pale kune maple mingi. Mti huo ni wa ajabu sana kwa sababu unatoa sukari.

Kwa miaka mingi watu wa asili wa Kanada wamekuwa wakitegemea sukari ya mti wa maple kuendelea kuishi wakati wa baridi. Muda mrefu uliopita, kabla ya watu kuwa na mashamba makubwa, watu walitegemea kuwinda wanyama na kuchuma matunda na mboga kupata chakula.

Lakini, wakati wa baridi mboga na matunda hazikupatikana na ilikuwa vigumu kupata wanyama. Wanyama wengi wanahama wakati wa baridi ili kutafuta chakula. Kwa sababu watu walikuwa na mashamba madogo tu, kulikuwa chakula kidogo. Walivuna mahindi na ngano kutengeneza unga. Pia walivuna maharage kidogo ambayo waliweza kula na mkate wa mahindi au mkate wa ngano. Wakati fulani waliweza kupata samaki kutoka mtoni. Lakini chakula kilikuwa kidogo na kulikuwa na watu wengi waliohitaji chakula.

Kila mwaka wakati wa baridi ulipoanza watu walitumia fimbo maalum kutoboa mashina ya miti ya maple. Ile fimbo ilikuwa wazi ili maji matamu yaweze kupita. Walitumia ile fimbo kuning'iniza ndoo ili kuchukua maji matamu. Walitoboa miti mingi wakati wa baridi.

Baada ya ndoo kujaa, walichemsha maji matamu mpaka yakafanana na asali. Hiyo asali inaitwa shira ya maple.

Walikula shira na mkate. Walipoendelea kuchemsha shira walipata sukari ya maple. Baada ya sukari hiyo kupoa ilikuwa kama pipi laini. Watu wa asili waliziita keki za sukari. Watu walizila kupata nguvu hasa kwenda kuvua na kutega ndege na wanyama wadogo.

Wakati wa joto ulipoanza na theluji ilianza kuyeyuka, walifumua fimbo na ndoo toka miti ya maple. Baada ya muda mfupi huwezi kuona kwamba miti hii ilitoboka. Sasa miti hii iliweza kutumia maji matamu kulisha matawi kuzaa majani.

Mpaka leo majani ya maple ni ishara ya Kanada. Watu wa Kanada wote wanapenda majani ya maple. Watu wote wameendelea kutengeneza shira ya maple. Leo, watoto na watu wazima vilevile hufurahi kula shira, siagi, sukari na pipi za maple mwaka mzima.

Somo: Kuishi kwingi ni kuona mengi.

Source: Kim Outten. 2007. *Hadithi Njoo Sauti ya Mgeni*. Rose Fortune Press, Toronto, page 8.

## Appendix C

### KISWAHILI SPEAKING TEST DIALOGUE

Answer the following questions in Kiswahili as completely and as grammatically as you can in not more than 15 minutes.

Participants	Swahili version	English translation
<b>Student:</b> <b>Mwalimu:</b>	_____ Karibu mwanafunzi. Karibu kiti tafadhali.	Is anybody home? Come in student. Please sit down on a chair.
<b>Student:</b> <b>Mwalimu:</b>	_____ Marahaba mwanafunzi. Habari za masomo?	Your respects are accepted. How are your studies?
<b>Student:</b> <b>Mwalimu:</b>	_____ Jina lako nani?	What is your name?
<b>Student:</b> <b>Mwalimu:</b>	_____ Unasoma wapi?	Where do you go to school?
<b>Student:</b> <b>Mwalimu:</b>	_____ Habari za leo.	What is the news of today?
<b>Student:</b> <b>Mwalimu:</b>	_____ Habari za kazi.	How is work?
<b>Student:</b>	_____	

<b>Mwalimu:</b>	Hujambo?	Is there anything the matter with you?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Mambo?	What's up?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Baba na mama hawajambo?	How are your dad and mom?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Pole!	I am sorry to hear that.
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Ulikula nini leo asubuhi?	What did you eat this morning?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Nani alitayarisha chamshakinywa?	Who prepared the breakfast?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Unafanya nini leo?	What are doing today?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Vizuri sana. Utafanya nini baada ya jaribio?	Excellent. What will you do after the test?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Je, unafanya kazi baada ya masomo?	I say, do you work after classes? (For the purpose of this test, you have a job).
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Unafanya kazi gani?	What kind of work do you do?

<b>Student:</b>	_____	
<b>Mwalimu:</b>	Unafanya kazi wapi?	Where do you work?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Unaanza kazi saa ngapi?	What time do you start work?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Unamaliza kazi saa ngapi?	What time do you finish work?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Unasafiri kwa njia gani kwenda kazini?	How do you travel to work?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Kile ni nini? (Mwalimu anaonyesha kiti).	What is that? (Mwalimu points at a chair).
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Ule ni nini? (Mwalimu anaonyesha ukuta.).	What is that? (Mwalimu points at a wall).
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Ile ni nini? Mwalimu anaonyesha saa ukutani).	What is that? (Mwalimu points at a clock on the wall).
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Je, sasa ni saa ngapi?	I say, what time is it now?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Kwa nini mti wa Maple ni wa ajabu sana??	Why is the Maple tree a tree of wonder?

<b>Student:</b>	_____	
<b>Mwalimu:</b>	Huu ni mwezi gani?	What month is this?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Je, leo ni tarehe gani?	I say, what date is it today?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Je, Canada ina watu wangapi?	I say, what is the population of Canada?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Jiji la Toronto lina wakazi wangapi?	How many residents does the City of Toronto have?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Nani Meya wa Toronto?	Who is the Mayor of Toronto?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Kwa nini ni vigumu kupata wanyama wakati wa baridi?	Why is it difficult to get animals during the cold season?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Nani Rais wa Chuo Kikuu cha York U?	Who is the President of York U?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Nani Mkuu wa Chuo cha York U?	Who is the Chancellor of York U? The Chancellor of York U is .....
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Katika hadithi ya “Kitega Ndoto”, kwa nini ndoto nzuri utaziota tena?	Why will you be able to dream good dreams again?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Chuo cha York U kilianza lini?	When was York U established?

<b>Student:</b>	_____	
<b>Mwalimu:</b>	Katika hadithi ya “Mwindaji na Simba”, kwa nini mtoto alimwuliza mama yake??	In the story of the Hunter and the Lion, why did the child ask his/her mother?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Nani Rais wa Marekani?	Who is the President of U.S.A.?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Nani Waziri Kiongozi wa Mkoa wa Ontario?	Who is the Premier of the Province of Ontario?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Nani Waziri Mkuu wa Canada?	Who is the Prime Minister of Canada?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Nani Rais wa Mexico?	Who is the President of Mexico?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Nani Gavana Generali wa Canada?	Who is the Governor General of Canada?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Nani Gavana wa Benki Kuu ya Canada?	Who is the Governor of the Central Bank of Canada?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Nani Katibu Mkuu wa Umoja wa Mataifa?	Who is the Secretary General of the United Nations?
<b>Student:</b>	_____	
<b>Mwalimu:</b>	Duniani kuna bilioni ngapi ya watu?	How many billions of people are there in the world?

**Student:** \_\_\_\_\_

**Mwalimu:**

Katika hadithi ya “Kisiwa cha Kobe”, nani walikuwa wa kwanza kumwona Mwanamke wa angani akidondoka?

In the story of “Turtle Island”, who were the first to see the Woman of the sky falling?

**Student:** \_\_\_\_\_

**Mwalimu:**

Katika hadithi ya “Kitega Ndoto”, kwa nini ndoto mbayá hutaziota tena?

**Student:** \_\_\_\_\_

**Mwalimu:**

Katika hadithi ya “Kisiwa cha Kobe”, mnyama gani aliweza kupata udongo??

In the story of “Turtle Island”, which animal was able to get soil?

**Student:** \_\_\_\_\_

**Mwalimu:**

Katika hadithi ya “Majani ya Maple Milele”, kwa nini fimbo maalum inakuwa wazi ndani?

In the story of “Maple Leaves for Ever”, why is the special stick hollow inside?

**Student:** \_\_\_\_\_

**Mwalimu:**

Katika hadithi ya “Kisiwa cha Kobe”, Mwanamke wa angani aliota ndoto gani?

In the story of “Turtle Island”, what dream did the Sky Woman dream?

**Student:** \_\_\_\_\_

**Mwalimu:**

Lini utamaliza masomon yako York U?

When will you complete your studies at York U?

**Student:** \_\_\_\_\_

**Mwalimu:**

Nakutakia kila la kheri.

I wish you all the best.

**Student:** \_\_\_\_\_



**Mwalimu:** Kwa heri ya kuonana.

Good bye till we meet again.

## **Appendix D**

### **CHANZO CHA KISIWA CHA KOBE**

Miaka mingi iliyopita wakati dunia ilipokuwa mpya, kulikuwa na dunia ya angani tu. Kule kwenye dunia ya angani kulikuwa na mwanamke wa angani na mwanaume wa angani.

Mwanamke na mwanaume wa angani walipendana sana nyumbani kwao kule angani, lakini wakati fulani waliwazia kuhusu kama kulikuwa na mahali pengine ng'ambo ya anga.

Siku moja mwanamke wa angani aliota ndoto kuhusu kuchimba mti mkubwa toka ardhini. Alipoamka akamwambia mwanaume wa angani kuhusu ndoto yake hiyo ya kuchimba mti huo mkubwa. Baada ya kufahamu mti huo, kulikuwa na shimo kubwa. Mwanamke wa angani akainama kuangalia chini, lakini hakuweza kuona kitu cho chote. Akainama tena kuangalia vizuri, lakini bado hakuweza kuona, halafu akainama tena na tena na ghafla alidondoka shimoni. Mwanamke wa angani aliendelea kudondoka mpaka ndege wawili walipomwona. Ndege wawili hawa walimwogopa mwanamke wa angani kwa sababu walijua kwamba chini ya anga kuna maji tu na mwanamke wa angani hataweza kukaa majini. Ndege wawili wakaanza kuwaita wanyama wote kuja kumsaidia mwanamke wa angani. Wanyama wote walikuja kuona hali ya mwanamke wa angani.

Kobe akasema, “Labda kama tutaenda ndani ya maji tutaweza kuchukua udongo unaotosha kwa mwanamke wa angani kuweka miguu yake.”

Kobe akaanza kuogelea chini, lakini maji yalikuwa marefu sana na Kobe hakuweza kufika chini. Baadaye Kobe alirudi juu bila udongo.

Bata alijitolea kwenda chini. Bata aliweza kufika chini na kuchukua udongo, lakini udongo ulikuwa laini sana na alipoelekea juu akaudondosha udongo.

Baada ya Bata kurudi juu bila udongo, wanyama wengi walijaribu kwenda chini ya maji, lakini wote walishindwa. Halafu Muskarat alianza kuogelea chini. Wengine walifikiri kwamba panya maji mdogo kama Muskarat hataweza kupata udongo. Muskarat alikaa ndani ya maji kwa muda mrefu kuliko wanyama wengine na wanyama wote walikuwa wakisubiri kumwona Muskarat.

Ghafla, waliweza kuona kwamba maji yalikuwa yakisogea. Muskarat hakufa! Halafu waliona kwamba katika mkono mdogo dhaifu wa Muskarat mna udongo. Muskarat aliweza kupata udongo!  
“Weka udongo mgongoni,” akasema Kobe.

Muskarat alipoweka udongo katika mgongo wa Kobe, udongo huo ulianza kupanuka. Udongo ulipanuka kaskazini kuunda Kanada, na kusini kuunda Amerika na Meksiko na udongo uliendelea kupanuka mashariki na magharibi kuunda sehemu ya Kisiwa cha Kobe ambacho leo kinajulikana kama Amerika ya Kaskazini.

Sasa kulikuwa na udongo wa kiutosha kwa mwanamke wa angani kuweka miguu yake. Mwanaume wa angani alijiunga naye na hii ni chanzo cha maisha kule Amerika ya Kaskazini.

Leo, watu wa asili wa Amerika Kaskazini bado wanaita kwao Kisiwa cha Kobe. Makabila mengi yanamheshimu sana Kobe kwa sababu Kobe alitoa maisha yake ili watu waweze kukaa ardhini.

Muskarat anapendwa pia. Leo, Muskarat ana maisha mazuri. Hata kama mazingira yake yanaharibiwa, bado anaweza kuzaa watoto wengi. Muskarat anaendelea kujenga nyumba yake kama umbo la udongo wa kwanza ambao Kisiwa cha Kobe kiliundwa.

Somo: Haba na haba, hujaza kibaba.

Kim Outten. 2007. *Hadithi Njoo Sauti ya Mgeni*. Rose Fortune Press: Toronto, page 6.

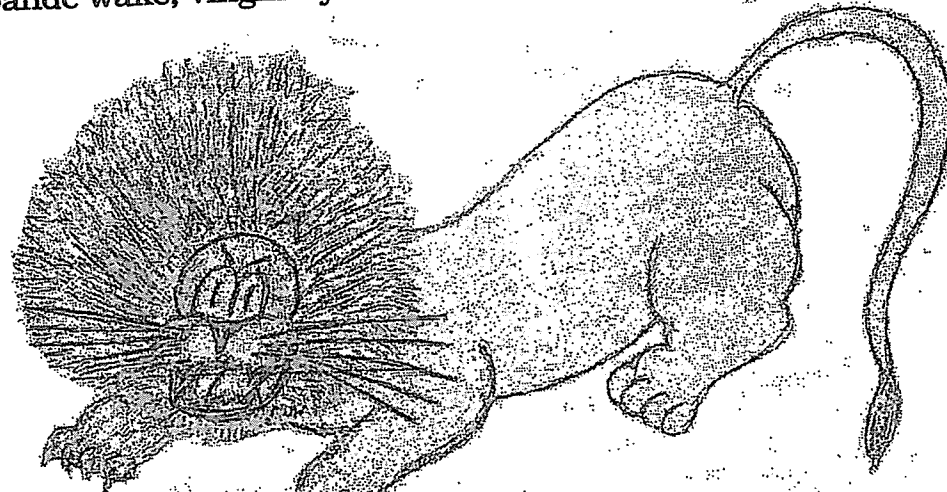
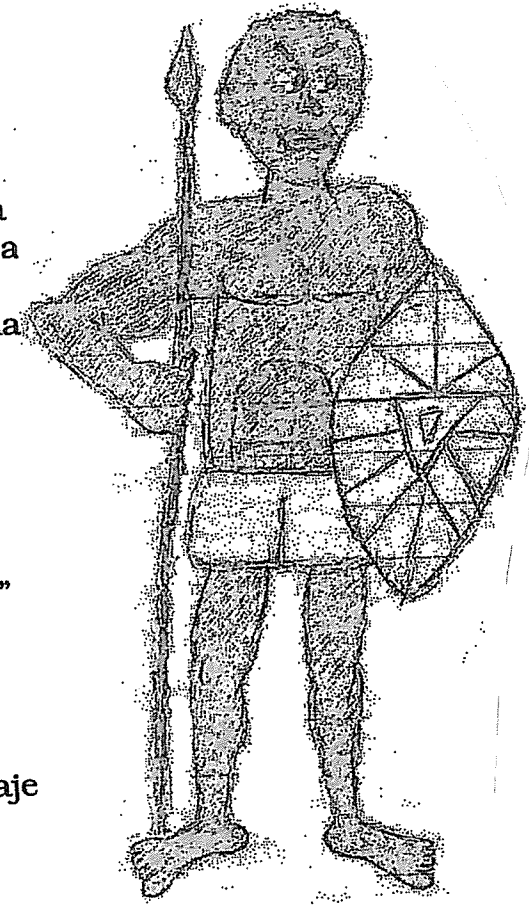
**H**apo zamani za kale, kulikuwa na mnyama aitwae Simba. Huyo Simba aliishi porini. Pia kulikuwa na binadamu mmoja Mwindaji. Siku moja Simba na Mwindaji walikutana porini, halafu wakaanza vita. Baada ya kupigana Mwindaji akamshinda Simba.

Mwindaji aliporudi nyumbani akaiambia familia yake kwamba alimshinda Simba. Mtoto wake akamwuliza mama yake, "Mama, nimesikia kwamba Simba ni mnyama mkali sana wa porini, ni kweli?"

Mama yake akajibu, "ndio; ni kweli. Simba ni mnyama mkali sana."

Mtoto akaendelea kuuliza, "Basi, ilikuwaje Mwindaji akamshinda?"

Mama akasema, " Mwindaji ataendelea kushinda hadi hapo Simba atakaposimulia upande wake, vinginevyo Mwindaji atakuwa mshindi daima."



**Appendix F**  
**MULTIMEDIA LANGUAGE CENTRE (MLC)**

**Schedule for SWAH 1000 6.00 – Introduction to Swahili for 2023-2024**

<b>Date</b>	<b>Time</b>	<b>Assigned Room</b>
Wednesday, September 06, 2023	4:30 pm – 6:30 pm	2118DB
Wednesday, September 13, 2023	4:30 pm – 6:30 pm	2118DB
Wednesday, September 20, 2023	4:30 pm – 6:30 pm	2118DB
Wednesday, September 27, 2023	4:30 pm – 6:30 pm	2118 DB
Wednesday, October 04, 2023	4:30 pm – 6:30 pm	2118DB
Wednesday, October 18, 2023	4:30 pm – 6:30 pm	2118DB
Wednesday, October 25, 2023	4:30 pm – 6:30 pm	2118DB
Wednesday, November 01, 2023	4:30 pm – 6:30 pm	2118DB
Wednesday, November 08, 2023	4:30 pm – 6:30 pm	2118DB
Wednesday, November 15, 2023	4:30 pm – 6:30 pm	2118DB
Wednesday, November 22, 2023	4:30 pm – 6:30 pm	2118DB
Wednesday, November 29, 2023	4:30 pm – 6:30 pm	2118DB
Wednesday, January 10, 2024	4:30 pm – 6:30 pm	2118DB
Wednesday, January 17, 2024	4:30 pm – 6:30 pm	2118DB
Wednesday, January 24, 2024	4:30 pm – 6:30 pm	2118DB
Wednesday, January 31, 2024	4:30 pm – 6:30 pm	2118DB
Wednesday, February 07, 2024	4:30 pm – 6:30 pm	2118DB
Wednesday, February 14, 2024	4:30 pm – 6:30 pm	2118 DB
Wednesday, February 28, 2024	4:30 pm – 6:30 pm	2118DB
Wednesday, March 06, 2024	4:30 pm – 6:30 pm	2118DB
Wednesday, March 13, 2024	4:30 pm – 6:30 pm	2118DB
Wednesday, March 20, 2024	4:30 pm – 6:30 pm	2118DB
Wednesday, March 27, 2024	4:30 pm – 6:30 pm	2 118DB
Wednesday, April 03, 2024	4:30 pm – 6:30 pm	2118DB
Wednesday, April 07, 2024	4:30 pm= 6:30 pm	2118DB