COURSE DESCRIPTION AND OBJECTIVES
This beginners’ course is intended for anyone who wants to acquire some knowledge of Yorùbá culture through its language or wants to develop speaking, reading, and writing skills of Yorùbá. Therefore, the course focuses on basic aspects of the culture such as greetings and self-introduction and finishes up with lessons of self-expression at various everyday locations such as: the market, bank, post-office and how to make telephone calls, etc. At the end of the session, a good student should be able to:

(1) appreciate the cultures and histories of the Yorùbá people
(2) speak a reasonable amount of basic conversational Yorùbá along its cultural context
(3) read and understand a reasonable amount of elementary Yorùbá,
(4) write/compose a reasonable lengthy essay in Yorùbá and
(5) understand a reasonable amount of elementary Yorùbá when it is spoken to her/him,

(Take note of the words reasonable, basic, and elementary in every instance. How far you go and how proficient you become by the end of the course will, to a large extent, depend on you. At least an hour a day outside of class, looking over what was done, will contribute to good success. In addition, try attending one Yoruba event organized by native speakers)

REQUIRED TEXTS---Our main text for the course will be: Schleicher, A. Y. F. (1993) Jé Ká Sọ Yorùbá New Haven & London: Yale University Press. (ISBN Number 0-300-05590-0). A Yorùbá-English Dictionary is also recommended. Please Note that there are a number of errors in the text book that are well known to me. So do not despair; as I will point them out to you from time to time.

COURSE REQUIREMENTS
To achieve our set objectives, regular class attendance, punctuality, and active participation in class discussions are required. Also, we will be using the language laboratory once a week; lab day will be announced in class at the appropriate time. The coursework will comprise of a series of announced and unannounced quizzes, individual oral presentations, take-home assignments and weekly tests (on Fridays).

ATTENDANCE POLICY
Since language is learned over time, with persistence, consistency and great deal of patience, regular class attendance and individual/group studies are crucial to the learning process. For this reason, there shall be various penalties for the violation of class attendance policy. The following penalties shall apply for the violations listed below:

Lateness: A student is considered late if she or he arrives in class after attendance has been taken (i.e. about 5 minutes into the class period). Lateness shall be calculated on 2 lateness = 1 absence basis.

Absences: Any lateness beyond the first 15 minutes of class is considered an absence for that day (even if such student decides to remain in class!) There are about 75 days for this semester

Lateness and absences: These shall be calculated and penalized on pro-rata basis (i.e. points will be deducted from the attendance and participation grade based on the number of total absences from the Semester).

Grade point Reduction: Starting with the third absence, your grade will be reduced by a half point (for instance, if your grade amounts to an ‘A’ and you were absent four times during the Semester, your grade will be reduced to a ‘B+’). However, genuine excuses for absence (if the need arises) should be made known to me at least 24 hours prior to such an absence, except in cases of emergencies. Except with authentically documents stating the cause of an absence (e.g. doctor’s report in cases of emergency) missed quizzes, tests and other assignments will not be re-administered on any other grounds. (N.B. Note that 80% minimum attendance is required to make a passing grade in this course! Anything less than this minimum requirement will earn an E in the course).
The Structure of Languages: What are your own thoughts on these schools of thought?

“The study of [a] language requires some knowledge of language structure and of the way that structure varies from one language to another. Let us now look at the components of language: the sounds, the way sounds are grouped into words, and the way words are combined to form sentences or utterances. In combination, these elements make up the formal structure of a language—what linguists call a grammar.” –

“Thus, in order to understand a language, we must first understand its rules; the sounds that it recognizes and the way it organizes sounds into words and words into meaningful statements” --


YORÙBÁ PEOPLE and their LANGUAGE

Yorùbá is a tonal language spoken in Nigeria by about thirty million people and in the neighboring countries of the Republic of Benin and Togo. In Nigeria, Yorùbá speakers reside in the Southwest region in states such as Òyó, Ògùn, Osun, Ondo, Ekiti, Lagos, Kogi and Kwara states. Yorùbá is a Kwa language, which belongs to the Yoruboid group. Apart from about 30 million native speakers of the language found in south-western Nigeria and South-eastern Benin Republic, there are also descendants of Yorùbá people transported to the New World during the Transatlantic slave trade of 18th to 19th centuries; most especially in Brazil, Cuba, Haiti, Trinidad, Puerto Rico, etc who speak variations of the language.

Yoruba is a tonal language and so it is important to pay attention to the tones in the language. Tones occur on the syllable in Yorùbá but in the orthography, tones are marked on vowels and syllabic nasals. There are three basic tones of different pitch levels in Yoruba: High, Mid and Low. In the writing system, the High and Low are marked with (´) and (´) respectively, over the vowel. The mid tone is generally unmarked except where there might be ambiguity or confusion.
NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE depending on the speed at which the class can go. I will tell you when there are changes and also when assignments are due. I will try as much as possible to follow the textbook page by page including the exercises/ work to be done (known in Yoruba as Iṣẹ ọtítọ).
(8/30th- Wednesday) : ….[Recap of last lesson].(Today is numbers day)
Class exercise: Importance of titles--Learning about common titles (pg. 16). As we learn the numerals we shall learn simple additions and subtraction in Yorùbá (Textbook pp.15-16).

Home work: Learn as many as 5 titles on page 16 of your textbook. Come to class prepared for a quick test

(8/31st - Thursday): Language lab---Turlington 1341
[Recap of last lesson]
Watch Akọ ye video http://www.africa.uga.edu/Yoruba/index.html
   Especially the section on Yoruba pronunciation and culture notes of Unit 1 Lesson 2
   • Learning to type Yorùbá words on a computer
   • Schleicher’s CD Rom (some are faulty, so we shall provide substitutes)

(9/1st- Friday) Recap of last lesson/ Weekly Test

Ọ̀ṣẹ kẹta titi de ọ̀ṣẹ kerin -- 3rd to 4th Week (September 4th-7th/11-15th )
Source: Schleicher : Lesson 1

(9/4th- Òjọ ajé [Monday] No Class Labour Day Holiday

Home Work: Bring to class 5 pictures of any of the objects on pages 17 & 18 of your text-book...(Jé K’á sọ Yorùbá) due 9/10

(9/5th- Tuesday) Recap of last lesson --- We continue with more titles and when to use them. We shall follow with pronunciation & tones Pages 17 to 18

Numbers: Ònkà, ònkaye àti ònkàpò
Class activity: Move around the class; greet 7 people in Yorùbá and tell them your name.
Òrò àti ìtumọ (words and meanings) Pg. 18 What other words would you like to know their meaning? Also please think about how you intend to retain the sounds and meanings of these new words. Make time to come talk to me during my office hours.

(9/6th- Wednesday) Recap of last lesson/ learning to speak
   • How do you say the following words in Yoruba: Machine, Monkey, Doctor, Knife, mid-night, ocean, Professor, Chair, tree, glory. (Bring your own words too.) How can you create your own picture dictionary?

(9/7th- Thursday) Language Lab session in Turlington
(9/8th-Friday) There will be a test and quick summary of the third week. By now you should have mastered the Yoruba alphabets, numbers 1 to 10 and a few phrases

Ọṣẹ kehin- 4th Week (September 11th -15th)….. Source: Schleicher, Lesson 1

Ọjọ ajé Monday 11th - Ọjọ iségun [Tuesday] 12th
Introducing Yourself in Yoruba. Tell me your name, where you are living presently etc. 

Subject Pronouns: (pp.23-27) These are pronouns that start sentences in Yoruba

Possessive Pronouns: (Pp. 23-27). These are pronouns that point to ownership like ours, yours, theirs etc.

Numbers: Ònkaye [Cardinals]- pg. 28

Asking for people’s names in Yoruba (We need to start learning the question markers like What is/where is…)

Wednesday 13th: Use of “Kí ni orúkọ rè?”; Elision…Şé alafia ni? Ş’alafia ni (pg. 33)

More tone Drills…….. Reinforce the vowels “e” and “e”

Thursday 14th : Language Lab Turlington

Friday 15th September: Weekly test and a quick summary of the week

<table>
<thead>
<tr>
<th>Ọṣẹ karùnún títí de ọṣẹ kẹfà 5th &amp; 6th Weeks 18th to 22nd [25th to 29th ]....Lesson 2</th>
</tr>
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Ọṣẹ karùnun-5th Week (September-18th-22nd)……. Source: Schleicher, Lesson 2

Ọjọ ajé [Monday 18th ]- Family members-Awọn ẹbí ati mòlébí. Be ready to talk about your own family too

Ọjọ iscalé [Tuesday 19th ]: Ẹbí ní ọ̀fọ Yorùbá (Families in Yoruba land)Áōṣa® ikobirinjo (Polygamy) page 41

(Home work-Isé síse 4 page 39- due for Monday 9/28)

Wednesday 20th: Learning to talk about your family…prepare a family tree

What new words did you learn this week? Do you know the song, “gbogbo wa ni a fẹran ẹbi…”

Thursday 21st : Language Lab-Turlington 1341 or in class depending on the lab vacancy.

Friday 22nd: Weekly test and a quick summary of the week.

Ọṣẹ kẹfà-6th Week (9/25th -29th.)... Source: Schleicher, Lesson 2 (pages 42-52)

Monday 25th – Tuesday 26th: Bèè ni ati Bèè kó (“Yes/No” Questions). The question marker Şé is used at the beginning of most questions which could be responded with a yes or no.

Wednesday-27th --Question markers continues

Thursday: 28th [Lang. Lab.]: Record the 10 Yorùbá names you learned how to pronounce in any recording devise and play back it to me. Due (10/6th) NOTE: [SEALLF Conference 29th to 30th]

Friday 29th: Weekly test and a quick summary of the week [[SEALLF Conference 29th to 30th ]
Ọjọ ajé [Monday 2nd]: Expressing likes and dislikes…férán àti kò férán
Talking about different activities…..The progressive marker.”n”…The verb férán…To like, fẹ means to want.

Tuesday 3rd: Conjunctions si and àti…both mean AND but they are used differently.

Relationship between young men and women in traditional Yoruba setting

Ọjọ ru [Wednesday 4th]: …. Vowels o and ò… Traditional education in Yoruba land

Thursday 5th: Language Lab  Language Lab  Language Lab  Language Lab

October Friday 6th : Weekly Test…

8th to 9th Weeks  9th to 13th / 16th to 20th  October    Source: Schleicher, Lesson 4

8th Week October 9th to 13th

Ọjọ ajé [Monday 9th]-: Síse àpèjúwe ilé-- Describing a house

Tuesday 10th: Talking about household objects…..

Ọjọ ru [Wednesday 11th] Yoruba traditional houses—Ilé ibilé ati ilé ìgbàlòdè

Thursday 12th: Language Lab

Friday 13th October: [Weekly test and a quick summary of the week]

Week 9  October 16th to 20th

Ọjọ ajé [Monday 16th] The verb “to be” Locative form wà, The use of nibo ni?
Tuesday 17th : Numbers: Ordinals (Ọnkàpò) Kini, kejì, keta….
Ọjọ ru [Wednesday- 18th ] Imperative forms, More on Yes/No Questions: Sé
Reinforcing the consonants p and gb
Thursday 19th: Language Lab

Friday 20th October: Weekly test and a quick summary of the week

Lesson 5

Ọjọ ajé Monday [ọjọ iṣégun-Tuesday]- How to talk about a person’s nationality

How to talk about a person’s age- Sìṣọ nipà ilú ti èniyàn ti wá àti sìṣọ nipà ọjọ orí èniyàn

Ọjọ ru [Wednesday]: Numbers: 101-200.. Object Pronouns, Colour Terms,
Consonants g and j

Thursday: Language Lab

Friday 27th October: Weekly test and a quick summary of the week
Week 11—30th to 31st November 1st to 3rd  (Source: Schleicher Lesson 6)
Ọjọ ajé Monday/[ọjọ isẹgun Tuesday] — Personalities, the notion of “being fat”
Ọjọ ru [Wednesday-1st November]: describing yourself and members of your family

Thursday 2nd : Language lab
Friday: 3rd of November 2015—HOME COMING

12th Week - November 6th -10th  (Source: Schleicher Lesson 6)
Ọjọ ajé [Monday 6th]: Recap of last week’s lesson-- The verb “to be” Adjectives and adjectival verbs
Tuesday 7th November: Using Náà and Tún, Consonants and s
Wednesday 8th :
Thursday 9th : Language Lab November 10 - 11: Veterans Day
Friday 10th November: Weekly test and quick summary of the week

13th to 14th Weeks … Source- Schleicher, Lesson 7  November 13th to 17th

13th Week -- November 13th -17th  (Source- Schleicher, Lesson 7)
Ọjọ ajé [Monday] November 13th – Recounting a trip and activities during a trip
Tuesday 14th - - Useful expressions in talking about future plans, talking about future activities, with the future marker: Máá
Ọjọ rú [15th Wednesday]- - - Names of Days, Days of the Week Conclude Lesson 7
Thursday 16th: Language lab
Friday 17th November- Weekly Test, Thanksgiving Holiday (22nd to 25th Thanksgiving)

14th Week - November Monday 20th - 24th  (Source- Schleicher, Lesson 7)
Ọjọ ajé [Monday-20th ]- The relative clause marker ti and other instances it shows up (ohun ti, igba ti, kil’o dé tí
Tuesday 21st - Expressing Nígbà Wo? and ígbà tí, The consonant r--- Review/Test
Ọjọ rú [Wednesday 22nd] - (THANKSGIVING BREAK) November-Thursday 25th)
15th Week—27th to 30th November/ December 1st------ Lesson 8 Pages 137 to 149

Monday-27th - Expressing Kí ni and Ohun tí, Expressing Nígábí and Nígábí --bá
Tuesday-28th: Different modes of transportation. The verbs gún, wò, bóle, a.b.b.l
- Expressing different ways of travelling and talking about previous days (Past tense)
Ojó rú [Wednesday-29th]: Present perfect markers (ti, kò tíí), Habitual marker (ma à n, the negation is “kì í”) -Use of ìlè, ibi, Òdo
Thursday-30th: - Language Lab
Ojó Òtì [Friday-December1st: Weekly test and quick summary of the week

16th Week- December Monday 4th to 5th (December 5th (Last class for the semester))

Ojó ajé [Monday-4th December]: Review
Tuesday-5th: Dates for Oral Examination will be communicated to you

Final written Examination dates are fixed by the register’s office

Week for Finals: Final Exams December 12 and December 15-18
December 5th (Last class for the semester)

Keeping a daily R.E.A.P Journal for the Yoruba language class----Expectations from a daily journal:
The DAILY in front of the journal should tell you that it is meant to be a daily affair. You need a separate note for your journal. The primary objective is to allow you record your impression of what you are learning and how you are coping with difficulties. For the purposes of this assignment; the following are the things I want to read in your daily journal:

(1) Date of the entry for R.E.A.P
(2) What you learned for that day
(3) Was the lesson difficult? If yes how do you intend to study for it and understand it?
(4) If there was a presentation what lessons did you learn from the presentation? This is not about evaluating performances but the substance of the presentation
(5) Your impression of the main lesson of the day. ** Please Note that the R.E.A.P is different from the notes you take in class. The purpose of the R.E.A.P is for you to reflect on what we learned in class. This way you can quickly detect what you may be finding difficult. We will learn different songs that can help you recall some of the words we will meet during the semester.

General
Feel free to ask questions in the class so that you will not be left behind. However, if there are issues that we cannot resolve in class, you are encouraged to use my office hours or just send me an email. I look forward to a rewarding semester with you all.