YOR 1131: BEGINNING YORUBA I I (Spring 2017)

Olúkó (Instructor): Ògbéni Kólé Òdútólá
Ákòkó ipádé (5th Period: 11:45 AM - 12:35 PM): M-F
Adresse: 351 Pugh Hall
Kíláási (Class Venue): MAT 0015/Tues-0014
Ákókó ríí Akékọó (Office Hours): by appointment
Credit: 5
Érọ ibánísọ́rọ̀ (Phone): 273-2959.
Ímeéli (E-mail): kodutola@ufl.edu
Office Hours: 6th period on Tuesdays and Thursdays included or you can come any other time by appointment

COURSE DESCRIPTION AND OBJECTIVES
This beginners’ course is intended for anyone who wants to acquire some knowledge of Yoruba language or wants to develop speaking, reading, and writing skills of Yoruba. Therefore, the course focuses on basic aspects such as greetings and self-introduction and finishes up with lessons of self expression at various everyday services 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) speak a reasonable amount of basic conversational Yoruba,
(2) read and understand a reasonable amount of elementary Yoruba,
(3) understand a reasonable amount of elementary Yoruba when it is spoken to her/him,
(4) write/compose a reasonable lengthy essay in Yoruba and
(5) appreciate the cultures and histories of the Yoruba people.
(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

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 80 days for this semester
Please keep your cell phones in your bags during the 50 minutes we are in class.
**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).

**Make-up policy for weekly tests**: Make-up tests will only be allowed under certain conditions:

1. An absence backed with a medical excuse
2. A university authorized trip outside of class. Apart from these two there will be no make-up exams or tests in this class. Please note that every test counts toward your final grade.

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**COURSE EVALUATION**

Find below a breakdown of workload for this course:

**Class attendance [75] and participation:[20] 100** Participation will be decided based on activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance</td>
<td>100</td>
</tr>
<tr>
<td>Conversational practice pieces</td>
<td>25</td>
</tr>
<tr>
<td>Weekly Tests mostly on Fridays</td>
<td>350</td>
</tr>
<tr>
<td>Written assignments/projects</td>
<td>100</td>
</tr>
<tr>
<td>Oral Exams</td>
<td>150</td>
</tr>
<tr>
<td>Final Semester written examination</td>
<td>200</td>
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</tbody>
</table>

Total: 1000

Have a special book for all your written assignments. Choose any 5 questions per week (1.5 points each)

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**Grade Correspondence:**

- 930-1000 = A .... [900.929 A-]
- 870-890 = B+ [800-869..B-]
- 830-860 = B.. [800-869..B-]
- 770-790 = C+
- 730-760 = C .. [700-729..C-]
- 670-690 = D+
- 630-669 = D
- 600-629 = E+
- 500-599 = E
- 0-499 = F

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**PLEASE NOTE:**

There is a new format for the Daily Journal this semester. I have provided templates to be used every day for the journals. You will complete it at home after class and bring to class every day. Practice writing a paragraph per week based on what we learned in class that week.

First Quiz:

What does **Ẹ̀ KỌ́ YORÚBÁ ÀKÓBÈRé** mean?

(2) Can you use àkọ́bèré in a complete sentence?

Please check for when homework assignments are due. The Yoruba expression for home work will be work done from home—**iṣẹ́ ̀atiléwá**

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**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.

“This course will observe official policy on the H1N1 virus.”
**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 slavery 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.

**General II:**

Please note that this syllabus is subject to change depending on the rate at which you as learners cooperate with the teacher. There is no exemption to the writing of daily journals. The journals are to help you coordinate and systematize your learning. It gives you one more window to reflect on what you are learning. There are going to be new additions to what I expect from your journals. I will announce the changes in class.

This semester I expect you to set goals for yourself during the language lab periods. Do not waste the 40 minutes checking other sites that have nothing to do with Yorùbá.

**The emphasis for this semester is your learning how to speak, write, and understand Yorùbá language and culture.**

**Venues** for classes for 5th period – All days except Thursdays when we meet at the Language studio [ ]

**Thursdays we meet in** Turlington 1317 for period 5th

**Important Dates to Note:** Spring Break: - March 4th to Saturday 11th

Classes end April 19th 2017

Reading Days 20th & 21st 2017

Final exam: During the final exams period (April 27th- 3:00pm to 5:00pm)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>Outstanding Progress</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
<td>Above Average Progress</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
<td>Average Progress</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
<td>Lowest Acceptable Progress</td>
</tr>
<tr>
<td>E</td>
<td>0% - 59%</td>
<td>Failure</td>
</tr>
</tbody>
</table>

Assignments to note: (1). Make a Birthday invitation card and bring to class; (2) pictures of Yoruba clothes for males and females-1/26/17 (3). You journals must be kept daily as in every day
Second semester schedule

1st Week - ọ̀sẹ̀ kiíní--- REVIEW OF FIRST SEMESTER YORUBA (January 4\textsuperscript{th} to 6\textsuperscript{th})

Ọjọ́ rú [Wednesday 4\textsuperscript{th}] - REVIEW OF FIRST SEMESTER YORUBA and this syllabus. Review classroom expressions especially those useful in class and cardinals (onkaye), ordinals (onkapo)

Ọjọ́ bó [Thursday 5\textsuperscript{th}]- Language Lab Useful expressions in talking about future plans, talking about future plans, the future marker: Máa [Mo màa rí yín ní òjá] A maa jẹ́n ní irole. Expressing previous days Fun ìpèṣẹ̀-ènà, Òjọ́ Ẹtì [Friday 6\textsuperscript{th}]-: iṣẹ̀ta (Source- Schleicher, Lesson 7). Recounting a trip and activities during a trip. The relative clause marker tí on page127 Expressing Ki ni and Ohun tí, Expressing Nígba tí and Nígba tí --bá (Read Àṣà ọkè olúmọ on page 130)

Friday 6\textsuperscript{th} - Expressing  Nígba Wo? and ìgbà tí. The consonant R; including things what we learned last semester…. Review the monologue & Dialogue (pages 119- 120 ati ọjú ìwé 132).

Week 2 – January-9\textsuperscript{th} to 13\textsuperscript{th}  (Source- Schleicher, Lesson 8 Mode of transportation)

Ọjọ́ ajé [Monday 9\textsuperscript{th}]- Monologue on page 137, learning different modes of transportation

Ọjọ́ lṣegun [Tuesday 10\textsuperscript{th}]- Verbs that go with each mode of transportation, gùn, wò, bólè, sò kàlè

Ọjọ́ rú [Wednesday 11\textsuperscript{th}]- Gírámà: Present perfect ti as in has or have. I have eaten. Practice habitual tense marker maa n and its negation (p.142); -Use of ilé, ibi, ọdò (p. 144)

Ọjọ́ bó [Thursday 12\textsuperscript{th}]- Language Lab: practice for Yoruba conversation (A trip I made)* other themes and dates to be announced. Be prepared to make 5 phone calls during the semester; introducing yourself, your family and your friends

Ọjọ́ ẹ̀l [Friday 13\textsuperscript{th}]- First practice for Yoruba conversation (A trip I made)* other themes and dates to be announced

Week 3 January 16\textsuperscript{th} to 20\textsuperscript{th}----- Conclude Lesson 8 start lesson 9 (p. 151)

Ọjọ́ ajé [Monday]- 16\textsuperscript{th} Holiday [MLK Day] (Make a Birthday invite card and bring to class)

Ọjọ́ lṣegun [Tuesday 17\textsuperscript{th}]- Conclude lesson 8, Gírámà-present perfect markers (tì, kò tì i), -Habitual marker (máa n, ki i):iru …wo (p. 154)*

Ọjọ́ rú [Wednesday 18\textsuperscript{th}]: - go through Monologue p. 153, start on Clothing page 151- Expressing different ways of dressing and talking about the verbs that go with male and female clothes

Ọjọ́ bó [Thursday 19\textsuperscript{th}]- Language Lab:

Ọjọ́ rú [Friday 20\textsuperscript{th}]: Quick summary of the week, review of the Birthday Cards made.

Ọsẹ̀ Kèré [4\textsuperscript{th} Week] January 23\textsuperscript{rd} to 27\textsuperscript{th}. Practice talking about clothes and your birthday (p.146).

Lesson 9 continues Page 156 Gírámà

Monday 23\textsuperscript{rd} : Clothing and associated verbs pages 151 to 153

Tuesday 24\textsuperscript{th} : Dialogue on page 160 about sewing of clothes

Language Lab: Every Thursday in Turlington 1317

PRACTICE-(Fill in the gaps in front of Ọsẹ̀……for 5\textsuperscript{th} week to 15\textsuperscript{th} week below

What new words have you learned about clothes in Yoruba Culture?

……………………………………...

……………………………………...

What do you want to improve in the next week?
Wednesday 25th -Iṣẹ́ ìtiléwá: Work from Home-Bring pictures of Yoruba clothes for males and females. Include the verbs for the different clothing. Due on Thursday during the language lab 1/26/17

Thursday 26th: Language Lab: Talk about clothes and your birthday (p.146)

Friday 27th Weekly Test and other matters

5th Week Ọ̀sẹ́…………. January 30th to 31st February 1st to 3rd (You need to know your numbers for this section)

Shopping in an open market system: How to haggle…Bí a șe n nájá

Haggling in Yoruba land; Numbers: 200-1000; Expressing Báwo ní? and Bi a șe n…….

Why questions: Ki l'ọ de?; Expressing Eélọ́ ni and Oye tí

Consonant y Source: Schleicher, Lesson 10.

QUIZ: There are different types of markets in the Yoruba culture: what are the implications of markets like these? What can we learn about negotiations? Is life a market place? Ayé ni ọjá [ayé ọjá] Why is it so………………………?

6th Week ọ̀sẹ́…………. February 6th to 10th

Using the split verb fun -------- ní
Difference between tí and pe
Using Léhin, Léhin tí, and Léhin tì ……bá
Using Tán and parí

Consonants t and d [Source: Schleicher, Lesson 11]

7th Week ọ̀sẹ́…………. February 13th to 17th~How to tell time...[Source: Schleicher, Lesson 11]

[Questions to ask about time-ki ni aago wi?] How to divide days in Yoruba land;

Watch video on Akoye unit 11 [Ki ni aago wi?]

Review last lessons and words learned during the week

REVIEW OF LAST SIX WEEKS

8th Week …..February 20th to 24th–Talking about food--Expressing hunger and thirst

Cooking among Yoruba people; Prepositional phrases; Gerunds; Expressions that go with meal time in Yoruba. Watch video on Akoye unit 9 [Oríṣíl Oúnje] Yoruba lullaby-

Source: Schleicher, Lesson 12

Talking about different professions--Yoruba traditional professions; More on Níbo?; Comparative and Superlative form jùlọ; Ta ni and ẹni tì; Using the words sò, sọrọ, and sọ fún;

Difference between Mo maa and Maa [Also unit 5--Akoye online] Watch video on Akoye unit 15

Class exercise: Interview a professional person to find out what he/she does in his profession. Write a simple report in Yorùbá. Source: Schleicher, Lesson 13
9th Week -------- 27th to 28th March 1st to 3rd -------- Talking about different ceremonies or important occasions

- Yoruba ceremonies...Ayẹyẹ
- Asking about ceremonies
- How to express reported speech
- Use of ki
- Additional greetings and useful expressions
- Using text from [Akoye unit 18, lesson 3]

Class exercise: Write a detailed essay about your best friend including information about his or her personality, nationality, etc.
Source: Schleicher, Lesson 14

10th Spring Break: Spring Break: - March 4th to Saturday 11th

11th Week ṙẹ̀ṣẹ́ ........... [March 13th to 17th]

- Daily routine...Nkan ti mo maá n ṣe
- Describing a typical day or week
- Reflexives fúnraara
- The verb tún ---se
- More on numerals melòó?: kan, meji, meọta etc.
- Game: Bojúbojú
- Use the text from Akoye unit 7, especially the intro. On telling time
  [Étó Ojúṣe àti ipín ọjọ]

Vowels i and in (Source: Schleicher, Lesson 15)

12th Week ṙẹ̀ṣẹ́ ........... [March 20th to 24th] Talking about different languages and countries in Africa------

Note the use of the expression tòótọ́

- Talking about one's hometown in Nigeria
- Prepositions si and ni
- Using Jẹ́ kí……
- Vowels on and an (These are nasal vowels we encountered last semester)

Source: Schleicher Lesson 16 Pages 265 to 277 (Use of more textual materials from Akoye)

13th Week ṙẹ̀ṣẹ́ ........... March 27th to 31st

How to give directions..Bí a ṣẹ n júwe ọ̀nà (see page 281 for a layout of a typical town)

- How to express understanding or lack of understanding of some concept
- Becoming a king in Yoruba. ọba jijẹ ni ọle Yoruba (page 283)
- The particle ki
- Vowels o and e

Using text from Akoye (Source: Schleicher, Lessons 17)
14th Week ṣesẹ…………. April 3rd to 7th Dialogue on page 287
Then lesson 18 (University life in Nigeria) Expressions to learn pertain to how different institutions are named. The concept of Nursery schools as a place children go so that the home would be quiet.
The Culture of schools among Yoruba people.

15th Week ṣesẹ…………..April 10th to 14th Ayewo on page 307

16th Week ṣesẹ…………..April 17th to 19th REVIEW, REVIEW, REVIEW

Classes end April 17th

Final exams period (April 27th- 3:00pm to 5:00pm)

Samples of possible phone call assignments: Fill in the gaps with your own particular information-

(1). Orúko mi ni…………mo n gbé ni……………………..mo jẹ ọmọ ọdún…………….Mo ní (awọn) àbúró…………[n ko ni àbúró Kankan], orúko (awọn) àbúró ni….. won ŋ gbé ni........
(2). Ni oṣù ti ó kojá, mo rin ìrinájọ lọ sí…………
(3). Ìsé ti mo féran ni…………mo féran ise yii nitori pe………
(4). Mo wọ aṣọ Yoruba lọ si ibi ayẹye ti ẹbi mi ṣe lanaa, mo we gèlè (mo dé filà), mo wọ bùbá, mo ro iró, mo si wọ bata………
(5). Èbí mi féran oúnjé sísè, èmi náà féran ounjé ti mo sè…………………………………………………………

Plan your own monologue and call me when you are ready, you all have my cell phone number. Remember that there are points for each call.

Lesson Notes: Ojú Iségun - Conclude lesson 8, Girama-present perfect markers (tì, kò ti l), Habitual marker (máa ń, kí f):irú …..wo (p. 154)* Lessons for Tuesday- How to express past tense using have/has/had tì; the negation of tì as kò l tì l; grammatical construction with rí at the end; QUESTION MARKERS that have wo as part of them; Tense markers…máa n and its negation kí f; New words and expressions

Please read the whole course outline. If you have read to this point append your signature below.

Signature………………………………………………..