

ÈKÓ YORÙBÁ ÀKÓBÈRÈ

YOR 1131: BEGINNING YORÙBÁ II (Spring 2016)

Olùkó (Instructor): Ògbéni Kólé Òdútólá

Ófisi (Office Location): 351 Pugh Hall

Àkókò rírí Akékòó (Office Hours): by appointment

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Office Hours: 6th period on Tuesdays and Thursdays included or you can come any other time by appointment

Àkókò ipadé (5th Period 11:45am -12:35): M-F

Kílààsì (Class Venue): MAT 0006

Credit: 5

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COURSE DESCRIPTION AND OBJECTIVES

This beginners' course is intended for anyone who wants to acquire some knowledge of Yorùbá language or wants to develop **speaking**, reading, and writing skills of Yorùbá. 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 Yorùbá,
- (2) read and understand a reasonable amount of elementary Yorùbá,
- (3) understand a reasonable amount of elementary Yorùbá when it is spoken to her/him,
- (4) write/compose a reasonable lengthy essay in Yorùbá and
- (5) appreciate the cultures and histories of the Yorùbá 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

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). If you already have a copy no need to buy another. A Yorùbá-English Dictionary is also recommended.

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**

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 on make- up exams or tests in this class. Please note that every test counts toward your final grade.**

COURSE EVALUATION

Find below a breakdown of workload for this course:

<i>Class attendance [70] and participation:[30]</i>	100* Participation will be decided based on activities
<i>Daily Journals</i>	75
<i>Conversational practice pieces</i>	25* (A total of 5 during the semester)
<i>Weekly Tests mostly on Fridays</i>	350 (Including unannounced quizzes)
<i>Written assignments/projects</i>	100 (You will be expected to submit <i>Iṣẹ ṣiṣe</i> from the textbook*)
<i>Oral Exams</i>	150* dates will be announced
<i>Final Semester written examination:</i>	200*
<u>Total:</u>	<u>1000</u>

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

Grade Correspondence:

930-1000 = A....	[900.929 A-]
870-890=	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

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.

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.”

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

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 Thursday [Mat 0006]
Thursdays [**Language Lab**-Little Hall]

Thursdays we meet in Little Hall Room 215 for periods 5th

Important Dates to Note:

Classes end April 20th 2016

Final exam for 5th period: During the final exams period ----- **April 29th 7:30am to 9:30am**

A = 90% - 100%	Outstanding Progress	4 grade points
B = 80% - 89%	Above Average Progress	3 grade points
C = 70% - 79%	Average Progress	2 grade points
D = 60% - 69%	Lowest Acceptable Progress	1 grade point
E = 0% - 59%	Failure	0 grade points

Second semester schedule

1st Week -òsè kìíní--- REVIEW OF FIRST SEMESTER YORUBA (January 5th to 9th)

Ojò ìṣẹgun [Tuesday 5th]- - REVIEW OF FIRST SEMESTER YORUBA and this syllabus. Review classroom expressions especially those useful in class and cardinals (onkaye), ordinals (onkapo)

Ojò rú [Wednesday 6th]- (Source- Schleicher, Lesson 7). Recounting a trip and activities during a trip.. The relative clause marker **tí** on **page127** Expressing *Kí ni* and *Ohun tí*, Expressing *Nigbà ti* and *Nigbà ti --bá* (**Read Àṣà òkè olúmọ on page 130**)

Ojò bọ [Thursday 7th]-: Language Lab Useful expressions in talking about future plans, talking about future plans, the future marker: *Máa [Mo máa rí yin ní ọla]* A maa jẹun ni irolé. **Expressing previous days Fun àpẹẹṛ..àná, ijẹta**

Friday 8th -Expressing *Nígbà Wo?* and *ígbà tí*, The consonant **R**; including things what we learned last semester.... **Review the monologue & Dialogue (pages 119- 120 ati ojú iwé 132).**

Week 2 – January-11th to 15th (Source- Schleicher, Lesson 8 Mode of transportation)

Ojò ajé [Monday 11th]- Monologue on page 137, learning different modes of transportation

Ojò ìṣẹgun [Tuesday 12th]- Verbs that go with each mode of transportation

Ojò rú [Wednesday 13th]- 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, òdò (p. 144)

Ojò bọ [Thursday 14th]- Language Lab: practice for Yoruba conversation (A trip I made)* other themes and dates to be announced

Ojò ẹ̀tì [Friday 15th]- First practice for Yoruba conversation (A trip I made)* other themes and dates to be announced

Week 3 January 18th to 22nd----- Conclude Lesson 8 start lesson 9 (p. 151)

Ojò ajé [Monday]- - 18th Holiday [MLK Day]

Ojò ìṣẹgun [Tuesday 19th]-: Conclude lesson 8, Gírámà-present perfect markers (ti, kò tí ì), -Habitual marker (máa n, kì í);iruwo (p. 154)*

Ojò rú [Wednesday 20th]: - 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

Ojò bọ [Thursday 21st]- Language Lab:

Ojò rú [Friday 22nd]: Quick summary of the week, review of the Birthday Cards made.

Ọ̀sẹ̀ Kẹ̀rìn [4th Week] January 25th to 29th- Practice talking about clothes and your birthday (p.146).

Monday 25th : Clothing and associated verbs pages 151 to 153

Tuesday 26th : Dialogue on page 160 about sewing of clothes

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

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.....
.....

Language Lab: Every Thursday in Little Hall Room 215

PRACTICE-(Fill in the gaps in front of Ọsẹ.....for 5th week to 15th week below

Wednesday 27th -Iṣẹ àtiléwá: 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 1/28/16

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

Friday 29th Weekly Test and other matters

5th Week Ọsẹ..... February 1st to 5th (You need to know your numbers for this section)

Shopping in an open market system: How to haggle...Bí a ẹ n nájà

Haggling in Yoruba land; Numbers: 200-1000; Expressing **Báwo ni?** and **Bi a ẹ n.....**

Why questions: **Ki l'o de?**; Expressing **Eélóó ni** and **Oye tí**

Consonant **y** Source: Schleicher, Lesson 10.

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 ojà [ayé lojà]** Why is it so?

6th Week ọsẹ..... February 8th to 12th

Using the word **fun** ----- **ní** (refer to your classroom expressions for this one)

Difference between **ti** and **pe**....more like a review of that

Using **Léhìn, Léhìn ti, and Léhìn ti****bá**

Using **Tán** and **parí** ...both are verbs for finish. **Pari** has a noun form **ìparí** (means the end)

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

7th Week ọsẹ..... February 15th to 19th --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 [Kí ni aago wí?] Review last lessons and words learned during the week

REVIEW OF LAST SIX WEEKS

8th WeekFebruary 22nd to 26th-- **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 [Oríṣíí Oúnjẹ] Yoruba lullaby-Source: Schleicher, Lesson 12 **Talking about different**

professions---Yoruba traditional professions; More on **Nibo?**; Comparative and Superlative form **jujú**; **Ta ni** and **cni tí**; Using the words **so**, **sòrò**, and **so fún**; Difference between **Mo maa** and **Maa** [**Also unit 5--Àkoyé online**] **Watch**

video on Àkoye 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 Spring Break: Spring Break: Feb. Saturday 27- March Saturday 5

10th Week -.....March 7th to 11th ---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

11th Week ọsẹ..... [March 14th to 18th]

Daily routine...Nnkan ti mo maa n ẹ

Describing a typical day or week

Reflexives **fúnraara**

The verb **tún --se**

More on numerals melòó?: kan, mejì, mẹta etc.

Game: Bojúbojú

Use the text from Akoye unit 7, especially the intro. On telling time

[Ètò Ojúṣe àti ipín ọjọ]

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

12th Week Ọsẹ..... [March 21st to 25th] **Talking about different languages and countries in Africa----- Note the use of the expression tòótọ**

Talking about one's hometown in Nigeria

Prepositions **si** and **ni**

Using **Jé 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 ọsẹ..... March 28th to 31st ; April 1

How to give directions..Bí a ẹ n júwe ọnà (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 jìjẹ ni ilẹ Yoruba (page 283)**

The particle **ki**

Vowels **o** and **e**

Using text from Akoye (Source: Schleicher, Lessons 17)

14th Week ọsẹ..... April 4th to 8th **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 ọ̀sẹ̀.....April 11th to 15th Ayẹwo on page 307

16th Week ọ̀sẹ̀.....April 18th to 20th REVIEW, REVIEW, REVIEW

Classes end April 20th

Final exams period (April 29th 7:30am to 9:30am)

The Structure of Languages: “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”

-----Daniel G. Bates (1996)

Lesson Notes: Ọjọ ịṣẹgun [20th Tuesday]-: Conclude lesson 8, Giraama-present perfect markers (**ti, kò tí ì**), -Habitual marker (**máa n, kì í**);irúwo (p. 154)* Lessons for Tuesday- How to express past tense using have/has/had **ti**; **the negation of ti as kò ì tí ì**; grammatical construction with **rí** at the end; **QUESTION MARKERS** that have **wo** as part of them; **Tense markers**...**máa n** and its negation **kì í**; **New words and expressions**

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

Signature.....