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, largely, 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. In addition, 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 or keep it on silent.
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:

<table>
<thead>
<tr>
<th>Class attendance [75] and participation: [20]</th>
<th>100* Participation will be decided based on activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Journals</td>
<td>80</td>
</tr>
<tr>
<td>Conversational practice pieces</td>
<td>25* (A total of 5 phone calls during the semester)</td>
</tr>
<tr>
<td>Weekly Tests mostly on Fridays</td>
<td>350 (Including unannounced quizzes)</td>
</tr>
<tr>
<td>Written assignments/projects</td>
<td>100 (You will be expected to submit Ṣe ṣiṣẹ from the textbook*)</td>
</tr>
<tr>
<td>Oral Exams</td>
<td>100* dates will be announced</td>
</tr>
<tr>
<td>Final Semester written examination:</td>
<td>250*</td>
</tr>
<tr>
<td>Total:</td>
<td>1000</td>
</tr>
</tbody>
</table>

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

Please check for when homework assignments are due. The Yoruba expression for home work will be work done from home—iṣẹ ătiléwá

First Quiz:
What does Ẹ̀KÓ YORÚBÁ ÀKÓBÈRÈ mean?
(2) Can you use ăkóbèrè in a complete sentence?
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 See above for classes for 4th period – All days except Thursday []

Thursdays [Language Studio-]

Thursdays we meet in Turlington 1317 (Language Studio)

Important Dates to Note: Spring Break: - March 2nd to 9th

Classes end April 24
Reading days April 25 – 26
Final exam: May/02/2019 @ 10:00 AM - 12:00 PM

January 21: Martin Luther King, Jr. Day

<table>
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<tr>
<th>Grade</th>
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<td>A</td>
<td>90% - 100%</td>
<td>Outstanding Progress</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
<td>Above Average Progress</td>
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<tr>
<td>C</td>
<td>70% - 79%</td>
<td>Average Progress</td>
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<tr>
<td>D</td>
<td>60% - 69%</td>
<td>Lowest Acceptable Progress</td>
<td>1</td>
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<tr>
<td>E</td>
<td>0% - 59%</td>
<td>Failure</td>
<td>0</td>
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</tbody>
</table>
Second semester schedule

1st Week - Òṣè kiíní--- REVIEW OF FIRST SEMESTER YORUBA (January 7th to 11th)

Ọjọ́ ajé [Monday 7th January] REVIEW OF FIRST SEMESTER YORUBA and this syllabus. Review classroom expressions especially those useful in class and cardinals (onkaye), ordinals (onkapo), introduction of the new daily journal method and the video on how to learn a new language.

Ọjọ́ iségun [Tuesday-8th]. Continuation of the review sessions (Total 100 mins for two days)

Ọjọ́ rú [Wednesday 9th]- (Source: Schleicher Lesson 6)- The notion of “being fat”, How to describe people using size, look and personality. The verbs to be tall, short, fat, slim. In some of these verbs there will be no need for the verb to be. Monologue on page 101 gives examples of how these verbs are used.

Ọjọ́ bọ [Thursday 10th]- class starts with a review of classroom expressions we worked on from Monday to Tuesday (10mins). Then continue with Schleicher Lesson 6, page 103. Take note of the new words like eja ᒫókún and how the culture relates to fat women. Take note also of Gerunds and their usage. In addition, more on the verb to be and its negation pages 104 to 105 (15mins) End class with use of Náà atí Tun (page 109)

Ọjọ́ Éti [Friday 11th]-: Look through the daily journal. Review of yesterday’s class (5-10 mins). Reading comprehension page 111 (10mins). Vocabulary/pronunciation of words on pg. 112 (20 mins). Questions on Pages 114 to 116.

Ọjọ́ ajé [Monday 14th]- Review (5mins). Words and expressions needed for recounting a trip and activities during a trip (Source- Schleicher, Lesson 7). GRAMMAR The relative clause marker tí on page127 Expressing Kí ní and Ohun tí, Expressing Nigbà tí and Nigbà tí --bá

Ọjọ́ iségun [Tuesday 15th]- Useful expressions in talking about future plans, talking about future plans, the future marker: Máa [Mo máa rí yín ní Ọ̀la] A máa ẹje ní irólé. Expressing previous days fun apéere...àná, ijéta, abbl ---

Ọjọ́ rú [Wednesday 16th]- Expressing Nígba Wo? and ìgbà tí, The consonant R; including things what we learned last semester…. Review the monologue & Dialogue (pages 119- 120 atí Òjú iwé 132).

Reading comprehension-(Read Òṣà ókè olúmọ on page 130).

Ọjọ́ bọ [Thursday 17th]- First language lab day....: practice for Yoruba conversation ( A trip I made)* other themes and dates to be announced.

Ọjọ́ ètì [Friday 18th]- Idanwo kiíni ti ọdun yii (First test for the year)

Ọṣè kejeta---Ọjọ́ ajé [Monday 21]- Kò ni si kilaasí ni ọjọ́ yii nitori Holiday [MLK Day]

Ọjọ́ iségun [Tuesday 22nd]-: Lesson 8 Mode of transportation)--Awọn ohun irinna Pages 137 to 149, Monologue on page 137, learning different modes of transportation.

Ọjọ́ rú [Wednesday 23rd]- Gírámá: Present perfect ti as in has or have. Example in English you say, “I have eaten” In Yoruba you say Mo ti ẹjeun. Practice habitual tense marker maa n and its negation (p.142); -How to use ilé, ibi, ọdó (p. 144).
5th Week Ọ̀sè…………… January 28th to 31st February 1st (You need to know your numbers for this section)

Iṣé 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 1/31/19

Ọjọ́ àbó [Thursday 24th]: Language Lab: practice for Yoruba conversation

Ọjọ́ ètì [Friday 25th]: Second Quick test and Conclude lesson 8, Gírámà-present perfect markers (tì, kò tì i), - Habitual marker (máá n, ki i);

ASSIGNMENT for the week due Friday 25th 2019. Make a Birthday card for a friend, all expressions must be in Yoruba

Ọ̀sè kèrin... Ọjọ́ àjé [Monday 26th]: Review of the past week (5 to 10mins), page 146. Expressing birthdays and dates of birth (10 mins). Learning about the culture of living with parents (gbígbe pèlú àwọn obí ẹni)...(page 147) (10mins). Words to learn, ìgbàlágàbà, ìgbéyàwò, títì di ìgba ti ko aṣa

Ọjọ́ ìṣégun [Tuesday 22nd]: Review of words encountered during the eighth lesson (5 to 10 mins.), page 148. Tone practice ṣiṣe ketadinlogun (15mins). Aṣọ Yoruba-Èkó Kèşanà- Clothing and associated verbs pages 151 to 153.. Isòróngbesi nipa aṣọ wiwò

Ọjọ́ rú [Wednesday 23rd]: - Isòróngbesi nipa aṣọ riàn Dialogue on page 160 about sewing of clothes

Ọjọ́ àbó [Thursday 24th]: Language Lab:

Ọjọ́ ètì [Friday 25th]: Quick summary of the week (5 to 10mins), review of the Birthday Cards made (10 mins). Ìdànwò ọ̀sè fun ìṣèjú marunundinlògbọn

As from now; practice -(Fill in the gaps in front of Ọ̀sè……for 5th week to 15th week below

January 28th to 31st. Practice talking about clothes and your birthday (p.146).
February 4th to 8th (You need to know your numbers for this section)

Ọjọ ajé [Monday 4th]- Review of the past week (5 to 10 mins), Shopping in an open market system:
How to haggle...Bí a ńẹ n nája; Numbers: 200-1000; Expressing Báwo ní? Bi a ńẹ n....... Why questions: Ki l'ọ de?; Expressing Eélòó ní and Oye tí
Consonant y Source: Schleicher, Lesson 10.

Ọjọ íṣégun [Tuesday 5th]- .Page 170 Aṣa ọjà nina, iyatọ laarin ọja ibilẹ ati ọja igbalode, review of numbers 200 to 1000 (page 171).

Ọjọ rú [Wednesday 6th]: Review of new words page 174 ile ile se kesanan (20 mins). Conversation in class about going to a Yoruba market.

Ọjọ bọ [Thursday 7th]: Language lab, read the dialogue on page 177 with a partner and be ready to answer questions on Friday during the test

Ọjọ ẹti [Friday 8th]: Ìdánwò ọsè fun ìṣéjú márùnúndínlogbọ̀n, review page 177

February 11th to 15th (You need to know your numbers for this section)
(Let us learn about time)

Ọjọ ajé [Monday 11th]- How to tell time...[Source: Schleicher, Lesson 11], Questions to ask about time- ki ni aago wi? Tabi aago mélòó ni ó lù. Words you need to know about how to tell the time in Yoruba

Ọjọ íṣégun [Tuesday 12th]- Monologue on page 181, the habitual tense marker. How to divide days in Yoruba land (page 183).

Ọjọ rú [Wednesday 6th]: Girámà- Ièhin, Ièhin ti, Ièhin.....ti ba (page 189) (15 mins), iyato laaarín tan ati parí
(10mins), Dialogue on page 192

Ọjọ bọ [Thursday 7th]: Language lab- Watch video on Akoye unit 11 [Kí ni aago wí?]

Review last lessons and words learned during the week

Ọjọ ẹti [Friday 8th]: Ìdánwò ọsè fun ìṣéjú marunundinlogbọn

February 25th to 28th (You need to know your numbers for this section). E jẹ ki a kọ nipa ounjẹ sise (Let us learn about cooking food). Ṣekọ kejila--- Talking about food--Expressing hunger and thirst, Cooking among Yoruba people; Prepositional phrases; Gerunds; Expressions that go with mealtime in Yoruba.

Watch video on Akoye unit 9 [Oríṣii Òunjẹ]

Ọjọ ajé [Monday 25th]- Review of the past week (5 to 10 mins)--Ki ni ounjẹ ti o féràn jù? Bawo ni a ńẹ n sè é? (10 mins). Page 197 gives a template for how to fry plantain. What are the verbs that go with cooking and preparing to cook? Page 198 (20 mins)
**Learning names of foods and drinks (page 199)** (10 mins)

Ọjọ iségun [Tuesday 26th]: Review of yesterday’s lessons (5 to 10 mins), Making a menu and an advert for a canteen in Yoruba in class (20 mins).

Ọjọ rú [Wednesday 27th]: Review of Yoruba foods, drinks, and snacks (5 to 10 mins), Girama-prepositional phrases (page 202) (20 mins), expressing hunger or thirst (page 205).

Ọjọ bó [Thursday 28th]: Language lab- Watch video on Akoye unit 11 [Oriṣii ounjẹ]

Review last lessons and words learned during the week

Ọjọ ẹtì [Friday 1st March]: Ìdánwò ọsẹ fun iṣẹjú marunundinlọgbọn

Spring Break: - March 2nd to 9th

<table>
<thead>
<tr>
<th>9th Week Ọṣẹ…………………</th>
<th>March 4th to 8th Akoko isinmi ranpẹ</th>
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</thead>
<tbody>
<tr>
<td>10th Week Ọṣẹ…………………</td>
<td>March 11th to 15th (You need to know your numbers for this section). E je ki a tun ko nipa asa ounje sise ati ijie</td>
</tr>
</tbody>
</table>

Ọjọ ajé [Monday 11th]:- Review of last weeks (5 to 10 mins), What happens during mealtime? Akoko ounje...[ Schleicher, Lesson 12] 10 mins, Dialogue on requesting for something to eat (15 mins)

Ọjọ iségun [Tuesday 12th]:- Review of words and expressions on food and time (20 mins), tone practice page 210 (15 minutes).

Ọjọ rú [Wednesday 13th]: Talking about different professions--Iṣẹ ibilẹ (Yoruba traditional professions); More on the question marker-- Nibo?; Comparative and Superlative form jùłọ; Question marker-Ta ni and sentence format èni ti; Using the words sọ, sọrọ, and sọ fún;

Class exercise: Interview a professional person to find out what he/she does in his profession. Write a simple report in Yorùbá due March 21.

Ọjọ bó [Thursday 14th]: Language lab- Watch video on Akoye unit 15, Also unit 5--Akoye online. Review last lessons and words learned during the week

Ọjọ ẹtì [Friday 15th]: Ìdánwò ọsẹ fun iṣẹjú marunundinlọgbọn, Difference between Mo maa and Maa.

| 11th Week Ọṣẹ…………………| March 18th to 22nd (You need to know your numbers for this section). E je ki a tun ko nipa orisiriṣi iṣẹ |

Ọjọ ajé [Monday 18th]:- Review of last weeks (5 to 10 mins), Monologue on working in America (page 215) 15 mins, learning the song iwe kikọ, lai si ọkọ (page 217) (20 mins),

Ọjọ iségun [Tuesday 19th]:- Review of words on different kinds of jobs and asking about people’s professions (20 mins), tone practice page 229 (15 minutes).

Ọjọ rú [Wednesday 20th]. Learning new words about meeting a professional. Dialogue page 227 (20 mins). Tone exercise page 229 (20 mins).
Ọjọ́ bọ́ [Thursday 14th]: Language lab- Watch video on Akoye. Review last lessons and words learned during the week

Ọjọ́ ètì [Friday 15th]: Ìdáñwò ọsè fun iṣéjú marunundinlọgbọn

12th Week Ọ̀ṣè………………March 25th to 29th (You need to know your numbers for this section). E je ki a tun kọ nipa orisiriṣi ayẹye. Source: Schleicher, Lesson 13. Sisọrọ nipa orisiriṣi ayẹye pataki (Talking about different ceremonies or important occasions)

Ọjọ́ ajé [Monday 25th] Yoruba ceremonies Source: Schleicher, Lesson 14…Ayẹye, Asking about ceremonies, How to express reported speech, Use of ki, Additional greetings and useful expressions. Wedding ceremony (page 235). Look for video clips on child naming ceremonies (15 mins)

Ọjọ́ iṣegun [Tuesday 26th] Using text from [Akoye unit 18, lesson 3]. Gírámà questions about ceremonies (15 mins), How to express reported speech (page-238)
Class exercise: start writing a detailed essay about your best friend including information about his or her personality, nationality, the work he does or will like to do in future etc. due Thursday 28th

Ọjọ́ ru [Wednesday 27th] –Review of lesson on different ceremonies and how to use ki page 239. Read the dialogue on page 242 about child outing ceremony (15 mins). The expression from page 11 shows up again on page 243. It is about how to express do not be upset. Page 244 is on other forms of greetings.

Ọjọ́ bọ́ [Thursday 28th]: Language lab- Watch video on Akoye. Review last lessons and words learned during the week. Tone practice page 245 (15 mins)

Ọjọ́ ètì [Friday 29th]: Ìdáñwò ọsè fun iṣéjú marunundinlọgbọn

13th Week Ọ̀ṣè……………… [April 1st to 5th]

Ọjọ́ ajé [Monday 1st] Daily routine…Nankan ti mo maa n ṣe, Describing your typical day or week to a partner in class, translate your conversation into Yoruba (20mins)
Girama: Reflexives fúnraara, The verb tún –se, More on numerals melòó?: kan, meji,mẹta etc. (15 mins)
Game: Bojúbojú, Use the text from Akoye unit 7,

Ọjọ́ iṣegun [Tuesday 2nd]. Read the monologue on page 249; take note of the new words and expressions

Ọjọ́ iṣegun [Tuesday 3rd]. What words do you need for things you use to get dressed in the morning? Review of words and expressions Page 250.
Ọjọ́ ru [Wednesday 4th] –How to interview a professional in Yoruba (page 257), you will have to look for a professional to interview and write your dialogue in Yoruba. (20 mins).

Ọjọ́ bọ́ [Thursday 5th]: Language lab- Watch video on Akoye. Review last lessons and words learned during the week. Tone practice page 259 (15 mins)

Ọjọ́ ètì [Friday 6th]: Ìdáñwò ọsè fun iṣéjú marunundinlọgbọn
14th Week ọ̀sè............... April 8th to 12th

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

\[ \text{How to express understanding or lack of understanding of some concept} \]

\[ \text{Becoming a king in Yoruba. ọba jijé ni ile Yoruba (page 283)} \]

\[ \text{The particle ki  Vowels o and e} \]

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

15th Week ọ̀sè............... April 15th to 19th 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.

16th Week ọ̀sè...............April 10th to 14th Ayẹwo on page 307

Reading days April 25 – 26 REVIEW, REVIEW, REVIEW

Classes end April 24...........................................Reading days April 25 - 26

Final exams period April 27 - May 3

(Final Exam: May/02/2019 @ 10:00 AM - 12:00 PM)

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

1. Orúkọ mi ni..............mo n gbé ni......................mo ìjẹ́ ọmọ ọdún..............Mo ní (àwọn) àbúró...........[m ko ni àbúrọ Kankan], orúkọ (àwọn) àbúró ni..... wọ́n ọ̀gbẹ̀ ni........
2. Ni oṣù tí ọ òkójá, mo rin irinálá lọ́ sì........
3. Ìṣé tí mo féhràn ni..............mo féhràn ise yii nitori pe........
4. Mo wọ aṣọ Yoruba lọ́ sì ibi ìyẹn ti èbí mí ọ̀ṣe lánnà, mo we gélè (mo dé filà), mo wọ̀ bùbá, mo ro író, mo si wọ̀ bàta........
5. Èbí mi féhràn óunjẹ́ sísè, èmí náà féhràn óunjẹ́ 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: Òjọ̀ iṣégun-: Conclude lesson 8, Girama-present perfect markers (ti, kò ti i), -Habitual marker (máà n, kí i);ìrú ........wo (p. 154)* Lessons for Tuesday- How to express past tense using have/has/had ti; the negation of ti as kò i ti i; grammatical construction with rí at the end; QUESTION MARKERS that have wo as part of them; Tense markers...máà n and its negation kí i; New words and expressions