YORUBÁ 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 Yoruba 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 Yoruba 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.

COURSE DESCRIPTION AND OBJECTIVES

This intermediate course II is intended for those who have taken both semesters of Yoruba I. It requires more than a little knowledge of speaking and understanding Yoruba. Therefore, the course continues with elementary lessons such as greetings and self-introduction and finishes up with lessons of self-expression at various everyday services such as grocery, bank, post office, telephone calls, etc. At the end of the session, a good student should be able to:

(1.0) greet and respond to basic greetings in Yoruba.

(1.1) construct simple sentences in Yoruba

(1.2) understand the cultural context of the language.

(2.0) read and comprehend simple passages in Yoruba

(3.0) write/compose a reasonable amount of Yoruba

(4.0) appreciate the histories and current developments of Yoruba people and their language.

How well you perform at the end of the course depends to a great extent on the foundation you lay at the beginning of the course. A lot depends on you and how much you are willing to make use of all the available resources that will be introduced to you. At least an hour a day outside of class practice will contribute to good success.)
REQUIRED TEXTS.


A Yoruba-English Dictionary is also recommended - AKOYE: Online Yoruba Material (www.africa.uga.edu/Yoruba/)

ATTENDANCE POLICY

It is important you attend classes 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 a 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!)

**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).

COURSE EVALUATION

Find below a breakdown of workload for this course:

| Class attendance and class assignments | 100 |
| Daily Journals and Group presentations | 100* |
| Weekly Tests Fridays | 300 (Including unannounced quizzes) |
| Take-Home Tests | 100* |
| Oral Exams | 150* See below for dates and notes |
| Final Semester written examination | 250* See below |
| Total | 1000 |

Grade Correspondence:

- 900-1000 = A...
- 850-899 = B+
- 800-849 = B
- 750-799 = C+
- 700-749 = C
- 650-699 = D+
- 600-649 = D
- 500-599 = E
- 0-499 = F

General

As self-motivated individuals please feel free to ask questions in the class so that I can help you reach your goal(s). 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.

For your journal you need at least 30 entries and the complete number of assignments to score the total number of points
**Why Study Yorùbá?**

Students cite many reasons for studying Yorùbá, including personal interest in West African cultures, research interests and fulfillment of foreign language requirements. For students of comparative linguistics and socio-linguistics, a study of Yorùbá can help and yield astounding results through an examination of the various changes and differences that occur between the language and the culture in the home base on the one hand and the diaspora on the other. Students of African literatures would also benefit from studying Yorùbá language, literature and culture, as many notable African writers, such as Wole Soyinka, Níyí Ṣòṣúndaré, Femi Òsòfisan, are Nigerians. Further, Yorùbá is one of the most studied and researched African languages. There are already two volumes of Yorùbá Metalanguage, and Yorùbá is now being used for serious academic discourses such as Masters and Ph.D. degree theses in some parts of Africa. Its importance as an African language cannot be overemphasized. Due to the number of people for whom Yorùbá is the first language, the political, cultural and social importance of the language within Africa, and the United States’ national interests tied to economic and diplomatic relations with Yorùbá-speaking areas was recognized among the Less Commonly Taught languages as a first priority language by a national panel of African language teachers.

(Take home assignments: What I have discovered in the study of Yoruba which is different from other languages one page-10 points

Or My research and this language: What will help my goals and objectives

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<tr>
<th>Important Dates to Note:</th>
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<tr>
<td><strong>SPRING BREAK</strong> Spring Break: - March 4th to Saturday 11th (no classes) Classes end April 19th</td>
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<tr>
<th>Second semester schedule: Each 5mins in class will be reserved for completing the Journal</th>
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<tr>
<td><strong>Week 1- 1/4-1/6…REVIEW OF FIRST SEMESTER YORUBA (2 classes) . How to use the journal</strong></td>
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<td><strong>Week 2- 1/9-1/13 - Kikọ awọn omọ ni ile Yorùbá Source: Schleicher, Lesson 7. (3 classes)</strong></td>
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<td>Talking about the way Yoruba people raise their children at home. Use of Kunle Afolayan’s Àlọ series on YouTube. Watch and write the puzzles in each of the puzzles.. Review of negation ( Subject + ko + Verb) ai + Verb…ma + Verb…)</td>
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<tr>
<td>Wednesday: <strong>Reading</strong>: Ìjàpá àti Erin (Apa keji). What has this story got to do with use of animals for the benefit of humans? Write your story using elements from this story. Take home test on Friday, review of the test on Wednesday including reviews of errors made so far</td>
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<td><strong>Week 3- 1/18- 1/20---Finish the chapter on Kikọ awọn omọ ni ile Yorùbá Source: Schleicher, Lesson 7. (3 classes). Collecting of oriṣiriṣi awọn Òwe and how to use them.</strong></td>
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<tr>
<td>Wednesday: **Reworking of **Ìjàpá ati Erin (Apa keji). How else can this story be told. I expect us to stretch our imagination here.</td>
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Week 4-1/23-1/27-. Essay on the job I will like to do in the future. Talking about different types of government jobs in Yoruba land today Set up a fictitious interview with a worker. Ask about the job, the place of work, when the person goes to work and returns home. Include how much the person receives as income and other pertinent questions. This will be done in the formal and informal mode.

Grammar: Expressing phrases such as “each___” or “every___,” e.g
Source: Schleicher, Lesson 8. Greeting different workers, like hunters, farmers, black smiths, etc.

Week 5- January 30th to 2/1 to 2/3 - Iṣe ijọba ati oriṣiriṣi iṣe . Government jobs

Grammar: Expressing comparative and superlative forms

Reading: An essay on Owó orí

Monologue: Iṣẹ ọ̀lọ́pàá [Source: Schleicher, Lesson 8]

Week 6 2/6 to 2/10 Iṣẹ ẹ̀bílẹ̀ bi iṣẹ ọgbè. Traditional jobs; Talking about the importance of farming in Yoruba land; Different ways to use the word “Lati”

Reading: An essay on Iṣẹ ọwọ́. Source: Schleicher, Lesson 9

Week 7- 2/13 to 2/17- Iṣẹ ẹ̀bílẹ̀ bi iṣẹ ọgbè
Talking about the importance of farming in Yoruba land; Different ways to use the word “Lati”

Reading: An essay on Iṣẹ ọwọ́ (conclude)

Produce the song: Iṣe agbẹ ni iṣe ile wa....

Source: (Conclude) Schleicher, Lesson 9

Week 8- 2/20 to 2/24- Oúnjẹ sísè Source: Schleicher, Lesson 10
Food preparation---- Describing how a particular food is prepared Review of the differences between Fi and Lo; relative clause

Friday 2/24.... Watch the video clip on naming ceremony and read isọmọlorukọ tábí ikọmọjade ni ilẹ Yorùbá on page 159.

Week 00 Spring Break: - March 4th to Saturday 11th
**Week 9- 3/13 to 3/17** - One piece

Food preparation; (The verbs that go with preparing different foods) Describing how a particular food is prepared, from the cutting to the sprinkling of salt to putting the frying pan on the fire to the actual frying and when it is ready.

Review of the differences between Fi and Lo; relative clause- Pay attention to the word ri and the end of the sentence.

**Reading:** Essay on “Ayeye isomoloruko ti mo lo ri ni ile Yoruba” (Source: Schleicher, Lesson 10)

**Alaye owe:** Collect more proverbs and answer the question of what the proverbs mean and when they are used. Pages 161 to 162.

**Week 10 - 3/20 to 24** - Taking a trip

Describing a trip that was taken (reported speech)

Different ways of using verbs such as San Vs Sanwo; Ji vs Jale-See mo le san dola kan... Ko buru sanwo

Write a passage using these expressions in Yoruba. When do you use ji and when do you use jalé.

**Week 11 - 3/27 to 31** - Taking a trip

Describing a trip that you are planning to take (Future tense)

Different ways of using verbs such as San Vs Sanwo; Ji vs Jale; Sọ vs Sọrọ

**Reading:** An essay on Anfani ati ewu ti o wa ninu gbige ilu ti o tobi (Source: Schleicher, Lessons 11). What new expressions do you notice in the passage?

**Week 12** 4/3 and to 4/7 - Women’s role in different activities. Talking about the role women play in various aspects of life.

**Grammar:** Expressing sentences such as “there is / there is not”

Differences between ko and maa A debate on “Se o dara ki obinrin maa seishe ni ita gege bi awon okunrin”

**Source:** Schleicher, Lesson 12

**Week 13** REVIEW, REVIEW, REVIEW

**Week 14** Oral exams will start from 20th and end 22nd

Classes end April 19th

FINAL EXAM will take place during the finals week

**Orals** Let us learn to read and speak Yoruba

Hand-outs to take note of...

How to read Yoruba texts: Always remember that each word has a tone and the tone is moderated by the tone marks or their absence on the ‘faweli’. To read any Yoruba text or passage correctly, you must know how the alphabets **SOUND** and their relationship of the letters to the words.

The sounds of the nasal vowels are not as straightforward as the regular vowels or letters. To read correctly you must make it a point to **LISTEN** to Yoruba words every day. Is that possible?