

# Yor. 2200: Intermediate Yorùbá I (2018 Fall)

Section: 14HE

**Instructor:** Dr. Kole Ade Odutola

**Office Location:** 351 Pugh Hall

**Office Hours:** 3-4pm (M & F)

**Phone:** 352-273-2959

**Period:** 7 MWF 1:55 to 2:45pm

**Venue:** UST 0104

**Credits:** 3

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## 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 Oyo, Ogun, 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 18<sup>th</sup> to 19<sup>th</sup> 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.

**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)

## COURSE DESCRIPTION AND OBJECTIVES

This course is a continuation of Beginning Yoruba. It picks up from where First Year Yoruba ends. Emphasis will be on reinforcing the basic structures that were learned during the Beginners' Year through oral and aural activities, and increasing the level of active vocabulary through more reading and writing. More authentic texts will be provided for reading activities to expose students to authentic Yorubá writings and cultures. By the end of the session, students are expected to have reached the intermediate middle or intermediate high level in oral proficiency.

## REQUIRED TEXTS

Our main text for the course will be: Schleicher, A. Y. F, (1993) *Jé Ká Ka Yoràbá*

New Haven & London: Yale University Press. (ISBN Number 0-300-07145-0). Get your personal copy of this textbook from the University Bookshop by 1 day of class.

A Yoruba Dictionary is strongly recommended, try and buy one if you can.

**COURSE REQUIREMENTS:** To achieve our set objectives, regular class attendance, punctuality and active participation in class discussions are required. Also, we may use the language laboratory once every week; lab day will be announced in class at appropriate time.

**COURSE EVALUATION:** Attendance and Class participation: **10%**

Students are expected to attend classes regularly and to have done the assignments for that day. The class attendance and participation grade will be based on whether the student is prepared for class or not. Students are encouraged to ask questions, participate in drills and discussions and volunteer answers. More than THREE absences will lower the class participation grade.

Course work (take-home assignments and class Quizzes): **20%**

Students will be given a number of take-home assignments and quizzes during the semester. There will be no make-up quizzes except for unavoidable circumstances.

Mid-Semester test **20%**

This will involve both written (**10%**) and oral (**10%**) presentations

Special research assignments:**15%**

*Students are encouraged to keep a personal audio journal in Yorùbá. The journal will be collected for grading twice each Semester.*

Final Semester examination: **35%**

This will also involve both written (**20%**) and oral (**15%**) presentations

**Grade Correspondence:**

930-1000 = A.... [**900.920 A-**]

870-890= B<sup>+</sup>

830-860= B.. [**800-860..B-**]

770-790= C<sup>+</sup>

730-760= C.... [**700-720-C-**]

670-690 = D<sup>+</sup>

630- 660 =

500- 599= E

0- 499 = F

**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."**

**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 45 days for this semester**

**First Assignment:** Write at least one page about what the study of Yoruba means to you and what impact it could have on your major. Include a paragraph on the history of Yoruba language learning. Do a brief research online and write your findings in an essay format. Due August 31<sup>st</sup> 2018

## INTERMEDIATE YORUBA I FALL SEMESTER

**Weeks 1-2** (Wednesday August 22<sup>nd</sup> & 24<sup>th</sup>/ 27<sup>th</sup>, 29<sup>th</sup> & 31<sup>st</sup>)

Topic: Greetings beyond time of day. We shall explore other forms of greetings and the proverbs associated with greetings

Function: Greeting people on different occasions and situations

Cultural Information: Use of “omọ mi” and the importance of greetings

Schleicher: **Preliminary Lesson**

**3<sup>rd</sup> to 4<sup>th</sup> Weeks** (**Wednesday September 3<sup>rd</sup>** Labor Day)\*\*\* 5<sup>th</sup> & 7<sup>th</sup> / 10<sup>th</sup> 12<sup>th</sup> to 14<sup>th</sup>

Topic: How to talk about Apartments or Houses in Yoruba

Function: You should be able to describe your apartment or house including the type of people who live there

Grammar: Numbers expressing “each”, “both”, “all three”, etc. Qualifying words for descriptive verbs: the verbs “mu wa” and “gbe wa”

Schleicher: **Lesson I**

**Weeks 5-6** 17<sup>th</sup> 19<sup>th</sup> to 21<sup>st</sup> / 24<sup>th</sup> 26<sup>th</sup> to 28<sup>th</sup>

Topic: More on physical characteristics and personal traits

Function: Describing people’s physical characteristics and personal Traits

Grammar: More on adjectives and adverbial verbs, expressing the opposite form of an adjective, and adverbs

Reading: An essay on the attitudes of two siblings.

Schleicher: **Lesson 2**

**Weeks 7&8** **October 1<sup>st</sup> 3<sup>rd</sup> to 5<sup>th</sup> / 8<sup>th</sup> 10<sup>th</sup> to 12<sup>th</sup>**

Topic: Seasons and Times

Function: Talking about seasons and holidays

Grammar: Expressing “being cold” or “it is cold”. Expressing reactions, feelings, and opinions. Emphatic possessive pronouns —.”temi “tiwo” “tiyin”, etc.

Reading: Essay on the three most important religions of Yoruba people

Schleicher: **Lesson 3**

**Weeks 9-10** **October 15, 17<sup>th</sup> to 19<sup>th</sup> / 22<sup>nd</sup> 24<sup>th</sup> to 26<sup>th</sup>**

Topic: Health

Function: Talking about one’s health

Grammar: Expressing pain and illness, use of the negative maker “a!” and vowel elision

**Week 10- 29<sup>th</sup> to 31<sup>st</sup> & November 2<sup>nd</sup>** Homecoming)\*\*\* Mid-Semester review and test

Reading: Ijapa ati ọrẹ rẹ (Yoruba folktale on Mr. Tortoise and his friend)

Schleicher: **Lesson 4**

**Friday 2<sup>nd</sup>** Homecoming

**Weeks 12-13** 5<sup>th</sup> November, 7<sup>th</sup> with 12<sup>th</sup> as Veterans Day

November 5<sup>th</sup> Topic: More on the market system

Function: Talking about hawking one's products

Grammar: Use of "oni-" summary of question forms, difference between "eélòó" and "eleèlòó"

Reading: Essay on Yoruba market

Schleicher: Lesson 5

**Weeks 14&15** 12<sup>th</sup> 14<sup>th</sup> to 16<sup>th</sup> / 23<sup>rd</sup> then November 21<sup>st</sup> to 24<sup>th</sup> as Thanksgiving holiday\*\*\*

Topic: Leisure time activities

Function: Talking about leisure time activities

Grammar: Unreal Conditional form "iba"

Reading: Folktale on Mr. Tortoise and the Elephant

**Week 16** 27<sup>th</sup> / 29<sup>th</sup> to December 3<sup>rd</sup> .....4<sup>th</sup> Last day of class

December 14<sup>th</sup> to 18<sup>th</sup> and final revision and exam.

**Final written Examination 12/10/2018 @ 3:00 PM - 5:00 PM**

**Things to take note of concerning Sentences in Yoruba:**

(1). A sentence is an assemblage of words conveying a complete sense or thought. This is what we represented as S+V+O= A simple sentence

(2). A sentence may be simple, Compound or complex.

(3). A simple sentence expresses a single statement, command or question. It contains one finite verb only. The **finite** verbs are in bold in the following sentences, and the non-finite verbs are underlined: Verbs **appear** in almost all sentences. This sentence **is illustrating** finite and non-finite verbs. The dog **will** have to be trained well. Tom **promised** to try to do the work. (see more at [http://www.grammar-monster.com/glossary/finite\\_verbs.htm](http://www.grammar-monster.com/glossary/finite_verbs.htm))

(4). A compound sentence consists of two or more simple sentences, each of which gives, when taken separately, a complete meaning; for instance Ó yinḅon, ó sì farapamó sínú igbó—**He fired a shout and hid in the bush/forest**

(5). A complex sentence is one which consists of a principal sentence and one or more subordinate sentences. Every sub-ordinate sentence contains a finite verb, but does not convey a complete sense when taken apart from the principal sentence. For instance "Èni ti ó ba ji àpò mi ji yẹyẹ—meaning *Who steals my bag/purse steals a joke/trash.*

Adapted from Yorùbá composition by Gaye & Beefcroft (1923)