

# ÈKÓ YORÙBÁ ÀKÓBÈRÈ

## YOR 113: BEGINNING YORÙBÁ II (Spring 2020)

**Olùkó** (Instructor): Ògbéni Kóíé Òdútólá  
**Ófìs** (Office Location): 351 Pugh Hall  
**Àkókò rírí** Akékòó (Office Hours): by appointment  
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**Office Hours:** 8<sup>th</sup> period on Tuesdays and Thursdays included or you can come any other time by appointment

**Àkókò ìpàdẹ̀** (4<sup>th</sup> Period: 11:45 AM - 12:35 PM): M-F  
**Kílààsì** p d : Mon- UST 0108; FLG 0245  
**Credit:** 5  
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### COURSE DESCRIPTION AND OBJECTIVES

This 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, and 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 encouraged. In addition, we will be using the language laboratory once a week; lab day. The coursework will comprise of a series of announced and unannounced quizzes, individual oral presentations, take-home assignments and weekly tests (on Fridays). The learning journal is a very important part of the course.

### 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 will be considered an absence for that day (even if such student decides to remain in class!) Just for your information **there are about 71 instructional 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<sup>+</sup>'). 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.

Find below a breakdown of workload for this course:

<b>Class attendance [75] and participation:[25]</b>	<b>100*</b> Participation will be decided based on activities
<b>Daily Journals .....</b>	<b>100</b>
<b>Conversational practice pieces</b>	<b>20*</b> (A total of 5 phone calls during the semester)
<b>Weekly Tests mostly on Fridays</b>	<b>300</b> (Including unannounced quizzes)
<b>Written assignments/projects</b>	<b>80</b> (You will be expected to submit <i>lṣẹ ṣiṣe</i> from the textbook*)
<b>Oral Exams</b>	<b>150*</b> dates will be announced
<b>Final Semester written examination:</b>	<b>250*</b>
<b>Total:</b>	<b><u>1000</u></b>

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 <sup>+</sup>	
830-860= B..	[800-869..B-]
770-790= C <sup>+</sup>	
730-760= C....	[700-729-C-]
670-690 = D <sup>+</sup>	
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 we will be using 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 ÈKÓ YOR B KÓBÈRÈ mean?  
(2) Can you use kóbèrè in a complete sentence?.....

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

#### 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 mil

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 Yor b people transported to the New World during the Transatlantic slavery of

**General II :** Please note that this syllabus is subject to change

**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 Yor b .

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

**Class attendance**, make-up exams and other work such as requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: [catalog.ufl.edu/UGRD/academic-regulations/attendance-policies](http://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies)  
 Accommodations for students with disabilities such as Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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

Assignments to note: (1). Make a Wedding invitation card and bring to class; (2) pictures of Yoruba clothes for males and females-Due **1/24/2020**  
 (3). Your journals must be kept daily as in every day. **Drop** it on the table for me as you come into the class and **pick it** on your way out.

## Second semester schedule

1<sup>st</sup> Week -òsẹ k n --- REVIEW OF FIRST SEMESTER YORUBA (January 6<sup>th</sup> to 10<sup>th</sup>)

**Ojọ Ajé** [Monday 6<sup>th</sup>] - - - REVIEW OF FIRST SEMESTER YORUBA and this syllabus. Review classroom expressions especially those useful in class and cardinals (onkaye), ordinals (onkapo)

**Ojọ iṣẹgun** [Tuesday 7<sup>th</sup>]- (**Source-** Schleicher, Lesson 7) Recounting a trip and activities during a trip, review of useful expressions in talking about future plans, talking about future activities, with the future marker: Maa. - Expressing different ways of travelling and talking about previous days (Past tense)

**Ojọ r** [Wednesday 8<sup>th</sup>]- Names of Days, Days of the Week, The relative clause marker **ti** and other instances it shows up-- (ohun ti, igba ti, kil'o d t ). Useful expressions in talking about Plans, talking about Plans, the future marker: **Maa** [Mo m a r yin n òla] A maa ṣeun ni irolẹ. Expressing previous days Fun pẹẹrẹ... n ,

**Ojọ bọ**- [Thursday 9<sup>th</sup>]- Speaking exercise (oral proficiency)

**Ojọ Ẹt** - [Friday 10<sup>th</sup>]- Expressing Nígba Wo? and ígbà tí, The consonant **r**, Expressing K ni and Ohun t , Expressing N gbà t and Nígba ti -bá, Present perfect markers (ti, kò tí i), -Habitual marker (maa n, the negation is "kì í") -Use of ilé, ibi, Ọdò.

**Ojọ ajé** [Monday]-13<sup>th</sup> Review last week's lessons (and revisit daily Journal)

**Ojọ sẹgun** [Tuesday 14<sup>th</sup>]- Review the monologue & Dialogue (pages 119- 120 ati oj w 132).

**Ojọ rú** [Wednesday 15<sup>th</sup>]: Different modes of transportation. The verbs g n, wò, bọlẹ, a.b.b.l (**Source-** Schleicher, Lesson 8 Mode of transportation page 137)

**Ojọ bọ** [Thursday 16<sup>th</sup>]- Speaking exercise (oral proficiency)

**Ojọ ẹti** [Friday 17<sup>th</sup>]: Quick summary of the week, review of wedding Cards made.

**Oṣẹ Kẹta** [3<sup>rd</sup> Week] January 20 to 24<sup>th</sup>- January 20<sup>th</sup> Holiday [**MLK Day**]

**Tuesday 21<sup>st</sup> : Clothing and associated verbs pages 151 to 153, 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, Home-Bring pictures of Yoruba clothes for males and females. Due Jan 24<sup>th</sup>

**Tuesday 21<sup>st</sup> : Dialogue on page 160, about sewing of clothes, , G r m -present perfect markers (ti, kò tí i), Wednesday 22<sup>rd</sup> -Habitual marker (m a n, k );iru .....wo (p. 154)\***

**Language Lab: Every Thursday 23<sup>rd</sup> in Turlington 1317, pictures due on Thursday during the language lab 1/24/2020 PRACTICE-**(Fill in the gaps in front of Ọsẹ.....for 5<sup>th</sup> week to 15<sup>th</sup> week below  
Friday 24<sup>th</sup> – Weekly test

(No class but make a poster for a Tailoring Service and bring to class) (p.146).

**Iṣẹ til w** : (work from home). What new words have you learned about **clothes** in Yoruba Culture?

.....  
.....

**Friday 24<sup>th</sup>** – Weekly Test & **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

**4<sup>th</sup> Week** ----- Practice talking about clothes

**Monday 27<sup>th</sup>** - Conclude **Lesson 8 ....Talk about your birthday (p.146).**

**Tuesday 28<sup>th</sup>** – start lesson 9 (p. 151). **Different types of clothes and the verbs that go with them**

**Wednesday 29<sup>th</sup>** – Monologue on page 153 about last Christmas celebrations. Look out for words/expressions such as pinnu, in mi d n, j k , koj

**Thursday 30<sup>th</sup> January-** How to respond to ir ---wo question marker, differences between use of fi and I

**Friday 31<sup>st</sup> -Weekly Test and other matters**

**5<sup>th</sup> Week Ọ̀sẹ̀..... February 3<sup>rd</sup> to 7<sup>th</sup>** (You need to know your numbers for this section)

**Monday 3<sup>rd</sup>** - Pages 159 to 160. The culture of cloth wearing and expressions needed for sewing clothes (Dialogue on page 160)

**Tuesday 4<sup>th</sup>**- New words pages 161 to 166; shopping in an open market system: How to haggle...**B a ẹ n n j . Hagglng in Yoruba land**; Numbers: 200-1000; **Source: Schleicher, Lesson 10.**

**Wednesday 5<sup>th</sup>** -Expressing- **B wo ni?** and **Bi a ẹ n...****Why** questions: Ki l'o de?; Expressing **Eélòó ni** and **Oye t**  
Page 177- Tunji ẹ ra radio ni oja; Consonant **y** **Source: Schleicher, Lesson 10.**

**Thursday 6<sup>th</sup>** – (Language Lab)...Speaking exercise

**Friday 7<sup>th</sup>** –Weekly test

**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? **Ay ni oj [ay loj ]** Why is it so.....?

**6<sup>th</sup> Week ọ̀sẹ̀..... February 10<sup>th</sup> to 14<sup>th</sup>** [Source: Schleicher, Lesson 11]

**Monday 10<sup>th</sup>** - page 181 (monologue), this is a lesson on how to talk about what you do daily and the tense marker **ma n**

**Tuesday 11<sup>th</sup>** - **How to tell the time** in Yoruba; **K ni agogo wi?**

**Wednesday 12<sup>th</sup>** - recall how to use the split verb **fun---ní** ; Difference between **ti** and **pe**; using **Lẹh n Lẹh n ti**, and **Lẹh n ti** ...bá, Using **Tán** and **parí** Consonants **t** and **d**; Dialogue on page 192 how to book for a train ride

**Thursday 13<sup>th</sup>** – Language lab- How to divide days in Yoruba land

**Friday 14<sup>th</sup>** – Weekly test **REVIEW OF LAST SIX WEEKS**

**7<sup>th</sup> Week ọ̀sẹ̀..... February 17<sup>th</sup> to 21<sup>st</sup>** -- **Monday 17<sup>th</sup> (President's Day)-** Introducing Yoruba Food/meals

**Tuesday 18<sup>th</sup>** – Monologue on how to fry plantain (pages 197 to 198); what can we learn about how Yoruba people cook? (Page 198)

**Wednesday 19<sup>th</sup>** - **Learning the names of different dishes in Yoruba.**  
**Prepositional phrases useful in cooking**

**Thursday 20<sup>th</sup>** – Speaking exercise (oral proficiency)/demonstration of Yoruba meals-cooking and tasting time. Watch video on Akoye unit 11 [Kí ni aago wí?]

**Friday 21<sup>st</sup>** – Weekly test

Review last lessons and words learned during the week

8<sup>th</sup> Week ....February 24<sup>th</sup> to 28<sup>th</sup>— Source: Schleicher, Lesson 12

**Monday 24<sup>th</sup> Still talking about food**—Expressions to express cooking among Yoruba people; then expressing hunger and thirst (page 209). Recalling what gerunds are; expressions that go with meal time in Yoruba. **Watch video on Akoye unit 9 [Oríṣií Oúnjẹ]** -

**Tuesday 25<sup>th</sup>** – Conversation about the food you like in Yoruba (orals); Pronunciation & tones on page 210

**Wednesday 26<sup>th</sup> Talking about different professions**---Yoruba traditional professions; (page 215). More on **N bo?**; Comparative and Superlative form **j lọ**; **Ta ni** and **eni tí**;

**Thursday 27<sup>th</sup>** - Language lab

**Friday 28<sup>th</sup>** – Weekly test

**9<sup>th</sup> week-Spring Break: Spring Break: - March 2<sup>nd</sup> to Saturday 7<sup>th</sup>**

**Source: Schleicher, Lesson 13 (10<sup>th</sup> Week.....)**

**Monday 9<sup>th</sup>**—Monologue on page 215; Using the words **sọ**, **sòrò**, and **sọ f n**; Difference between **Mo maa** and **M** ; [Also unit 5--Akoye online]

**Tuesday 10<sup>th</sup> Learning the song on page 217; 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 Yor b .

**Wednesday 11<sup>th</sup>** –Expressions to ask about a person's profession (page 219)

**Thursday 12<sup>th</sup>** Speaking exercise (oral proficiency)

**Friday 13<sup>th</sup>** : Weekly test

11<sup>th</sup> Week - ..... March 16<sup>th</sup> to 20<sup>th</sup> ---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.

12<sup>th</sup> Week ọsẹ..... [March 23 to 27<sup>th</sup>]

**Daily routine...Nnkan ti mo ma n ẹ**

Describing a typical day or week

Reflexives **fúnraara**

The verb **tún --se**

More on numerals **melòó?**: **kan**, **mcji**, **mcta** etc.

Game: **Bojúbojú**

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

[**Ètò Ojúxe àti ipin vj<**]

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

13<sup>th</sup> Week Ọsẹ..... [30<sup>th</sup> 31<sup>st</sup> April 1<sup>st</sup> to 3<sup>rd</sup>] **Talking about different languages and countries in Africa**—

**Note the use of the expression t tọ**

Talking about one's hometown in Nigeria

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

Using **Jé k** .....

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)

14<sup>th</sup> Week ọ̀sẹ̀..... April 6<sup>th</sup> to 10<sup>th</sup>

**How to give directions...B a ẹ n j we ọ n (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 jije ni ile Yoruba (page 283)**

The particle **ki** Vowels **o** and **e**

15<sup>th</sup> Week ọ̀sẹ̀..... April 16<sup>th</sup> to 20<sup>th</sup> 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.**

16<sup>th</sup> Week ọ̀sẹ̀.....April 13<sup>th</sup> to 17<sup>th</sup>

April 20<sup>th</sup> 21 & 22<sup>nd</sup> (end of classes) REVIEW, REVIEW, REVIEW

**Classes end April 24 Final exams 4/29/2020 @ 3:00 PM - 5:00**

**Resource learning videos:** Yoruba Words that Show Politeness (Polite Yoruba Words)

<https://www.youtube.com/watch?v=BNdyFaz6KDC>

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

- (1). Or kọ mi ni.....mo n gb ni.....mo jẹ ọmọ ọd n.....Mo n ( wọ n) b r .....[n ko n b r Kankan], or kọ ( wọ n) b r ni..... wọ n gb ni.....
- (2). Ni ọ s ti koj , mo rin r n j lọ s .....
- (3). I s ti mo fẹ r n ni.....mo fẹ ran i sẹ yii nitori pe.....
- (4). Mo wọ a sọ Yoruba lọ si ibi ayẹ yẹ ti ẹ bi mi sẹ lanaa, mo we g l (mo d f l ), mo wọ b b , mo ro r , mo si wọ bata.....
- (5) Ẹ b mi fẹ r n o n jẹ s s , mi n fẹ r n ounjẹ ti mo s .....

**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: Ọjọ sẹgun -:** Conclude lesson 8, Girama-present perfect markers (**ti, kò tí ì**), -Habitual marker (**máa n, kì ì**);ir .....wo (p. 154)\* Lessons for Tuesday- How to express past tense using have/has/had **ti**; **the negation of ti as k t** ; grammatical construction with **r** at the end; **QUESTION MARKERS** that have **wo** as part of them; **Tense markers...m a n and its negation k** ; **New words and expressions**

**Important Dates to Note:** Spring Break: - **March 2rd to Saturday 10th**

**Classes end April 22 2020**

**Reading Days 23<sup>rd</sup> & 24<sup>th</sup> 2020**

**Final exam: 4/29/2020 @ 3:00 PM - 5:00**