

YOR 1131: BEGINNING YORÙBÁ I (Spring 2020)

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Period: *W-R* 9:30-12:15; *F* 11-12:15
Venue: MAT 0151/TUR 2354
Credit: 5
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M,T,W,R,F | Period 4 (10:40 AM - 11:30 AM) **MAT 0151**
T,W,R,F | Period 4 (10:40 AM - 11:30 AM) **TUR 2354**
Final Exam: 4/29/2021 @ 12:30 PM - 2:30 PM

YORÙBÁ PEOPLE and their LANGUAGE

Yorùbá is a tonal language spoken in Nigeria by about thirty million people and in the neighbouring 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 beginners' course is intended for anyone who some knowledge of Yorùbá language or wants to develop speaking, reading, and writing skills of Yorùbá. Therefore, the course continues with elementary ore lessons on 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 elementary 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 letter in Yorùbá and
- (5) appreciate the cultures and histories of the Yorùbá people.

(Take note of the words *reasonable* and *elementary* in every instance. How far you go and how advanced 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 practice 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 So 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 appropriate time. The coursework will comprise series of announced and unannounced quizzes, individual oral presentations, take-home assignments and weekly tests (on Friday). Each student is also expected to finish at least six weeks of audio assignments and the whole of the workbook log book. Copies can be purchased at Target copy.

Important notice

It is the plan to teach your first week of class (January 11-15, 2021) online via zoom during which you will be intimated with the HyFlex teaching modality.

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 s/he arrives in class after attendance as 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!)

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).

“HyFlex/in-person students are required to abide by UF guidelines posted at <https://coronavirus.ufl.edu/forward-faculty-staff/forward-faculty-staff-health/> . When in class, students are required to wear a facemask and to practice social distancing at all times. They are also required to follow the indicated classroom seating arrangements. At the end of each class, in-person students are required to sanitize classroom objects they come into physical contact with. In-person students are expected to bring a laptop computer (or comparable device) to class so that they can join the zoom class session for discussion and group work. Food and drink are not permitted. Use of electronics must be limited to class-related activities.”

COURSE EVALUATION.

Find below a breakdown of workload for this course:

<i>Class attendance and participation:</i>	<i>10%</i>
<i>Daily Journal (Workbook/log book):</i>	<i>15%</i>
<i>Weekly Tests (every Friday):</i>	<i>35%</i>
<i>Oral proficiency test</i>	<i>15%</i>
<i>Final Semester written examination:</i>	<i>25%</i>
<i>Total:</i>	<i>100%</i>

Grade Correspondence:

90-100	= A
85-89	=B+
80-84	=B
75-79	=C+
70-74	=C
65-69	=D+
60-64	=D
00-59	=E

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.

BEGINNING YORUBA I: Spring January 11 to April 21 2021

January 11 to 15

Weeks 1...Review (Ọjọ ajé, ọjọ isegun, ọjọ ru, ọjọ bọ, Ọjọ ẹti)

Learning objectives for sessions 1, 2, 3: Students will refresh their knowledge of the foundations of Yoruba language taught during the first semester. The sessions will reinforce the research finding that “emergence of grammar is highly dependent upon size of vocabulary.” Development of a rich vocabulary is one of our goals.

Explain important skills needed for reading Yorúbá language. Review of alphabets and tone marks. Use the song “Awa **yio** bori” to illustrate how different tenses are constructed. For example “Awa **ti** bori”

- Introduce more forms of greetings in Yoruba
- Showing respect in Yoruba, and thanking people (*How do you show respect?*)
- Naming tradition in Yoruba and importance of name in the culture (What can be learned from names)
- Days of the week in Yoruba (*Teach the song again*)
- The use of honorific pronouns (Ẹ, Wọn, Yin) in greetings

Schleicher: Lesson 8 pages 137-149

- Means of transportation
- Expressing different ways of traveling and talking about previous days
- Present perfect markers (**ti**, **negation-ko ti i**)
- Habitual marker (**maa n**, **negation-ki i**) -Use of **ilé**, **ibi**, **òdò**

Wọ aṣọ Wọ bata Wọ iboṣẹ	De fila Ge fila	Bọ aṣọ Bọ bata Bọ agbada	We gele Tú gèlè
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January 18- 22 (Week 2) Schleicher: Lesson 9 Awon Aso Ibiṣẹ (page 151-163)

Some words to learn in chapter 9

Aṣọ awọṣẹ----Under wear

Iboṣẹ----Socks

Ibọwọ----Gloves

Yeri eti---Ear Rings

Ẹgba ọwọ----Bangles

Ẹgba ọrun----Neck Lace

Gbolohun: Fi yeri si eti

Ìbèèrè: Ẹ́ o wọ yeri



Mo wọ bata.....
Mo de fila.....
Mo ro iro.....

Verbs phrases that relate to wearing clothes, shoes, cap, headgear

Wọ----de.....ge....bọ.....we...ro....

Language lab... Akoye unit 5 (Class meets at **MAT 0151**). Use the period to learn new words and take note of word order and simple sentence constructions.

January 22 Friday: Conversation: Practice verb phrases that have to do with putting on and putting off clothes, shoes, caps and traditional headgears.

Learning objectives for weeks 3 & 4: Students will understand the act of bargaining in a typical Yoruba market. Students are expected to use their knowledge of the numeral system and master how to ask simple questions in Yorùbá. In addition, they will master how to tell time in Yoruba and use the knowledge to plan a daily routine.

January 25 – January 29 (Week 3) ---- Schleicher: Lesson 10 [pages 169 to 179]

Monday 25th distribute the worksheet containing common words and expressions that have to do with shopping and markets. Especially the verbs and verb phrases that are used in the market.

January 26th Tuesday - Dictation from page 179. Review common questions and responses during bargaining between sellers and buyers.

January 27th Wednesday —... Akoye unit 5. Use the period to learn new words and take note of word order and simple sentence constructions.

January 28th Thursday ----- Language lab Listening comprehension (monologue on page 169 and dialogue on page 177). Students to compile and find out the meaning of new words in both texts. **Go through the two question types Bawo ni? ati bi a ẹ..... Take note of the verbs on page 174**

January 29th Friday — Group presentation Go through the question **Kí r'ò dé?** Then each group (made up of two students each) presents a buying and selling scenario. Choose a product and decide on how much you want it sold.

February 1-5 (Week 4) Source: Schleicher, Lesson 11- How to tell time

How to divide days in Yoruba land
Using the word **fun** –**ní** and the various forms
Difference between **tí** and **pe**
Using **Lẹhin**, **Lẹhin tí**, and **Lẹhin tíbá**
Using **Tán** and **parí**
Watch video on Akoye unit 11 [Kí ni aago wí?], Consonants t and d
How to tell time

February 8-12 (Week 5) Schleicher: Lesson 12

Learning objectives for week 5: Students will learn the names of different foods and how meals are cooked. This section requires knowledge of verbs and gerunds. In addition, new words and phrases that describe different professions, the activities of the professions, and differences between traditional and modern jobs will be introduced.

February 15-19 talking about food--- Schleicher, Lesson 12 (pages 197 to 211)

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

Language lab... Akoye unit 9. Use the period to learn new words and take note of simple sentence constructions.

February 22 – 26 (Week 6) Schleicher: Lesson 13

Source pages 215 to 230- Talking about different professions

Ìṣẹ́ ìbílẹ́ Yoruba traditional professions
More on **Nibo?**
Comparative and Superlative form **jùlọ**
Ta ni and **eni tí**
Using the words **sọ**, **sọrọ**, and **sọ fun**
Difference between **Mo máa** and **Màá (page 228)**

Watch video on Akoye unit 15 [Àpèrèrè lẹ̀ òòjò]

February 24-**Class exercise**: Interview a professional person to find out what he/she does in his profession. Write a simple report in Yoruba

February 25- **No test day**

February 26 **Friday: Weekly Test**

March 1 Monday : What kind of job would you like to do in future? Choose from the list on page 225. Play with these phrase: **Mo jẹ....., mo fẹ jẹ.....** Generate different questions to ask about people's professions, page 219

March 2 (Tuesday) : Take all grammar sections.

March 3rd (Wednesday)

March 4th (Thursday) ----- Listening comprehension (monologue on page and dialogue on pages 217 and 227) Students to compile and find out the meaning of new words in both texts. Things to know about different professions. **Language lab...** Akoye on different professions.

March 5th (Friday)- Weekly tests

DUE:

March 8th Monday Start on different types of ceremonies. Monologue on page 233

March 9th Tuesday Asking about ceremonies & How to express reported speech (page 238)

March 10 (Wednesday) Dialogue ibi àsè ikomojade (page 242)

Additional greetings and useful expressions (page 243).

What does **yan idáhùn tí ó yẹ** mean?

March 11 Thursday (Language Lab)

March 12th Weekly test

March 15th Monday Daily routine...Nnkan ti mo maa n **ṣe** (Ìdásòrò ojú iwé 249)

Describing a typical day or week
Reflexives **fúnraara**
The verb **tún –se**

Tuesday March 16th More on numerals; ẹẹmeloo, ẹẹkan, ẹẹmeji
Isọrọngbesi (page 257)

What words can we learn from the game: Bojúbojú

Wednesday March 17th New words (page 259). Vowels i and in (the nasal vowel) (Source: Schleicher, Lesson 15)

Thursday March 18th Use the text from Akoye unit 7, especially the intro. On telling time

[Ètò Ojúṣe àti ipín ojó]

Friday March 19th Weekly test

Monday March 22 talking about different languages and countries in Africa

Ìdásọ̀rọ̀ ti oju iwe 265; Sísọ nípa ìlú ènìyàn(Talking about one's hometown in Nigeria); useful terms for countries (page 267)

Tuesday March 23rd Prepositions si and ni; ogbón orí

Using Je ki;

Wednesday, March 24th Isọrọngbesi ojú iwé 274

vowels on and an; tone practice

Thursday March 25th Language lab

Friday March 26th Weekly Test

Monday March 29th & March 30th (Source: Schleicher, Lessons 17)

How to give directions

How to express understanding or lack of understanding of some concept

Wednesday March 31st Becoming a king in Yoruba (page 283)

The particle **ki**

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

Thursday April 1st Using text from Akoye

Friday April 2nd Weekly tests

Monday April 5th

Tuesday April 6th

Wednesday April 7th

Thursday April 8th Language lab

Friday April 9th **Weekly Test**

Monday April 12

Tuesday April 13th

Wednesday April 14th

Thursday April 15th

Friday April 16th **Weekly Test**

Monday April 19th Review of the semester

Tuesday April 20 Review of the semester

Wednesday April 21th Review of the semester

Last day of classes

Oral proficiency exams to be decided

Final Exam: 4/29/2021 @ 12:30 PM - 2:30 PM