

ÈKÓ YORÙBÁ ÀKỌBÈẸ

YOR 1131: BEGINNING YORÙBÁ II (Spring 2022)

Olùkó (Instructor): Ọgbéni Kólé Ọdútólá
Ófisi (Office Location): 351 Pugh Hall
Àkókò rírí Akékòó (Office Hours): by appointment
Èrọ ibánisòrò (Phone): 273-2959.
Office Hours: 8th period on Tuesdays and Thursdays included or you can come any other time by appointment

Àkókò ìpàdé (4th Period:10:40 AM - 11:30 AM)
Kíláàsì Ìpàdé: TUR-2342
Credit: 5
Ímeèlì (E-mail): kodutola@ufl.edu

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⁺'). 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:

Class attendance [75] and participation:[25] 100* Participation will be decided based on activities

Daily Journals 100

Conversational practice pieces 20* (A total of 5 phone calls during the semester)

Weekly Tests mostly on Fridays 300 (Including unannounced quizzes)

Written assignments/projects 80 (You will be expected to submit *lṣẹ ṣiṣe* from the textbook*)

Oral Exams 150* dates will be announced

Final Semester written examination: 250*

Total: 1000

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⁺

830-860= B.. [800-869..B-]

770-790= C⁺

730-760= C.... [700-729-C-]

670-690 = D⁺

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 YORÙBÁ ÀKÓBÈRÈ mean?

(2) Can you use àkóbèrè in a complete sentence?.....

.....

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."

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

COVID Statement: for a Face to Face class:

In fall 2021 semester, the university mandated a return to face-to-face (F2F) teaching. Although we are still waiting for State/University guidelines as of this writing 12/19/21, I plan on proceeding as in fall. The class will be conducted f2f.

I am mindful, however, of the fact that we are still in the midst of a global pandemic with new variants. Thus, if you are registered for this F2F class and suspect you may have been exposed to COVID, you should report for testing immediately and observe an obligatory quarantine period. <https://coronavirus.ufhealth.org/screen-test-protect-2/> You should also report to me immediately so that you may continue your coursework remotely.

You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

Hand sanitizing stations will be located in every classroom

- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

CLASSROOM BEHAVIOR: Arrive in class on time **with** the reading material (books/ chapters, essays that are to be covered for class that same day) and the reading DONE. Your classmates are not there to provide you with their own copies of books, or essays that may be printed from the library reserve. Sometimes group work will be conducted based on the day's grammatical point. Cell phones should be muted and not used for text messages or web surfing during class time. If you are late, make sure that you are not marked absent at the end of class. You are responsible for finding out what took place in your absence for the class.

STUDENTS WITH DISABILITIES

Students requesting classroom accommodation must first register with the Dean of Students Office (352-392-856) <http://www.dso.ufl.edu/drc/>

The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

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 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 Yorùbá 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 Yorùbá 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.

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.

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
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

1st Week -òsè kǐnǐ--- REVIEW OF FIRST SEMESTER YORUBA (January 5th to 7th)

Ojò rú [Wednesday 5th] - - REVIEW OF FIRST SEMESTER YORUBA and this syllabus. Review classroom expressions especially those useful in class and cardinals (onkaye), ordinals (onkapo)

Ojò bọ [Thursday 6th]- (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)

Ojò ẹti[Friday 7th]- Names of Days, Days of the Week, The relative clause marker **ti** and other instances it shows up- (ohun ti, igba ti, kil'o dé tí). Useful expressions in talking about Plans, talking about Plans, the future marker: **Maa** [Mo **máa** rí yin ní ọla] A maa jẹun ni irọlẹ. Expressing previous days Fun àpẹẹrẹ...àná,
- Expressing Nígbà Wo? and ígbà tí, The consonant **r**, Expressing Kí ni and Ohun tí, Expressing Nígbà tí and Nígbà ti -bá, Present perfect markers (ti, kò tí i), -Habitual marker (máa n, the negation is "kì i") -Use of ilé, ibi, Ọdọ.

Ojò ajé [Monday]-10th Review last week's lessons (and revisit daily Journal)

Ojò isẹgun [Tuesday 11th]- Review the monologue & Dialogue (pages 119- 120 ati ojú iwé 132).

Ojò rú [Wednesday 12th]: Different modes of transportation. The verbs gùn, wọ, bọlẹ, a.b.b.l (Source- Schleicher, Lesson 8 Mode of transportation page 137)

Ojò bọ [Thursday 13th]- Speaking exercise (oral proficiency)

Ojò ẹti [Friday 14th]: Quick summary of the week, review of wedding Cards made.

Osè Kẹta Holiday [MLK Day 17th] [3rd Week] January 18 to 21th- January 28th

Tuesday 18th : 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 24th

: Dialogue on page 160, about sewing of clothes, , Gírámà-present perfect markers (ti, kò tí i), Wednesday 19 -Habitual marker (máa n, kì i);iruwo (p. 154)*

Language Lab: Every Thursday 20 in Turlington 1317, pictures due on Thursday during the language lab 1/24/2020 **PRACTICE-**(Fill in the gaps in front of Ọsẹ.....for 5th week to 15th week below

Friday 21th – Weekly test

(No class, January 17th but make a poster for a Tailoring Service and bring to class) (p.146).

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

.....

.....

Friday – 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

4th Week ----- Practice talking about clothes

Monday 24th - Conclude **Lesson 8Talk about your birthday (p.146).**

Tuesday 25th – start lesson 9 (p. 151). Different types of clothes and the verbs that go with them

Wednesday 26th – Monologue on page 153 about last Christmas celebrations. Look out for words/expressions such as pinnu, **inú mi dùn**, èjiká, kojá

Thursday 27th January- How to respond to **irú---wo** question marker, differences between use of **fi** and **lò**

Friday 28th -Weekly Test and other matters

5th Week Òsè..... January 31 **February 1st to 4th** (You need to know your numbers for this section)

Monday 31st - Pages 159 to 160. The culture of cloth wearing and expressions needed for sewing clothes (Dialogue on page 160)

Tuesday 1st- New words pages 161 to 166; shopping in an open market system: How to haggle...**Bí a ɕe n nájà. Hagglng in Yoruba land**; Numbers: 200-1000; **Source: Schleicher, Lesson 10.**

Wednesday 2nd -Expressing- **Báwo ni?** and **Bi a ɕe n...****Why** questions: Ki l'o de?; Expressing **Eélóó ni** and **Oye tí**
Page 177- Tunji fẹ ra redio ni oja; Consonant **y** **Source: Schleicher, Lesson 10.**

Thursday 3rd – (Language Lab online)...Speaking exercise about buying in the markets

Friday 4th –Weekly test

6th Week òsè..... February 7th to 11th [Source: Schleicher, Lesson 11]

Monday 7th - page 181 (monologue), this is a lesson on how to talk about what you do daily and the tense marker **maá n**

Tuesday 8th - **How to tell the time** in Yoruba; Kí ni agogo wi?

Wednesday 9th - recall how to use the split verb **fun----ní** ; Difference between **ti** and **pe**; using **Lèhìn** Lèhìn ti, and Lèhìn ti ...bá, Using **Tán** and **parí** Consonants **t** and **d**; Dialogue on page 192 how to book for a train ride

Thursday 10th – Language lab- How to divide days in Yoruba land

Friday 11th – Weekly test **REVIEW OF LAST SIX WEEKS**

7th Week òsè..... February 14th to 18th -- **Monday 14th** - Introducing Yoruba Food/meals

Tuesday 15th – Monologue on how to fry plantain (pages 197 to 198); what can we learn about how Yoruba people cook? (Page 198)

Wednesday 16th - Learning the names of different dishes in Yoruba.

Prepositional phrases useful in cooking

Thursday 17th – Speaking exercise (oral proficiency)/demonstration of Yoruba meals-cooking and tasting time. Watch video on Akoye unit 11 [Kí ni aago wí?]

Friday 18th – Weekly test

Review last lessons and words learned during the week

8th Week ...February 21st to 25th— Source: Schleicher, Lesson 12

Monday 21th 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 [Oríṣii Oúnjẹ]** -

Tuesday 22nd – Conversation about the food you like in Yoruba (orals); Pronunciation & tones on page 210

Wednesday 23rd Talking about different professions---Yoruba traditional professions; (page 215). More on **Níbo?**; Comparative and Superlative form **jùlọ**; **Ta ni** and **ẹni tí**;

Thursday 24th - Language lab online

Friday 25th – Weekly test

Monday 28th—Monologue on page 215; Using the words **sọ**, **sòrò**, and **sọ fún**; Difference between **Mo maa** and **Màá**; [Also unit 5--Akoye online]

9th week-Spring Break: Spring Break: - March 1nd to Saturday 5th

10th Week -..... March 7th to 11th —

Source: Schleicher, Lesson 13 (10th Week.....)

Monday 7th 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 Yorùbá.

Tuesday 8th –Expressions to ask about a person's profession (page 219)

Thursday 9th Speaking exercise (oral proficiency)

Friday 10th Weekly test

11th Week ọ̀sẹ̀..... [March 14 to 18th]

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.

12th Week Ọ̀sẹ̀..... [21st - 25th]

Daily routine...Nnkan ti mo maá n ẹ

Describing a typical day or week

Reflexives **fúnraara**

The verb **tún --se**

More on numerals **melòó?**: **kan**, **meji**, **meta** etc.

Game: **Bojúbojú**

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

[Ètò Ojúṣe àti ipín ojó]

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

13th Week ọ̀sẹ̀..... March 28th to 31st April 1

Talking about different languages and countries in Africa---Note the use of the expression tòótó

Talking about one's hometown in Nigeria

Prepositions si and ni

Using Jẹ́ kí.....

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)

14th Week ọ̀sẹ̀..... April 4th to 8th

How to give directions...Bí a ẹ̀ n júwẹ ọ̀nà (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. **ọ̀ba jìjẹ ni ilẹ̀ Yoruba (page 283)**

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

April 1 (Friday). Weekly test

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

15th Week ọ̀sẹ̀.....April 11th to 15th **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.

April 18th 19th & 20th (end of classes) REVIEW, REVIEW, REVIEW

Classes end April 20

Final Exam: 4/28/2022 @ 3:00 PM - 5:00 PM

What can we learn about negotiations? Is life a market place? **Ayé ni ọ̀jà [ayé lojà]**

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). Orúkọ mi ni.....mo n gbé ni.....mo jẹ ọmọ ọdún.....Mo ní (àwọn) àbúrò.....[n ko ní àbúrò Kankan], orúkọ (àwọn) àbúrò ni..... wọn n gbé ni.....

(2). Ni oşù ti ó kojá, mo rin ìrìnàjò lọ sí.....

(3). Işé ti mo fẹràn ni.....mo fẹran işe yii nitori pe.....

(4). Mo wọ aşọ Yoruba lọ si ibi ayeye ti ebi mi şe lanaa, mo we gèlè (mo dé filà), mo wọ búbá, mo ro ìró, mo si wọ bata.....

(5) Ebí mi fẹràn óunjẹ síşè, èmi náà fẹràn óunjẹ 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.

Continued from page

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

Important Dates to Note: Spring Break: - March 1st to Saturday 5th

Classes end April 20 2022

Reading Days 21st & 22nd 2020 Final exam: 4/29/2020 @ 3:00 PM - 5:00

QUIZ: There are different types of markets in the Yoruba culture: what are the implications of markets