

ÈKÓ YORÙBÁ ÀKÓBÈRÈ

YOR 1130: BEGINNING YORÙBÁ I (Fall 2016)

Olùkó (Instructor): Ògbéni Kólé Òdútólá
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Àkókò ìpàdé (Period 4): M-F
Kílààsì (Class Venue): LAR 0239/MAT 0103
Credit: 5
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COURSE DESCRIPTION AND OBJECTIVES

This beginners' course is intended for learner 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/outlets 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 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 around Gainesville, for instance the October 1st celebrations)

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 required. Also, we will be using the language laboratory once a week; lab day will be announced in class at the appropriate time. The coursework will comprise of a series of announced and unannounced quizzes, individual oral presentations, take-home assignments and weekly tests (on Fridays).

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 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!) **There are about 75 days for this semester**

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 [75] and participation:[25]	100
Daily Journals and Group presentations	100*
Weekly Tests Fridays	350 (Including unannounced quizzes)
Written assignments/special projects	100 (Has to do with işe işe)
Oral Exams	150* dates will be announced
Final Semester written examination:	200*
Total:	<u>1000 points</u>

Grade Correspondence:

930-1000 = A....	[900.920 A-]
870-890= B ⁺	
830-860= B..	[800-860..B-]
770-790= C ⁺	
730-760= C....	[700-720-C-]
670-690 = D ⁺	
630- 660 = D	
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.”

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 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.

First semester schedule **BEGINNING YORÙBÁ I: Fall-August 22nd to December 7th**

Òsẹ̀ Kíní (Week 1)... This is the week for general introduction to the language. It is one of the very important sessions of the semester. You will learn the alphabets, different forms of greetings, and a bit about the culture of Yoruba people. We will discuss about memory and remembering facts with the hope that you can understand what works best for you.

Weeks 1-2 (August 22-26th/ 29th-2nd) Source: Schleicher, **Preliminary lesson**
Ọjọ ajé [8/22- Monday]: General introductions, the Instructor, the course, learners, the structure of your textbook, and how you can make good a grade!

(8/23-Tuesday) Recap of last lesson

- Social Communication: Greetings, responses, & gestures (pp. 1-3).
- Yorùbá alphabets and tones (pp. 4-5)
- (8/24-Wednesday) ---Recap of last lesson. Yorùbá names, meanings and ceremonies (pp. 8-9)

(8/25-Thursday). Thanking people and common classroom expressions (Page 11)

(8/26-Friday) Culture: Honorific pronouns (The use of Ẹ, Wọ̀n, Yin)

Home Work: Look for 10 Yorùbá names and learn how to pronounce them properly. Find out the meaning of the names and the cultural contexts that gave rise to each. You can use the Internet for names and how to pronounce such names
 It is **due (9/2)**

Ọsẹ̀ keji—2nd Week – 29th August, September 1st – 2nd

Ọjọ ajé (8/29-Monday) Recap of last week's lesson

- Understanding and learning about “Tones & Exercises” (pp. 6-7).

Ọjọ isẹgun-Tuesday: Class exercise: Fill the missing gaps on the alphabet table

- Learning basic classroom expressions and the underlining grammar (pg. 11).
- Class activity: Kí ni orúkọ mi? Kí ni orúkọ rẹ
Culture: Division of a day and associated greetings among the Yorùbá people (pg. 13).

(8/30-Tuesday) Recap of last lesson

- Learning names of objects (pg. 10).
- Making your personal picture dictionary
- simple word order (Mo ni.....), Mo fẹ.....)
- Numeral system (Oódo tíí dé ẹ̀wá) pg. 14-17

(8/31st - Wednesday) Class exercise: Learning to listen-Dictating simple words.

- Review- alufabeti ati fàwèlì
- Where to put tone marks
- Numeral system (Oókànlá tíí dé ogún)

Task: Learning common expressions and words for self-introduction

(9/1-Thursday): Language lab sessions will be every Thursday in Turlington 1341, enter through 1317 (on the plaza) [Recap of last lesson]

Watch Akoye video <http://www.africa.uga.edu/Yoruba/index.html>

Especially the section on Yoruba pronunciation and culture notes of Unit 1 Lesson 2

- Learning to type Yorùbá words on a computer

(9/2nd - Friday)Recap of last lesson.....(Today is numbers day) Why are numbers important? Can you go through a day without numbers?

Class exercise: Importance of titles, learning about common titles (pg. 16).

Simple additions and subtraction in Yorùbá (Textbook pp.15-16)

Ìṣé àtílẹwá (Work from home/Home work): *Learn as many titles on page 16 of your textbook. Come to class prepared for a quick test*

Òṣẹ kẹta titi de ọ̀ṣẹ kerin -- 6th -9th Weeks (September 12th-16th) Source: Schleicher : Lesson 1

(9/5th - Ọjọ ajé [Monday]) No Class

Study at home please

Home Work: Bring to class 5 pictures of any of the objects on pages 17 & 18 of your text-book..(Jé K'á sọ Yorùbá) due 9/8 (we will be in the Language lab)- Turlington 1341, enter through 1317 (on the plaza)

(9/6th-Tuesday) Recap of last lesson Numbers:

Move around the class; greet 7 people in Yoruba and tell them your name.

Ọ̀rọ̀ ati ìtumọ̀ (words and meanings) Pg. 17

(9/7th-Wednesday) Recap of last lesson/ learning to speak

- How do you say the following in Yoruba: Machine, Monkey, Doctor, Knife, mid-night, ocean, Professor, Chair, tree, glory. (Bring your own words too)

(9/8th-Thursday) Language Lab - Turlington 1341, enter through 1317 (on the plaza)

(9/9th-Friday) Test and quick summary of the week

Ọṣẹ kẹrin-4th Week (September 12-16th)..... Source: Schleicher, **Lesson 1**

Ọjọ ajé Monday 12- Ọjọ iségun [Tuesday 13] Introducing Yourself..... Subject Pronouns (pp23-27), Possessive Pronouns (Pp. 23-27) Numbers: Onkaye [Cardinals]- pg. 28, Asking for people's names

Wednesday 14th : Use of “Kí ni orúkọ rẹ?”, Elision...*ṣe alafia ni? ṣalafia ni* (pg. 33)

Tone Drills, Vowels “e” and “ẹ”

Thursday: Language Lab- Turlington **1341**, enter through 1317 (on the plaza)

Friday: Weekly test and a quick summary of the week

Ọṣẹ karunun titi de ọṣẹ kẹfà Weeks 5 & 6 [21st to 25th].....Lesson 2

Ọṣẹ karunun-Week 5 (September-19th -23rd)..... Source: Schleicher, **Lesson 2**

Ọjọ ajé [Monday]- Ọjọ iségun [Tuesday]: Family members-Awọn ẹbí ati mọlẹbí

Ẹbí ní ilẹ̀ Yoruba (*Families in Yoruba land*)

Asa ikobirinjo (Polygamy) page 41

(Home work-Isé sise 4 page 39- due for Thursday 9/26)

Wednesday 21: Learning to talk about your family

Thursday 22: Language Lab Turlington 1341, enter through 1317 (on the plaza) **Friday 23:** Weekly test and a quick summary of the week

Ọṣẹ kẹfa-Week 6 (9/26-30th- 10/1st)... Source: Schleicher, **Lesson 2 (pages 42-52)**

Monday 26- Tuesday 27: Bèè ni ati Bèè kó (“Yes/No” Questions)

Mélòò ati eeloo (*Expressing “how many?” or “how much?”*)

Plural marker Awọn (page 44)

Wednesday 28th Cardinals and what to take note of in numbers (page 45)..Numbers 21-100.....

Negation...Mo fẹ/ N ko fẹ, Nasal Vowels (Fawẹli aranmupe) an, ọn, in, un, ẹn

Thursday 29th : [Lang. Lab.]: Learn to pronounce and then record the 10 Yorùbá names you collected. Work independently in the lab . Due (10/6th). SEALLF Conference (29th to October 2nd)

Friday 30th : No Weekly test and a quick summary for this week

Week 7: October 3rd to 7th Source: Schleicher, **Lesson 3**

Ọjọ ajé [Monday 3]- Expressing likes and dislikes

Talking about different activities.....The progressive marker..”n”...The verb fẹràn...To like

Tuesday 4: Conjunctions si and àti

Relationship between young men and women in traditional Yoruba setting

Ọjọ ru [Wednesday 5]: Vowels o and ọ... Traditional education

Thursday: Language Lab- Turlington 1341, enter through 1317 (on the plaza)

Friday: Weekly Test

Frid 8th to 9th Weeks Source: Schleicher, Lesson 4

Week 8 October 10th to 13th 14, 15th 16th **Sunday-----HOME COMING**

Ọjọ ajé [Monday 10]-]: Describing a house

Tuesday 11 [] : Talking about household objects

Ọjọ ru [Wednesday 12] Yoruba traditional houses [Weekly test and a quick summary of the week]

Thursday 13:: Language Lab

Friday: HOME COMING

9th Week October 17th to 21st

Ọjọ ajé [Monday 17] The verb “to be” Locative form wà, The use of nibo ni?

Tuesday 18: Numbers: Ordinals (Ònkàpò) Kini, keji, keta....

Ọjọ ru [Wednesday 19] Imperative forms, More on Yes/No Questions: Še

Consonants **p** and **gb**

Thursday 20: Language Lab

Friday 21: Weekly test and a quick summary of the week

10th Week October 24th to 28th..... Source: Schleicher, Lesson 5

Ọjọ ajé Monday 31st / [ọjọ iṣẹgun-Tuesday 1st]- How to talk about people’s nationalities

How to talk about people’s age

Ọjọ ru [Wednesday 2nd]: Numbers: 101-200.. Object Pronouns, Colour Terms, Consonants **g** and **j**

Thursday 3rd : Language Lab- **Turlington 1341, enter through 1317 (on the plaza)**

Friday 4: Weekly test and a quick summary of the week

11th to 12th Weeks... **Source: Schleicher Lesson 6**

11th Week -- November 7th to 10th (Source: Schleicher Lesson 6) **November 11th HOLIDAY**

Ọjọ ajé Monday 7/[ọjọ iṣẹgun Tuesday 8] --Personalities, The notion of “being fat”,

Ọjọ ru [Wednesday 9]: describing yourself and members of your family

Thursday 10: Language lab- Turlington **1341**, enter through 1317 (on the plaza)

Friday 11: No Weekly test and no quick summary of the week. Please do these at home

12th Week -November 14th -18th to 21-22th (Source: Schleicher Lesson 6)

Ọjọ ajé [Monday 14]: The verb “to be” Adjectives and adjectival verbs

Tuesday 15: Recap of yesterday’s lesson

Wednesday 16 : Using Náà and Tün, Consonants and s

Thursday 17: Lab

Friday 18: Weekly test and quick summary of the week

13 th & 14 th Weeks ... Source- Schleicher, Lesson 7
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Week 13-- November 21-22 (Source- Schleicher, Lesson 7)

Ọjọ ajé [Monday] November 21st – Recounting a trip and activities during a trip

Tuesday 22nd - - Useful expressions in talking about future plans, talking about future plans, the future marker: Maa (THANKSGIVING BREAK) November-Thursday 23th -26th)

Ọjọ rú [Wednesday]- - -

Thursday: No Language lab

Friday- No Weekly Test,

14th Week - November Monday 28th - Wednesday 30th (Source- Schleicher, Lesson 7)

Ọjọ ajé [Monday28]- The relative clause marker ti

Tuesday 29- Expressing *Nígbà Wo?* and ígbà tí, The consonant **Ɔ**

Ọjọ rú [Wednesday30]- Names of Days, Days of the Week --- Conclude Lesson 7 December, 1st to 2nd ----- Lesson 8

Thursday

Friday 2nd December

15th Week

Monday 5- Expressing Ki ni and Ohun ti, Expressing Nígbà tí and Nígbà tí --bá

Tuesday 6: Means of transportation

-Expressing different ways of travelling and talking about previous days

Ọjọ rú [Wednesday 7]: Present perfect markers (ti, kò tî), -Habitual marker (máa n, kî í)

-Use of ilé, ibi, òdò

Thursday 8: - No Language Lab instead day 1 of reading days

Ọjọ rú [Friday 9]: No Weekly test and no quick summary of the week-2nd day of reading days

Week 16 December Monday 7th to 9th (Classes end on the December 7th)

Ọjọ ajé [Monday]: Oral Examination

Tuesday: Oral Examination

Final written Examination

Week for Finals: Final exams during December official days for finals 10th & 12th to 16th 2016