

**YOR 1130: BEGINNING YORÙBÁ I (Fall 2019)**

**Olùkó** (Instructor): Ògbéni Kólé Òdútólá

**Òfisì** (Office Location): 351 Pugh Hall

**Àkókò rírí Akékòò** (Office Hours): appointment

**Èrò ibánisòrò** (Phone): 273-2959.

**Àkókò ìpàdé** (Period 4)

**Class Venues:** UST 0105, CBD 0234 UST 0101

**Credit:** 5

**Ìmeèlì** (E-mail): kodutola@ufl.edu

**COURSE DESCRIPTION AND OBJECTIVES**

This beginners' course 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, 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, largely, 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). Keeping a **daily** learning journal will be a great advantage. Do so as soon as you leave the class. It will help you a great deal to recall the day's class.

**REQUIRED TEXTS**

Our main text for the course is Schleicher, A. Y. F. (1993) *Jé Ká Sọ Yorùbá*, New Haven & London: Yale University Press. (ISBN Number 0-300-05590-0).

A Yorùbá-English Dictionary is also recommended.

**COURSE REQUIREMENTS**

To achieve our set objectives, regular class attendance, punctuality, and active participation in class activities are required. In addition, we will use 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 (mostly 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 has been taken (i.e. about 5 minutes into the class period). Lateness shall be calculated on two lateness = one 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<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).

### COURSE EVALUATION

Find below a breakdown of workload for this course:

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

### 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 = 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 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 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.

## **Class Venues**

Mondays UST 0105

Tuesdays- CBD 0234

Wednesdays: UST 0101

Thursdays: CBD 0234

Fridays: CBD 0234

### **Course Evaluations Fall 2019 - Updated Syllabus Statement**

After piloting throughout the last three academic semesters, the GatorEvals course evaluation system will implement campus wide this Fall semester. As such, UF course syllabi need to be updated to reflect the implementation of GatorEvals. The text below is an appropriate statement informing students of the online course evaluation process in accordance with the [UF Policy on Course Syllabi](#).

“Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”

[Learn more about GatorEvals.](#)

# First semester schedule

**BEGINNING YORÙBÁ I: Fall August Tuesday 20<sup>th</sup> to December 5<sup>th</sup>**

**Òsẹ̀ Kíní (1<sup>st</sup> Week )...** 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.

**Weeks 1-2** (August 20-23<sup>rd</sup>/ 26<sup>th</sup> -30<sup>th</sup>) Source: Schleicher, **Preliminary lesson**  
**Ọjọ ajé [8/20- Tuesday]: General introductions, the Instructor, the course, learners,** the structure of your textbook, and how you can make good a grade!

**(8/23-Thursday) Recap of last lesson**

- Social Communication: Greetings, responses, & gestures (pp. 1-3).
- Yorùbá alphabets and tones (pp. 4-5)
- (8/23<sup>rd</sup> -Friday) ---Recap of last lesson. Yorùbá names, meanings and ceremonies (pp. 8-9)

**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 (8/30)**

**Òsẹ̀ keji—2<sup>nd</sup> Week – 26<sup>th</sup> to 30<sup>th</sup> August**

(8/26-Monday). **Recap of last week's lesson** –Various ways of thanking people and common classroom expressions (Page 11)

(8/27-Tuesday) Culture: Honorific pronouns (The use of **Ẹ**, **Wọ̀n**, **Yin**) and other pronouns

(8/28-Wednesday)- Talking about Tones & Exercises (pp. 6-7).

(8/29-Thursday: Classroom expressions (pg. 11).

Class activity: **Kí ni orúkọ mi? Kí ni orúkọ ẹ**

**Culture:** Division of a day and associated greetings among the Yorùbá people (pg. 13).

**Class exercise:** Fill the missing gaps on the alphabet table

**(8/30<sup>th</sup> –Friday**

**(9/2<sup>nd</sup> Monday).** Holiday

**(9/3<sup>rd</sup>- 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 tíńí dé ẹwá**) pg. 14-17

**(9/4<sup>th</sup>-Wednesday):** Class exercise: Learning to listen-Dictating simple words.

- Review- alufabeti ati fáwèlì, where to put tone marks

- Numeral system (Oókànlá títí dé ogún)

**Task: Learning common expressions and words for self-introduction: how to recall**

**(9/5<sup>th</sup> -Thursday): Language lab sessions will be in Turlington**

**[Recap of last lesson]**

Watch Akọ ye 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

**(9/6<sup>th</sup> - Friday)Recap of last lesson.....(Today is numbers day). The three versions and what each represents in sentence construction**

**Class exercise:** Importance of titles, **learning titles in Yoruba page 16**

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

**Homework:** *Learn as many titles on page 16 of your textbook. Come to class prepared for a quick test on Monday*

Ọsẹ kẹta títí dé ọsẹ kerin -- 3<sup>rd</sup> to 4<sup>th</sup> Weeks (September 9<sup>th</sup>-13<sup>th</sup>) Source: Schleicher : **Lesson 1**

**(9/9<sup>th</sup> - Ọjọ ajé [Monday]) Quick test on titles**

**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 9/13<sup>th</sup>**

**(9/10<sup>th</sup> -Tuesday)-Recap of last lesson** Numbers and how to use them in sentences; move around the class; greet your partner in Yoruba and tell them your name.

**Òrọ ati ìtumò (words and meanings) Pg. 17**

**(9/11<sup>th</sup> -Wednesday) Recap of last lesson/ learning to speak**

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

**(9/12<sup>th</sup> -Thursday)** Language Lab session

**(9/13<sup>th</sup> -Friday)** Test and quick summary of the week

**Ọsẹ kẹrin- 4<sup>th</sup> Week** (September 16-20<sup>th</sup>)..... Source: Schleicher, **Lesson 1**

**Ọjọ ajé Monday 9/16<sup>th</sup> - Ọjọ iségún [Tuesday-9/17<sup>th</sup> ]**

Introducing Yourself..... Subject Pronouns (pp23-27); Possessive Pronouns (Pp. 23-27)

Numbers: Onkaye [Cardinals]- pg. 28; Asking for people's names

**9/18<sup>th</sup> Wednesday:** Use of “Kí ni orúkọ rẹ?” Elision...Şe alafia ni? Şalafia ni (pg. 33); Tone Drills Vowels “e” and “ẹ”

## (9/19<sup>th</sup>)Thursday: Language Lab

(9/20<sup>th</sup> Friday): Weekly test and a quick summary of the week

**Òsẹ karunun tí tí dé ọ̀sẹ̀ kẹfà 5<sup>th</sup> to 6<sup>th</sup> Week [September 23<sup>rd</sup> to 27<sup>th</sup>] 30<sup>th</sup> October 1<sup>st</sup> to Friday 4<sup>th</sup> .....Lesson 2**

Òsẹ karunun-5<sup>th</sup> Week (September-23<sup>rd</sup>-27<sup>th</sup>)..... Source: Schleicher, **Lesson 2**

**Ọjọ ajé** [Monday 23<sup>rd</sup>] - **Ọjọ ịsẹgun 24<sup>th</sup>** [Tuesday]: Family members-Àwọn ẹbí àti mọlẹbí  
 Ẹbí ní ilẹ̀ Yorùbá (*Families in Yoruba land*); Àṣà ikóbìrinjọ (Polygamy) page 41

(Home work-**Isé síse 4** page 39- due for Thursday 9/26<sup>th</sup>)

(9/25<sup>th</sup> -Wednesday: Learning to talk about your family

(9/26<sup>th</sup>)Thursday: Language Lab

(9/27) Friday: Weekly test and a quick summary of the week

Òsẹ kẹfa-6<sup>th</sup> Week (9/30, 10/1 to 4<sup>th</sup>)... Source: Schleicher, **Lesson 2 (pages 42-52)**

**Monday 30<sup>th</sup> – Tuesday 1<sup>st</sup> October:** Béèni ati Béèkó (“Yes/No” Questions)

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

Plural marker Awọn (page 44)

(10/2) **Wednesday** 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

(10/3)Thursday: [**Lang. Lab.**]: Record the 10 Yorùbá names you learned how to pronounce. Use the lab’s digital facility. Weekly test and a quick summary of the week

(10/4 Friday): Home Coming

**Week 7: October 7<sup>th</sup> to 11<sup>th</sup>** ..... Source: Schleicher, **Lesson 3**

**Ọjọ ajé** [Monday 7<sup>th</sup>] - What are the principles for negation? Expressing likes and dislikes

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

(10/9)-Tuesday 8<sup>th</sup> : Conjunctions si and àti

Relationship between young men and women in traditional Yoruba setting

(10/9-**Ọjọ ru** [Wednesday]: .... Vowels o and ọ... Traditional education

(10/10) Thursday: Language Lab

(10/11) Friday: **SEALLF Conference**

Week 8 October 14<sup>th</sup> to 18<sup>th</sup>

**Ọjọ ajé [10/14 Monday]-]:** Describing a house

10/15--Tuesday: Talking about household objects

**Ọjọ ru [10/16-Wednesday]** Yoruba traditional houses [a quick summary of the week]

10/17- Thursday: Language Lab

10/18 Friday: Weekly test

**9<sup>th</sup> Week Ọsẹ kẹsanan October 21<sup>st</sup> to 25<sup>th</sup>**

(10/21)**Ọjọ ajé [Monday]** The verb “to be” Locative form wà, The use of nibo ni?

10/22-Tuesday: Numbers: Ordinals (Ònkàpò) Kiini, keji, keta....(think of positions here)

10/23-**Ọjọ ru [Wednesday]** Imperative forms, More on Yes/No Questions: Sẹ

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

10/24-Thursday: Language Lab

10/25 Friday: Weekly test and a quick summary of the week

**10<sup>th</sup> Week October 28<sup>th</sup> to 1<sup>st</sup> November....** Source: Schleicher, Lesson 5

**(10/28) Ọjọ ajé Monday/[(10/29)ọjọ iṣẹgun-Tuesday]-** How to talk about people’s nationalities; How to talk about people’s age

(10/30)**Ọjọ ru [Wednesday]:** Numbers: 101-200.. Object Pronouns, Colour Terms,

Consonants **g** and **j**

(10/31) Thursday: Language Lab- Weekly test and a quick summary of the week

(11/1)Friday: HOME COMING

11<sup>th</sup> and 12<sup>th</sup> Weeks ... Source: Schleicher Lesson 6

11<sup>th</sup> Week-- November 4<sup>th</sup> to 8<sup>th</sup> (Source: Schleicher Lesson 6)

(11/4)-**Ọjọ ajé Monday/11/5-[ọjọ iṣẹgun Tuesday]** —Personalities,

The notion of “being fat”,

(11/6)-**Ọjọ ru [Wednesday]:** describing yourself and members of your family

(11/7)-Thursday: Language lab

(11/8)-Friday: Weekly test and a quick summary of the week

**12<sup>th</sup> Week -November 11<sup>th</sup> -15<sup>th</sup> to 18-22<sup>th</sup>** (Source: Schleicher Lesson 6)

(11/11) **Ọjọ ajé [Monday]:** No classes (Veteran’s day)

(11/12) Tuesday: Recap of last week’s lesson...how to negate **ni** in ki ni orukọ rẹ

(11/13) **Wednesday:** The verb “to be” Adjectives and adjectival verbs

(11/14) **Thursday:** Lab Using Nàà and Tün, Consonants **Ṣ** and **s**

(11/15) **Friday:** Weekly test and quick summary of the week

13<sup>th</sup> to 14<sup>th</sup> Weeks ... **Source-** Schleicher, **Lesson 7**

**Week 13-- November 18-22<sup>nd</sup>** (Source- Schleicher, **Lesson 7**)

**Ọjọ ajé [Monday] November 18<sup>th</sup>** – Recounting a trip and activities during a trip

(11/19<sup>th</sup>) **Tuesday-** - Useful expressions; talking about plans using future tenses, talking about future plans, the future marker: Maa and its negation

(11/20) **Ọjọ rú [Wednesday]- - -**

(11/21) **Thursday:**

**Friday 11/22-** Weekly Test,

**14<sup>th</sup> Week - November Monday 25<sup>th</sup> - Tuesday 26<sup>th</sup>** (Source- Schleicher, **Lesson 7**)

(11/25) **Ọjọ ajé [Monday]-** Names of Days, Days of the Week

(11/26)**Tuesday-** Expressing **Nígbà Wo?** and ígbà tí, The consonant **r**

(11/27) **Ọjọ rú [Wednesday]- (THANKSGIVING BREAK)**

**November-Thursday**

**15<sup>th</sup> Week -December 2<sup>nd</sup> to 4<sup>th</sup>** **Lesson 8**

(12/2) **Monday-** Expressing Ki ni and Ohun tí, Expressing Nígbà tí and Nígbà tí --bá

(12/3)-**Tuesday:** Means of transportation

-Expressing different ways of travelling and talking about previous days

(12/4)-**Ọjọ rú [Wednesday]:** Present perfect markers (**tí, kò tíl**), -Habitual marker (**máa n**, and its negation **kí í**); lease of **ilé, ibi, òdò**

(12/5) **Thursday:** - Last Day of classes

**(12/6)-Ọjọ rú [Friday]:** Reading days

**Last week---December 3<sup>rd</sup> to 5<sup>th</sup>-----**

**Ọjọ ajé [Monday]:** Review and other issues from the semester

**Tuesday:** Review and other issues from the semester continues

**Wednesday:** Oral Examination

**Final written Examination-** Final Exam: 12/11/2019 @ 7:30 AM - 9:30 AM



Slides for self-evaluation

# Pronunciation...

## Alphabets

Once you master the sounds of each of the alphabets in Yoruba and the nasal vowels, you are on your way to mastering how to read and write very well.

Slides for self-evaluation

# Memorization...

## Numerals 1-10 in its three versions

Master the numbers 1 to 10 in Yoruba and the two other versions that will be useful in making sentences. Once you know 1 to 10 you will notice how easy the other numbers will fall into place. Do not postpone learning 1 to 10 by heart.

Slides for self-evaluation

# Application...

Applications of rules. Here is where you need to pay attention. The grammar rules are not that complex, you just need to understand how to apply each of them.

In each of the slides you can evaluate yourself and gauge your progress.